

## FAQ

### **CAN THE RESULTS BE DISAGGREGATED BY STATE OR REGION?**

The results can be disaggregated by four regions (northeast, southeast, central, and west), four demographic community types (city, suburban, town, and rural), the enrollment size of the schools, enrollment by race and ethnicity, and the percentage of students eligible for free and reduced price lunch. The results cannot be disaggregated by state.

### **WHY WEREN'T DANCE AND THEATRE SPECIALISTS SURVEYED?**

There are two reasons: (1) in years past, government funding has only included the administration of the FRSS surveys to music and visual arts specialists because those data are *readily* available; and (2) conversely, FRSS doesn't have the databases it needs to identify dance and theatre specialists in schools, which results in insufficient data generation. Both the dance and theatre communities can provide the U.S. Department of Education with databases that identify dance and theatre specialists, but the Department of Education would need to build out its own database, which would require additional federal funding.

### **WHAT DOES THE SNAPSHOT OF ARTS ACCESS IN U.S. SCHOOLS (2009-10 FRSS) TELL US ABOUT THE QUALITY OF ARTS EDUCATION IN OUR NATION'S SCHOOLS?**

The survey addresses some of the teacher preparation and learning conditions under which the arts are taught. It asks teachers to report on their educational background, professional development, and the licenses and/or certificates they hold. The survey also includes questions about whether music and visual arts teachers align instruction with any state or national arts education standards, and asks about types of assessment of student learning used in the course of instruction. The survey does not measure student learning in the arts in our nation's schools.

### **WHAT DOES THE FRSS TELL US ABOUT THE INTEGRATION OF THE ARTS INTO GENERAL CLASSROOM INSTRUCTION?**

Eighty-eight percent of public elementary school classroom teachers reported that they included arts instruction their classroom. Of those teachers, classroom teachers taught the arts areas as separate subjects as follows: Music – 6%; Visual Arts – 14%; Dance – 3%; Drama/Theatre – 8%. Teachers who include the arts in classroom instruction incorporated arts instruction into other subject areas as follows: Music – 92%; Visual Arts – 97%; Dance – 87%; Drama/Theatre – 53%. The survey defined arts instruction as “The study of creative works in music, visual arts, dance, or drama/theatre, and the process of producing them.” The FRSS survey does not define the term “arts integration.” The survey asked general classroom teachers about the ways in which they partner with arts specialists, and uses phrases such as, “incorporating music into instruction in other areas,” and “teaching thematic units that integrate various subjects, including the arts.”

# SNAPSHOT

## Arts Access in U.S. Schools (2009-10 FRSS)

### WHAT DOES THE FRSS NOT COVER?

The survey did not cover student outcomes; that is, while information was gathered on the educational intent of school programs in terms of the relative emphasis given to various categories listed in the National Standards, the survey focused on identifying the educational inputs to the system rather than measuring student learning outputs.

### BEYOND THE FRSS, WHAT DO WE KNOW NATIONALLY ABOUT ACCESS TO AND QUALITY OF ARTS EDUCATION IN OUR NATION'S SCHOOLS?

Anecdotal evidence from the field suggests that adequate time for arts education, along with adequate support systems to make good use of that time, are strongly associated with student achievement both in the arts and through the arts. But it seems on the same anecdotal basis that the presence of this adequate time and support is both uneven across our nation's schools and school systems and is a volatile commodity within those systems. That is, challenges to a school system's overall funding or to that system's ability to achieve narrow metrics such as "adequate yearly progress" can lead to wide variation in the actual delivery of arts education to students. The infrastructure for arts education may survive in the existence of classrooms and even faculty, but the attention to arts education is not necessarily consistent.

- A 2011 national survey by Common Core and the Farkas Duffett Research Group of 1,001 3rd-to-12th grade public school teachers found that according to most teachers, schools are narrowing curriculum, shifting instructional time and resources toward math and language arts and away from subjects such as visual art, music, foreign language, and social studies. Two-thirds (66%) say that other subjects "get crowded out by extra attention being paid to math or language arts."
- In the 2010 National Art Education Foundation-funded study, *NCLB: A Study of Its Impact on Art Education Programs*, 3,412 respondents revealed the impact of NCLB in the following areas: staffing, teaching loads, enrollments, funding, scheduling, curriculum, teaching and instruction, and assessment. Sixty-seven percent of the arts educators surveyed reported that art schedules had been impacted by NCLB, and 47 percent of the respondents reported that their art schedules had increased interruptions, conflicts, and problems.
- According to the 2008 National Assessment of Educational Progress in the Arts, which measured student learning in both music and visual arts, on average among the 8th graders assessed:
  - Students eligible for reduced or free lunch scored lower than students ineligible
  - Black and Hispanic students scored lower than White and Asian/Pacific Islander students
  - Public school students scored lower than private school students
  - Students in urban schools scored lower than students in suburban schools.

# SNAPSHOT

## Arts Access in U.S. Schools (2009-10 FRSS)

### **ABSENT COMPLETE FEDERAL DATA, WHAT DO WE KNOW AT THE STATE AND LOCAL LEVELS ABOUT THE STATUS OF ARTS EDUCATION IN OUR SCHOOLS?**

Collecting and publicly reporting the status and condition of arts education and other core academic subjects on an annual basis at the state level is critical to ensuring equitable access to a comprehensive education for all students. States such as [Arizona](#), [Colorado](#), [Illinois](#), [New Jersey](#), [Ohio](#), [Oklahoma](#), and [Washington](#), and others have produced significant reports on the status and condition of arts education. The Arts Education Partnership hosts a searchable [State Policy Database](#) which contains the latest information on arts education state policies and practices, as reported by arts education personnel in state education agencies in all 50 states and the District of Columbia.

### **WHAT PLANS ARE IN PLACE FOR FUTURE FEDERAL DATA COLLECTION REGARDING ARTS EDUCATION?**

In 2016, The U.S. Department of Education's National Center for Education Statistics, plans to implement the National Assessment of Educational Progress (NAEP) in the arts— also known as “The Nation’s Arts Report Card.” The arts NAEP will assess what eighth-grade students know and are able to do in music and visual arts. The Department of Education has not announced plans for a future arts FRSS.

### **WHAT ARE THE CHANGES THAT ARTS EDUCATION ADVOCATES RECOMMEND IN THE ADMINISTRATION OF THE FUTURE NATIONAL DATA COLLECTION?**

- Data on arts education must be collected with a rigor and sense of purpose equal to that of all other core academic subjects. All longitudinal data collection systems employed by the U.S. Department of Education to gather information the various subjects taught in our schools should include the collection of data on the arts as well as other core academic subjects.
- The U.S. Department of Education's efforts should be more comprehensive in scope and depth, fully encompassing dance and theatre.
- There should be regular and frequent collection of data on student achievement through the National Assessment of Progress (NAEP) in the arts. The National Assessment of Educational Progress in the Arts should be implemented once every five years, in grades 4, 8, and 12.
- NCES should formally adopt the NCES Course Code Revisions prepared by State Education Agency Departments of Arts Education (SEADAE), which would improve on the existing NCES codes for the arts, and encourage their usage by state departments of education as part of the development of state longitudinal data systems. This information should be available to researchers to allow for the annual reporting of the status of arts education for every school.
- Texas, Florida, Ohio, New Jersey and several other states are now gathering longitudinal information on courses, student enrollment, and teacher assignments at the school and student level for all core content areas including the arts. We call on all states to develop processes to allow for annual public reports on the status and condition of arts education.