

Arts Education Collective Impact Initiatives: Meeting the Challenge of Shared Measurement Across Sites

Developing Practical Measures for Equitable Access and Quality

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Equitable Access

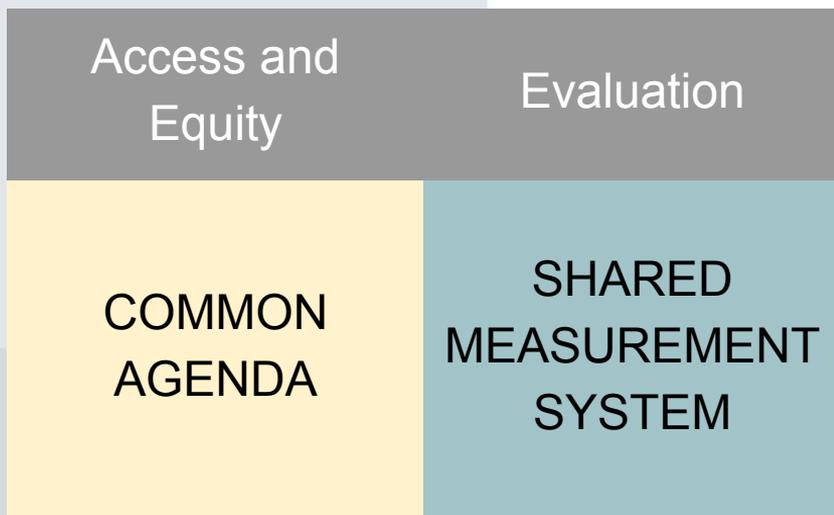


“In many ways, the city is a banquet, but only some children have a knife and fork.”

-Giselle Antoni, Big Thought, [VUE No.7](#). (2005). p. 21

Shared Measurement for Equitable Access

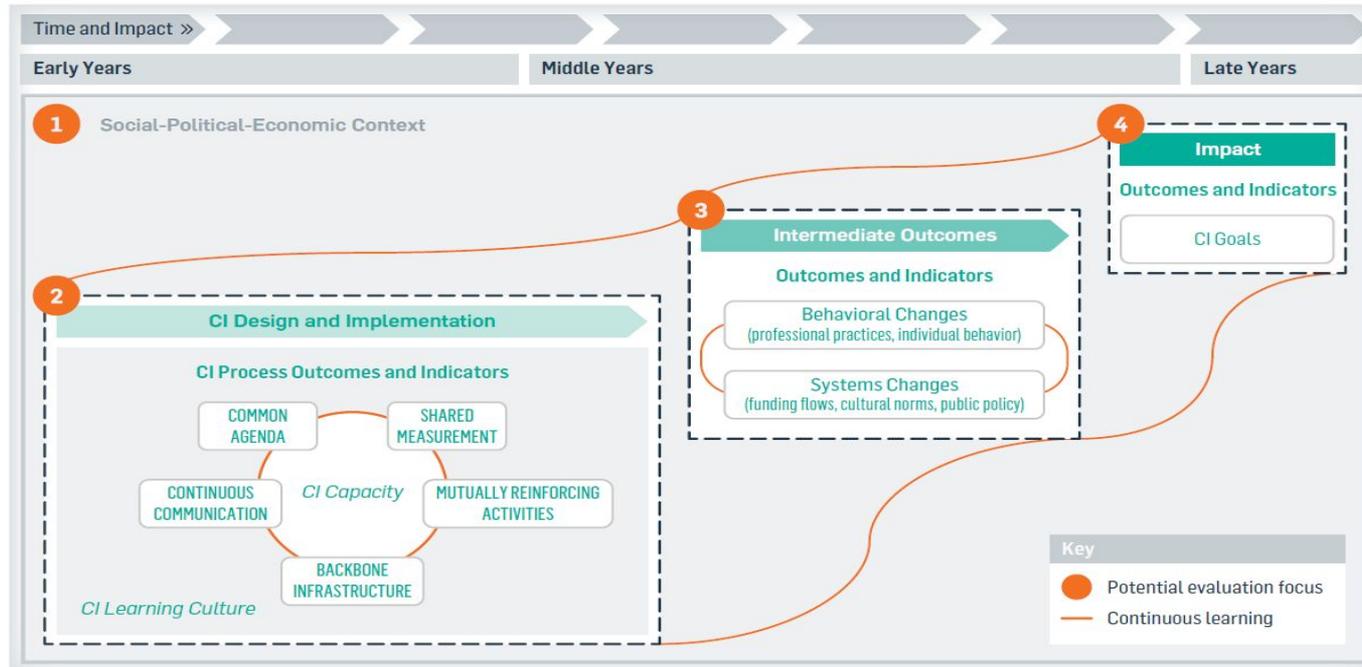
Ensuring the Arts for
ANY GIVEN CHILD
The Kennedy Center



Evaluating Collective Impact

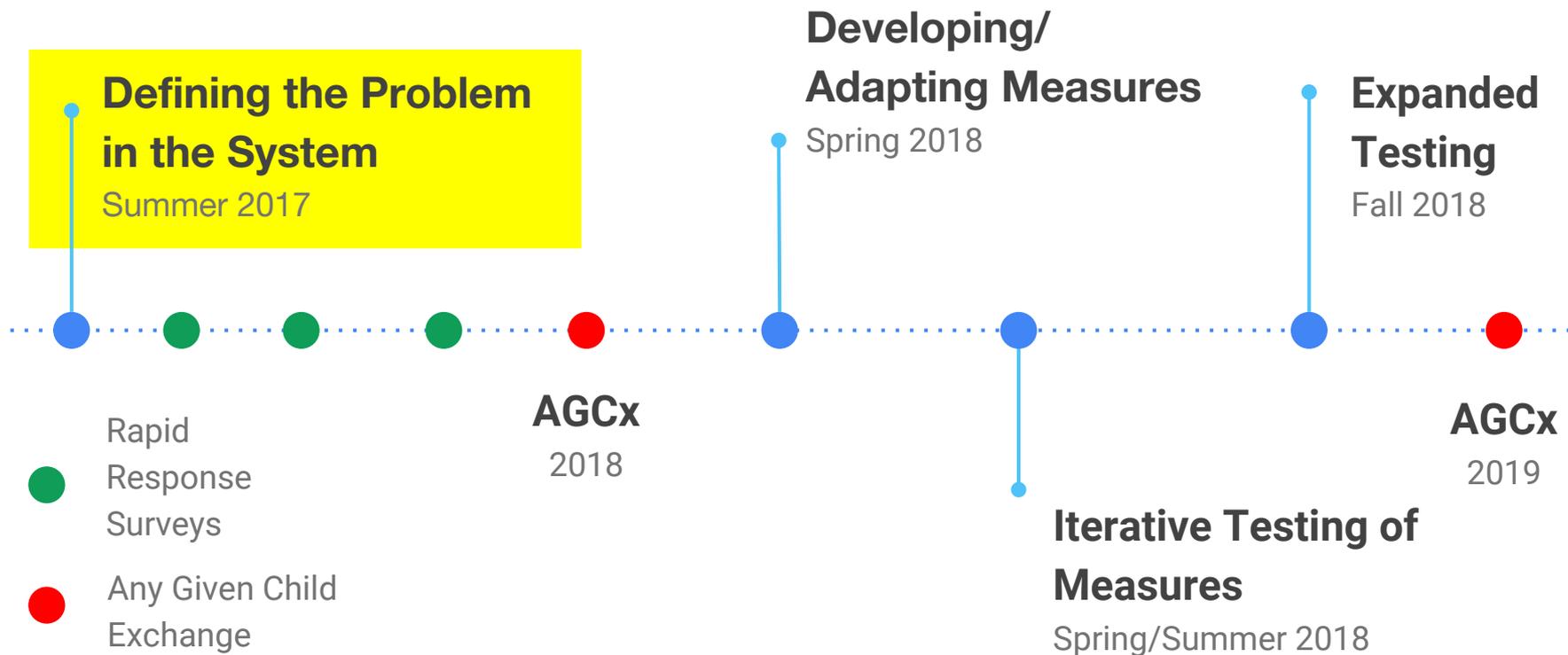
Figure 1:

A Framework for Performance Measurement and Evaluation of Collective Impact Efforts



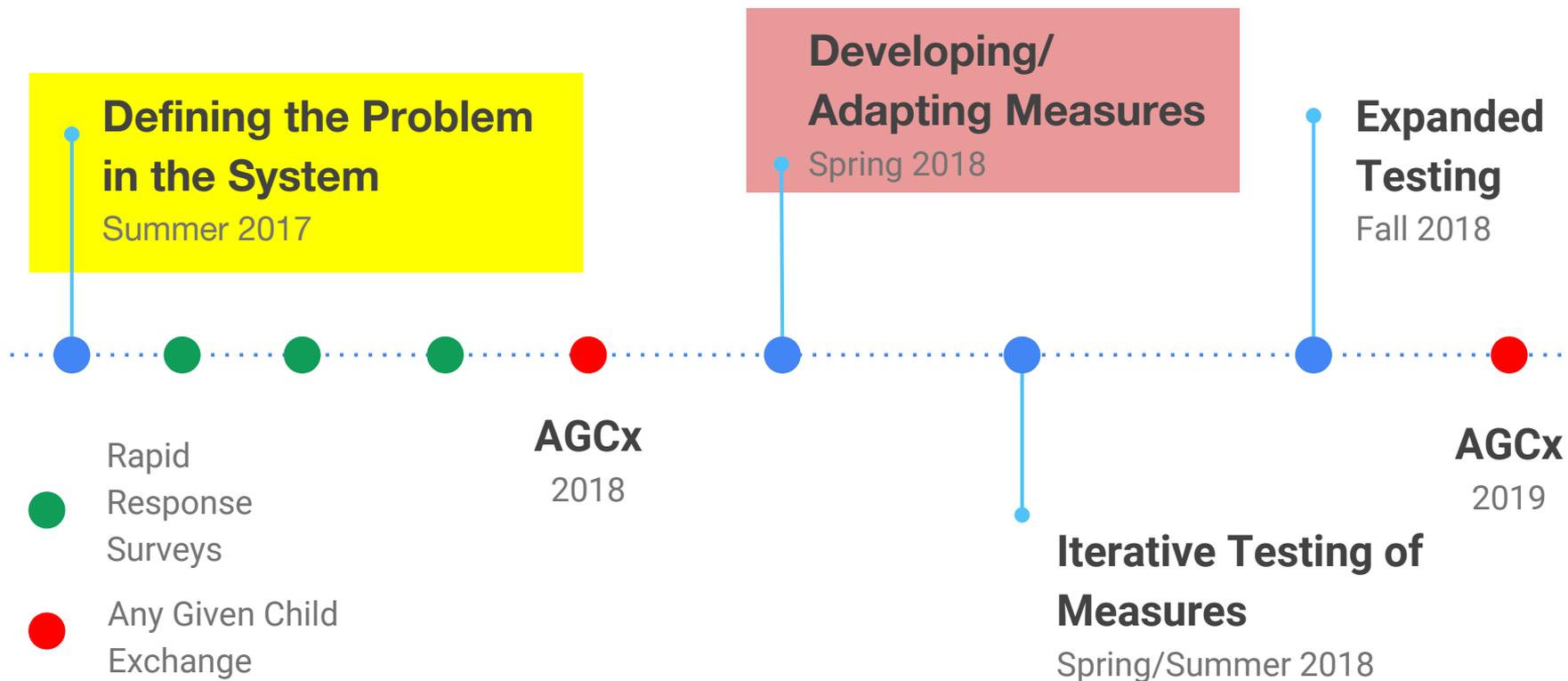


3 AGC COP 1.0: Intermediate Outcomes





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Sizing Up a Context		Participant's Will		
		Resistant	Indifferent	Ready
Extant know-how limited	Limited capacity	Very small scale	Very small scale	Very small scale
	Good capacity	Small-scale test	Small-scale test	Moderate-scale test
Substantial know-how exists	Limited capacity	Small-scale test	Moderate-scale test	Large-scale test
	Good capacity	Moderate-scale test	Large-scale test	System-wide implementation



Develop and Use New Data Tools to Inform Improvement

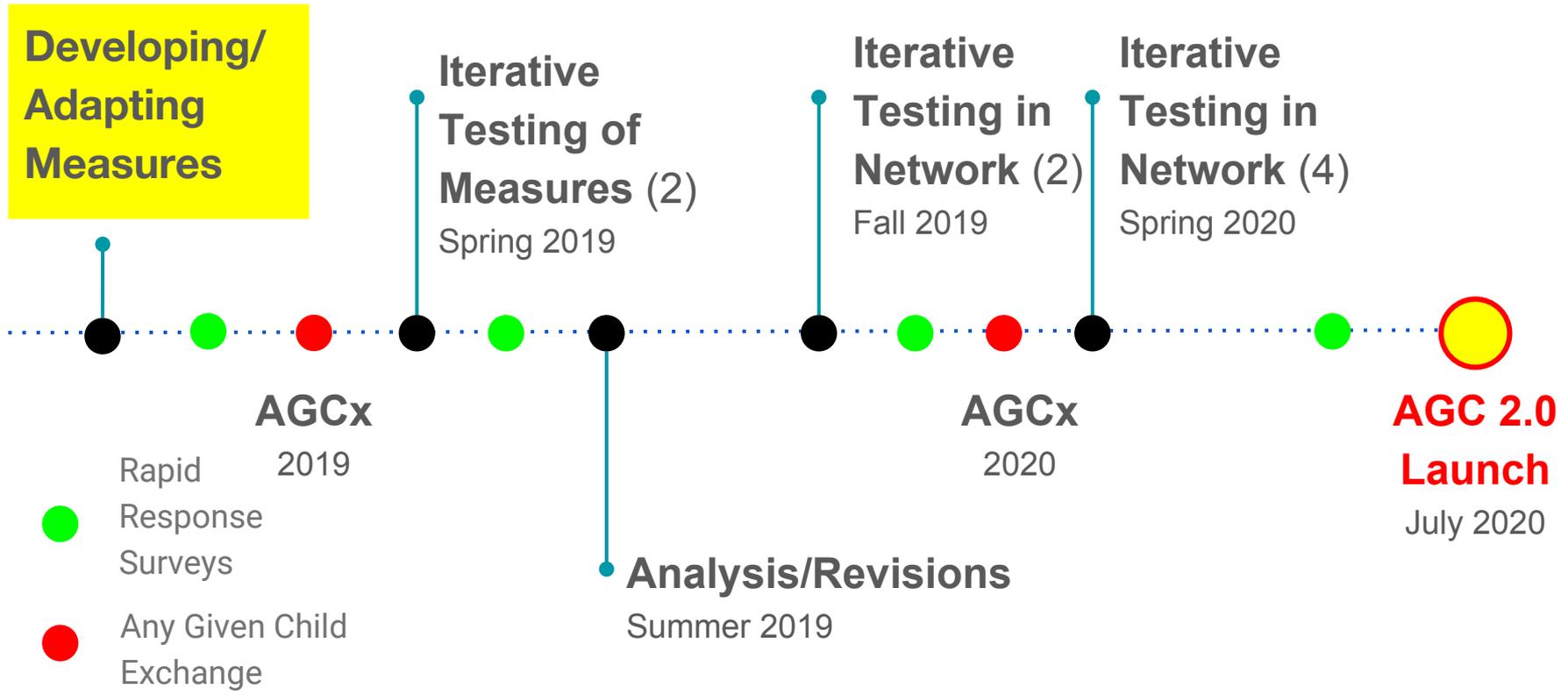
- Develop simple, clear, and efficient tools for tracking:
 - changes in **provision**
 - growth of **networks** supporting the initiative
 - **quality** of arts learning
- Share **meaningful feedback** to help sites gauge progress, report to their communities, and set new goals.



Increase Diversity, Equity, and Inclusion

- Ensure that sites' data can address questions of **equity** in arts learning.
- Re-think the core structures of the initiative to ensure they **reflect** the **demographic and cultural diversity** of their communities and the many roles people can play.

3 AGC 2.0: Intermediate Outcomes



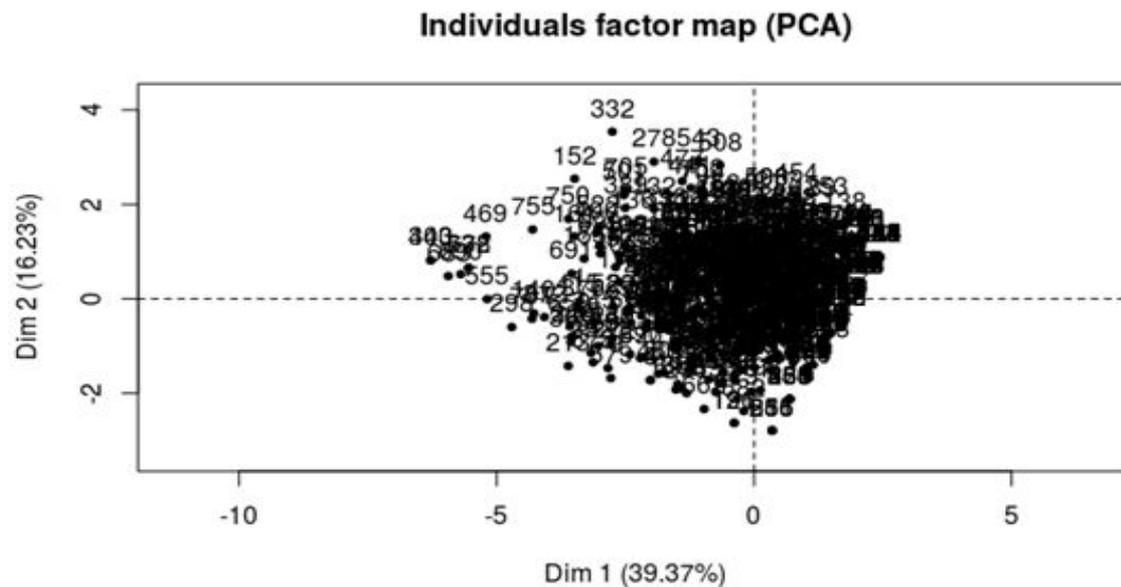
Factor Analysis

Useful to investigate **communalities** across items. “How do these items hang together”

- Data reduction strategy
 - Reduce observations across a number of items to a few latent factors
- Exploratory - no theory specified *a priori*
 - “let’s see how things shake out”
- Confirmatory - testing the fit of a model
 - “Does this model fit the data well”

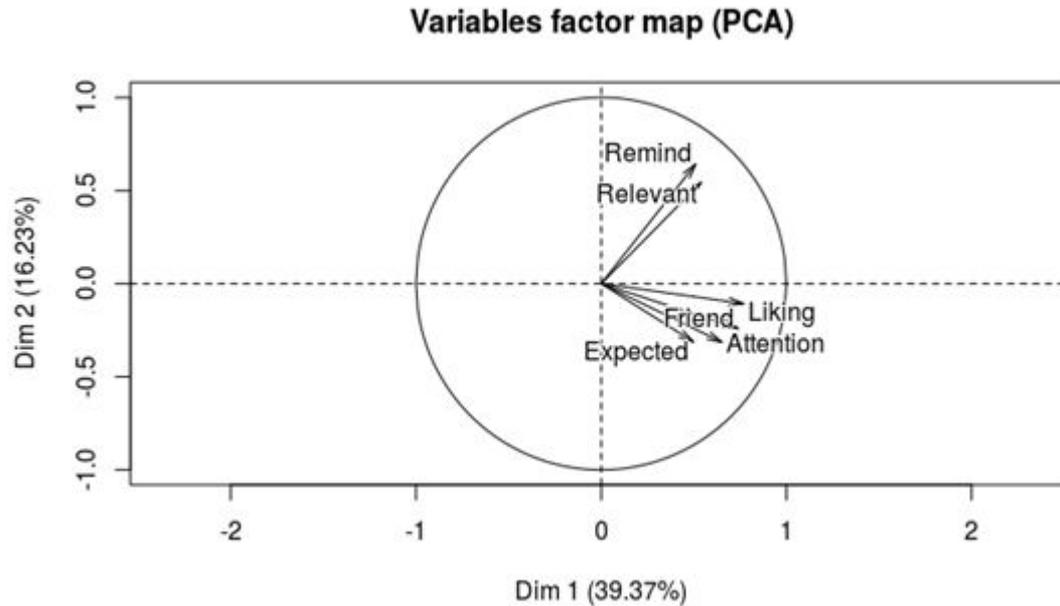


Factor Analysis





Factor Analysis

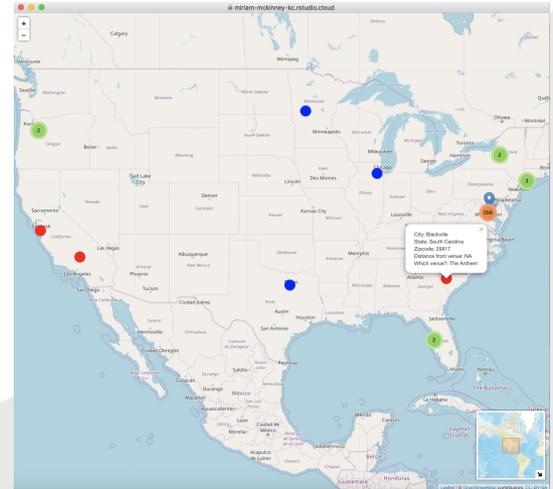


Rasch Analysis

- Special case from item response theory (IRT)
- Basically, “How can we get the most information with the fewest items?”
- Luckily parsimony and burden align

R | KnitR | Shiny

- **R**
 - Free software for data science
 - Open-source, collection of ‘packages’
 - Very versatile
- **knitR**
 - Package in R
 - Used to create dynamic documents
- **Shiny**
 - Think ‘apps for R’



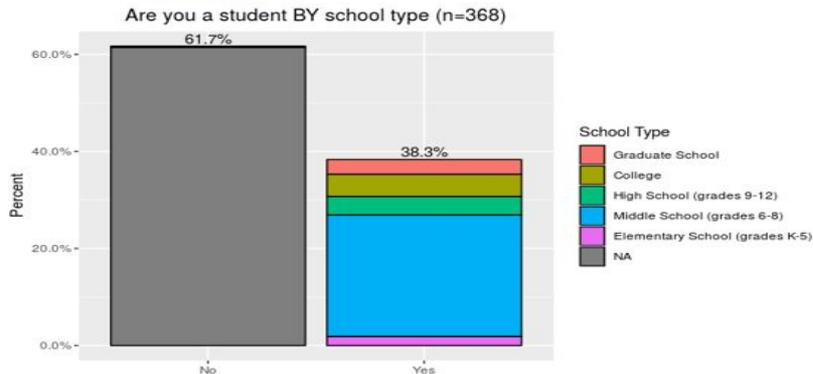


“Real Life” Dynamic Document Example

```

mstage %>%
  drop_na(q1a) %>%
  ggplot(aes(x=q1a))+
  geom_bar(colour="black",aes(y=(..count..)/sum(..count..),fill=fct_rev(q1b)))+
  geom_text(aes(y = ((..count..)/sum(..count..)), label = scales::percent(..count..)/sum(..count..)), stat = "count", vjust = -0.25)+
  scale_y_continuous(labels=scales::percent)+
  vlab("Percent")+
  ggtitle("Are you a student BY school type (n=368)")+
  theme(plot.title=element_text(hjust=0.5))+
  theme(axis.title.x=element_blank()+
  expand_limits()+
  guides(fill=guide_legend(title="School Type"))

```





Contact Us

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