



OC CHILDREN'S THERAPEUTIC ARTS

2215 North Broadway, Santa Ana, CA 92706 (714) 547 – 5468 www.occtac.org

Assessment Results for Engage 360, Rotation 4 – Elementary Schools

Rotation Dates: 02/05/2018 to 03/30/2018

Schools: Advanced Learning Academy, Hoover, Jackson, Jefferson, King and Wilson Elementary School

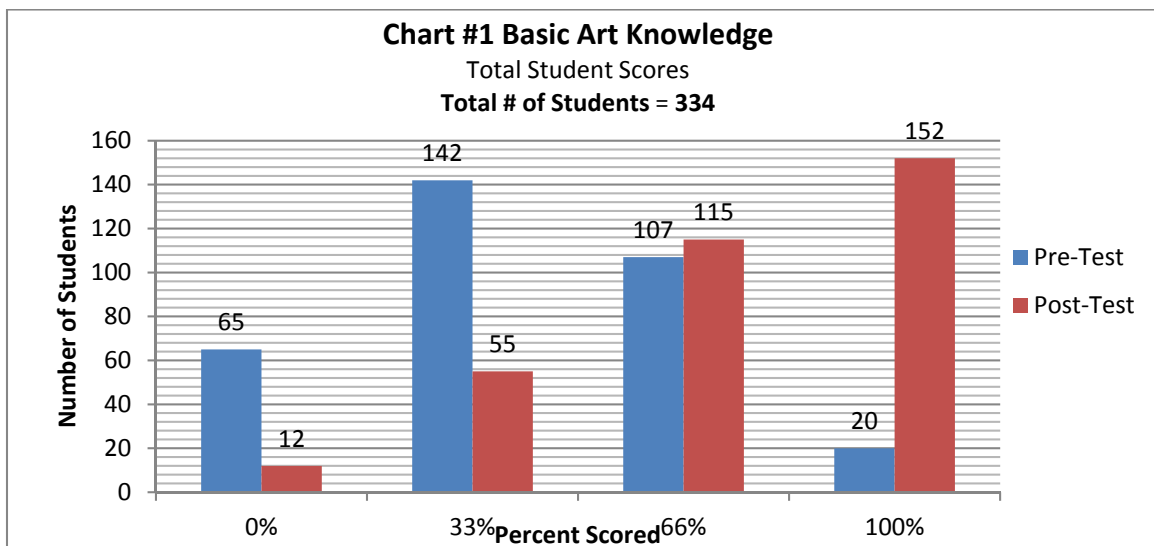
Total # of Students Assessed: - 334 (Basic Art Knowledge) & 334 (Qualitative Analysis)

of Lower Grade Students: 173 # of Upper Grade Students: 161

Program Goals and Predictions:

- Learn the basic concepts, techniques and vocabulary of the art-making process as defined in the VAPA standards. At least 70% of all students at each site will demonstrate an increase in proficiency and understanding of the basic elements and principles of art and vocabulary enrichment, as measured by our Pre & Post Art tests.
- Foster students' Creativity, Self-esteem and Social-Emotional Development. All students will show an increase in Creativity, Self-Esteem and Social-emotional Development, as measured by pre and post assessments/students surveys.

Elementary Results: As observed in our Pre and Post-tests conducted at all the Elementary schools, **80% of all Elementary school students** in our Rotation 4 demonstrated an increase in proficiency and understanding of the basic elements and principles of Art and Vocabulary enrichment. These results exceed our expectations of 70% increase! Please see **Chart 1** to review the total number of students' pre-test and post-test scores. **Out of 334 students that completed the pre-test scores, 62% scored 0 or 33%.** (Little or No knowledge of basic Art concepts, techniques and vocabulary); **32% of students scored 66%** (Some knowledge of basic Art concepts, techniques and vocabulary) and only **6% of students scored a 100% (a perfect score)**. However, when the same students took the post-tests, **80% of ALL students, scored between 66% and 100%** on the test. Most importantly, **46% of all students received a perfect score!** The chart below demonstrates a significant increase in the basic concepts learned, techniques and vocabulary of the art-making process, between pretest scores (62% scored 0 or little knowledge), and post-tests (85% scored 66 or 100%).





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Please see **pages 6 - 8** to review **individual School Test Scores**. **Charts 2 – 7** show the total numbers and percentages of each individual school. As observed in each school, most students show an increase in learning basic concepts, techniques and Art vocabulary; but some schools had higher percentages than others. Overall, most schools went from 0 or 33% of little or no knowledge to either 66% increase or 100% (perfect score)!

Qualitative Analyses

Furthermore, and most importantly, the students expressed learning other very important skills in their Art enrichment class, such as: 1) **Social Skills** (working together/teamwork), 2) **Emotional Skills** (expressing feelings), 3) **Cognitive** (attention span, concentration, new skills), 4) **Academic/Literacy skills** (reading and writing), and others.

A qualitative Analysis was conducted with one **open-ended question/response** in both Pre and Post-tests: **“How can/did Art help Me?”** All student responses (Lower Grade and Upper Grade) levels in **6 schools** observed, were categorized in the following 6 areas:

- 1 - Creativity
- 2 - Socio-Emotional
- 3 - Cognitive
- 4 - Language
- 5 - Motor
- 6 - Other

Overall, the **3 highest categories/level (%)** of responses, across all six (**6**) Elementary Schools were: 1) Artistic/Creativity, 2) Socio-Emotional and 3) Cognitive/Academic types of responses.

The following are some examples of student statements for Artistic/Creativity growth:

1. “OCCTAC art class can help me with better drawing and creativity” (Wilson, code 3537)
2. “This can help be more createv (creative) it can also, help me with my imagenation (imagination).” (Jackson, Code 3334)
3. “Being good at art and being less stressful” (King, code 3914)

The following are some examples of student statements for Socio/Emotional growth:

1. “Art class can help your stress mood levels. For example coloring during art class keeps you be relaxed” (King, Code 3774).
2. “It can help me get better at expressing myself” (Hoover, Code 3076).
3. “It can help me by interacting with my friends and other students” (King, Code 3770).
4. “To respect others. Team work.” (Wilson, Code 3830).

The following are some examples of student statements for Cognitive/Academic growth:

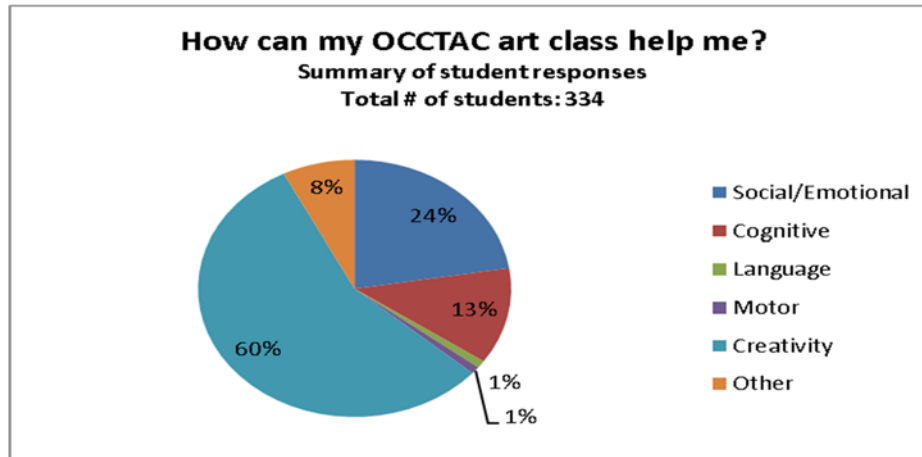
1. “By learning all the techniques, principles, and environments.” (Jackson, Code 3349).
2. “To learn of the natral (natural) habatat (habitat) and green stuff.” (King, Code 3638).
3. “It helps me by learning more things....” (King, Code 3686).



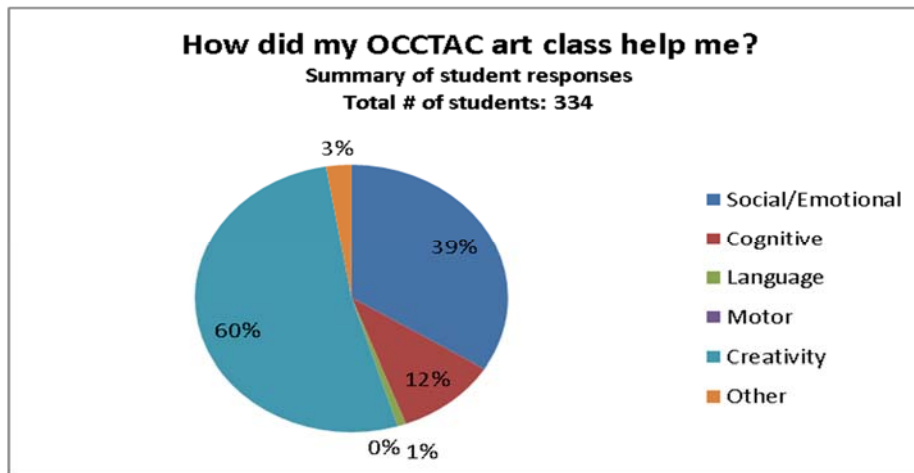
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Summary of Student Responses (Open Ended Questions) Qualitative Analysis for Elementary School Students in Rotation 4.



A total of 334 Elementary school age students (lower and upper grade students) were asked, “How can this Art class help you?” As observed above, the majority of student statements were categorized under “Artistic/Creativity” (60%) responses, followed by “Social/Emotional” (24%) responses and “Cognitive/Academic” (13%) responses. Students that replied “I do not know” or were not readable were classified under “other” (8%).



During the last week of Rotation 4, students were asked again, “How **did** your Art class help you?” As observed above, the majority of student statements were categorized once again under “Artistic/Creativity” (60%) responses, followed by “Social/Emotional” (39%) responses and “Cognitive/Academic” (12%) responses. Social/Emotional responses increased from 24% to 39% as noted above. As in previous findings, we believe that students’ responses reflect their understanding and perception that the Art process helps them grow in other important areas of development (socio-emotional skills), as much as learning about creativity and the Art making process. This observation of “Socio-Emotional” growth is reflected in both Lower grades and Upper grades responses, as shown below.



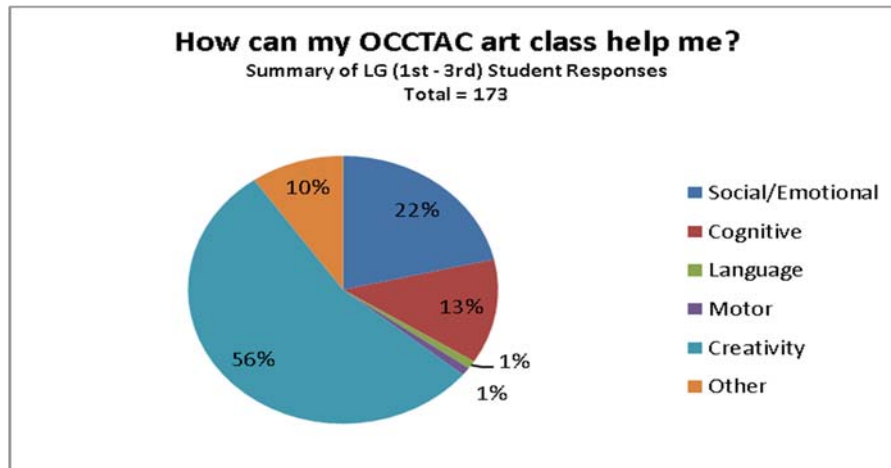
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Summary of Student Responses (Qualitative Analysis) per grade level (Lower vs. Upper grades)

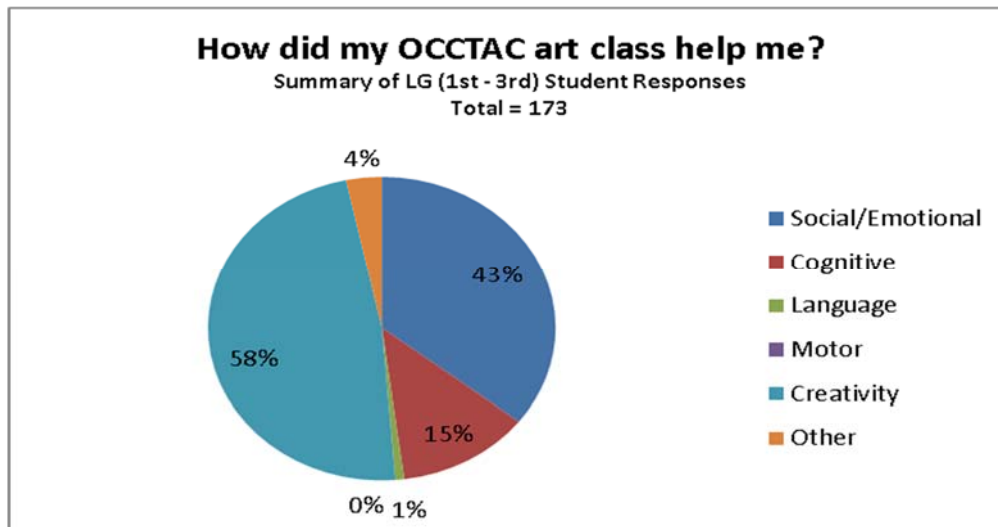
Open Ended Question/ Qualitative Analysis for Lower grade Students – Pre Tests:

A total of 173 student responses from lower grade levels were analyzed and categorized accordingly. As observed below, the majority of student statements were categorized under 3 key categories/responses: 1) “Artistic/Creativity” (56%), 2) “Social/Emotional” (22%), and 3) Cognitive/Academic (13%).



Open Ended Question/ Qualitative Analysis for Lower grade Students - Post Tests:

The same number of students (a total of 173) responses were analyzed and categorized accordingly. Once again, the majority of student statements were categorized under “Artistic/Creativity” (58%) responses, followed by “Social/Emotional” (43%) responses and “Cognitive/Academic” (15%) responses. **What is most significant is that the Social/Emotional responses increased from 22% (pre-tests) to 43% (post-tests);** and the “other” category decreased from 11% to 4%.



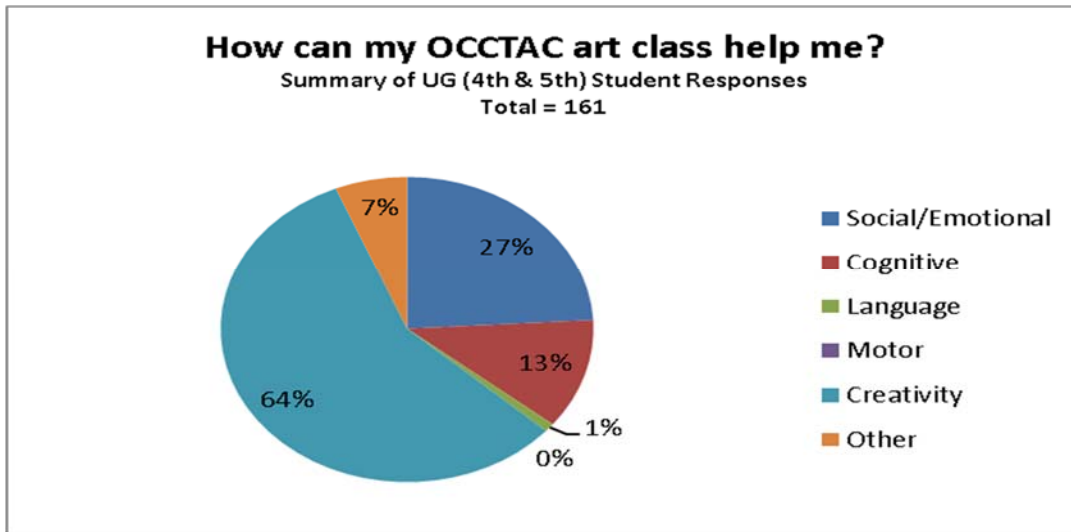


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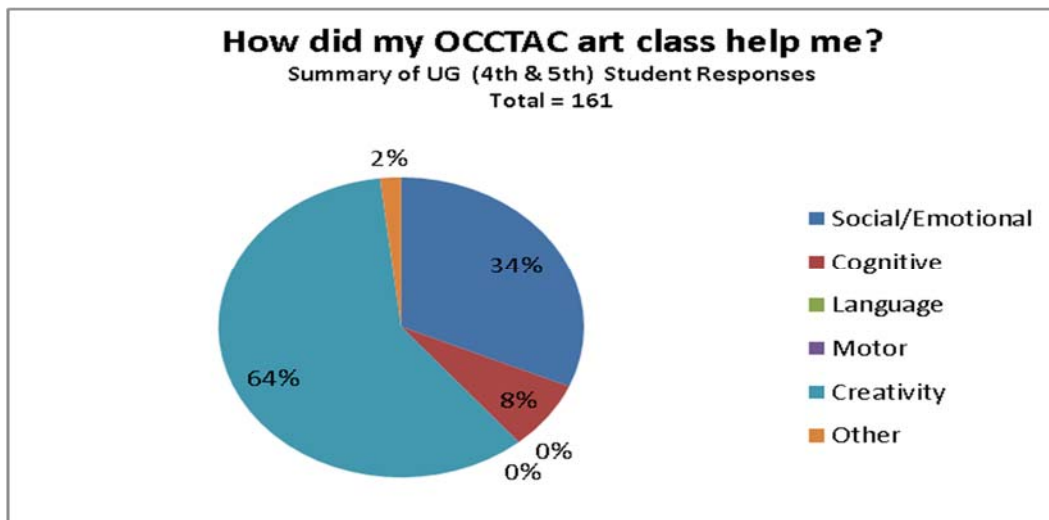
Open Ended Question/ Qualitative Analysis for Upper grade Students – Pre Tests:

A total of 161 students responses from upper grade levels were analyzed and categorized accordingly. Similar to Lower grade students, the majority of student statements were categorized under the following: 1)“Artistic/Creativity” (64%), 2) “Social/Emotional”(27%), and 3)“Cognitive/ Academic”(13%).



Open Ended Question/ Qualitative Analysis for Upper grade Students - Post Tests:

The same number of students (161) responses were analyzed and categorized accordingly. Once again, the majority of student statements were categorized under “Artistic/Creativity” (64%) responses, followed by “Social/Emotional” (34%) responses and “Cognitive/Academic” (8%) responses. Once again, similar to the Lower grade student responses, **the category of “Social/Emotional” responses increased from 27% (pre-tests) to 34% (post-tests);** and the “other” category decreased from 7% to 2%. However, when we compare lower and upper grade levels, students in the lower grades had a higher increase in “Socio-emotional” responses than students in the upper grade levels.



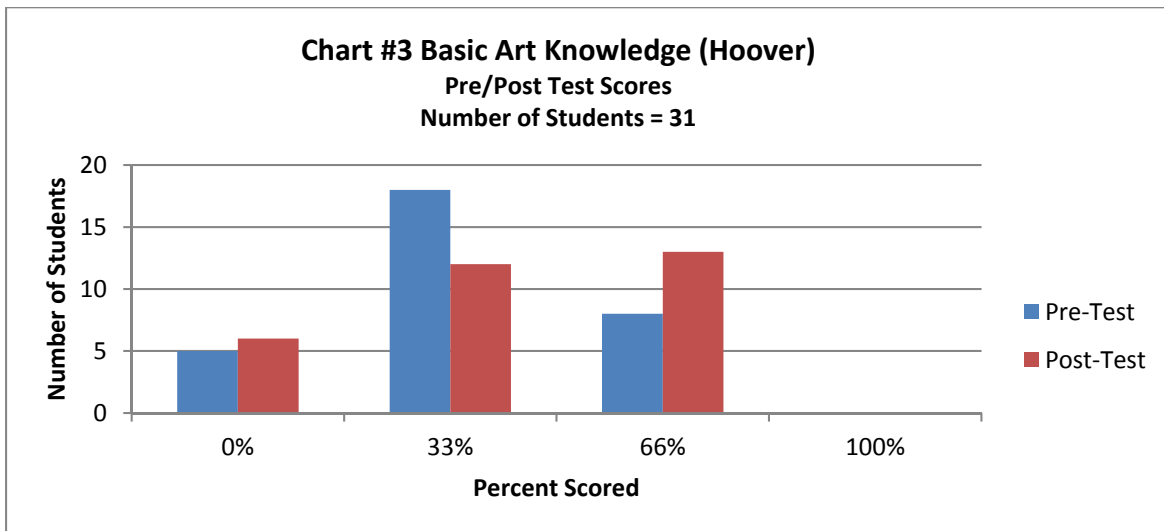
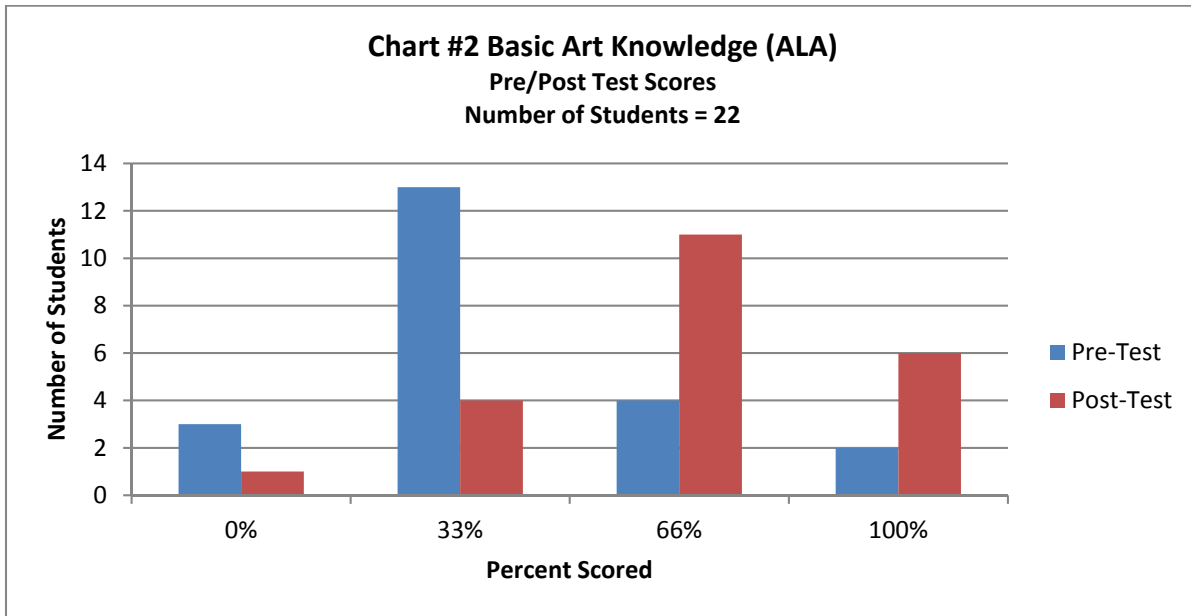


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Summary of Student Responses per Individual Schools – Basic Art Knowledge

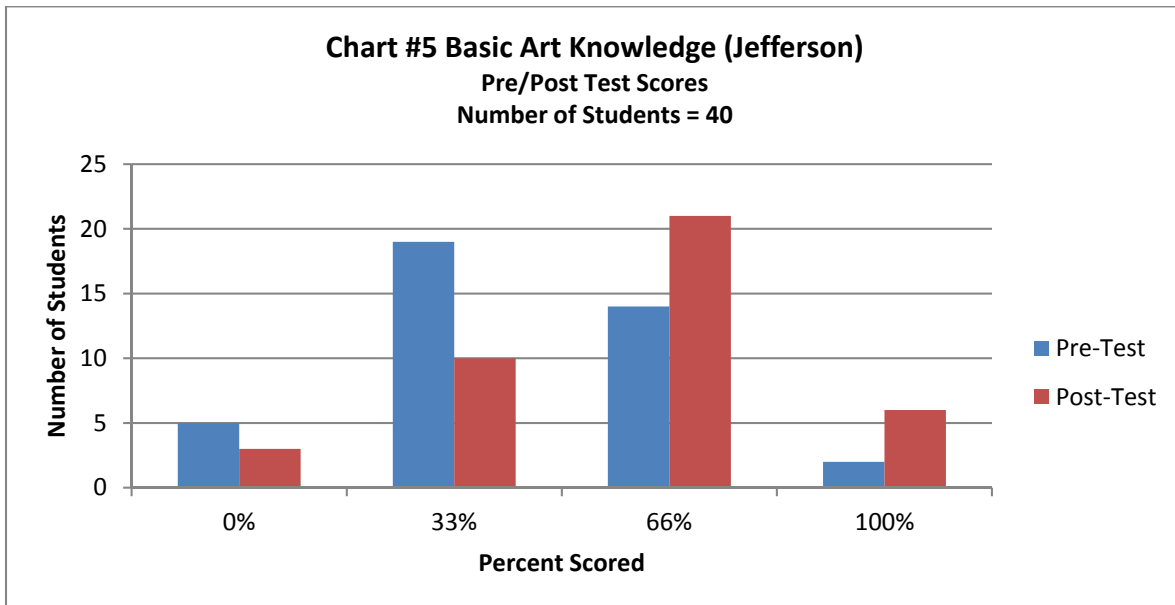
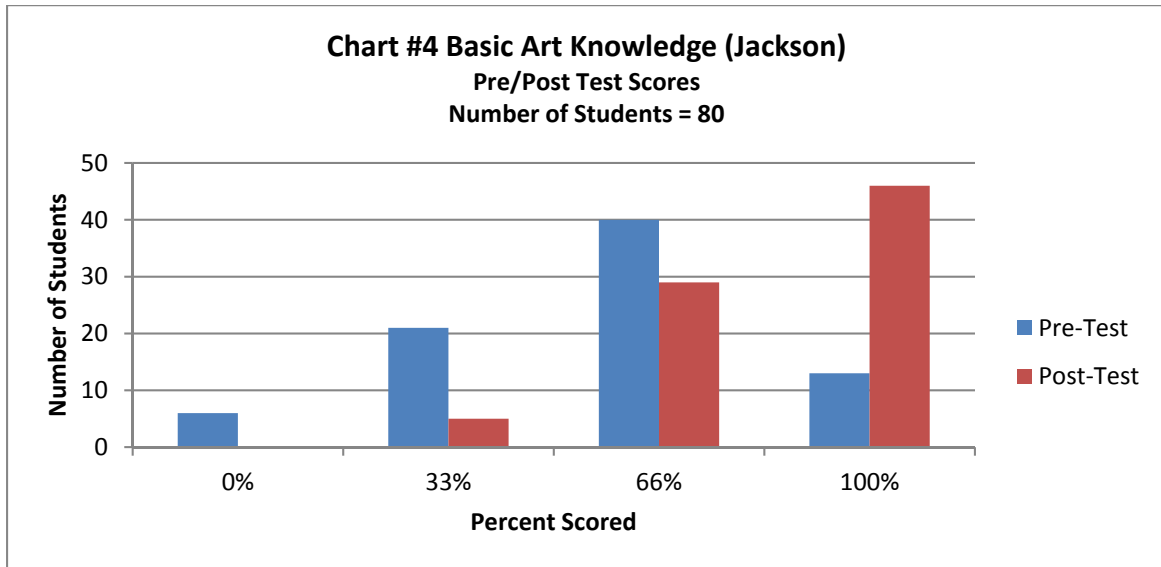
As stated in page one of this summary, **80% of all Elementary school students** during Rotation 4 demonstrated an increase in proficiency and understanding of the basic elements and principles of Art and Vocabulary enrichment. These results exceed our expectations of 70% increase! Please see below the pre and post-test scores for six individual Elementary Schools (Advanced Learning Academy, Hoover, Jackson, Jefferson, King and Wilson) schools during Rotation 4 of Engage 360 Program, OCCTAC Art enrichment program.





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