



OC CHILDREN'S THERAPEUTIC ARTS

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

Assessment Results for Engage 360, ROTATION 2 – Elementary / Intermediate Schools

Rotation Dates: November 15, 2021 - March 4, 2022

Schools: ALA, Carr, Edison, Fremont, Garfield, Harvey, Heninger, Heroes, Kennedy, Lathrop, Madison, Martin, Monroe, and Roosevelt.

Total # of Students Assessed - 231 (Basic Art Knowledge) & 231 (Qualitative Analysis)

OCCTAC Program Goals:

1) Learn the basic concepts, techniques and vocabulary of the art-making process as defined by 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 and Post tests. 2) 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.

Summary Results for OCCTAC - SAUSD / Engage 360 Rotation 2: A total of 231 students completed the pre tests administered to the students at the beginning of the rotation, and at the end of the rotation (post-tests). **Overall results showed that 92% of the students assessed during Rotation 2 demonstrated an increase in proficiency and understanding of the basic elements and principles of Art and Vocabulary enrichment, as observed in our Pre and Post-tests conducted at 14 participating schools.** In other words, all of these students showed an increase in the basic concepts, techniques and vocabulary of the art-making process as defined by VAPA standards. These results exceeded our expectation of at least a 70% increase in student pre-test scores vs. post-test scores.

A total of 14 Schools took part in the Art enrichment program during their second rotation of the 2021-22 school year. Due to the writing limitations of Kinder-aged students, the majority of our sample size is represented by the older students of the 2nd session. Out of 231 students that completed the **Pre-test assessment**, **91%** scored 0 or 33% (Demonstrating little or NO knowledge of basic Art concepts, techniques and vocabulary); **7%** of students scored 66% on the test (Some knowledge of basic Art concepts, techniques and vocabulary) and only **0.8%** of the students scored 100% (a perfect score) on the pre-tests.

However, when the same students took the **Post-Tests** during the rotations culmination, **92% of the students demonstrated an increase in their post-tests, with an average score of 81%, and most significantly, 54% of all the students had a perfect (100%) score!** In other words, a total of 125 out of 231 students earned a perfect score (100%) on their post-tests!



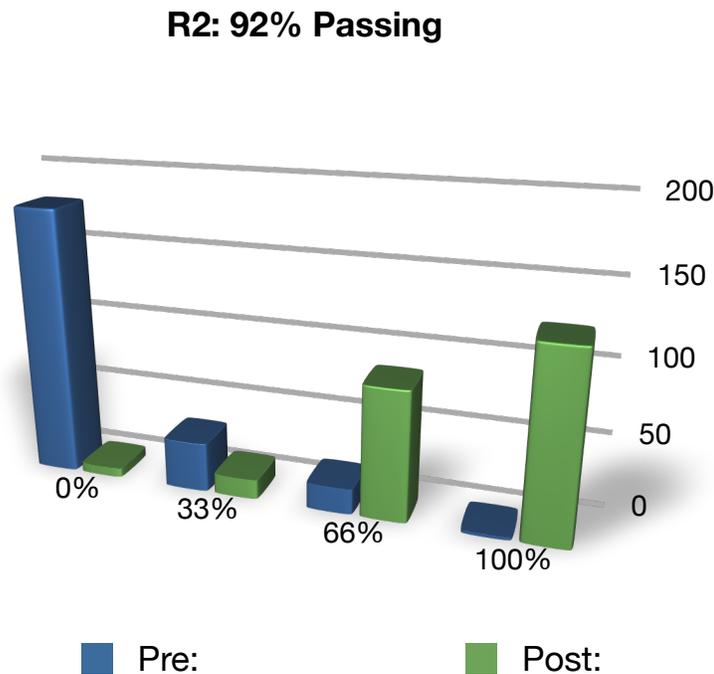
OC CHILDREN'S THERAPEUTIC ARTS

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

The pre-test and post test performance demonstrated the expected “Well” shaped curve, as with prior years, wherein students new to the material or without prior Art knowledge performed poorly on the pre-test, but improved dramatically after learning and experiencing our curriculum. Interesting to note, all of the sites achieved a passing rate that bested our minimum of 70%, with many posting perfect 100% passing.

Please see below **Chart 1** to review the total number of students’ pre-test and post-test scores across the participating schools.

(Chart 1: Quantitative Data)



The Top schools scoring perfect test averages of 100% were ALA, Edison, Heninger, Martin, Monroe, and Roosevelt.

Qualitative Analyses

In addition to comparing pre and post-test results for basic Art knowledge, OCCTAC conducted a qualitative analysis of students’ responses regarding the benefits of participating in the Art enrichment class. Students responses were coded according to the following categories, as reported by their open responses with regard to: 1) **Creativity** (e.g., learning artistic/creativity skills) 2) **Social Skills** (e.g., learning to work with others/teamwork), 3) **Emotional Skills** (e.g., expressing feelings), 4) **Cognitive** (e.g., focusing better, concentration), 5) **Academic/**



OC CHILDREN'S THERAPEUTIC ARTS

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

Literacy skills (e.g., learning new skill, reading and writing), and others. This qualitative analysis was conducted with an open-ended question: “**How DID the Art class help me?**” All students from the 14 schools responded to the same question.

As with previous findings, the highest number of student responses were found in the following categories: 1) **Socio-Emotional** benefits, 2) **Artistic/Creativity** benefits, and 3) **Cognitive/Academic** benefits. But this rotation prompted a unique re-ordering of the typical hierarchy. The following student statements represent both Lower and Upper grade student statements across all 14 schools observed during Rotation 2 of the After School Engage 360 program.

The return to the classroom, now with their Enrichment provider present and tangible, provided an oasis which mimicked an environment closer to *normalcy*. Hence, the concerns for Health and Safety were reduced, vs. the sentiments of the prior Rotation.

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

1. “My Art Teacher Ms. Dianna, she help me that to never give up.” -Madison Elementary
2. “It helped me learn how to get more creative, meet new people and be more social” -Carr Intermediate
3. “It helped me increase my social skills and work together, it also made me feel confident in myself and my work. It also helped me release my emotions and express it in art” -Fremont Elementary
4. “Art class taught me how to express my feelings and that its okay to express feelings..” - Garfield Elementary
5. “OCCTAC art clas (class) helped me to belive (believe) in myself and to not think negative, think positive.” -Madison Elementary
6. “Art class taught me to express myself and to never give up.” -Fremont Elementary
7. “It helped me find my passion.” -Carr Intermediate

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

1. ”It helped me by learning new way to do art like shading and cross hatching” -Advanced Learning Academy
2. “My art class helped me get better at Drawing.” -Lathrop Intermediate
3. “Mr C. helped me learn how to shading things, he helped me to make 3D art.” -ALA
4. “I am now more creative.” -Harvey Elementary
5. “Me hace que me velaje aunque no me guste como dibujo y me gusta porque me eusena como mesclav los colores” -Fremont Elementary



OC CHILDREN'S THERAPEUTIC ARTS

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

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

1. "It showed me that it doesn't matter if the art is different, that makes it unique!". -Harvey Elementary
2. "My OCCTAC class helped me in seeing things in a different way, and improve my art skills as well as exploring art more and appreciating it more than before" -Lathrop Intermediate
3. "It helped me understand the concept of art and it helped me get friends." -Carr Intermediate
4. "It helped me make form objects or 3D objects and made me understand primary and secondary colors." -Heroes Elementary

Summary of Student Responses/ Qualitative Analysis:

A total of **231 mixed** Elementary/Intermediate school age students were asked, "**How did the OCCTAC Art class help you?**" As observed in the chart below, the majority of student statements were categorized under "Social/Emotional" (**29%**) responses/ benefits, followed by "Cognitive and/or Academic" responses/benefits (**26%**), "Artistic/Creativity" (**26%**) responses/benefits, and with student responses under , Motor (**11%**) and Other (**9%**). This last category "Other" represents students that responded either "I don't know", did not respond to the question, or statements which were illegible. See below the summary of student responses according to the various categories. Furthermore, students responses are consistent across grade levels. In other words, both Lower grade and Upper grade students' responded in similar ways regarding the benefits of the Art Class.

The representation of creative aspirations that we typically see at the start of the rotation was overshadowed by the overwhelmingly high indifferent response of "I Dont Know." Thankfully, that lack of response matured to more successful outcomes, as students welcomed their CP back into the classroom. Across the board, preliminary responses of "I dont know" during the pre-test reduced from **35% - 9%** and evolved into more insightful Social/Emotional, or Cognitive responses. As the enrichment completed, students opened up and freely disclosed how Art stimulated their emotional state positively with an increase in Soc/Emot responses from **18% - 29%**. As expected, the initial creative aspirations which represented the bulk of the pre-responses remained consistent **24% to 26%**, which allowed for a balanced distribution of Cognitive and Social/Emotional responses which tied at **26%**, for both. Our art curriculum gave the students a strong opportunity for Social / Emotional gains as represented by the 29% of responses.

See the following chart below for the total student responses, where there is evident growth in Social/Emotional and Cognitive responses.

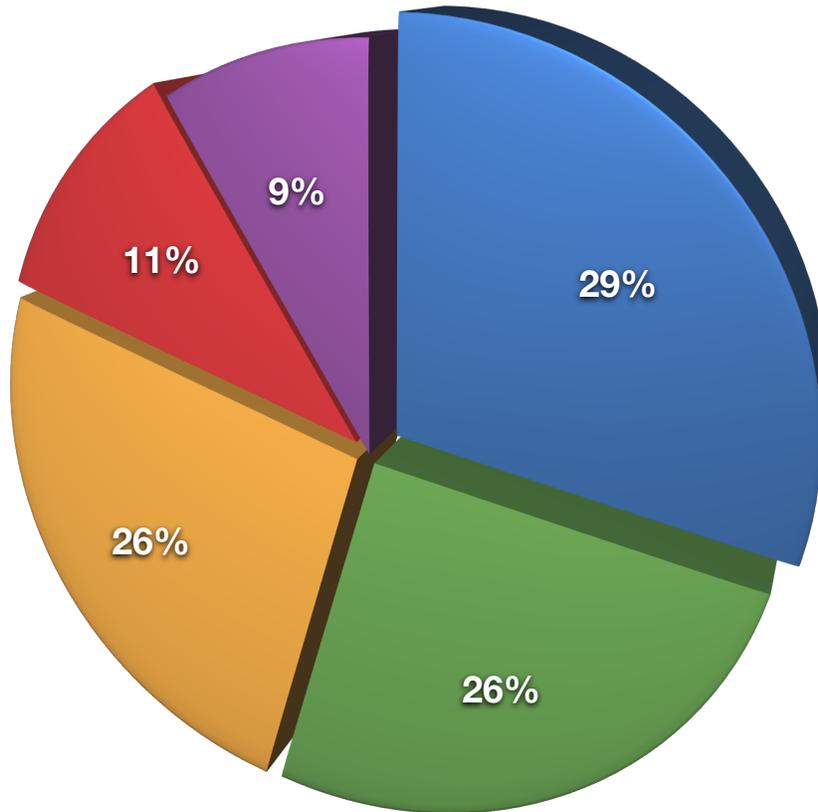


OC CHILDREN'S THERAPEUTIC ARTS

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

(Chart 2: Qualitative Results)

How did my OCCTAC Art Class Help me?



● Social / Emotional ● Creativity ● Cognitive ● Motor ● Other

Summary of Student Responses per Individual Schools – Basic Art Knowledge

As stated in page one of this summary, **92%** of all elementary school students across 14 schools during Rotation 2 demonstrated an increase in their proficiency and understanding of the basic elements and principles of Art and Vocabulary enrichment. As indicated before, these results exceeded our expectations of at least 70% increase from pretests to post-tests, as stated in our Program goals. **The Top performing schools scoring a near perfect passing rate of 90% or better were ALA (100%), Edison (100%), Heninger (100%), Martin (100%), Monroe (100%) Roosevelt (100%), Heroes (96%), Kennedy (96%), Harvey (94%), and Garfield (94%).**

In further investigation of their Social/Emotional development, we assessed their self esteem, by asking them to rate the following statement: "I am a good artist who works well with others." The phenomenon of the pandemic prematurely forced our students to adapt to behaviors in an



OC CHILDREN'S THERAPEUTIC ARTS

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

environment that relied on responsibility and accountability. In order to remain safe, they learned a new level of teamwork, sharing while socially distant, and engaging while respecting each other's space. The presence of Community Provider in synergy with the Instructional provider produced dramatic success across the board. Behavior issues were at a minimum and students exhibited an increased level of self confidence and positive teamwork.



Strongly agree



Agree



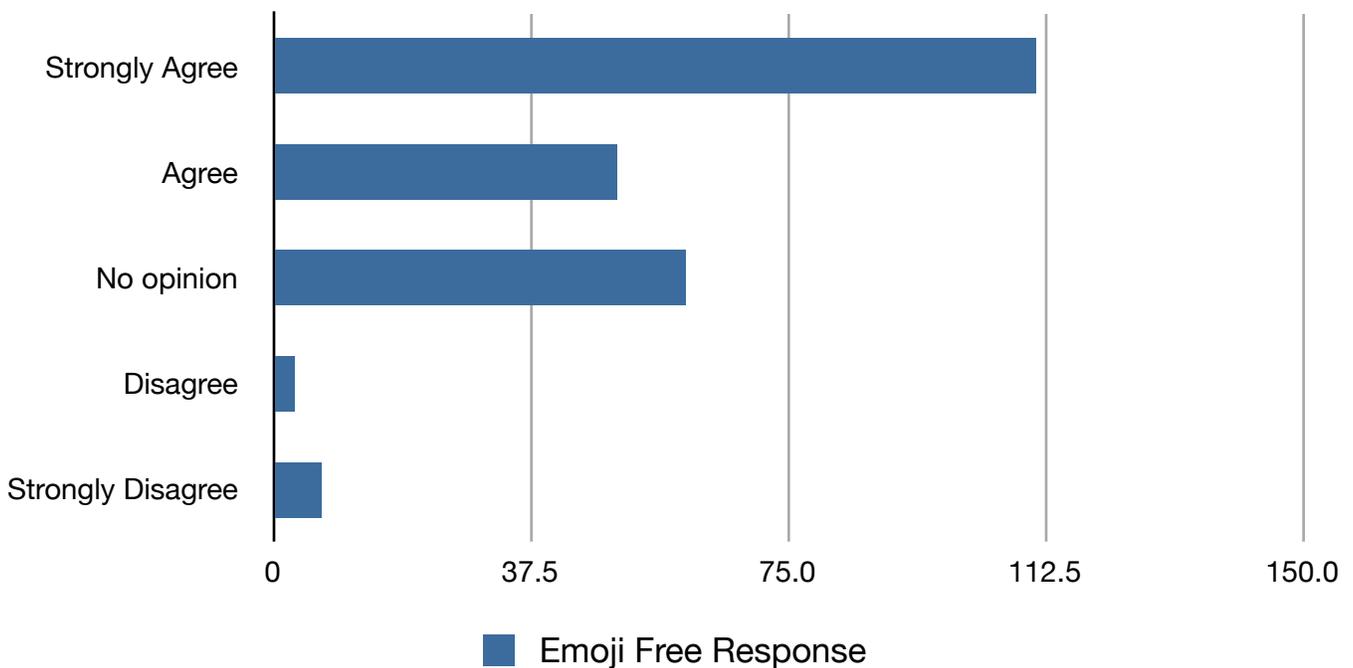
No opinion



Disagree



Strongly disagree



The majority (70%) of the students assessed felt their Art Enrichment and Social/emotional development were a beneficial success. At a time where mental health needs were at an all time high, our enrichment provided a balance with their core subjects to ground the students with optimism by providing a healthier social/emotional outlook. Their self declaration of satisfaction was evidenced in beautiful art they produced and the team work they developed.



OC CHILDREN'S THERAPEUTIC ARTS

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

The start of Rotation 2 for the 2021-22 school year was met with the much anticipated return of the Community Partner, live and in-person. We finally began to see a return to what students felt most normal. The CP was given better opportunities to *synergize* with the Instructional provider and achieve the highest levels of classroom management. This resulted in the ability to field the largest sample size of data collection and more consistent art production

As the pandemic started to improve, Rotation 2 suffered from the acute emergence of the omicron variant, which was less lethal, but highly infectious. We suffered massive student turnover due to quarantine, where throughout the rotation, swings of roster changes greatly affected attendance. In some cases, the starting students were not the same ending students (in the case of Roosevelt) We experienced massive call outs from School Faculty and CP staff which made for a very challenging start of the new year. Despite those challenges, the opposite occurred. This rotation was most unique in that we experienced our highest data sample size, more robust participation from students despite quarantine events, and with contagion rates subsiding at the rotation's culmination, we experienced our most successful Pandemic passing rate of 92%. -The highest result since the onset of Covid-19.

With Community Partners in more of a tangible role at classroom management, OCCTAC was able to implement our teamwork strategy of delegating roles, encouraging teamwork and making accountability a factor that enhanced the experience. Students realized the importance of teamwork when tasked to responsibly use materials with hygiene at a priority. They learned their teams benefited from cooperation as they were now in a social setting vs, the isolation of solitary sheltering in place.

There were some silver-lining gains from the pandemic experience that now further strengthen the after school experience. The Large HDTV displays used to virtually connect while C.P.s remained remote, were an added bonus now that we were classroom based. Our teachers were able to tether using their laptops to deliver an even more detailed visual enrichment. Audio gaps and loss of engagement were a thing of the past. These facets further explain the dramatic jump in student passing rates, from 80% last Rotation 1, to the present 92%.

Rotation 2 evidenced the success that occurs when the Community Provided and Site staff work at the highest efficiency. Tasks that ensured cooperative classroom management were equally distributed among the team, which allowed for the CP in place to implement enrichment curriculum with the greatest engagement. Although we were unable to culminate all sites with our usual community art show, our Staff was able to showcase the student art work to share among site staff and the student body, at large. Kids were able to share with fellow classmates, teachers and friends as the art displays enjoyed their short production run.

None of this would have been such a great success without the support of the SC and IP staff, and the guidance of the Executive team of the Extended Learning Dept. All of us were forced to react and pivot, with the students' safety and well being, at the forefront. Thank you for your time and consideration. The integration of the Community Provider into the classroom was the vital piece in offering normalcy and stability for the students. It allowed Engage 360 and participating Community Providers to act as a team, to offer the most comprehensive, after-

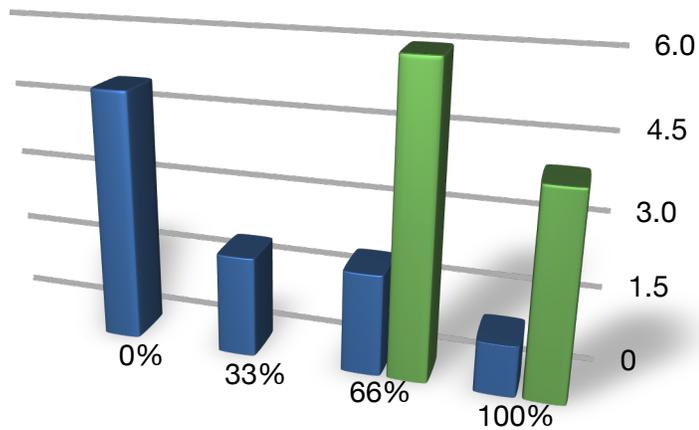


OC CHILDREN'S THERAPEUTIC ARTS

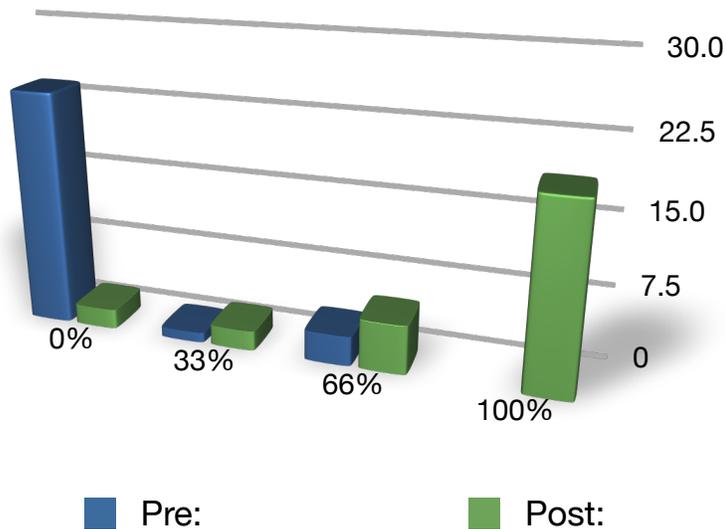
2215 North Broadway, Santa Ana, CA 92706 (714) 547 – 5468 www.occtac.org

school experience. As we finalize the year, with our ELOP Pilot, I am confident the we each will learn to design the future of SAUSD after school programming for the upcoming 2022-23 school year.

ALA 100% passing



Carr 86%

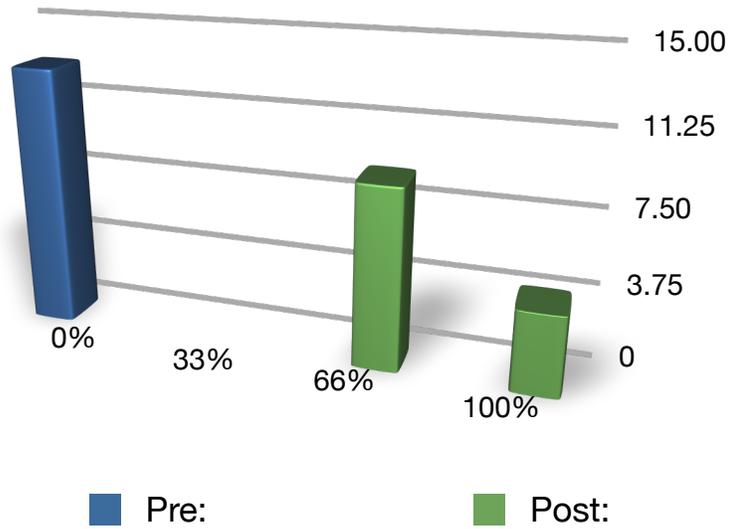




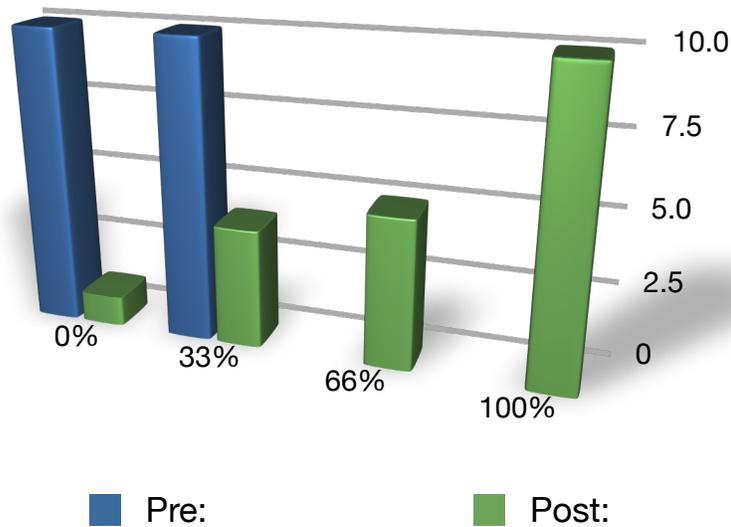
OC CHILDREN'S THERAPEUTIC ARTS

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

Edison 100%



Fremont 75%

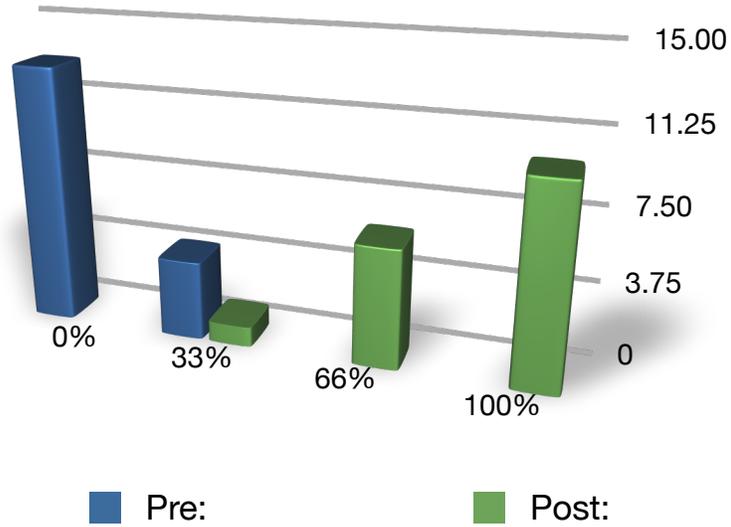




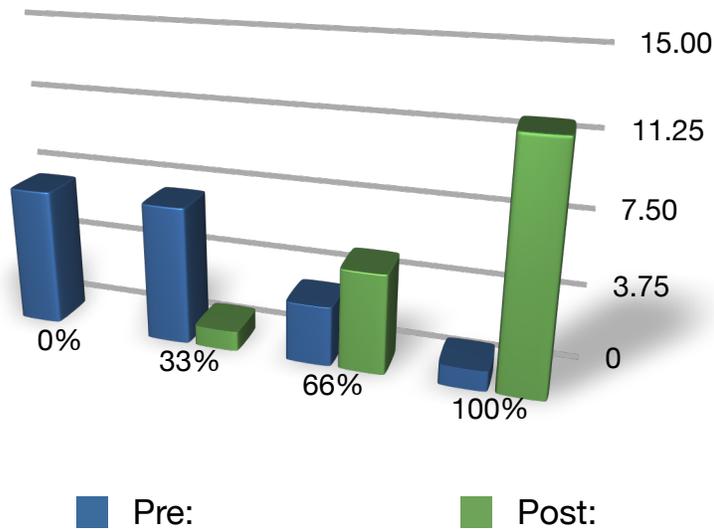
OC CHILDREN'S THERAPEUTIC ARTS

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

Garfield 94%



Harvey 94%

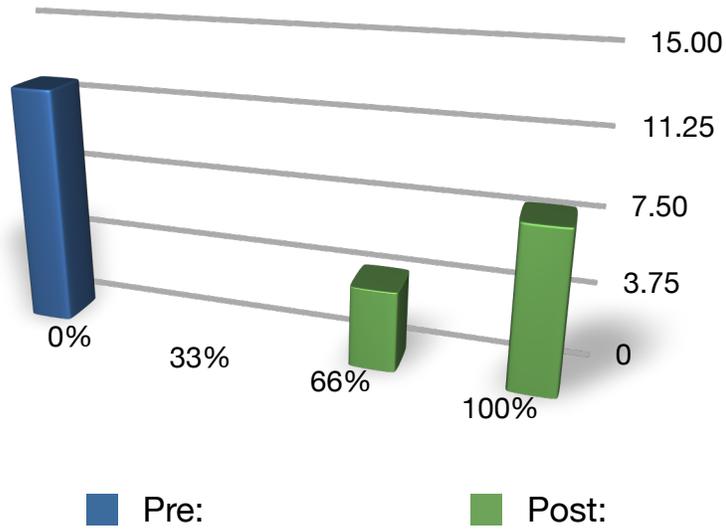




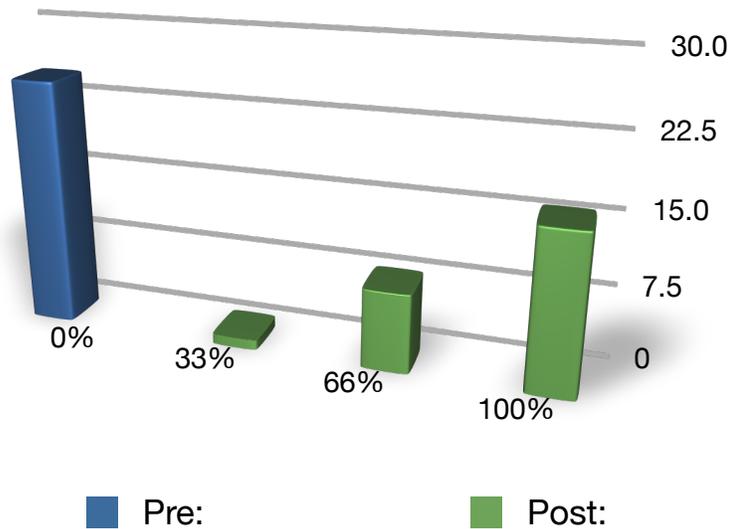
OC CHILDREN'S THERAPEUTIC ARTS

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

Heninger 100%



Heroes 96%

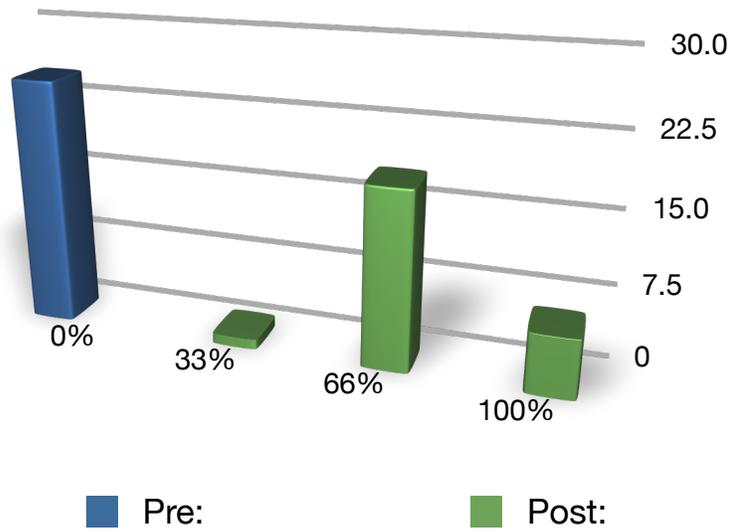




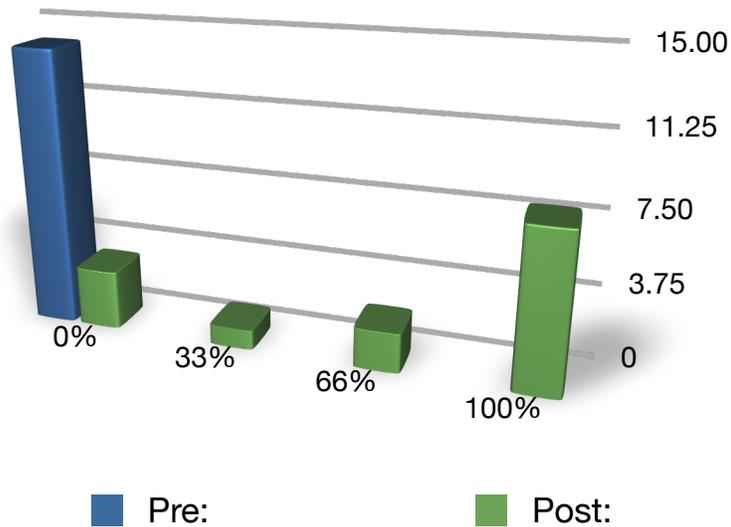
OC CHILDREN'S THERAPEUTIC ARTS

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

Kennedy 96%



Lathrop 72%

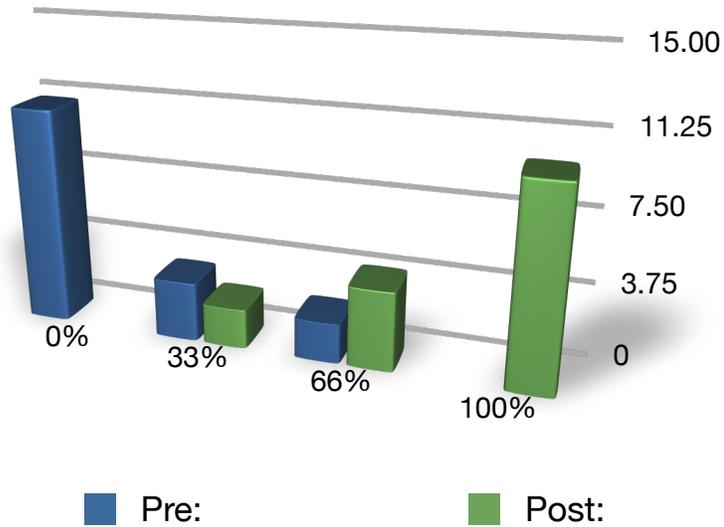




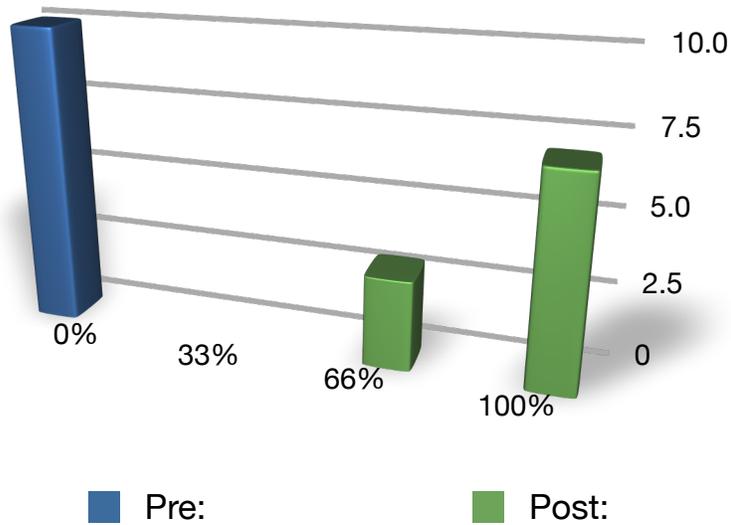
OC CHILDREN'S THERAPEUTIC ARTS

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

Madison 88%



Martin 100%

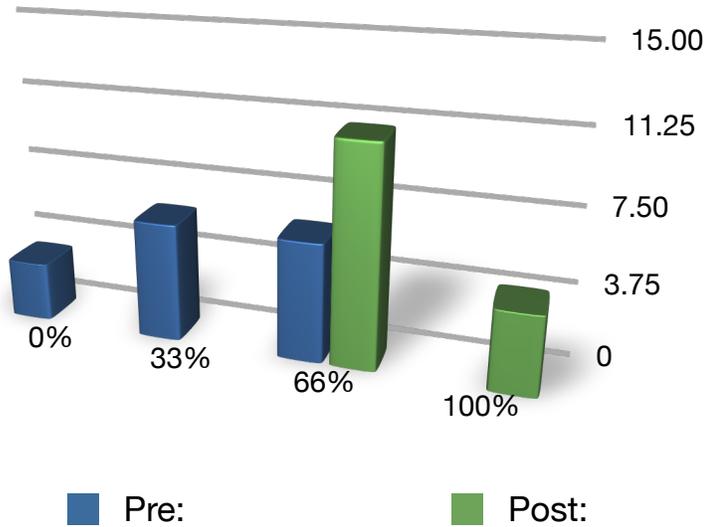




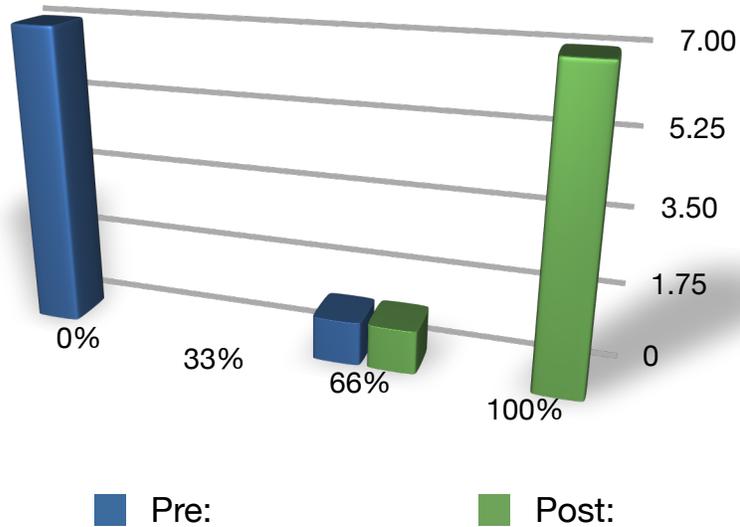
OC CHILDREN'S THERAPEUTIC ARTS

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

Monroe 100%



Roosevelt 100%





OC CHILDREN'S THERAPEUTIC ARTS

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

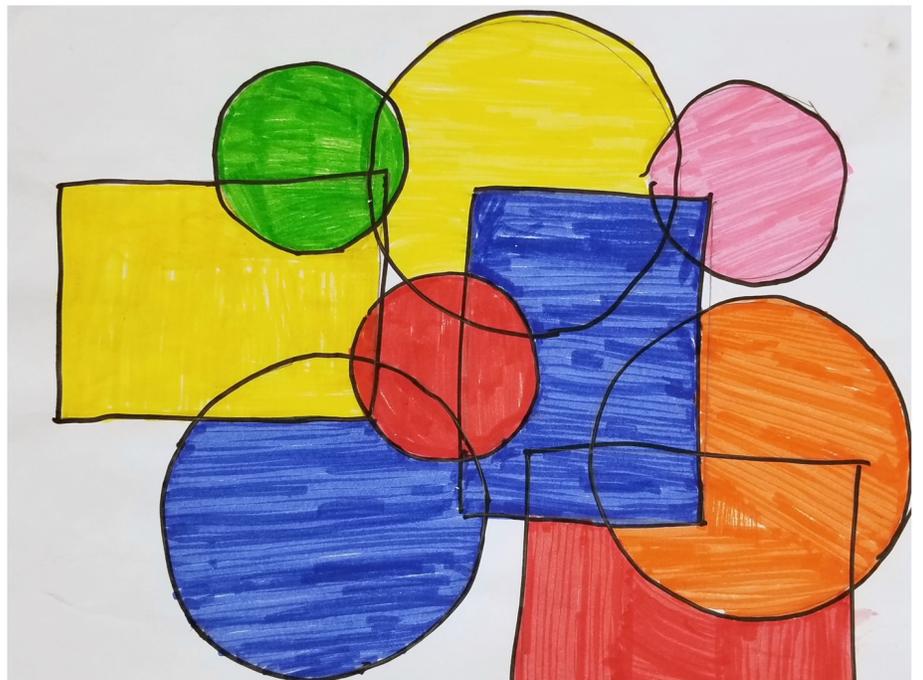
Samples of Student Art Work and Art Exhibits





OC CHILDREN'S THERAPEUTIC ARTS

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





OC CHILDREN'S THERAPEUTIC ARTS

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





OC CHILDREN'S THERAPEUTIC ARTS

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





OC CHILDREN'S THERAPEUTIC ARTS

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

NOTES: