



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 Schools

Rotation Dates: 10/01/18-11/30/18

Schools: Kennedy, Madison, Roosevelt, Walker, Monroe and Heninger

Total # of Students Assessed - 310 (Basic Art Knowledge) & 289 (Qualitative Analysis)

of Lower Grade Students: 158 # of Upper Grade Students: 162

OCCTAC Program Goals:

1) 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 and Post Art 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 six Elementary Schools at SAUSD: A total of 310 students completed the pre and post tests administered to the students at the beginning of the rotation (pre-tests), and at the end of the rotation (post-tests). **Overall results showed that 79% of all elementary school students in 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 all 6 elementary schools.** In other words, 79% of all the students across all 6 elementary schools showed an increase in the basic concepts, techniques and vocabulary of the art-making process as defined in the VAPA standards. These results exceed our expectations of at least 70% increase of student pre-test scores as compared to posttest scores.

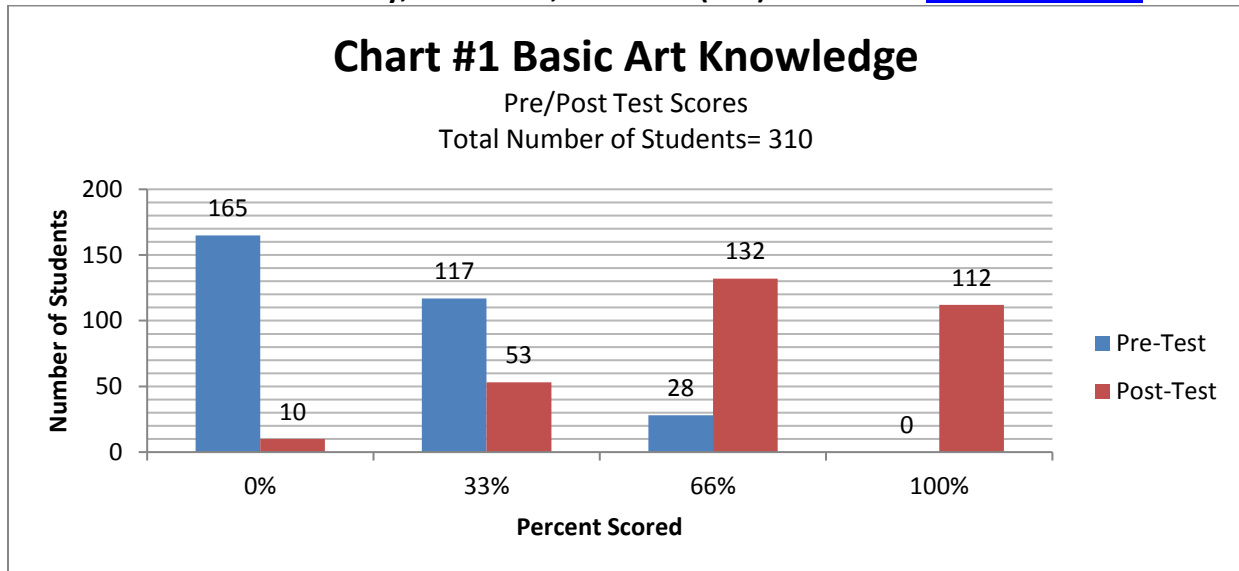
Please see below **Chart 1** to review the total number of students' pre-test and post-test scores across all 6 elementary schools. **Out of 310 Elementary School students that completed the pre-test scores, 90% scored 0 or 33%. (Little or no knowledge of basic Art concepts, techniques and vocabulary); only 9% of students scored 66% on the test (Some knowledge of basic Art concepts, techniques and vocabulary) and 0% of students scored a 100% (a perfect score).** However, when the same students took the post-tests at the end of the rotation, **79% of all students demonstrated an increase in their post-tests, as stated above.** As seen in Chart 1, a total of 132 students scored 66% on the post-tests, and 112 students scored a perfect score on the test!

The chart below includes the total results for pre and posttests administered to all 310 students across all 6 Elementary Schools: **On pages 6 - 8 of this report, you will see a breakdown of pre and posttests per school.**



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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 elementary 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 did. Overall, the 4 schools with best posttests were Kennedy, Madison, Roosevelt and Walker. **Most significantly, these 4 schools were at 80% or higher on their posttest scores!** The following results are also broken down by pre and posttests on pages 6 and 7 of this report per school: **1) Kennedy (80%), 2) Madison (83%), 3) Roosevelt (91%) and Walker (87%)**. In other words, most students at all four schools increased their pretest scores from 0 or 33% to 66 or 100% (perfect scores).

Qualitative Analyses

In addition to comparing pre and posttests 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 them in writing: 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/ Literacy skills** (e.g., learning new skill, reading and writing), and others. This qualitative analysis was conducted with an open-ended question: **"How did Art help me?"** All students from both lower and upper grade levels at all 4 elementary schools responded to the same question. Overall, the highest number of student responses were found in the following categories of 1) Artistic/Creativity benefits, 2) Socio-Emotional benefits, and 3) Cognitive/Academic benefits.

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

1. Art class "can help by showing me how to draw better" (Walker, Upper grade student)
2. Art class "helps me to be creative." (Roosevelt, Upper grade student)
3. Art class "helps me by thinking I'm actually a good artist" (Madison, Upper grade student)
4. Art class "helped me about the color wheel and primary colors" (Madison, Lower grade student)
5. "My art class helps me know famus (famous) art people" (Walker, Upper grade student)



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6. “My art class helped me learn what positive and negative space means and patterns (Walker, upper grade student)

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

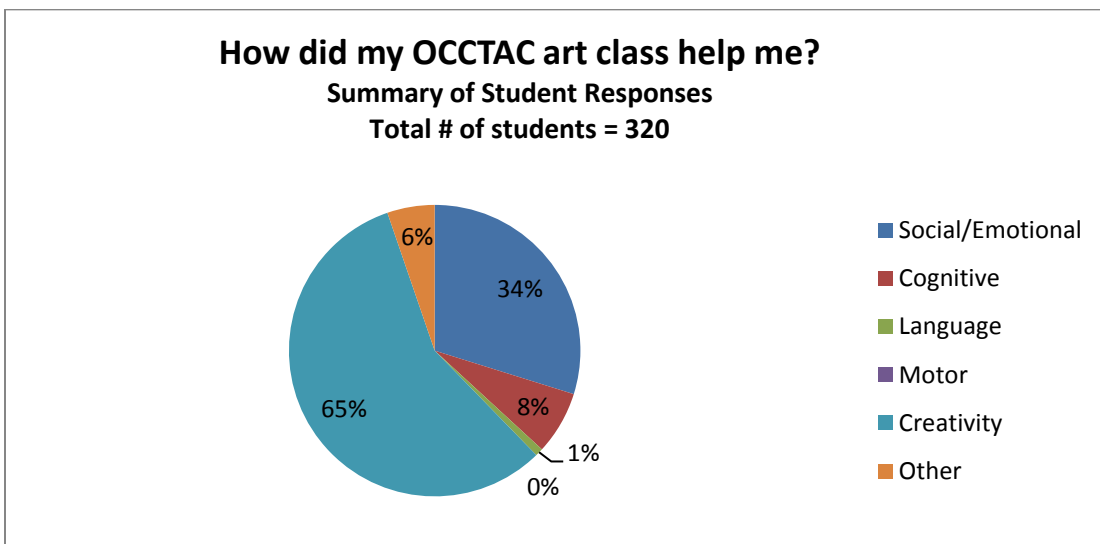
1. Art class “helps me relax and helps my **mind relax.**” (Roosevelt, Upper grade student)
2. Art class “It gets all the madness and **sadness out of me**” (Madison, Upper grade student)
3. “My art class helps me by realesing (releasing) my **stress out**” (Madison, Upper grade student)
4. “My art class helped me to learn **how to be kind**” (Madison, Upper grade student)
5. “Art can calm me and dosen't (doesn't) make me worry a lot” (Kennedy, Upper grade student)
6. Art class “It makes me so happy” (Walker, Upper grade student)
7. “My art class helps me by following the rules” (Madison, Lower grade student)
8. My art class “it can help me by expressing my feelings and helping me draw” (Walker, Upper grade student)
9. **“It helps me draw better and be a better person because when life throws a curve ball I will stand in the batters box and swing for the fences and never let no one say you cant be anything you want to be in the future.** (Walker, Upper grade student)

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

1. “My art class helps me consitrate (**concentrate**) and relax and get my mind out of things” (Roosevelt, UG)
2. “My art class helped me by teaching me to get better at art and the **histry of art**” (Madison, UG)
3. “My art helped me by how to do kersive (cursive)” (Madison, Lower grade student)
4. “My art class helps me by a lot of ideas (Madison, Upper grade students)

Summary of Student Responses/ Qualitative Analysis:

A total of 310 Elementary school age students (lower and upper grade level students) were asked, “**How did the OCCTAC Art class help you?**” As observed below, the majority of student statements were categorized under “Artistic/Creativity” (65%) responses/ benefits, followed by “Social/Emotional” (34%) responses/benefits, “Cognitive and/or Academic” responses/benefits (8%), Language (1%) and other (6%). This last category “other” represents students that did not respond to the question or statements were not legible. See below the summary of student responses according to the various categories.





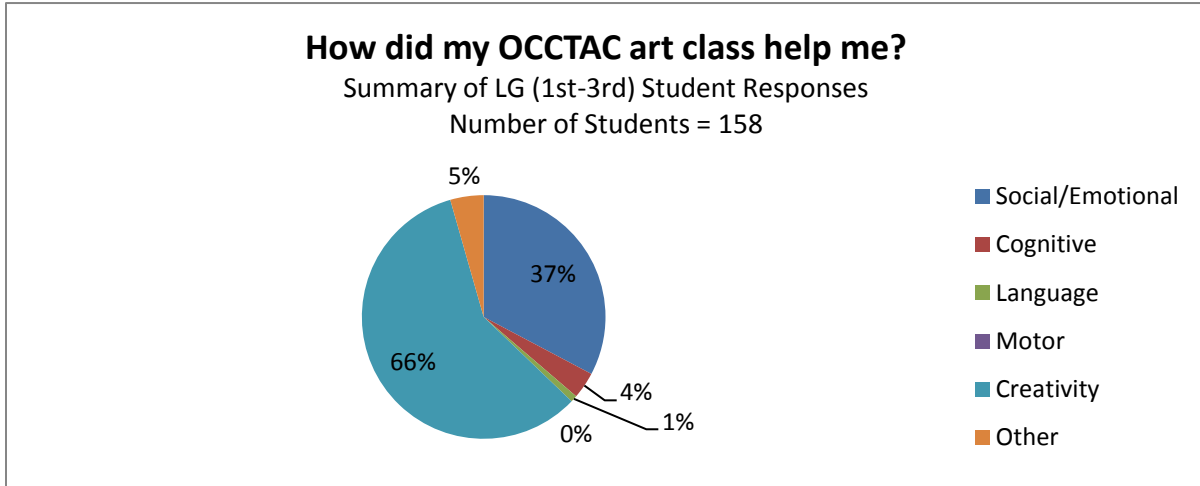
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Summary of Student Responses for Lower grade Students:

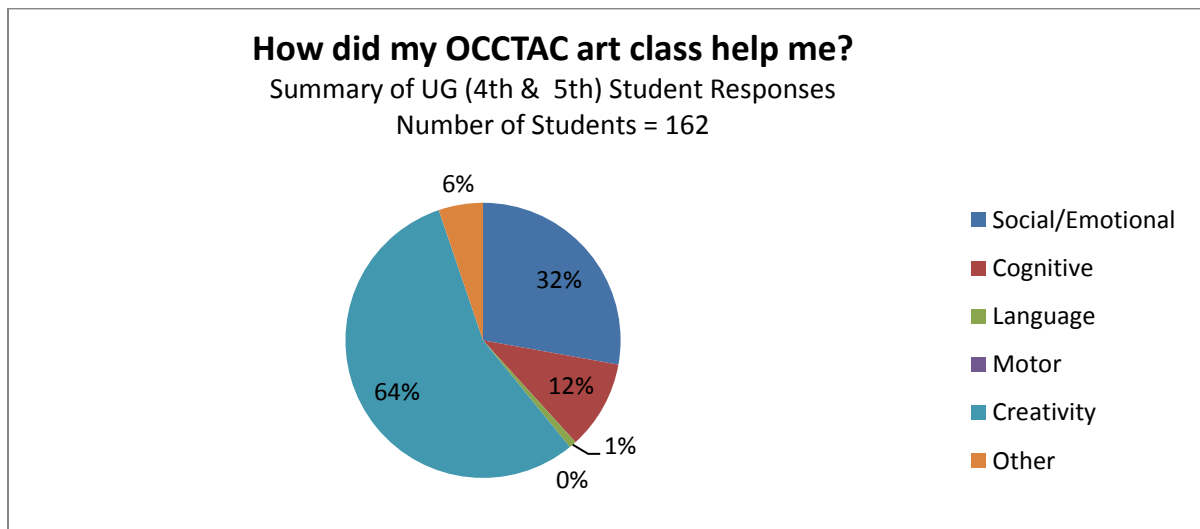
A total of 158 student responses from lower grade levels were analyzed and categorized accordingly. As observed below, the majority of student statements were categorized under 4 key categories/responses:

1) “Artistic/Creativity” benefits (66%), 2) “Social/Emotional” benefits (37%), 3) “Cognitive/Academic” benefits (4%), 4) “Language” benefits (1%) and other (5%). These students did not reply or responses were not legible.



Summary of Student Responses for Upper grade Students:

A total of 162 student responses from upper grade levels were analyzed and categorized accordingly. Similar to lower grade students, the responses provided by upper grade level students also focused on primarily 3 categories: 1) “Artistic/Creativity” benefits (64%), 2) “Social/Emotional” benefits (32%) and 3) Cognitive/Academic” benefits (12%). **However, students from upper grade levels had a higher percentage on Cognitive benefits/ responses compared to students from lower grade levels.**





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Summary of Qualitative Analyses and OCCTAC Program Goal 2:

A key focus of our program is to foster students' Creativity, Self-esteem and Social-Emotional Development. We predicted that most students would show an increase in Creativity, Self-Esteem and Social-emotional development, as measured by pre and post assessments and students surveys. A qualitative analysis was conducted with an open-ended question: **“How did Art help me?”** The student responses were coded and categorized accordingly in the following 6 areas: 1) Creativity, 2) Socio-Emotional, 3) Cognitive/ Academic, 4) Language, 5) Motor and 6) Other. As noted and discussed previously, the students reported that the Art classes helped them the most in the following 3 categories: Creativity, Socio-Emotional and Cognitive/Academic areas of development. Furthermore, some students from upper grade levels also stated that the art experience helped them improve academically!

In other words, our results indicate that the majority of the students from the 4 elementary schools that participated in Rotation 2 of Art instruction, expressed learning and/or improving their artistic, creativity, social emotional and academic skills. Students from both lower and upper grade levels reported benefitting from the Art instruction they received, and were able to verbalize how this experience “helped them”. Most importantly, student responses reflected their understanding and perception that the Art making process helps them grow in other important areas of development, such as social and emotional skills. These results are consistent with previous findings.

Summary of Student Responses per Individual Schools – Basic Art Knowledge

As stated in page one of this summary, 79% of all elementary school students demonstrated an increase in Proficiency and understanding of the basic elements and principles of Art and Vocabulary enrichment. As indicated before, these results exceed our expectations of 70% increase from pretests to posttests.

Please see pages 6 - 8 to review individual School Test Scores. Charts 2 – 7 show the total numbers and percentages of each individual elementary 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% (a perfect score). As noted before, most schools had very high posttests results! Students at 4 schools in particular (Kennedy, Madison, Roosevelt and Walker) went from 0 or 33%% of little or no knowledge to either 66% increase or 100% (a perfect score). **Most significantly, all of these 4 schools were at 80% or higher on their posttest scores! The following results are also broken down by pre and posttests on pages 6 and 7 of this report per school: **1) Kennedy (80%), 2) Madison (83%), 3) Roosevelt (91%) and Walker (87%)**. In other words, most students at all four schools increased their pretest scores from 0 or 33% to 66 or 100% (perfect scores).**

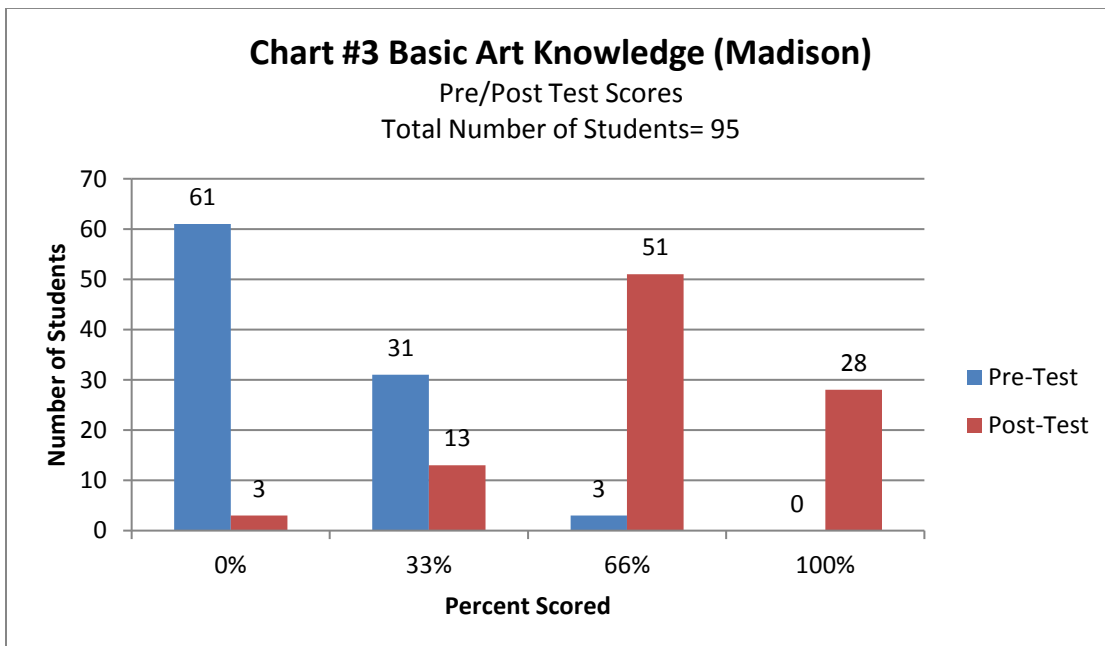
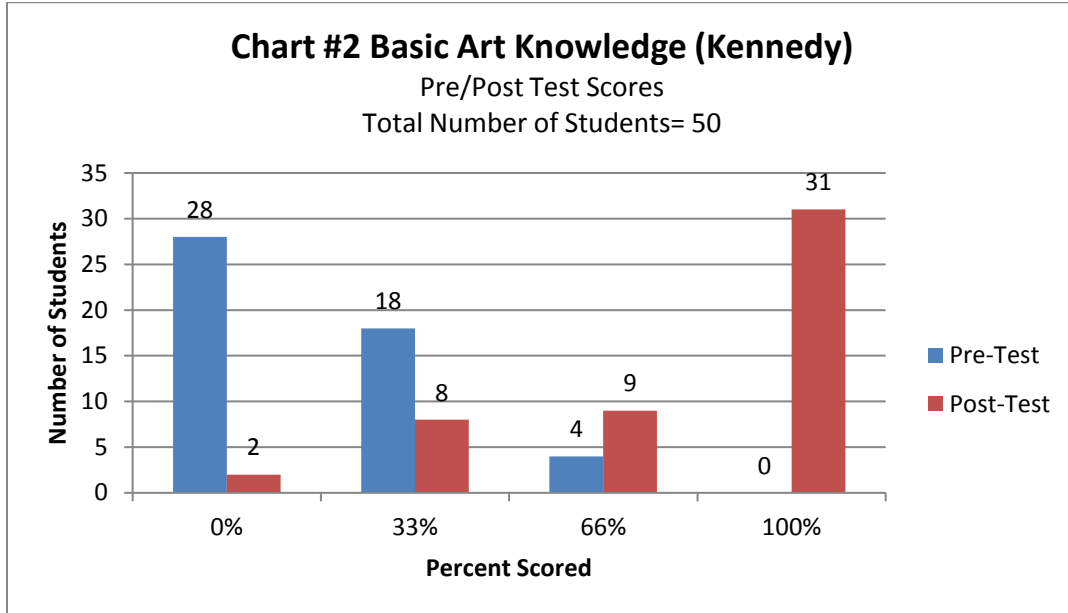
Finally, we also had some challenges with collecting assessments at two of the Elementary Schools: Heninger and Monroe. Our lead teacher at Heninger elementary went on medical leave, which affected the quantity of assessments collected. At Monroe elementary, the custodian threw away the student's artwork, teachers lesson plans and assessments!

Despite these challenges, we still had very good posttest scores for the majority of the students at all the other schools. See below the pre and posttest scores for each individual school tested during Rotation 2.



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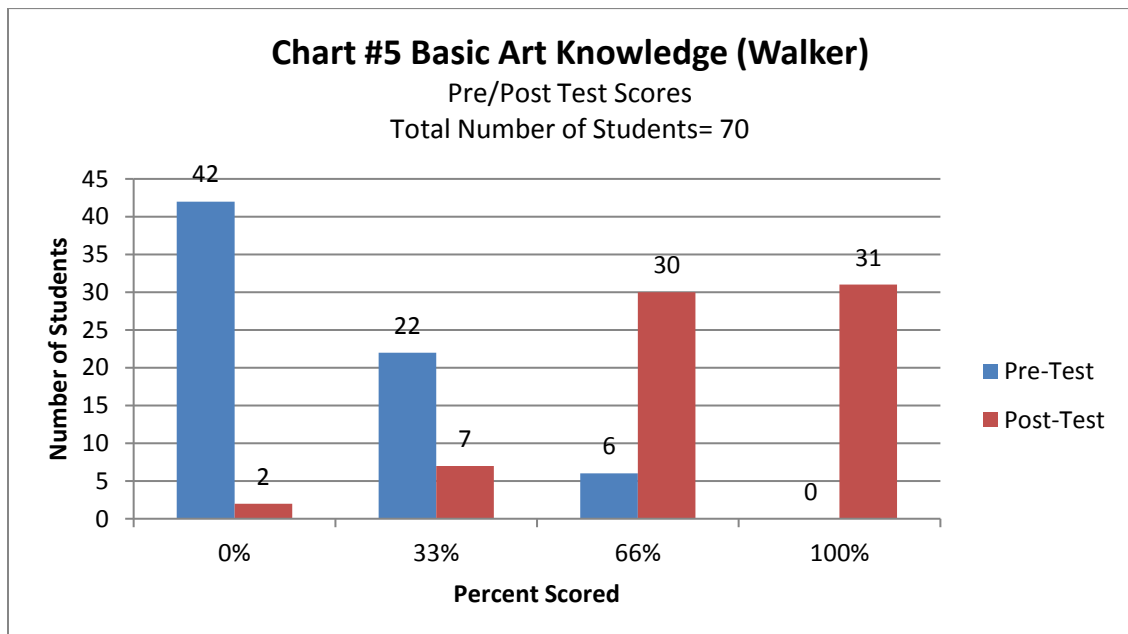
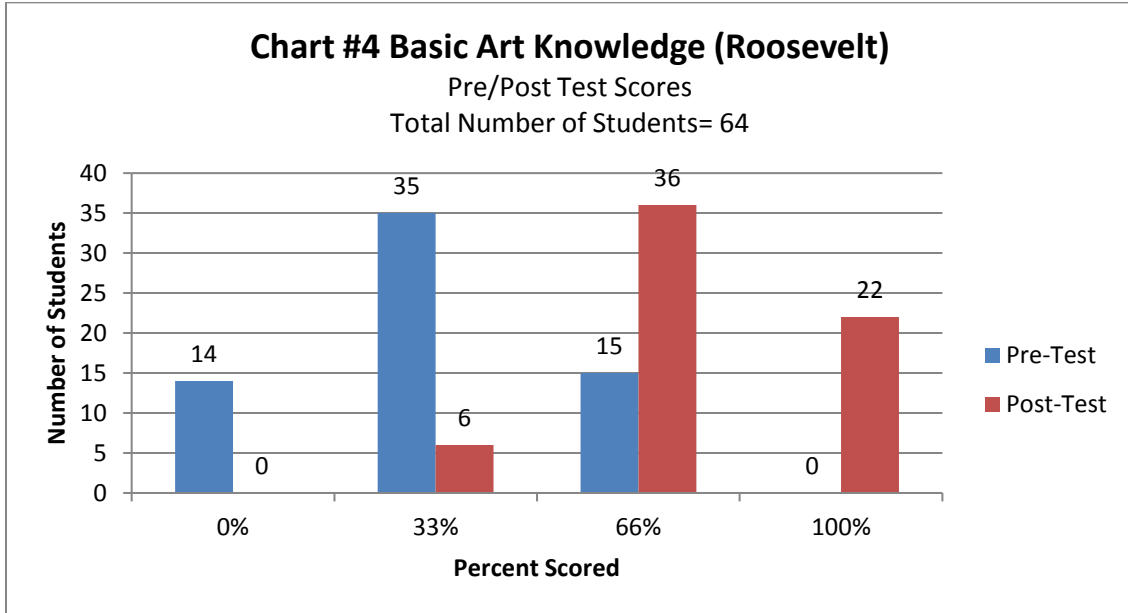
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