



OC CHILDREN'S THERAPEUTIC ARTS

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

Assessment Results for Engage 360, ROTATION 1 – Elementary / Intermediate Schools

Rotation Dates: August 23 - November 12, 2021

Schools: Davis, Diamond, Jefferson, King, Muir, Pio Pico, Romero Cruz Academy, Willard, McFadden; and with Adams, Lowell and Jackson being part of the rotation, but not assessed due to their majority being of Kinder to 2nd grade demographic.

Total # of Students Assessed - 125 (Basic Art Knowledge) & 125 (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 1: A total of 125 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 80% of the students assessed during Rotation 1 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 10 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 13 Schools took part in the Art enrichment program during their First rotation of the 2021-22 school year. Due to the limitations of Kinder aged students, 10 of the 13 sites participated in the assessment process. Out of 125 students that completed the **Pre-test assessment**, **83%** scored 0 or 33% (Demonstrating little or NO knowledge of basic Art concepts, techniques and vocabulary); **15%** of students scored 66% on the test (Some knowledge of basic Art concepts, techniques and vocabulary) and only **1%** of the students scored 100% (a perfect score) on the pre-tests.

However, when the same students took the post-tests at the end of the rotation, **80% of the students demonstrated an increase in their post-tests, with an average score of 72.8%, and most significantly, 38% of all the students had a perfect (100%) score!** In other



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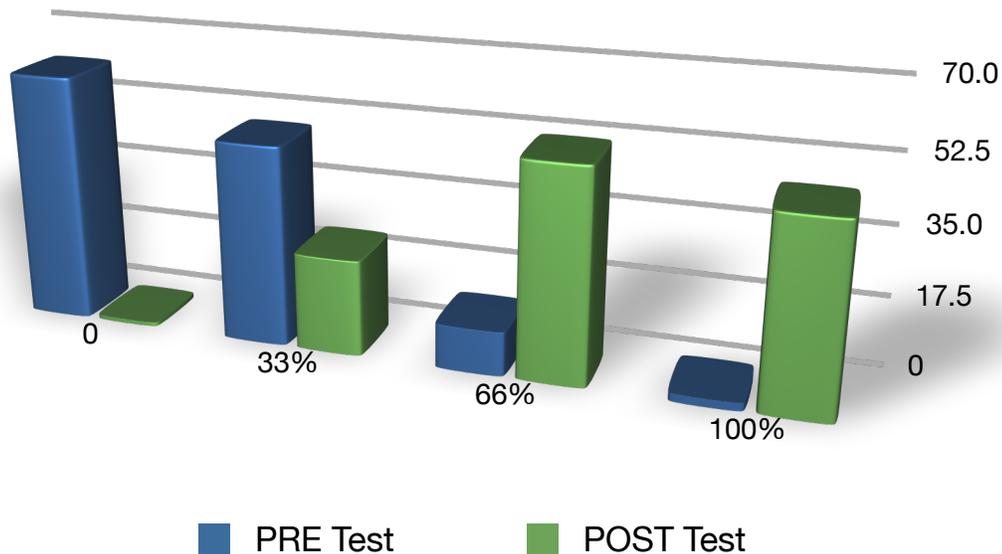
words, a total of 47 students out of 125 students earned a perfect score (100%) on their post-tests!

The pre-test and post test performance demonstrated the expected bell 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.

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)

R1: 80% of students passed with an average score of 72%



The Top schools scoring test averages of no less than 80% or higher were Davis, King, Muir, McFadden and Willard.

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



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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 the Art class help me?”** All students from the 10 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 10 schools observed during Rotation 1 of the After School Engage 360 program.

During the shelter in place, the majority of the social emotional concerns were centric on health and safety. The return to the classroom 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 class taught me that we can help by helping each other.” -6th Grade, MacArthur
2. “My art class helped me to be CONFIDENT.” -5th Grade, King
3. “OCCTAC Art Class helped by having fun and using my imagination and creativity..” -5th Grade, Jackson
4. “They helped me by helping me be calm.” -3rd Grade, Davis
5. “If I’m sad art can help me feel better.” -4th Grade, RCA
6. “Art class helped me relax.” -3rd grade, Davis

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

1. “My art class can help by boost my creativity and help draw more better.” -4th Grade Jefferson
2. “The art class helps me practice my drawings and my *creativity* (creativity)”. 5th Grade Pio Pico
3. “Art class helped us by letting us draw our own creativity.” -6th grade, RCA
4. “Art class helped me in beginning to learn how to shade and draw” -6th grade Willard

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

1. “Because maybe one day art can help me start a career.” -8th Grade, RCA
2. “It can improve my skills in art also finding new ways of doing art.” 5th Grade, Pio Pico
3. “Art class helped me by following the rules.” -5th grade, King
4. “Art helped me in trying to learn, it helped me learn how to shade better.” -6th, Willard



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Summary of Student Responses/ Qualitative Analysis:

A total of **125 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” (**26%**) responses/ benefits, followed by “Cognitive and/or Academic” responses/benefits (**29%**), “Artistic/Creativity” (**14%**) responses/ benefits, and with student responses under , Motor (**18%**) and Other (**12%**). 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.

*Across the board, preliminary responses of “I dont know” during the pre-test reduced from **16%** - **12%** and matured 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 **16%** - **26%**. As expected, the initial creative aspirations which represented the bulk of the pre-responses at **31% reduced to 14%**, to give way for the strengthening of Cognitive and Social/Emotional responses at **29%** and **26%**, respectfully.*

As expected, the art curriculum gave the students a strong opportunity for Social / Emotional gains as represented by the 26% of responses. What was very unique during this rotation, was that the students expressed responses that now favored a growth in **Cognitive** and **Motor** responses, 29% and 18%, respectively. This may be attributed with the long awaited return to classroom, where kids were now mobile within the room, able to engage with fellow classmates, and no longer confined to the solitude of their home. There responses expanded into expressing benefits with regard to movement, action, and inductive thought due to more classroom stimulation. Through the development of strong relationships with their teachers, they used their after school time to express their Social/Emotional and Cognition by completing their Art Projects and learning the Historical significance of the Art Master and their technique.



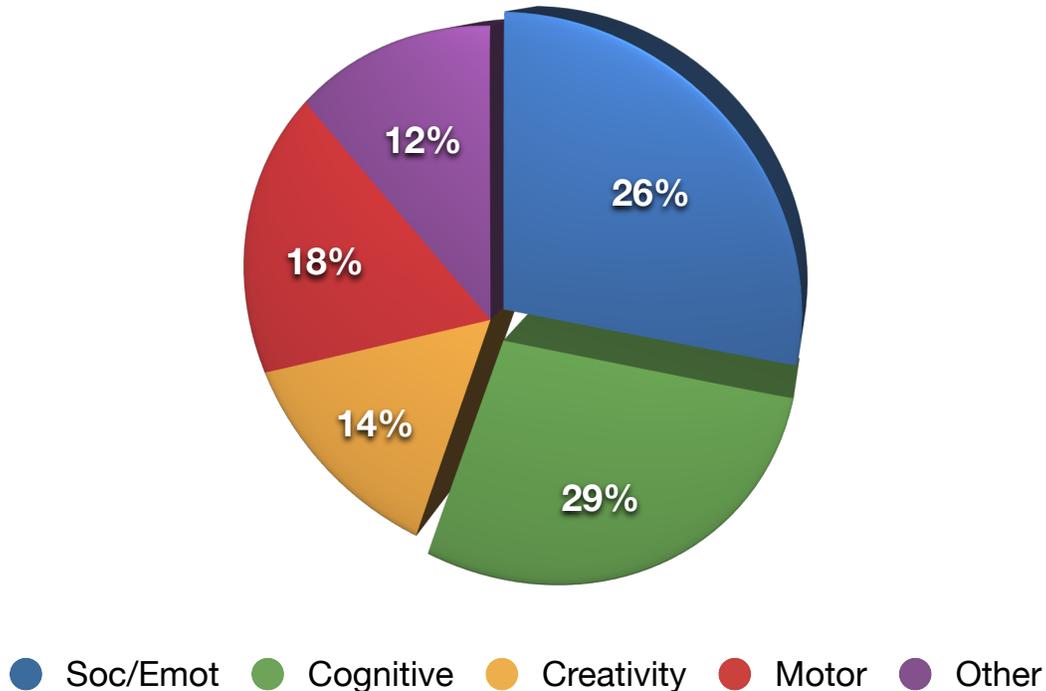
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See the following chart below for the total student responses, where there is evident growth in Social/Emotional and Cognitive responses.

(Chart 2: Qualitative Results)

How did my Art Class Help Me?



Summary of Student Responses per Individual Schools – Basic Art Knowledge

As stated in page one of this summary, **80%** of all elementary school students across 10 schools during Rotation 1 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 84%, or higher were Davis (100%), King (100%), Muir (100%), McFadden (86%), and Willard (84%).**



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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 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 lack of on site mentorship from our teachers demanded a greater level of self control and discipline.



Strongly agree



Agree



No opinion

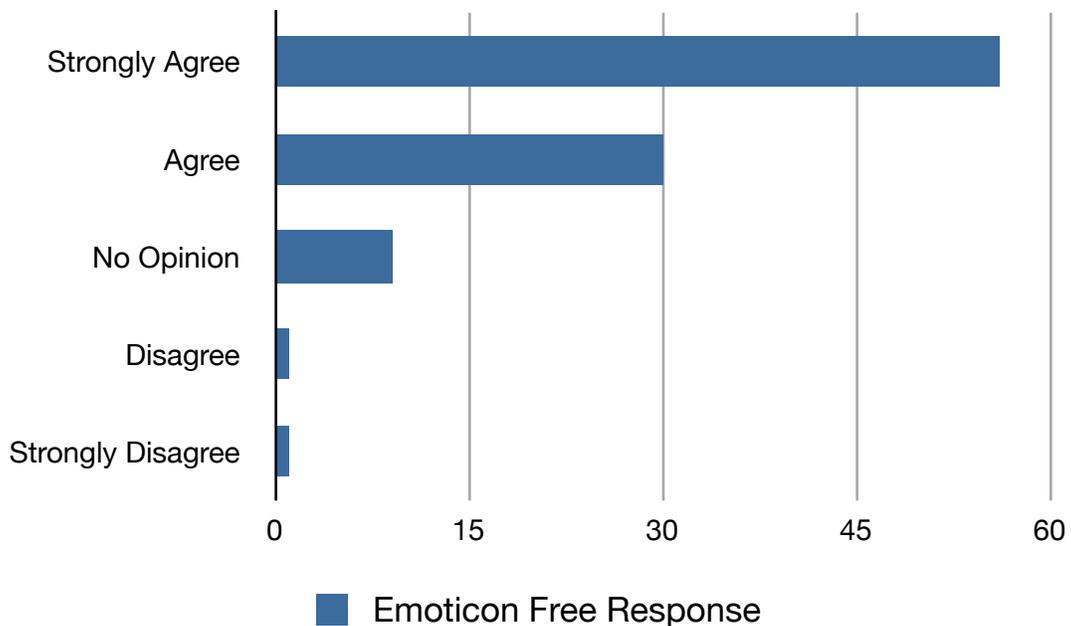


Disagree



Strongly disagree

2021-22 Rotation 1: “I am a good artist who works well with others”



The majority (72%) 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.



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The onset of the 2021-22 school year was met with unique challenges, which further relied on the synergy between Engage 360 / Community Partner to make the best of the prevailing Pandemic. We understood that there was an increase in Staff Turnover for the district, which meant many sites were staffed with personnel which didn't benefit from the veteran skill set and leadership from years pre-pandemic.

Many Instructional Providers with strong skill sets ascended to the Site Coordinator role, and it prompted for a mass acquisition of youthful, but eager to learn upstarts. This blending of a new staff, Audio and Visual challenges to connect the in person students with virtual community providers, left some sites with compromised enrichment from the gaps caused by technical difficulties and a young staff still gaining mastery of Positive Behavioral Interventions and Support.

The disconnect caused by the virtual gap and the over-reliance on technology limited our sample size. We had to limit our test takers to those who could operate a Chromebook, follow a link, or read and comprehend a written test all on their own. Without our Teachers on site, there was no way to effectively connect with students below 3rd grade to help them understand the assessment process. (This was universal across all schools that reinforced the necessity for CP's to integrate back into the classroom to secure efficient engagement) Hence, our written test was executed by only the upper grade students, 3rd grade and above.

Middle school students, more commonly known as the "Black Hole generation" among teachers of the Pandemic lexicon, exercised their right to anonymity, and rarely engaged with their cameras "on", being that during this age they were more self conscious.

The large TV set up didn't allow for a clear view of the entire class and it limited the ability to hear the students individually. Despite these challenges, we were very proud of the students performance in exceeding our minimum passing rate, and garnering an 80%.

Rotation 1 reminded us that our effectiveness is secured when Community Partner and Engage360 integrate under a live setting. At times we felt the reciprocity between team members was not always adhered, because "Out of site, out of mind." Despite this, we understood that all challenges would limit themselves as soon as we return.

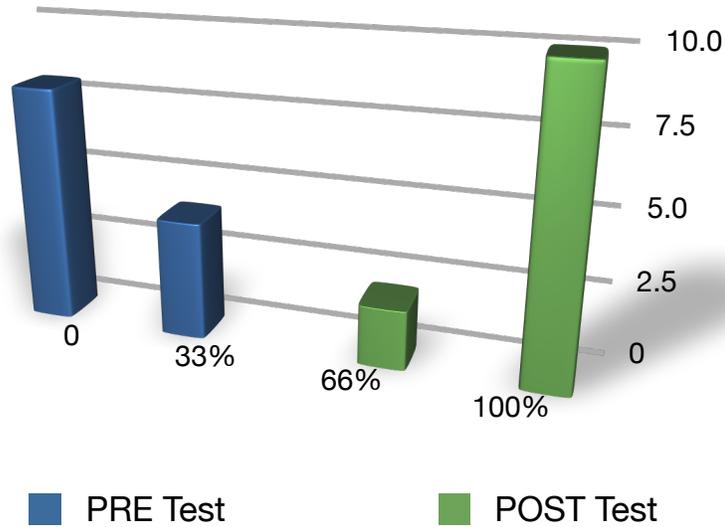
It is with the greatest respect that we commend the SC and IP staff of each site and the executive team of the Extended Learning Department. All of us were forced to react and pivot, with the students' safety and well being, at the forefront. Thank you for your time and consideration. We made monumental strides during the virtual environment, but we welcome the return to in person learning to ensure the students the best possible educational experience.



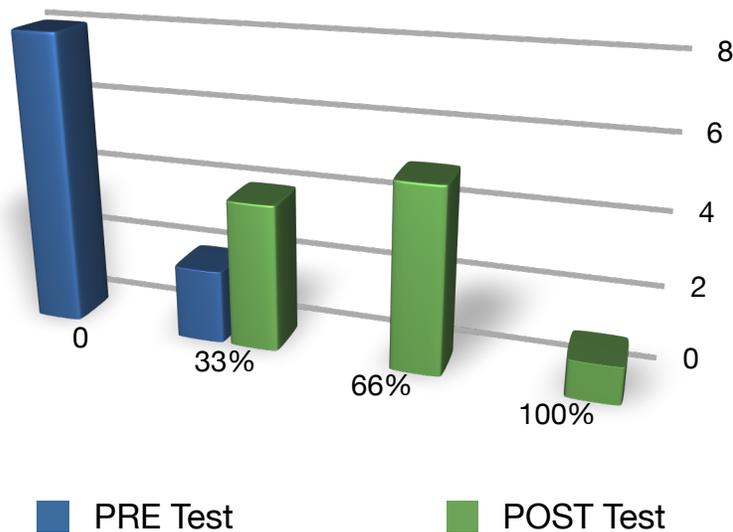
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Davis 100% passing ave: 93.4%



Diamond 60% passing with ave score 56%

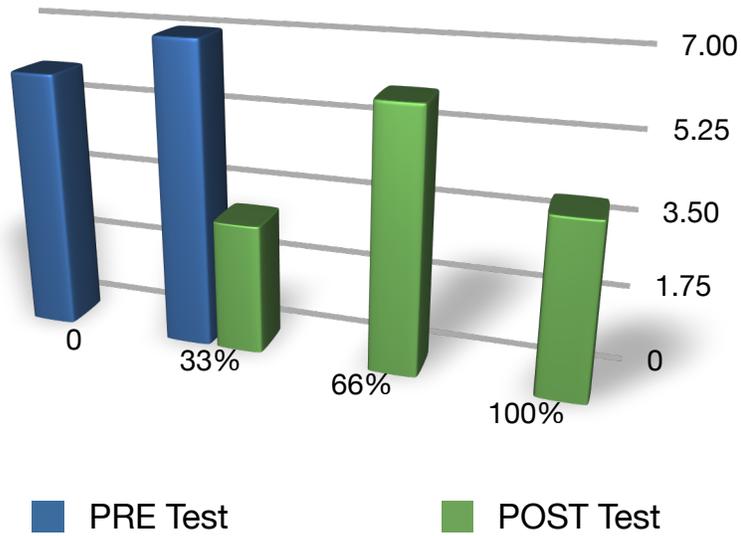




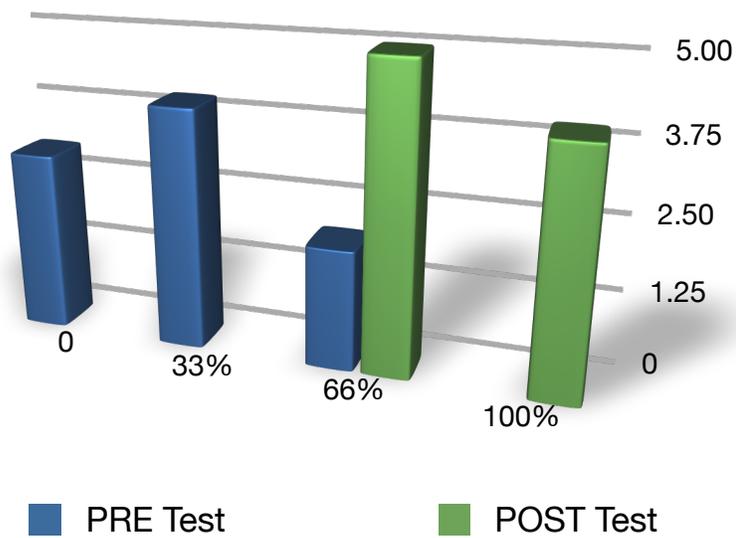
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Jefferson 76% passing with ave score 60%



King 100% passing with ave of 82%

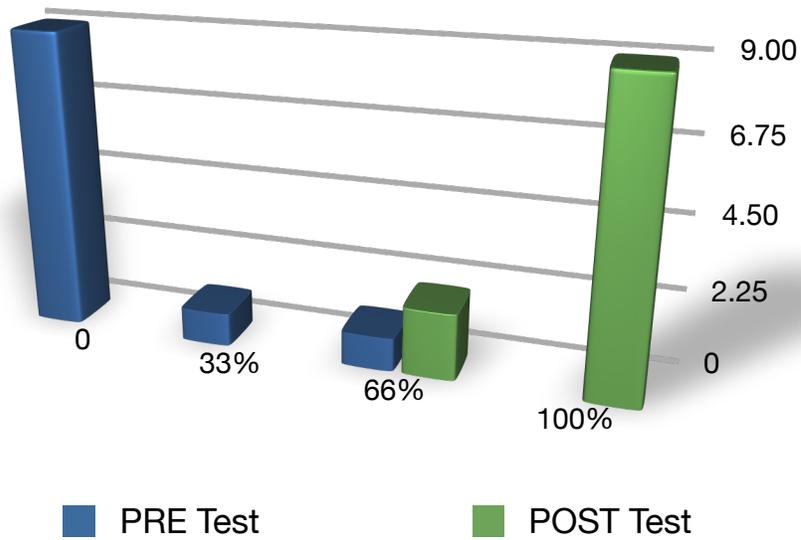




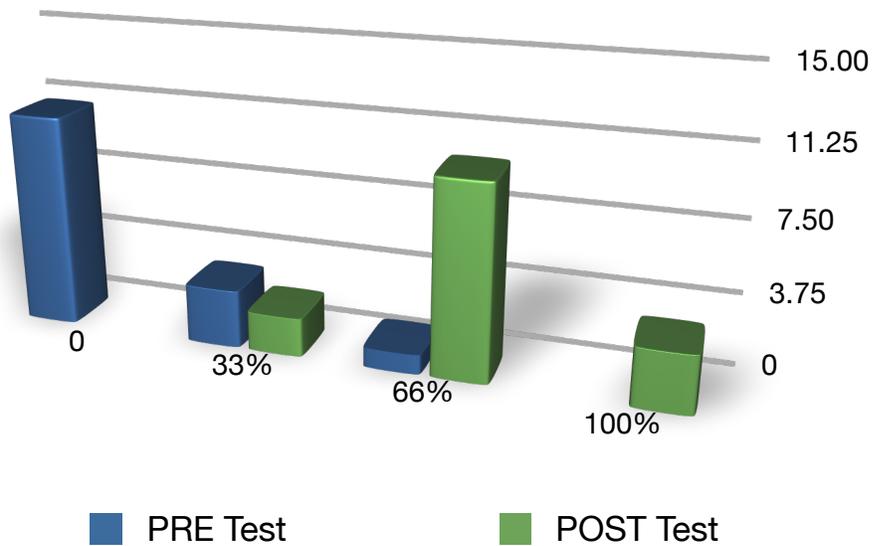
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Muir 100% passing with average score of 93%



McFadden 86% passing with average score of 69%

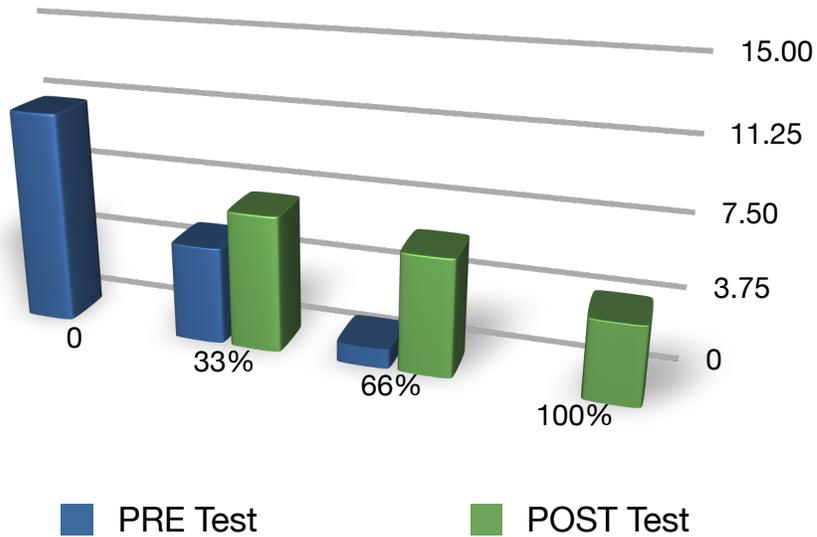




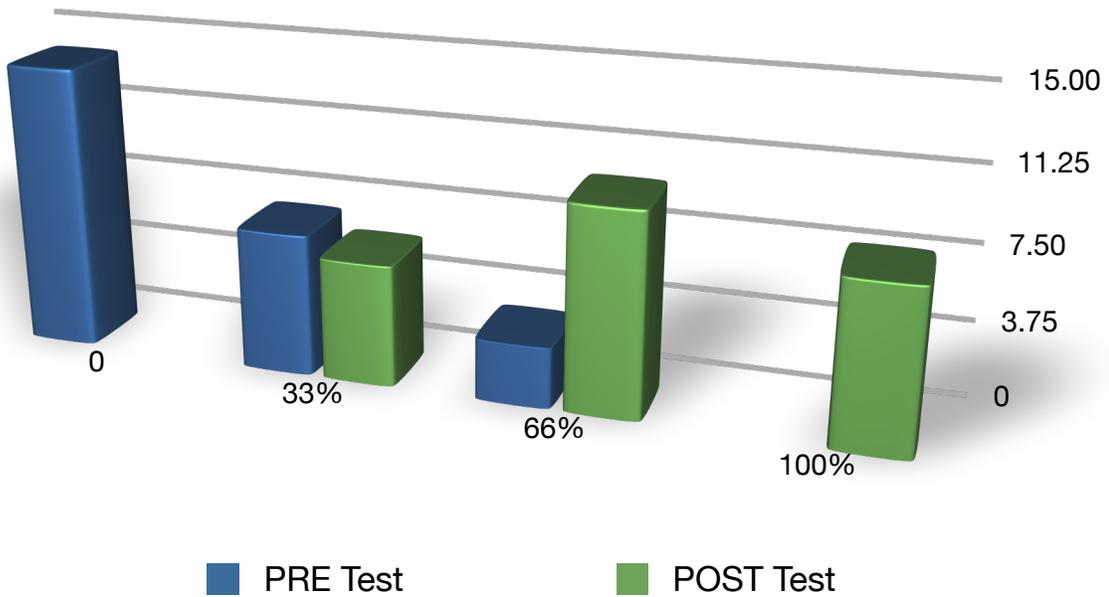
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Pio Pico 59% passing with average score of 61%



Romero Cruz Academy 75% passing with average score of 70%





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Willard 84% passing with an average of 71%

