



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 Schools

Rotation Dates: 08/11/2018 to 09/28/2018

Schools: Esqueda, Greenville, Franklin, Lincoln, Monte Vista, Thorpe, Washington & Davis

Total # of Students Assessed: 360 (Basic Art Knowledge) & 360 (Qualitative Analysis)

of Lower Grade Students: 166 # of Upper Grade Students: 194

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 8 Elementary Schools (Esqueda, Greenville, Franklin, Lincoln, Monte Vista, Thorpe & Washington): A total of 360 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 **87% of all elementary school students** in 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 all 8 elementary schools. In other words, 87% of all the students across all 8 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.

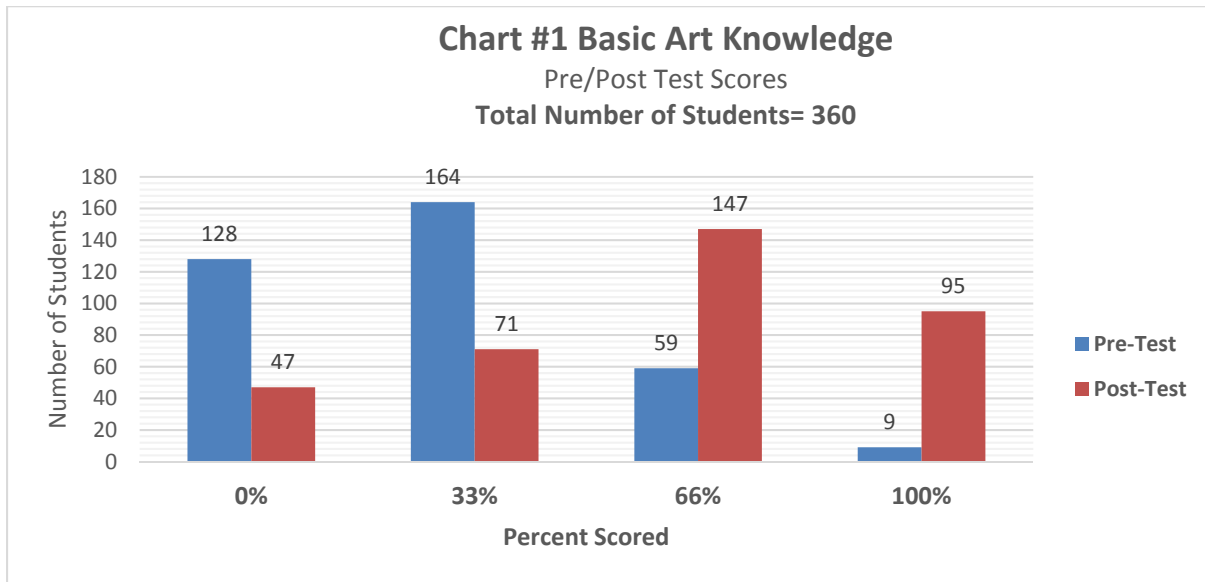
Please see below **Chart 1** to review the total number of students' pre-test and post-test scores. **Out of 360 students that completed the pre-test scores, 81% scored 0 or 33%**. (Little or no knowledge of basic Art concepts, techniques and vocabulary); 16% of students scored 66% (Some knowledge of basic Art concepts, techniques and vocabulary) and only .02% of students scored a 100% (a perfect score). However, when the same students took the post-tests at the end of the rotation, **87% of all students demonstrated an increase in their post-tests, as stated above**. The majority of the students (147 total students) scored 66% and 26% of (95 students) received a perfect score (100%) on the test!

The chart below shows a breakdown of total results for pre and posttests administered to all 360 students across all 8 Elementary Schools: **Esqueda (50 students), Greenville (66 students), Franklin (39 students), Lincoln (50 students), Monte Vista (19 students), Thorpe (40 students), Washington (62 students) and Davis (34 students)**.



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Please see [pages 6 - 9](#) to review individual School Test Scores. [Charts 2 – 9](#) 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). ***The three schools that had the highest increase from pretest to post-test scores were: 1) Greenville (98%), followed by 2) Franklin (93%) and 3) Monte Vista (89%).*** Students at all three schools increased their pretest scores from 0 or 33% to 66 or 100% (perfect scores). The other 2 schools that also did very good were: 1) Davis (79%) and 2) Washington (74%).

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 in both Pre and Post-tests: ***“How can/did Art help me?”*** All students from both lower and upper grade levels at all 8 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 (help) me improve (improve) my art skills.”(Esqueda, Upper grade student)
2. Art class “helped me be more creative.” (Esqueda, Upper grade student)
3. Art class “helped me learn new art techniques.” (Lincoln, Upper grade student)
4. Art class “helps me be a better painter” (Greenville, Lower grade student)
5. “My art class helps me by inspiring to do art.” (Thorpe, Lower grade student)



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

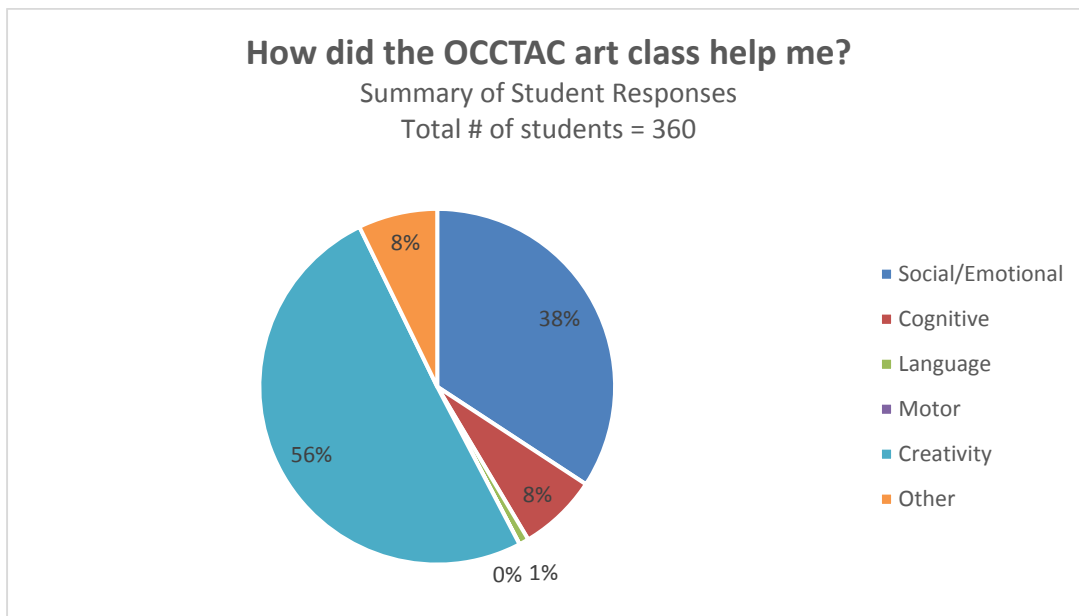
1. Art class helped me “be a great art person and to work hard to not give people a hard time” (Esqueda, Upper grade student)
2. Art class “helps me by making new friends with art.” (Thorpe, Lower grade student)
3. Art class “helped me improve in art and do colabritive (collaborative) work with others.” (Thorpe, Lower grade student)
4. “My art class help by teaching me how to be respectful.” (Lincoln, Lower grade student)
5. “Art class helps me be calm and relaxed” (Greenville, Upper grade student)
6. Art class “makes me feel good.” (Greenville, Upper grade student)

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

1. “My art class help me by letting me learn.” (Franklin, Upper grade student)
2. Art class “help me foccus (focus).” (Greenville, Upper grade student)
3. “My occtac art class helps me on learning things I don't know” (Washington, Upper grade student)
4. Art class “It made me more focused” (Greenville, Upper grade student)

Summary of Student Responses/ Qualitative Analysis:

A total of 360 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” (56%) responses, followed by “Social/Emotional” (38%) responses, and “Cognitive/ and/or Academic responses” (8%). Some students did not respond or statements were not legible (8%). See below summary of student responses according to the various categories.





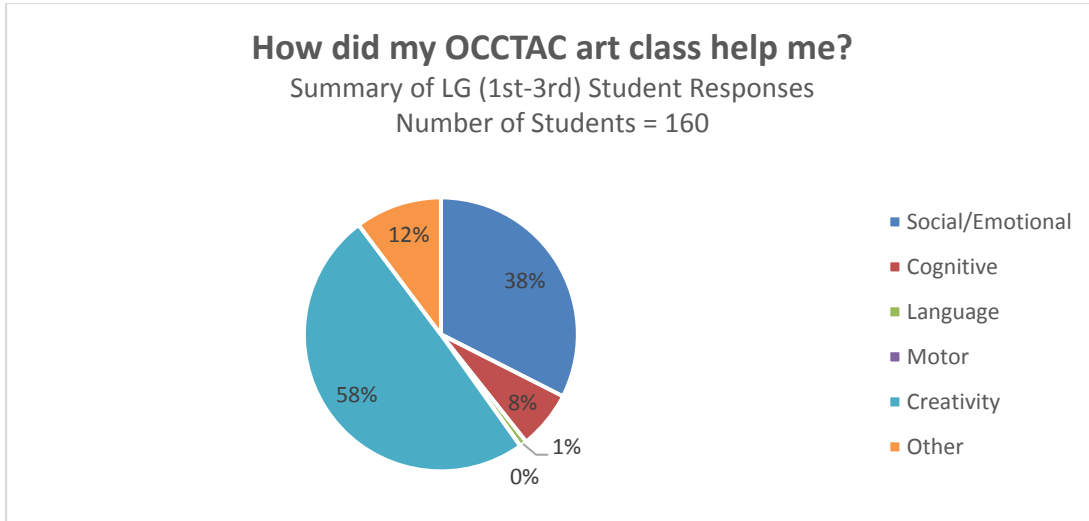
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Summary of Student Responses for Lower grade Students:

A total of 160 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:

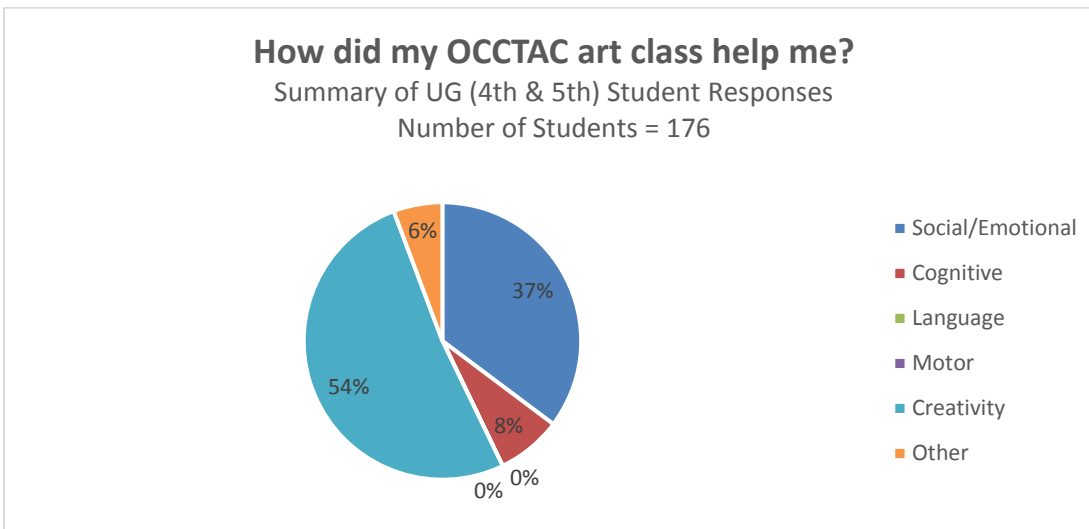
1) “Artistic/Creativity” responses (58%), 2) “Social/Emotional” responses (38%), and 3) “Cognitive/Academic” responses (8%). Also, some students did not reply or responses were not legible (12%).



Summary of Student Responses for Upper grade Students:

A total of 176 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” responses (54%), 2) “Social/Emotional” responses (37%) and 3) Cognitive” responses (8%).





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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, and students were asked to write their responses to the following question: "How can/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 discussed previously, the 3 highest category of responses were Creativity, Socio-Emotional and Cognitive responses. In addition, some students did not respond to the question; other student statements were not legible; and other students responded "I don't know". All these responses were coded under the category "other". No responses were found under language or motor development during this set of assessments.

In summary, our results indicate that the majority of the students from the 8 elementary schools that participated in Rotation 1 of Art instruction, expressed learning and/or improving their artistic, creativity, social and emotional skills. Both students from 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 (especially with social and emotional development), as much as learning about creativity and the Art making process. 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, 87% 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 - 9 to review individual School Test Scores. Charts 2 – 9 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). *The three schools that had the highest increase from pretest to post-test scores were: 1) Greenville (98%), followed by 2) Franklin (93%) and 3) Monte Vista (89%).* Students at all three schools increased their pretest scores from 0 or 33% to 66 or 100% (perfect scores). The other 2 schools that also did very good were: 1) Davis (79%) and 2) Washington (74%).



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Chart #2 Basic Art Knowledge (Esqueda)

Pre/Post Test Scores
Number of students= 50

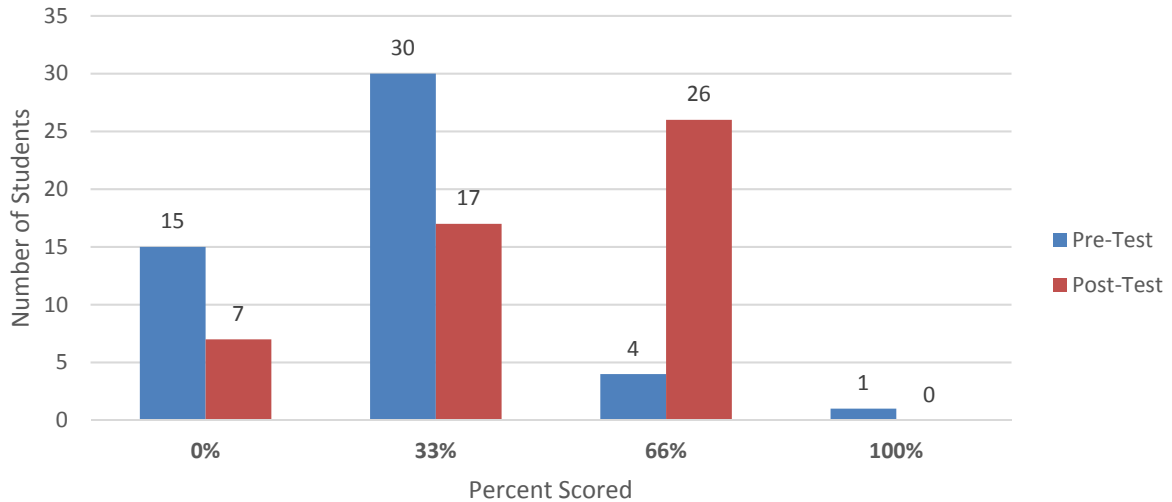
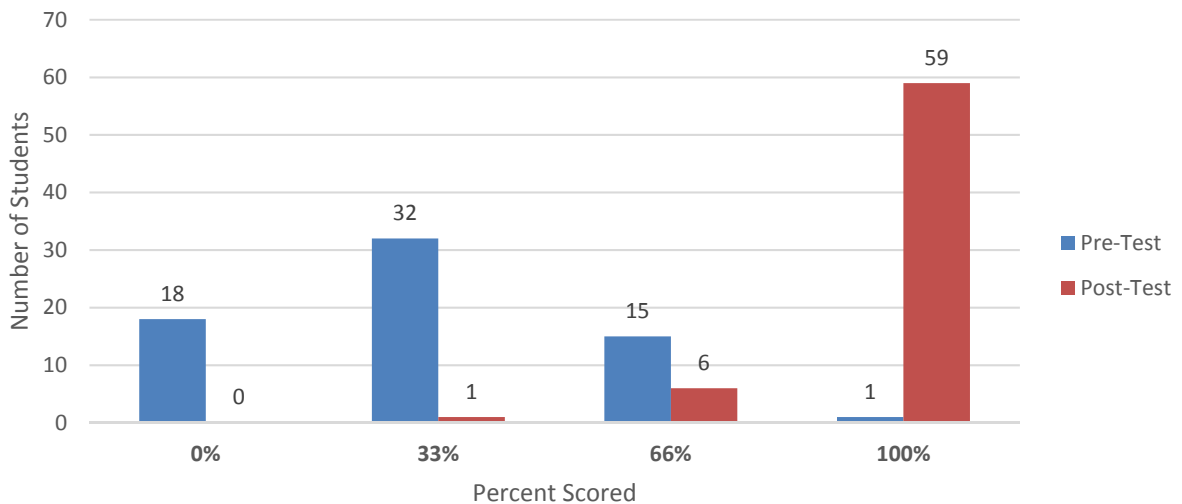


Chart #3 Basic Art Knowledge (Greenville)

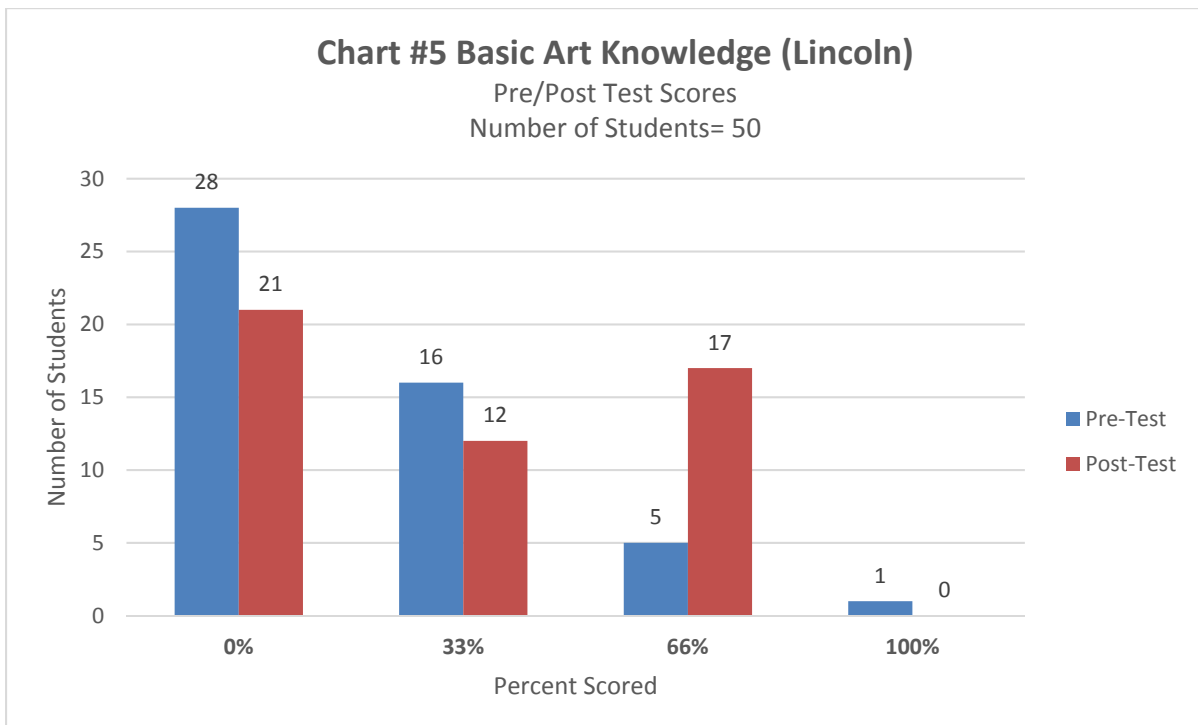
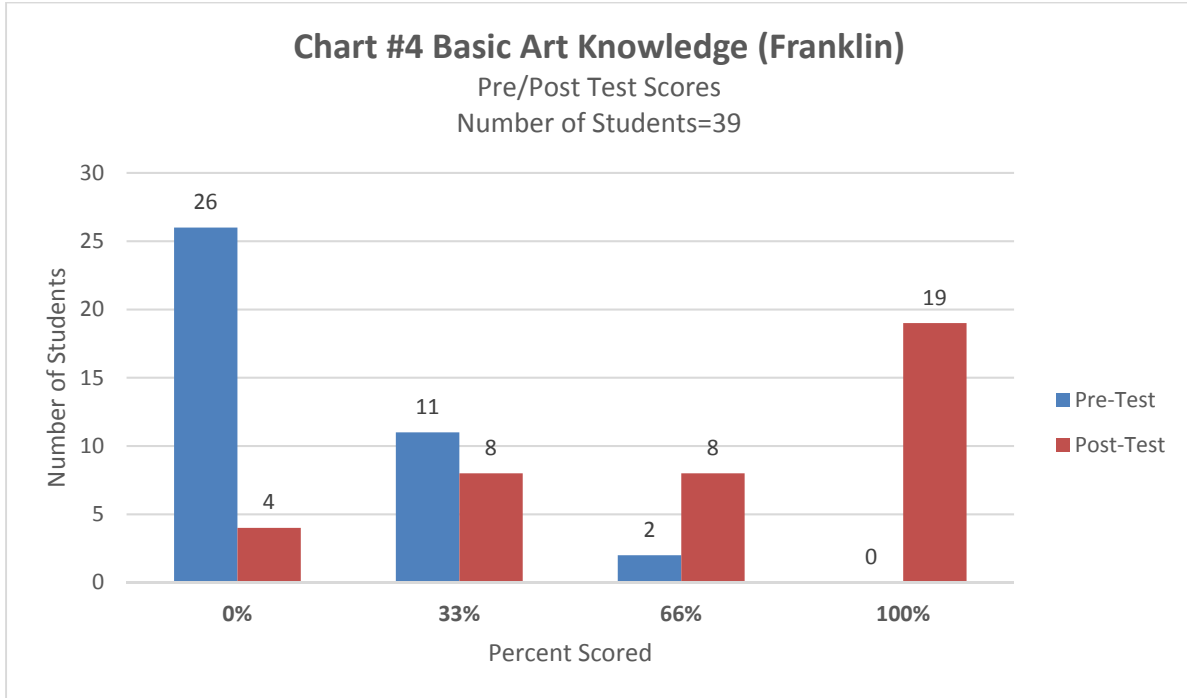
Pre/Post Test Scores
Number of Students= 66





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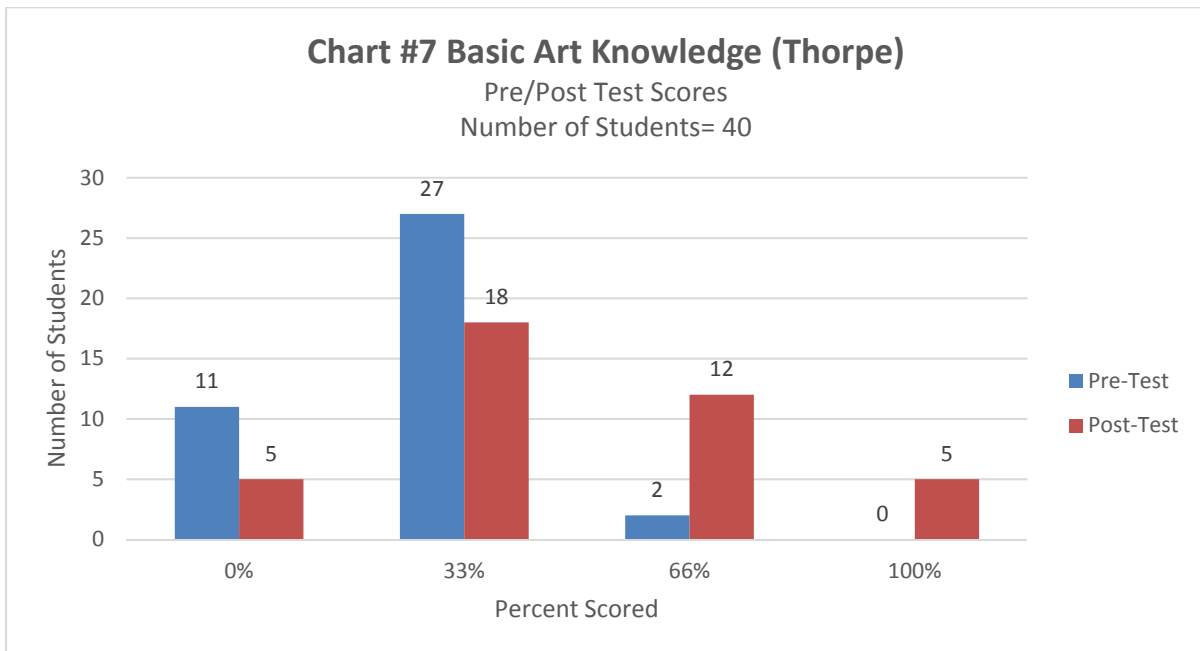
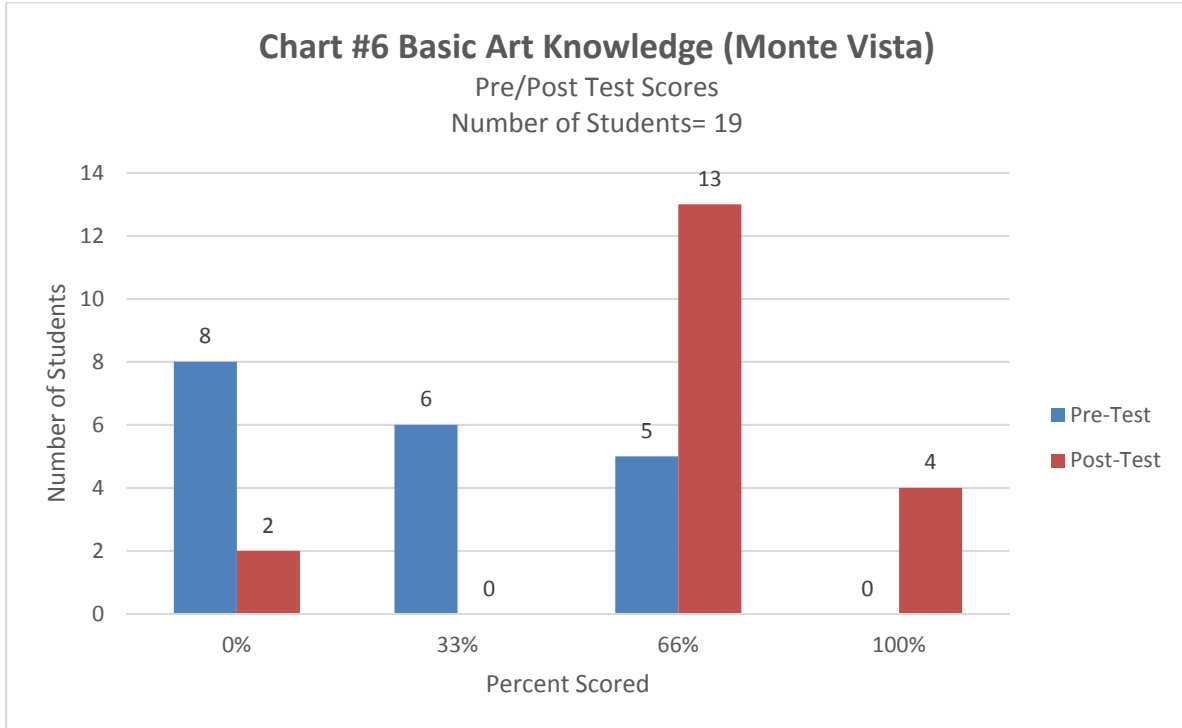
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Chart #8 Basic Art Knowledge (Washington)

Pre/Post Test Scores
Number of Students= 62

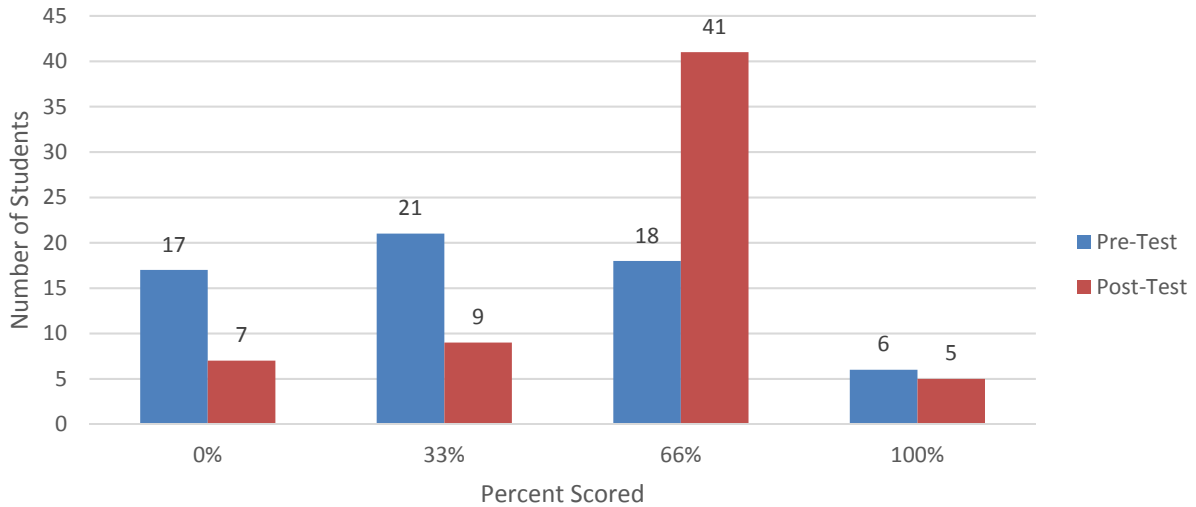


Chart #9 Basic Art Knowledge (Davis)

Pre/Post Test Scores
Number of Students= 34

