



# OC CHILDREN'S THERAPEUTIC ARTS

2215 North Broadway, Santa Ana, CA 92706 (714) 547 – 5468 [www.occtac.org](http://www.occtac.org)

## Assessment Results for Engage 360, Rotation 2

Rotation Dates: 10/09/2017 – 12/01/2017

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

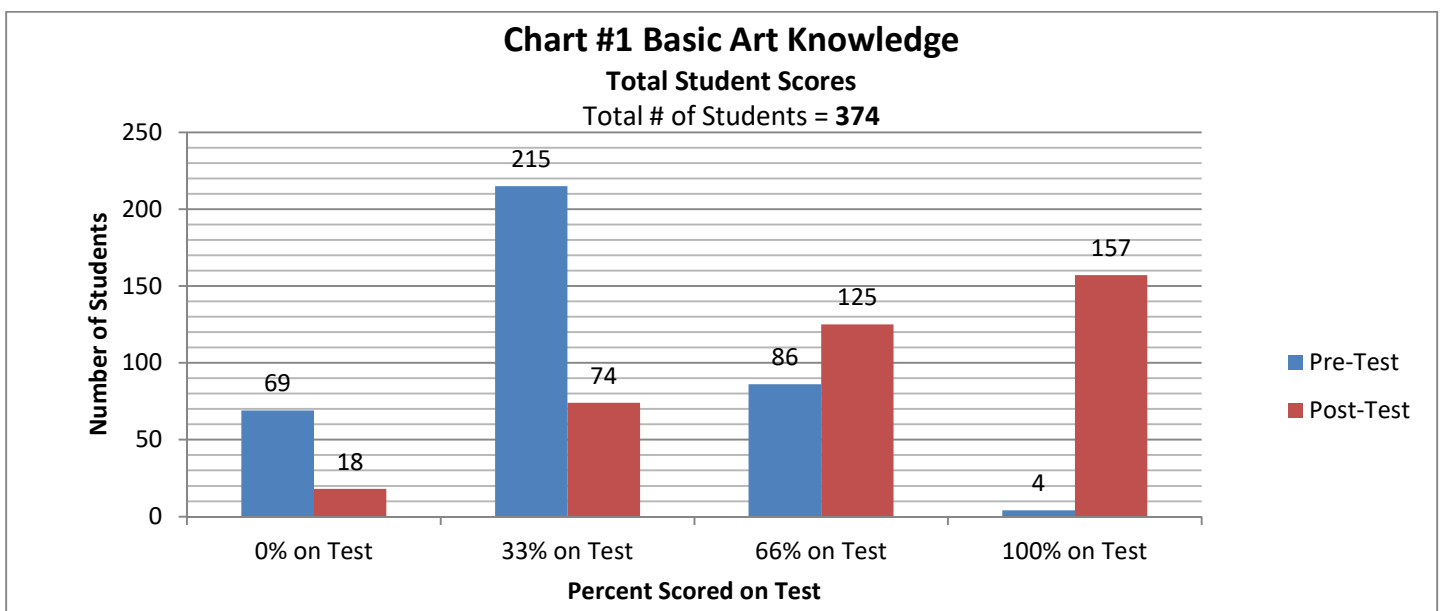
Total # of Students Assessed: 374 - (Basic Art Knowledge) & 397 (Qualitative Analysis)

# of Lower Grade Students: 219 # of Upper Grade Students: 178

### 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, **more than 75% of all Elementary school students** 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 374 students that completed the pre-test scores**, more than **90% scored 0 or 33%**. (Little or No knowledge of basic Art concepts, techniques and vocabulary); **23% scored 66%** (Some knowledge of basic Art concepts, techniques and vocabulary) and only **1% scored 100%**. However, when the same students took the post-tests, at least **75% of ALL students, scored between 66% and 100%** on the test. This demonstrate a significant increase in the basic concepts learned, techniques and vocabulary of the art-making process, between pretest scores (91% scored 0 or little knowledge), and post-tests (75% scored 66 or 100%).





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In addition, please see pages 4 - 7 to review individual school scores. Charts 2 – 7 shows the total numbers/percentages per school. As observed in each school, ALL students indicate 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)!

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 skills** (concentration, asking for help), 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. Heninger ES, (#1069, LG): “to learn art, shape and line.”
2. Walker ES, (#1898, UG): “it can help me by teaching more techniques to make art.”

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

- 1- Madison ES, (#1440, UG): “OCCTAC helps me by expressing my feelings.”
- 2- Roosevelt ES, (#1727, LG): “biy (by) bing (being) nise (nice) stunt (student).”
- 3- Roosevelt ES, (#1678, UG) : “it helps me with my depression and anixity (anxiety).”

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

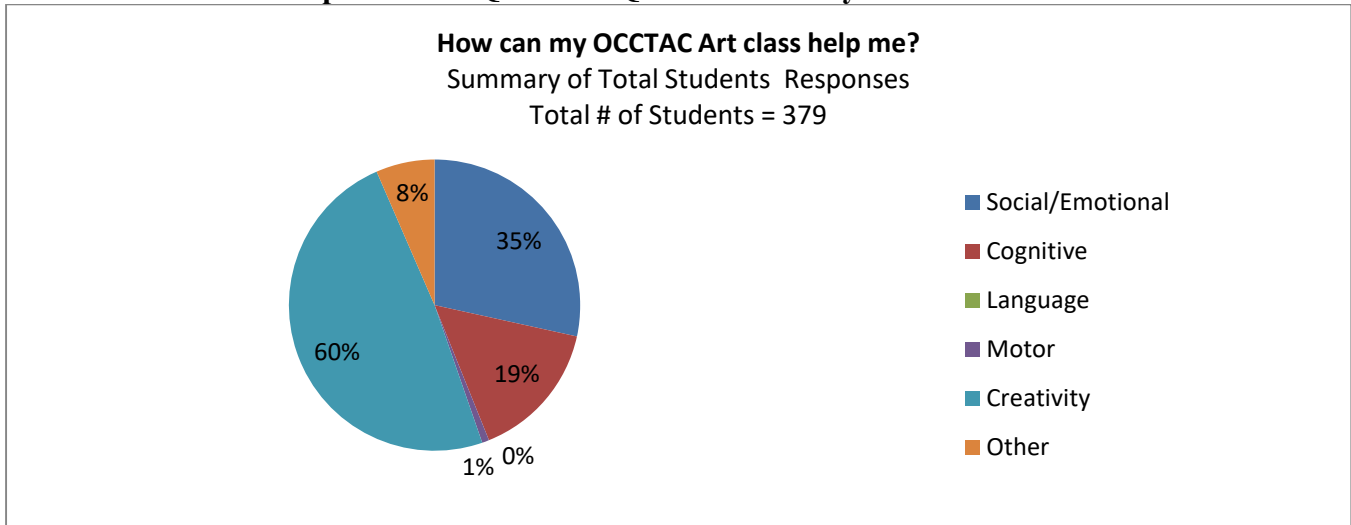
- 1- Heninger ES, (#1060, LG): “by helping me read the words, and helping me sound the words.”
- 2- Madison ES, (#1432, UG): “my OCCTAC art class can help me with writing.”



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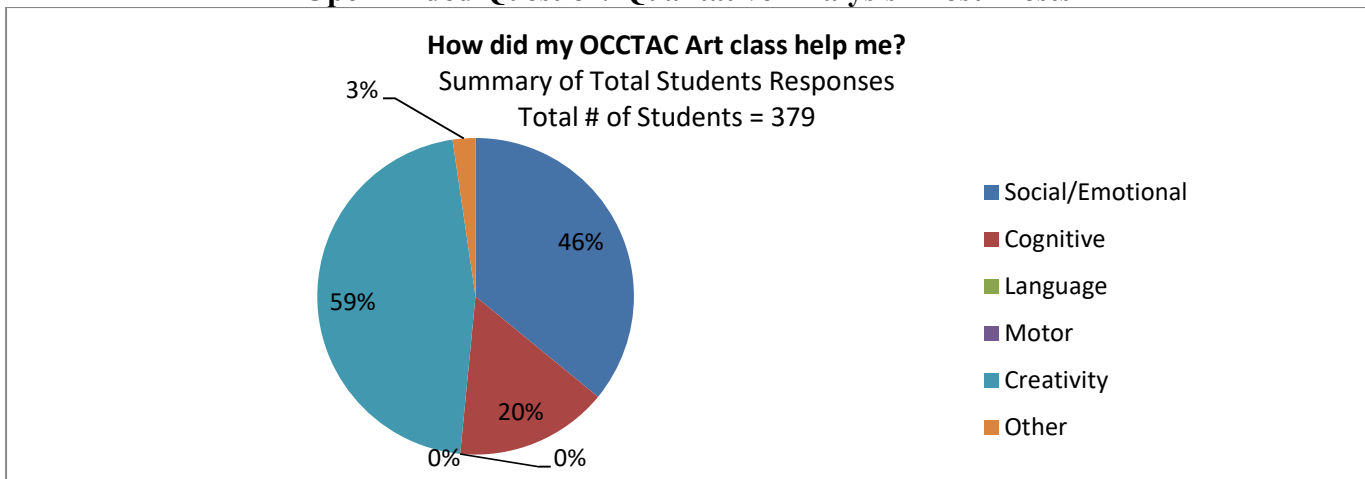
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## Open Ended Question/ Qualitative Analysis - Pre –Tests



As observed above, the majority of student statements were categorized under “Artistic/Creativity” (60%) responses, followed by “Social/Emotional” (35%) responses and “Cognitive/Academic” (19%) responses. The 8% of responses are a combination of students that did not answer the question, said, “I do not know”, or was ineligible.

## Open Ended Question/ Qualitative Analysis - Post -Tests



As observed above, the majority of student statements were categorized once again under “Artistic/Creativity” (59%) responses, followed by “Social/Emotional” (46%) responses and “Cognitive/Academic” (20%) responses. What is most significant is that the Social/Emotional responses increased from 35% (pre-tests) to 46% (post-tests); and the “other” category decreased from 8% to 3%. We believe that students’ responses reflect their understanding and perception that the Art process helps them grow in these 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.

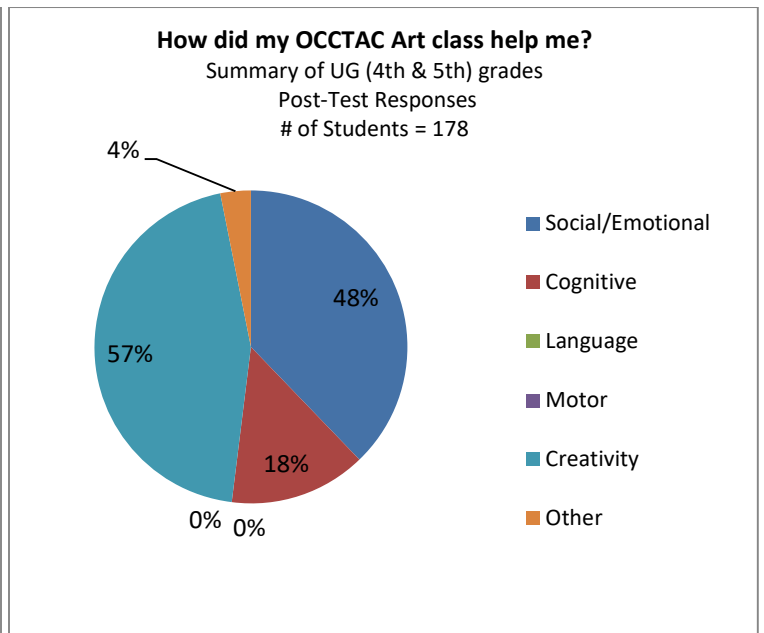
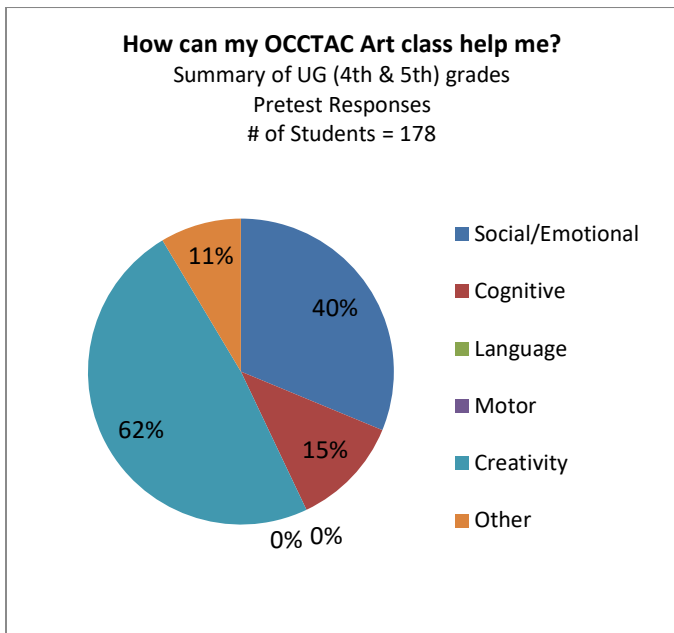
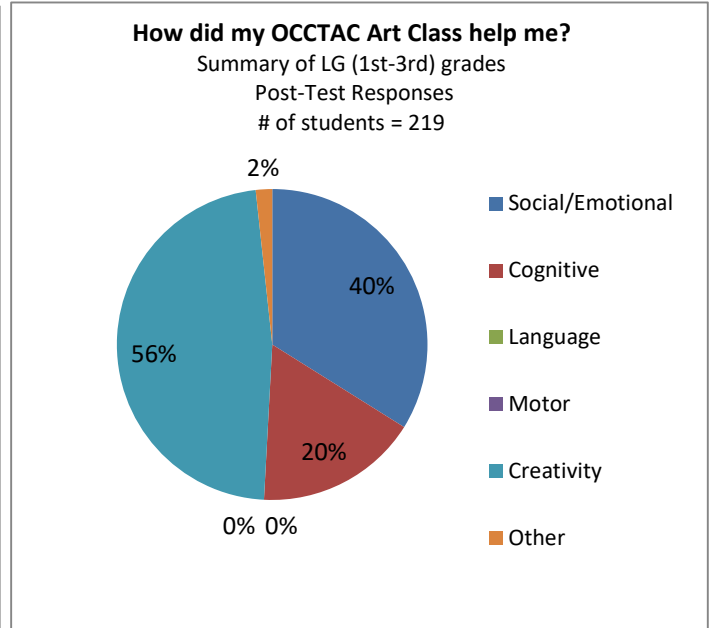
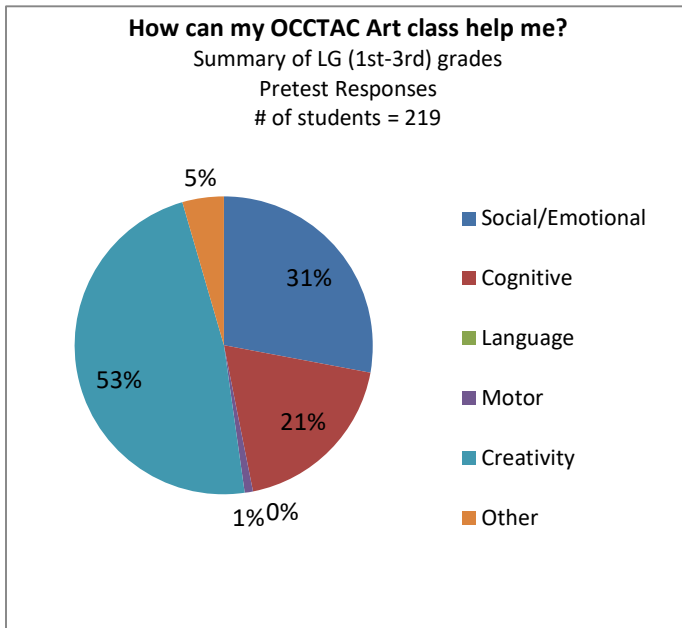


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## Summary of Student Responses (Qualitative Analysis) per grade level (Lower vs. Upper grades)

As observed below, both Lower grade and Upper grade students had an increase in their percentage of “Socio-Emotional” responses from Pre-tests to Posts - LG (31% to 40%) and UG (40% to 48%).



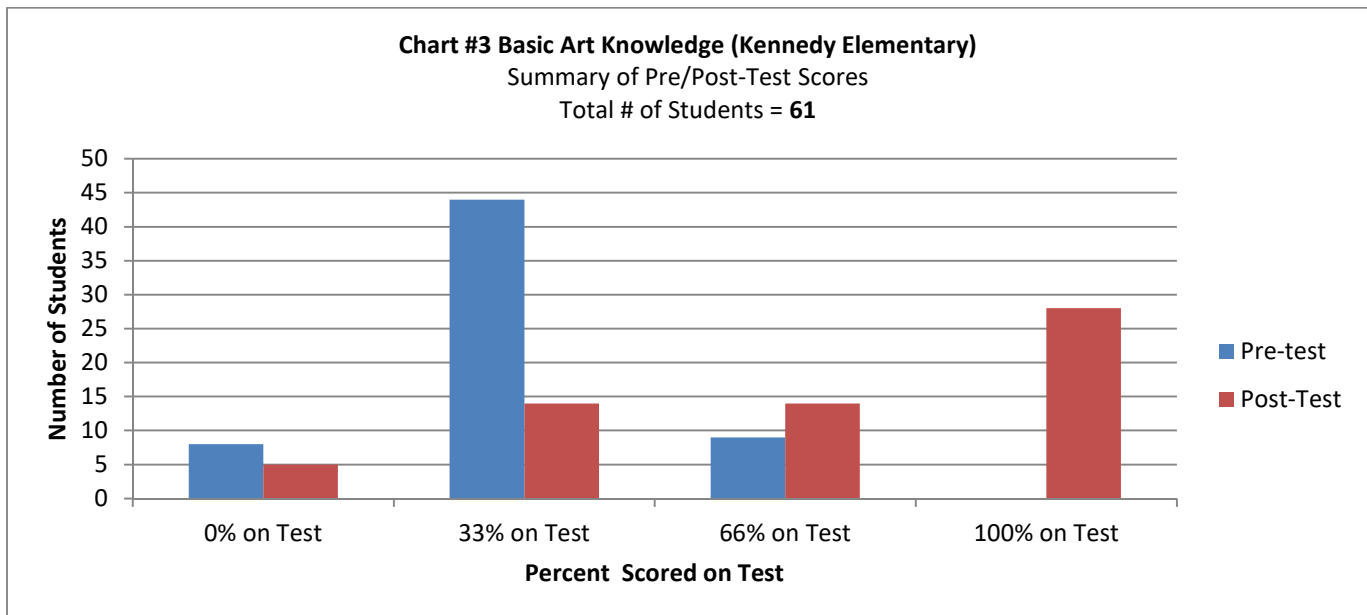
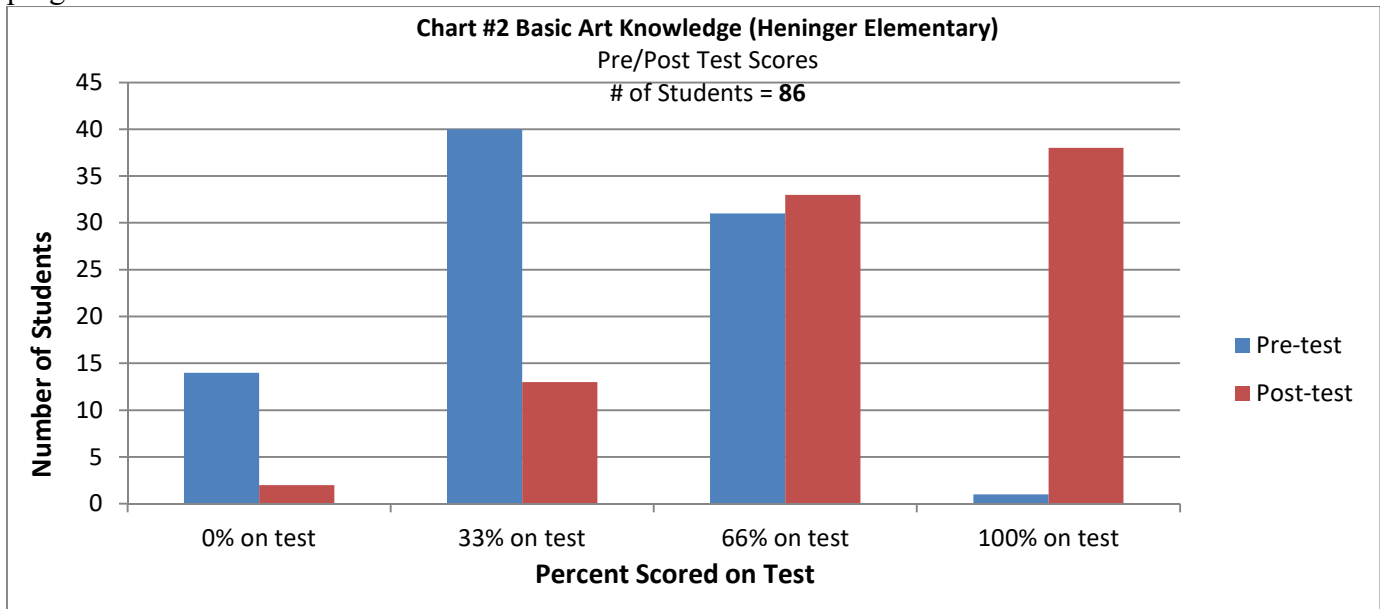


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## Summary of Student Responses per Individual Schools – Basic Art Knowledge

As stated in page one of this summary, **more than 75% of all Elementary school students** 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 schools for the second rotation of Engage 360 Program, OCCTAC Art enrichment program.



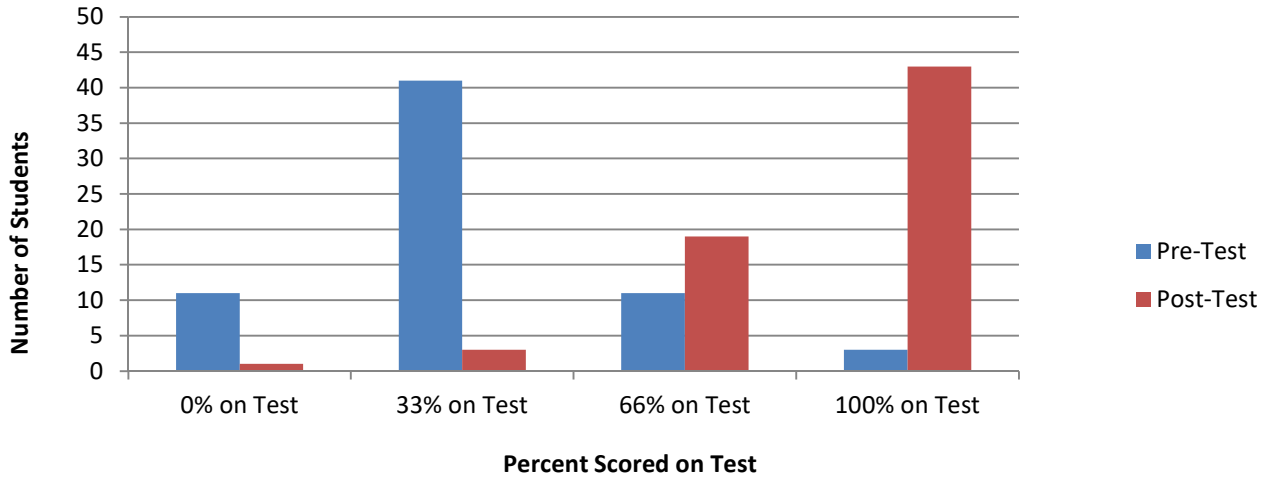


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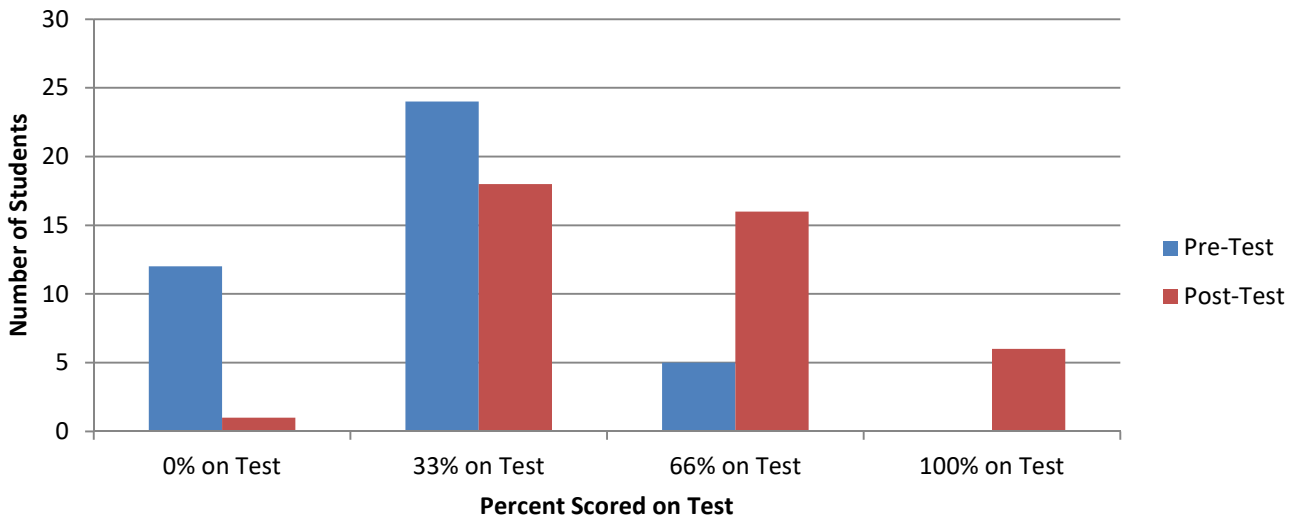
**Chart #4 Basic Art Knowledge (Madison Elementary)**

Pre/Post Test Scores  
Total # of Students = 66



**Chart #5 Basic Art Knowledge (Monroe Elementary)**

Pre/Post Test Scores  
Total # of Students = 41



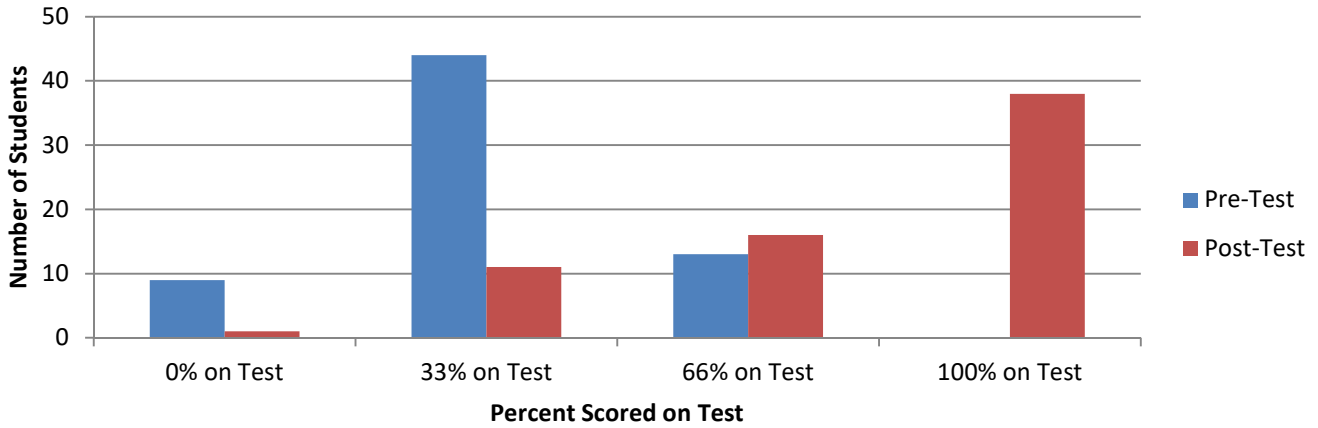


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### Chart #6 Basic Art Knowledge (Roosevelt Elementary)

Pre/Post Test Scores  
# of Total Students = 66



### Chart #7 Basic Art Knowledge (Walker Elementary)

Pre/Post Test Scores  
Total # of Students = 54

