



# 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 3 – Elementary Schools

Rotation Dates: 12/02/2017 – 2/02/2018

Schools: Edison, Fremont, Garfield, Harvey, Heroes, Martin, Mendez, Santiago, and Taft

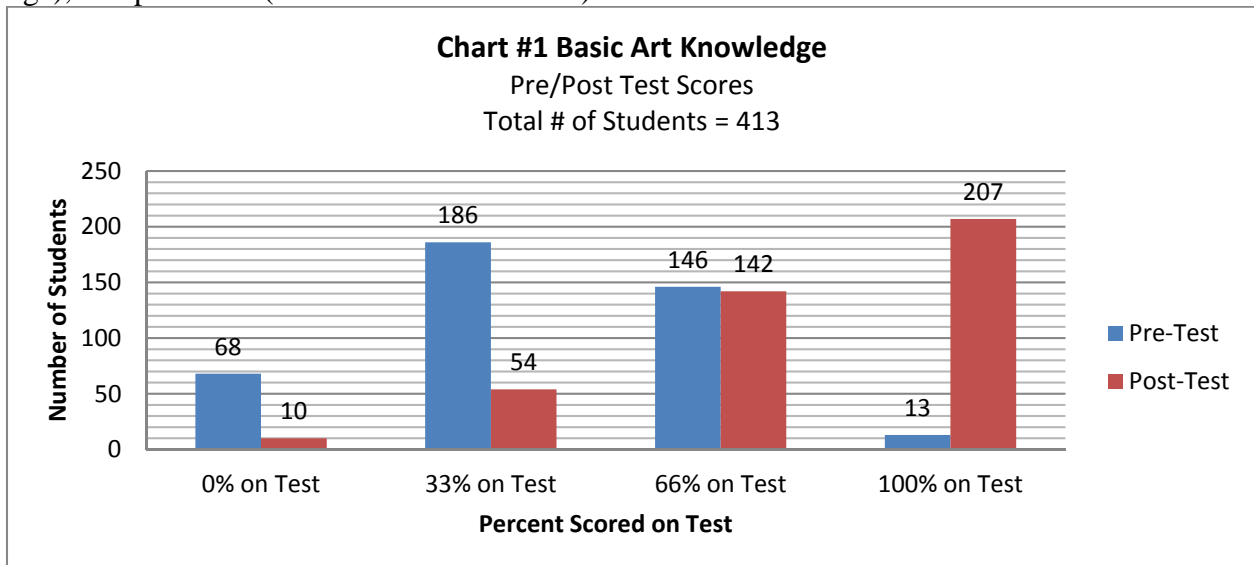
Total # of Students Assessed: 413 - (Basic Art Knowledge) & 433 (Qualitative Analysis)

# of Lower Grade Students: 185 # of Upper Grade Students: 248

### 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, 85% 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 413 students that completed the pre-test scores, 62% scored 0 or 33%.** (Little or No knowledge of basic Art concepts, techniques and vocabulary); **35% scored 66%** (Some knowledge of basic Art concepts, techniques and vocabulary) and only **3% scored a 100%** (a perfect score). However, when the same students took the post-tests, **85% of ALL students, scored between 66% and 100%** on the test. **Even more exciting, 50% of all students received a perfect score!** This demonstrate a significant increase in the basic concepts learned, techniques and vocabulary of the art-making process, between pretest scores (66%% scored 0 or little knowledge), and post-tests (85% scored 66 or 100%).





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Please see pages 5 - 9 to review individual School Test Scores. Charts 2 – 9 show the total numbers/percentages of each individual 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% (perfect score)!

## Qualitative Analyses

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** (attention span, concentration, new skills), 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 **9 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 (**9**) 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. “It can help me by being creative and happy.”
2. “Art can help me by making me a better artist and have more creativity.”
3. “It can help me grow skills of drawing.”
4. “Learn about different styles of art”

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

1. “It helps me center myself and find peace...and express myself in the drawings...”
2. “It made me feel so good. I love Art.”
3. “It helps me to calm down when I am angry or sad.”
4. “It taught me how to be kind to people.”

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

1. “Art inspired me to do better things, like go to college and get a career”
2. “It taught me how to save the earth.”
3. “With school work like a project or a worksheet...it can help us what we learn”
4. “I can relax and focus on my work.”
5. “When I grow up it will help me with my skills.”



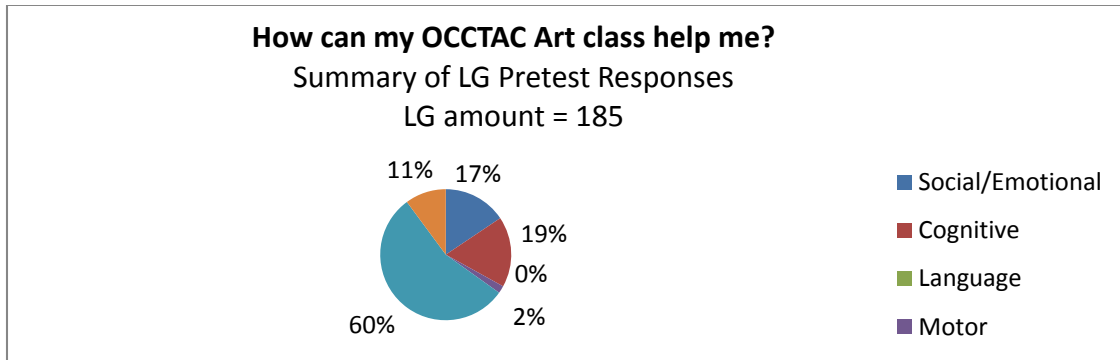
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## Summary of Student Responses (Qualitative Analysis) per grade level (Lower vs. Upper grades)

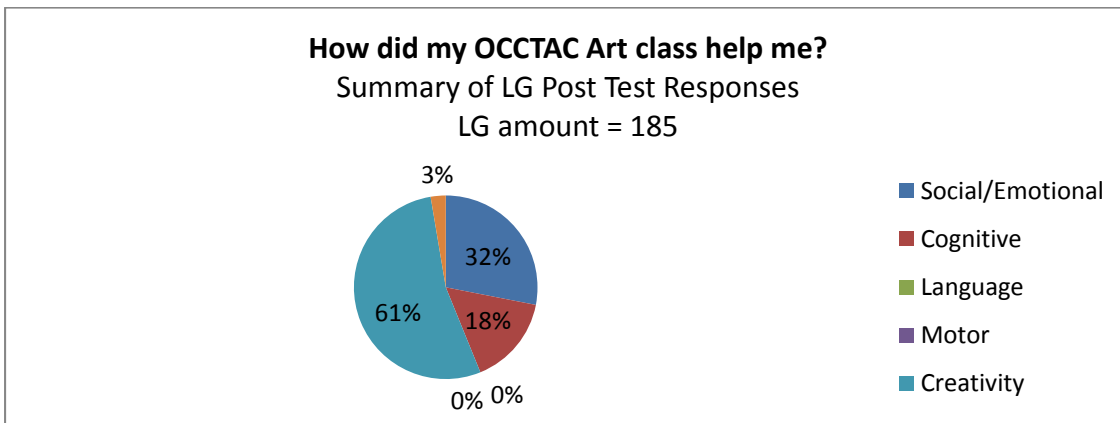
### Open Ended Question/ Qualitative Analysis for Lower grade Students – Pre Tests:

A total of 185 student responses were analyzed and categorized accordingly. As observed below, the majority of student statements were categorized under 3 key categories/responses: 1)“Artistic/Creativity” (60%), 2)“Cognitive/ Academic”(19%) and 3) “Social/Emotional” (17%). 11% of student responses were categorized under “Other” since some students did not answer the question, said, “I do not know”, or their writing was not legible.



### Open Ended Question/ Qualitative Analysis for Lower grade Students - Post Tests:

The same number of students (a total of 185) responses were analyzed and categorized accordingly. Once again, the majority of student statements were categorized under “Artistic/Creativity” (61%) responses, followed by “Social/Emotional” (32%) responses and “Cognitive/Academic” (18%) responses. **What is most significant is that the Social/Emotional responses increased from 17% (pre-tests) to 32% (post-tests);** and the “other” category decreased from 11% to 3%. The “cognitive/academic” responses stayed about the same. As in previous findings, we strongly believe that students’ responses reflect their understanding and perception that the Art process helps them grow in other important areas of development (socio-emotional skills), as much as learning about creativity and the Art making process.



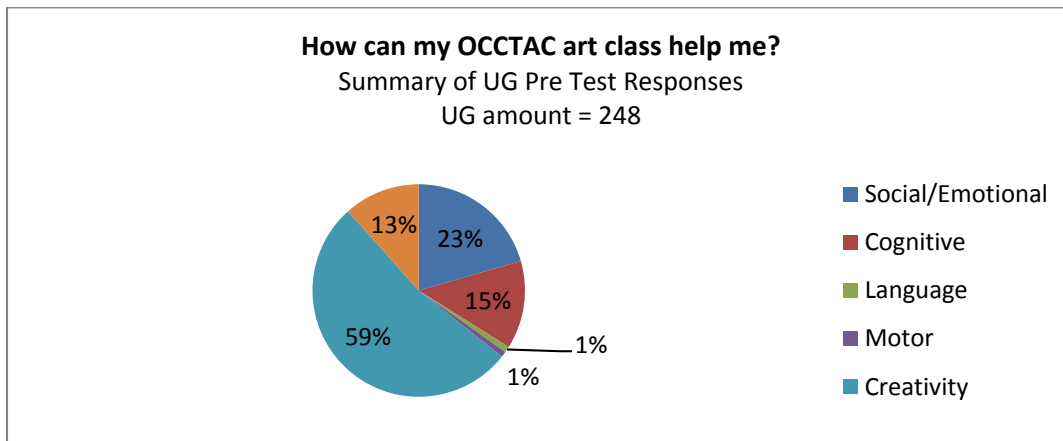


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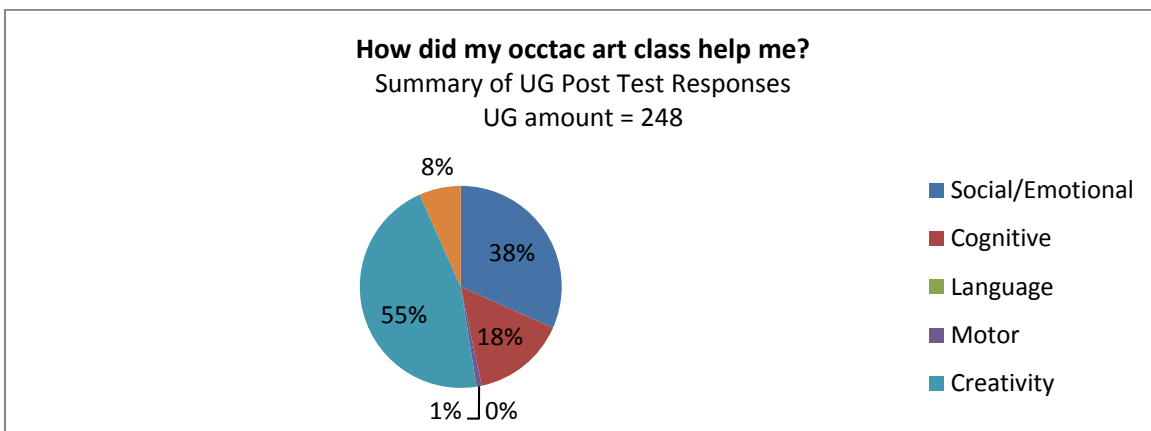
## Open Ended Question/ Qualitative Analysis for Upper grade Students – Pre Tests:

A total of 245 student responses were analyzed and categorized accordingly. Similar to Lower grade students, the majority of student statements were categorized under 3 key categories/responses: 1) “Artistic/Creativity” (59%), 2) “Social/Emotional”(23%), and 3) “Cognitive/ Academic”(15%) and 13% of student responses were categorized under “Other” if they did not answer the question, said, “I do not know”, or their writing was not legible.



## Open Ended Question/ Qualitative Analysis for Upper grade Students - Post Tests:

The same number of students (a total of 245) responses were analyzed and categorized accordingly. Once again, the majority of student statements were categorized under “Artistic/Creativity” (55%) responses, followed by “Social/Emotional” (38%) responses and “Cognitive/Academic” (18%) responses. Once again, similar to the Lower grade student responses, **the category of “Social/Emotional” responses increased from 23% (pre-tests) to 38% (post-tests);** and the “other” category decreased from 13% to 8%. The “cognitive/academic” responses increased from 15% to 18%. As in previous findings, we continue to observe that students’ responses demonstrate their understanding and perception that the Art process helps them grow in other important areas of development (socio-emotional skills), as much as learning about creativity and the Art making process. **Furthermore, Upper grade students (4<sup>th</sup> and 5<sup>th</sup> grades), had a higher percent of “Socio-Emotional” responses than Lower grade students, in both Pre and Post tests.**





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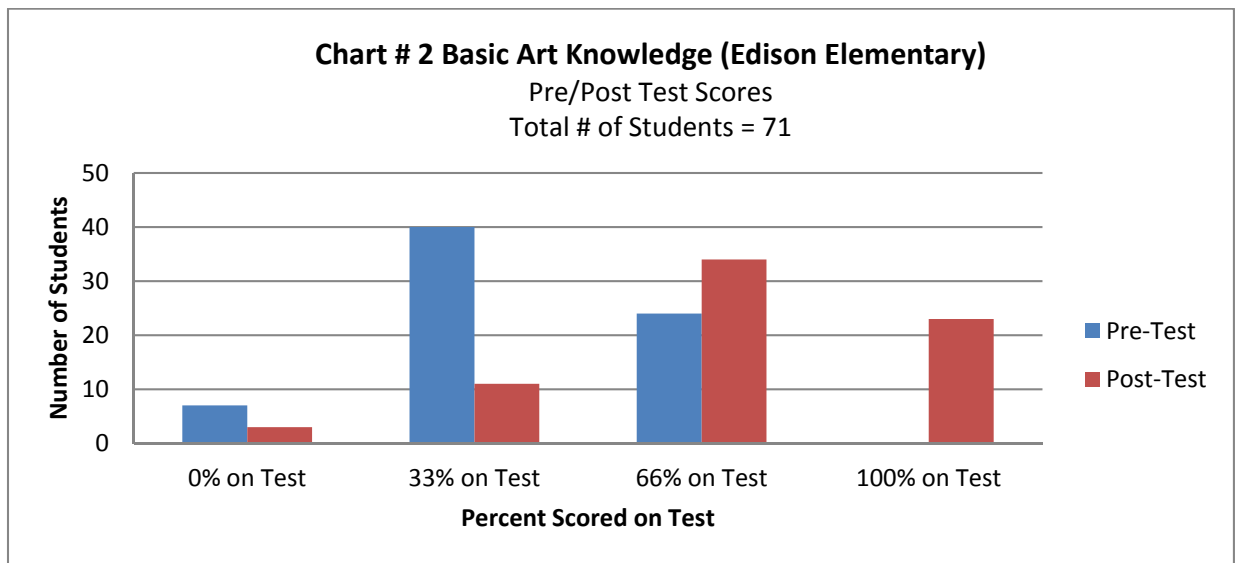
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## Conclusion for Lower and Upper grade Students/ Qualitative Analysis of Open Ended Question:

As noted above, both Lower grade and Upper grade students responses were similar in that they both showed an increase in their percentage of “Socio-Emotional” responses from Pre-tests to Posts - **LG (17% to 32%) and UG (23% to 38%)**. Therefore, we can conclude that “Socio-Emotional” growth is reflected in both Lower grades and Upper grades responses, as shown above. However, upper grade students had higher percent of responses than lower grade students did. Perhaps, we can infer that older students have the capacity to reflect on the learning process more than the younger students do because of their older and age and prior experiences. Both Lower grade and Upper grade students had high percentages of responses associated with “Creativity” in both Pre and Posttests.

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

As stated in page one of this summary, **85% 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 nine (Edison, Fremont, Garfield, Harvey, Heroes, Martin, Mendez, Santiago, and Taft) individual schools for the third rotation of Engage 360 Program, OCCTAC Art enrichment program.



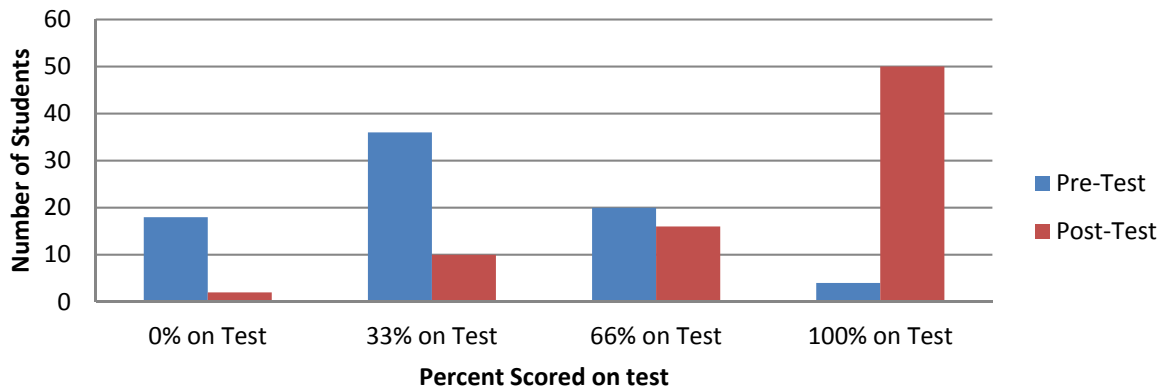


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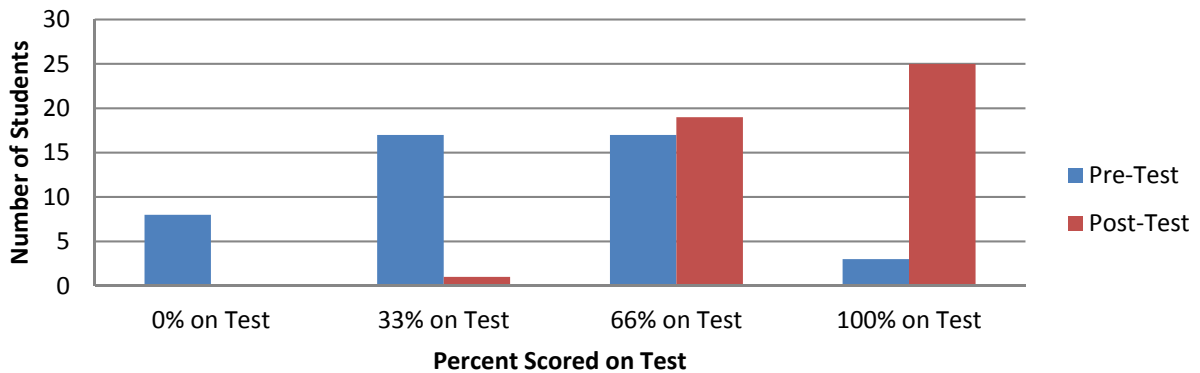
**Chart # 3 Basic Art Knowledge (Fremont Elementary)**

Pre/Post Test Scores  
Total # of Students = 78



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

Pre/Post Test Scores  
Total # of Students = 45



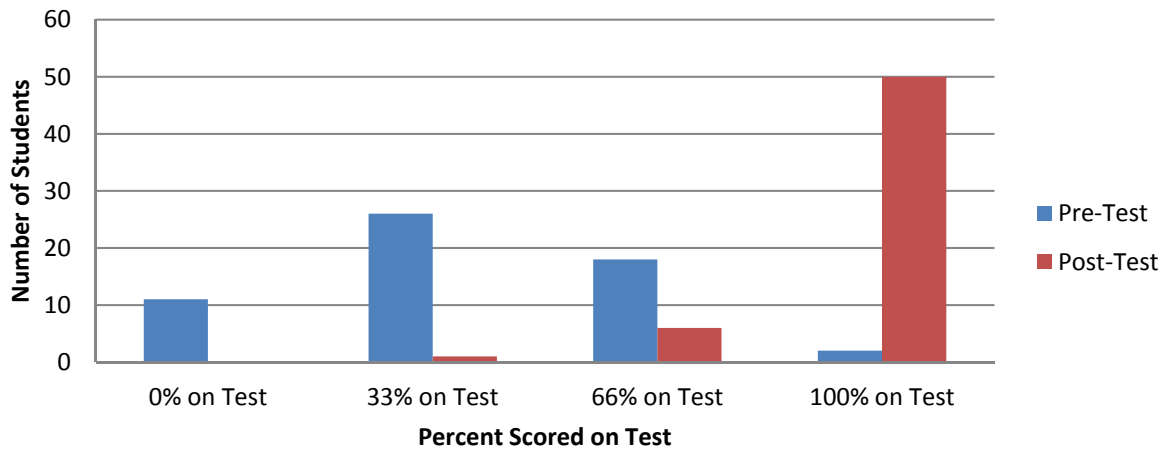


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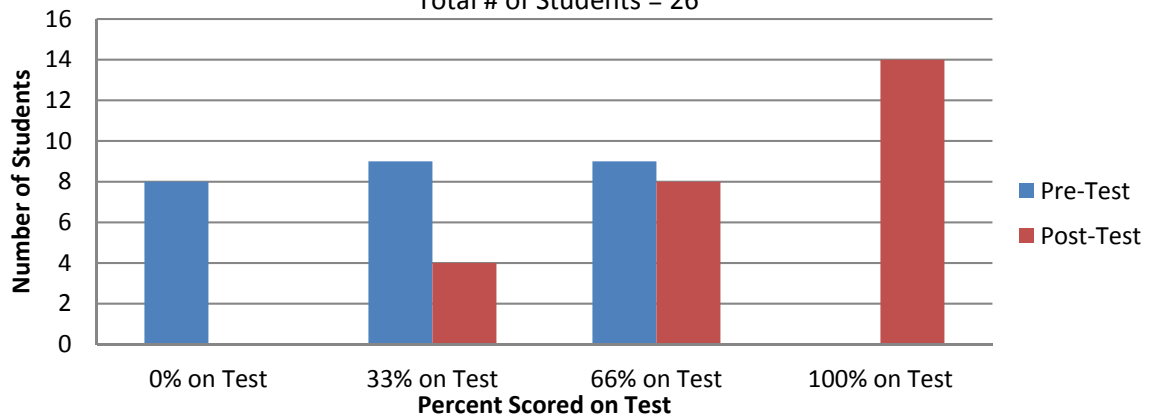
**Chart # 5 Basic Art Knowledge (Harvey Elementary)**

Pre/Post Test Scores  
Total # of Students = 57



**Chart # 6 Basic Art Knowledge (Heroes Elementary)**

Pre/Post Test Scores  
Total # of Students = 26



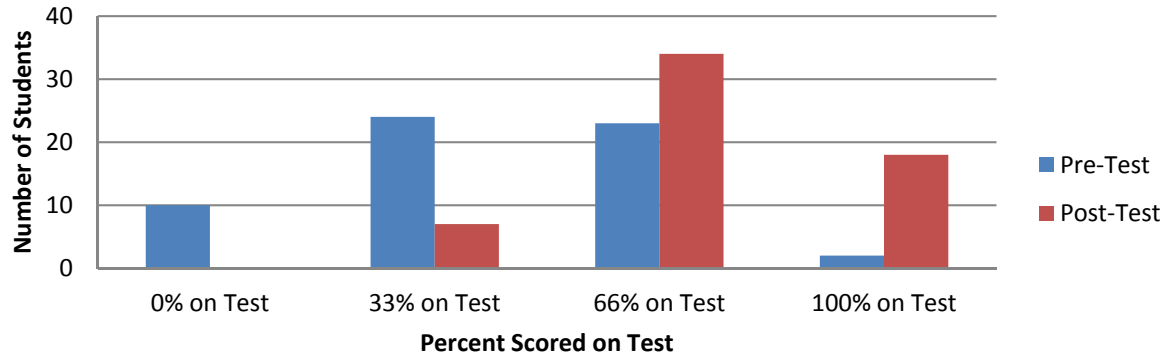


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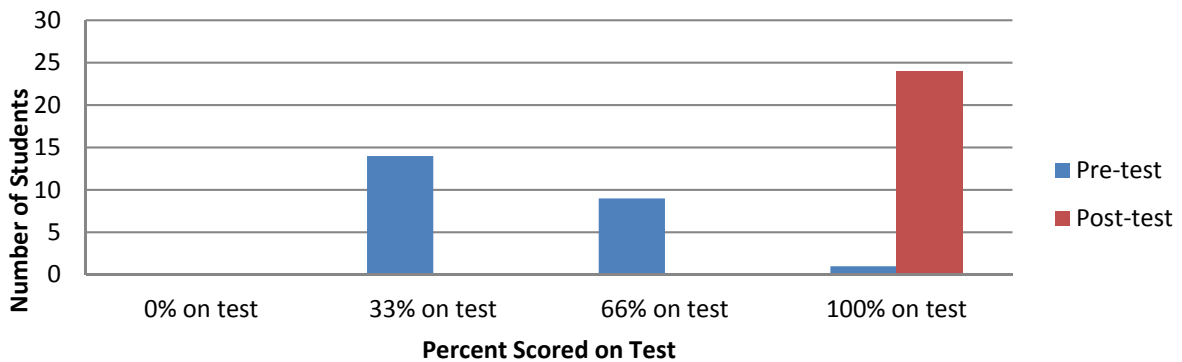
**Chart # 7 Basic Art Knowledge (Martin Elementary)**

Pre/Post Test Scores  
Total # of Students = 59



**Chart # 8 Basic Art Knowledge (Santiago Elementary)**

Pre/Post Test Scores  
Total # of Students = 24







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