



OC CHILDREN'S THERAPEUTIC ARTS

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

Assessment Results for Engage 360, Rotation 3 – Elementary Schools

Rotation Dates: 12/03/18 - 02/01/19

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

Total # of Students Assessed - 435 (Basic Art Knowledge) & 435 (Qualitative Analysis)

of Lower Grade Students: 291 # of Upper Grade Students: 144

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 eight Elementary Schools at SAUSD: A total of 435 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 94% of all elementary school students in Rotation 3 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, 94% 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.

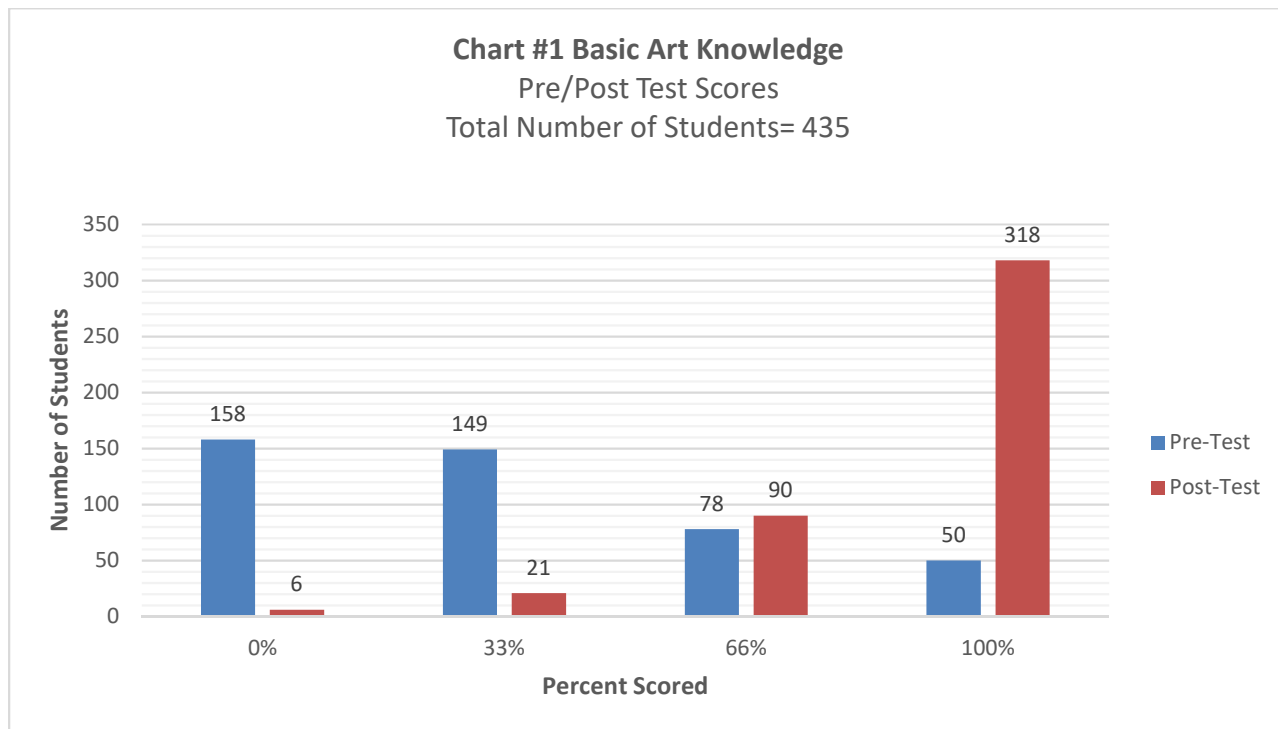
Please see below **Chart 1** to review the total number of students' pre-test and post-test scores across all 8 elementary schools. **Out of 435 Elementary School students that completed the pre-test scores, 71% scored 0 or 33%. (Little or no knowledge of basic Art concepts, techniques and vocabulary); and 18% of students scored 66% on the test (Some knowledge of basic Art concepts, techniques and vocabulary) and only 16% 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, **94% of all students demonstrated an increase in their post-tests, and a surprising 73% of all the students had a perfect (100%) score!** As seen below in Chart 1, a total of 318 students out of 435 students scored 100% on the post-tests, and 90 students scored 66% on the test.**

The chart below includes the total results for pre and posttests administered to all 435 students across all 8 Elementary Schools: **On pages 5 - 8 of this report, you will see a breakdown of pre and posttests per each Elementary school.**



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Please see [pages 5 - 8](#) to review individual School Test Scores. [Charts 2 – 9](#) show the total number of students that took the pre and posttests, and percentages scored at each individual elementary school. As observed in each school charts, most students showed an increase in learning basic concepts, techniques and Art vocabulary; but some schools had higher number of students scoring perfect scores during the posttests than other schools. **Overall, 7 out of 8 schools during Rotation 3 had very high scores and the majority of the students across these schools scored over 90% on their posttests. The 4 schools with best posttest scores were Harvey, Heroes, Martin and Taft.** Most significantly, the following 3 schools had the highest number of students scoring perfect scores during their Basic Art Knowledge posttests! The following results show the percentage of students scoring perfect (100%) on their posttests: **1) Heroes (96%), 2) Taft (94%), and 3) Harvey (93%)**. As stated before, you can see individual results per school on pages 5 – 8.

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 students 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 the Art class help me?”*** All students from both lower and upper grade levels at all 8 elementary schools responded to the same question.



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As with previous findings, the highest number of student responses were found in the following categories: 1) Artistic/Creativity benefits, 2) Socio-Emotional benefits, and 3) Cognitive/Academic benefits. The following student statements represent both Lower and Upper grade levels of students across all 8 schools observed during Rotation 3 at the After School Engage 360 program.

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

1. Art class “helped me draw better than I could before.” (Harvey, Upper grade student)
2. Art class “helped me by coloring and begin more creative.” (Heroes, Upper grade student)
3. Art class “by teaching me art in class and to learn art in class and helping us to be good arters (artists)

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

1. Art class “helps me with my depression” (Freemont, Upper grade student)
2. Art class “The art class makes me happy” (Garfield, Lower grade student)
3. “My art class helps me being with other teammates, being helpful” (Heroes, Upper grade student)
4. “My occtac class helps me by working well with other kids” (Edison, Upper grade student)

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

1. “My art class helps me focus” (Edison, Upper grade student)
2. “My art class helps me concentrate” (Garfield, Upper grade student)
3. “It can make me smart” (Freemont, Lower grade student)
4. “My art class helps me learn a lot” (Santiago, Lower grade students)

Summary of Student Responses/ Qualitative Analysis:

A total of **435** Elementary school age students (lower and upper grade level 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 “Artistic/Creativity” (63%) responses/ benefits, followed by “Social/Emotional” (38%) responses/benefits, and a much lower percentage of student responses under “Cognitive and/or Academic” responses/benefits (7%), Language (1%) and other (5%). 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.

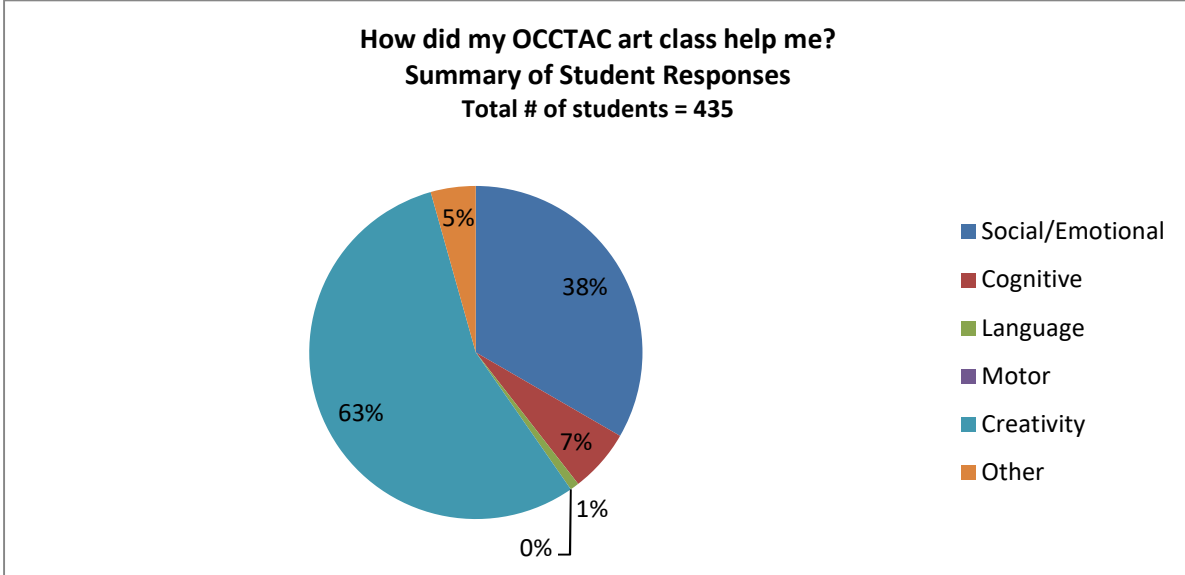
Furthermore, students responses are consistent across grade levels. In other words, both Lower grade and Upper grade students responded in simmilar ways to the qustion asked regarding the benefits of the Art Class. The majority of responses for both lower and upper grade levels were reported under Artistic/Creativity and Socio-Emotional responses. We did not observe any significant differences in their responses regarding benefits of the Art Class. **See the following charts below for the total studen responses, and a comparison of lower grade and upper grade levels.**



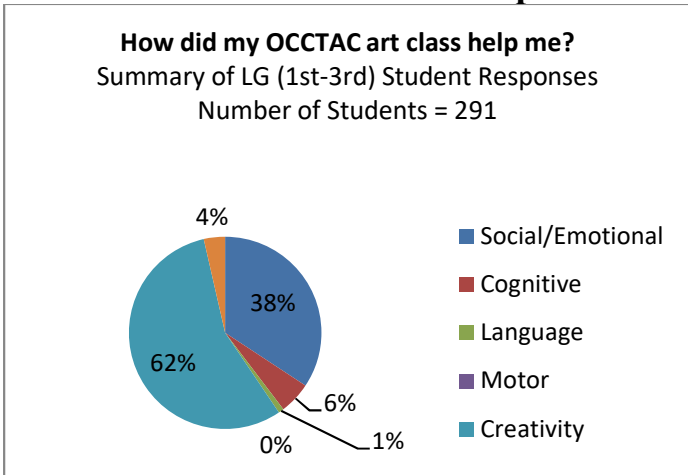
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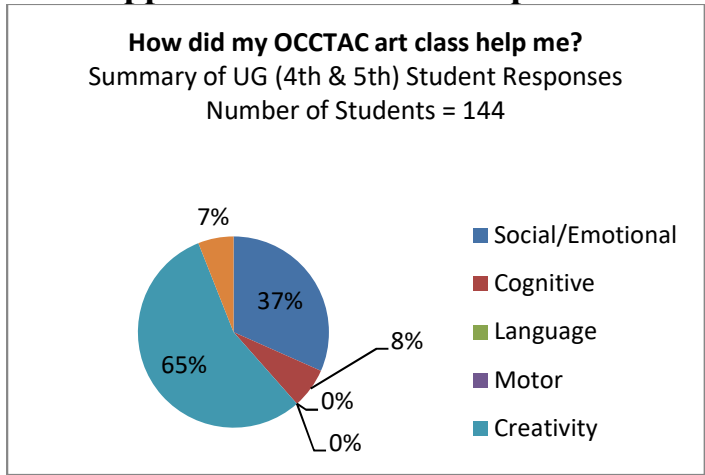
Total Students Responses – How did the Art Class Help me?



Lower Grade Student Responses



Upper Grade Student Responses



Summary of Student Responses for Lower grade Students vs Upper grade students:

A total of 291 student responses from lower grade levels were analyzed and categorized accordingly. As observed above, the majority of student statements were observed under 2 key categories/responses: 1) "Artistic-Creativity benefits" (62%), and 2) "Social-Emotional benefits" (38%). A total 144 student responses from upper grade levels were analyzed and categorized accordingly. Similar to lower grade students, the majority of upper grade student statements were observed under 2 key categories/responses: 1) "Artistic-Creativity benefits" (65%) and 2) "Socio-Emotional benefits" (37%).



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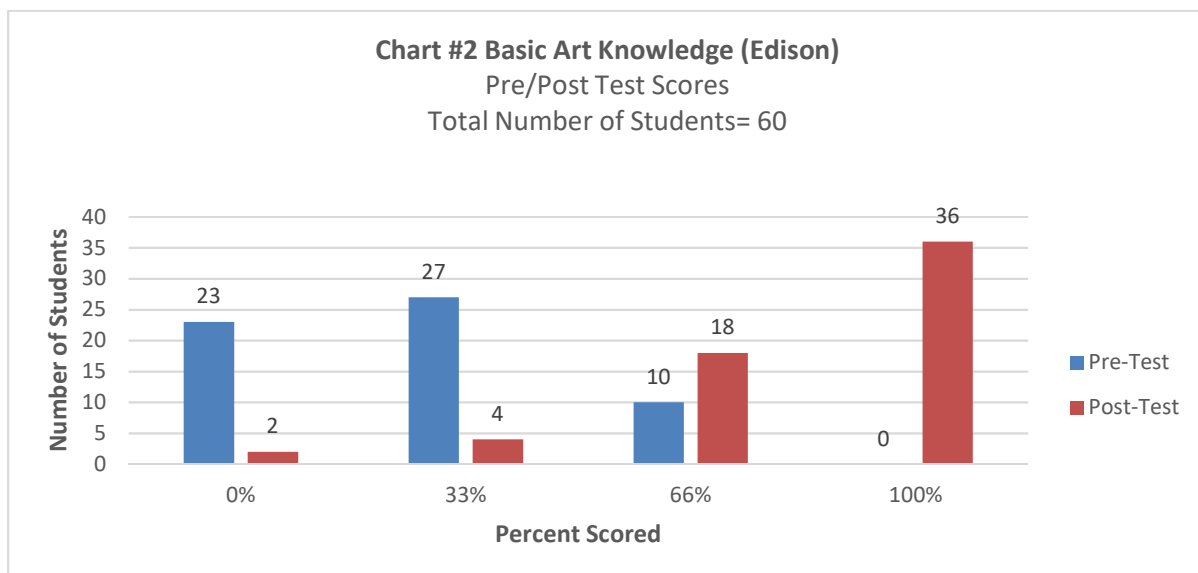
Summary of Qualitative Analyses for Rotation 3 and OCCTAC Program Goal 2:

A key focus of our program is to foster students' Creativity, Self-esteem and Social-Emotional Development. Our results indicate that the majority of the students from the 8 elementary schools that participated in Rotation 3 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 improve in one of these key areas of development and learning. Most importantly, student responses reflected their understanding and perception that the Art making process helps them grow in other important areas of development that will help them improve their social, emotional and cognitive skills to better in school and in life! 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, 94% 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, 7 out of 8 schools during Rotation 3 had very high scores and the majority of the students across these schools scored over 90% on their posttests.

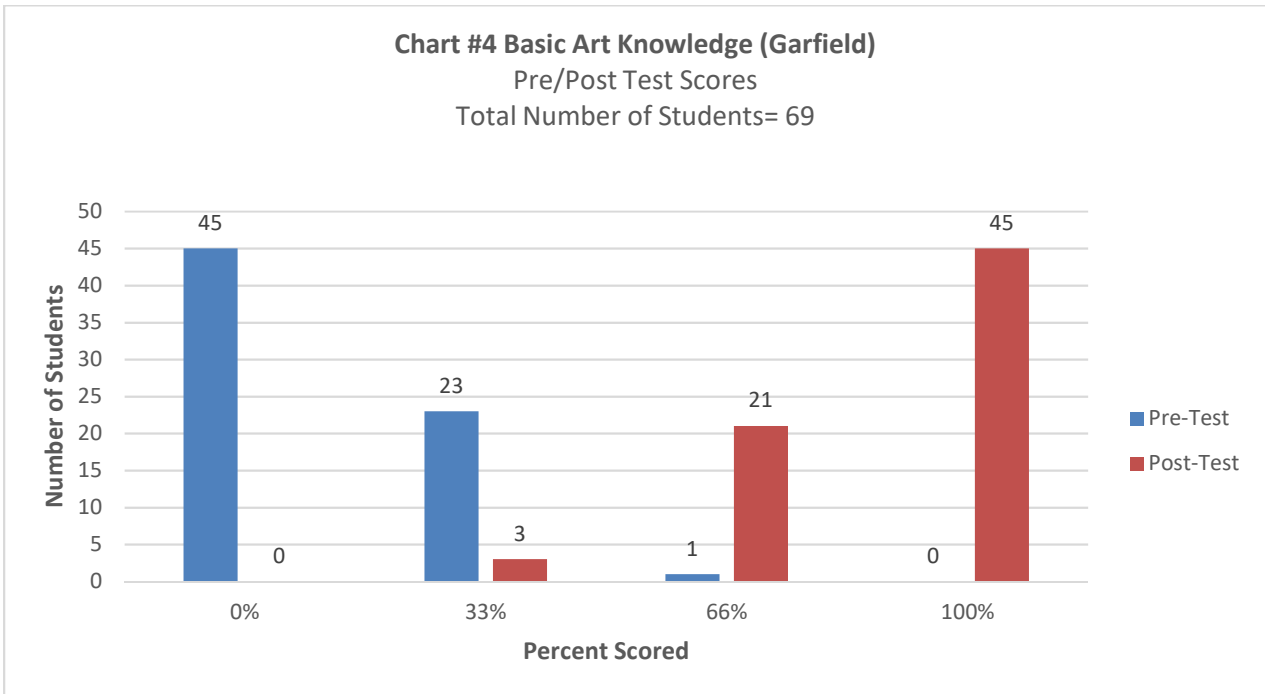
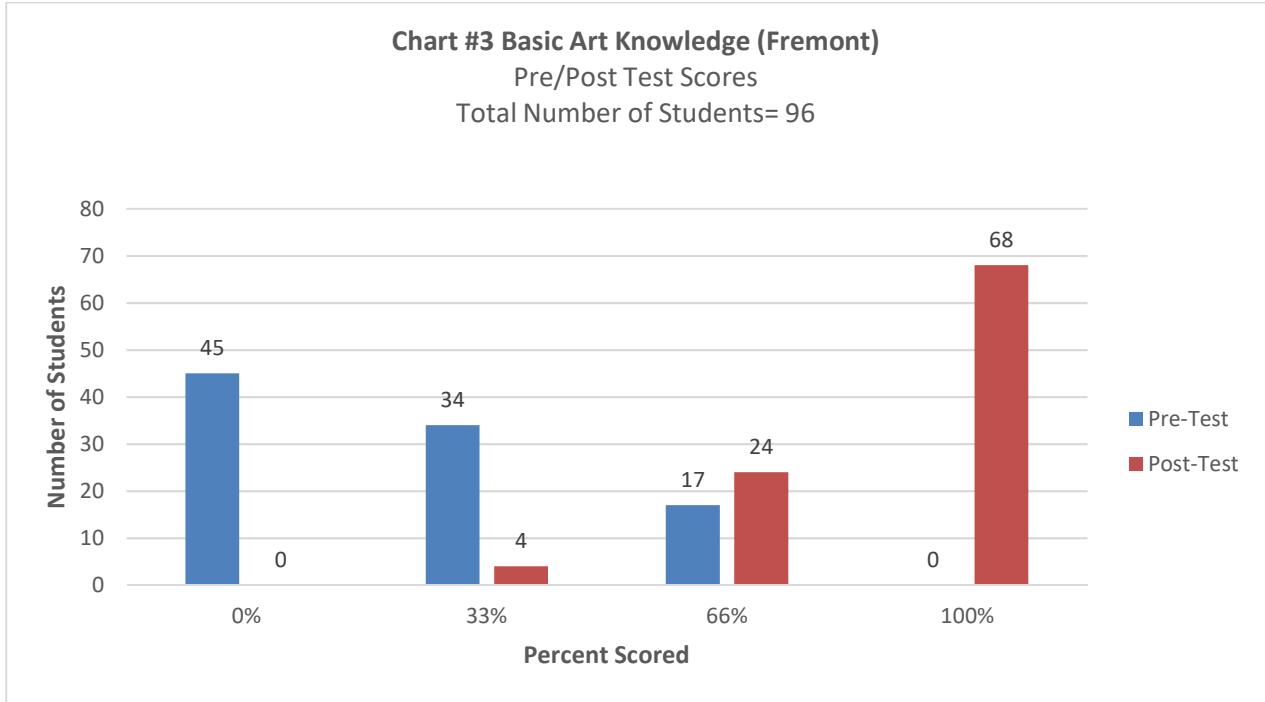
The 4 schools with the best posttest scores were Harvey, Heroes, Martin and Taft. Most significantly, Heroes, Taft and Harvey had the highest number of students scoring perfect scores during their Basic Art Knowledge posttests! The following results show the percentage of students scoring perfect (100%) on their posttests: 1) **Heroes (96%)** – Chart 6, page 8; 2) **Taft (94%)** - Chart 9, page 9; and 3) **Harvey (93%)** – Chart 5, page 7. **Please see below the individual results per school, on pages 5 – 8.**





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Chart #5 Basic Art Knowledge (Harvey)

Pre/Post Test Scores

Total Number of Students= 57

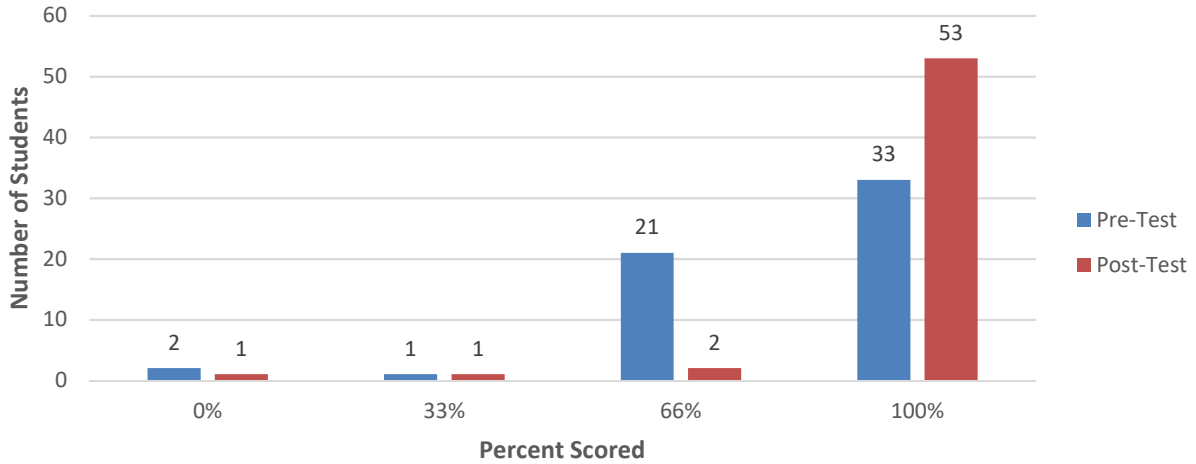
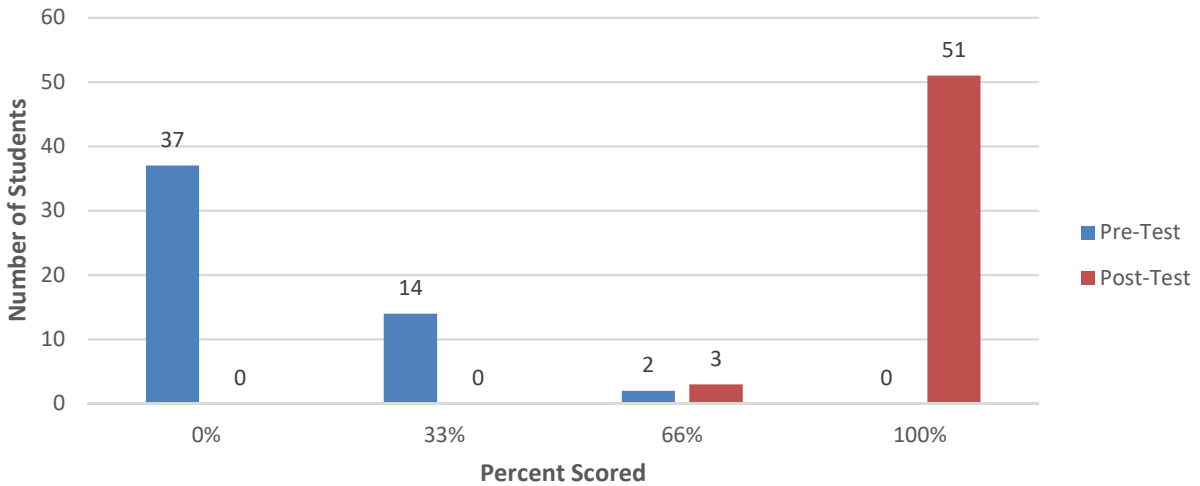


Chart #6 Basic Art Knowledge (Heroes)

Pre/Post Test Scores

Total Number of Students= 53





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