



OC CHILDREN'S THERAPEUTIC ARTS

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

Assessment Results for Engage 360, Rotation 5 – Elementary Schools

Rotation Dates: 04/09/2018 to 05/31/2018

Schools: Adams, Diamond, Lowell, Muir, Pio Pico, and Carver Elementary Schools

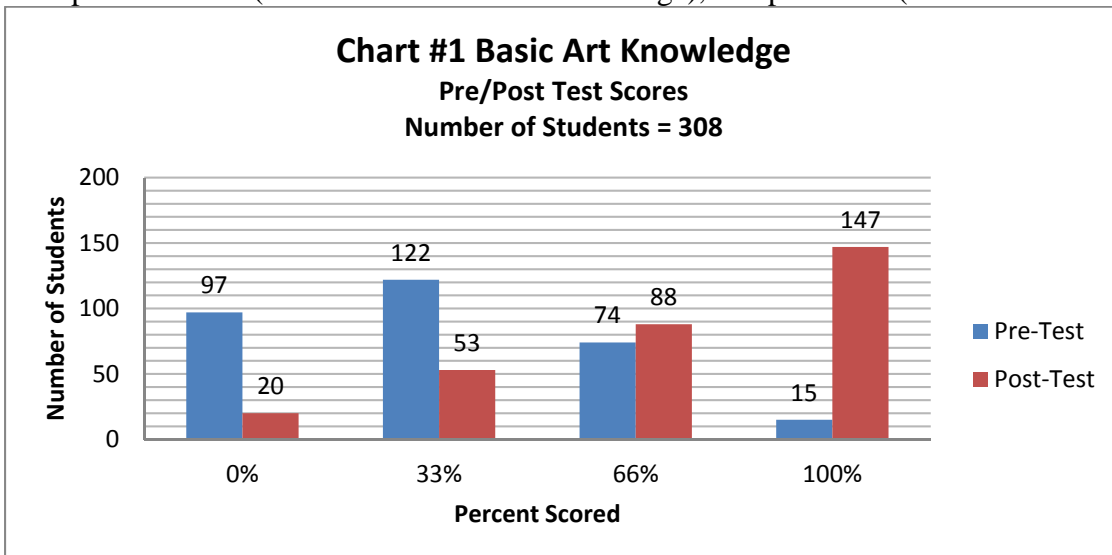
Total # of Students Assessed: - 308 (Basic Art Knowledge) & 308 (Qualitative Analysis)

of Lower Grade Students: 182 # of Upper Grade Students: 126

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, **76% of** all Elementary school students in our Rotation 5 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 **Chart 1** to review the total number of students' pre-test and post-test scores. **Out of 308 students that completed the pre-test scores, 71% scored 0 or 33%.** (Little or No knowledge of basic Art concepts, techniques and vocabulary); 24% of students scored 66% (Some knowledge of basic Art concepts, techniques and vocabulary) and only 5% of students scored a 100% (a perfect score). However, when the same students took the post-tests, **76% of ALL students, scored between 66% and 100%** on the test. Most importantly, almost half of the students (**48%**) of all students received a perfect score! The chart below demonstrates a significant increase in the basic concepts learned, techniques and vocabulary of the art-making process, between pretest scores (71% scored 0 or little knowledge), and post-tests (76% scored 66 or 100%).





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Please see **pages 6 - 8** to review individual School Test Scores. Charts **2 – 7** show the total numbers and 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)! *The three schools that had the highest increase in post-test scores were: 1) Lowell (94%), 2) Adams (81%) and 3) Diamond (79%).* See Charts 2 – 7 for individual results per school.

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 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 and 6 - Other

Overall and as in previous results, 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. “it helps me to make me a better artist (Lowell)
2. “art class can help me by how you draw or paint and try to draw something beautiful (Muir)
3. “help me learn about art and different techniques to make me better (Carver)
4. “showing me how to draw or making geometrick (geometric) shapes. Also by showing me how to draw step by step” (Diamond)
5. “my art class helped me learn the principals (principles) of art...and how to mix colors of paint I learned about carmen Herrera” (Diamond)

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

1. “it can help me be creative and not shy to show and teach everyone how to draw art” (Adams)
2. “my art class can help me by getting focus staying in group and you now (know) what they say team work make a dream work” (Carver)
3. “They help me be calm. They make me be happy”. (Diamond)
4. “lo que me gusta de arte es que hay muchas inspiraciones en toda clase de arte (what I like about art is that there are many inspirations in all types of art). (Lowell)
5. “whean (when) I bord (bored) and fell so lonely” (Muir)

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

1. “it helps me to learn” (Lowell)
2. “it helps me do school projects” (Carver)



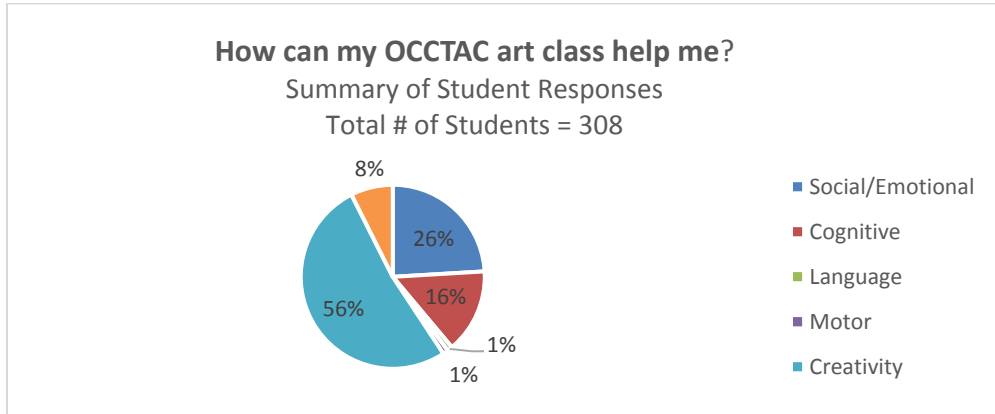
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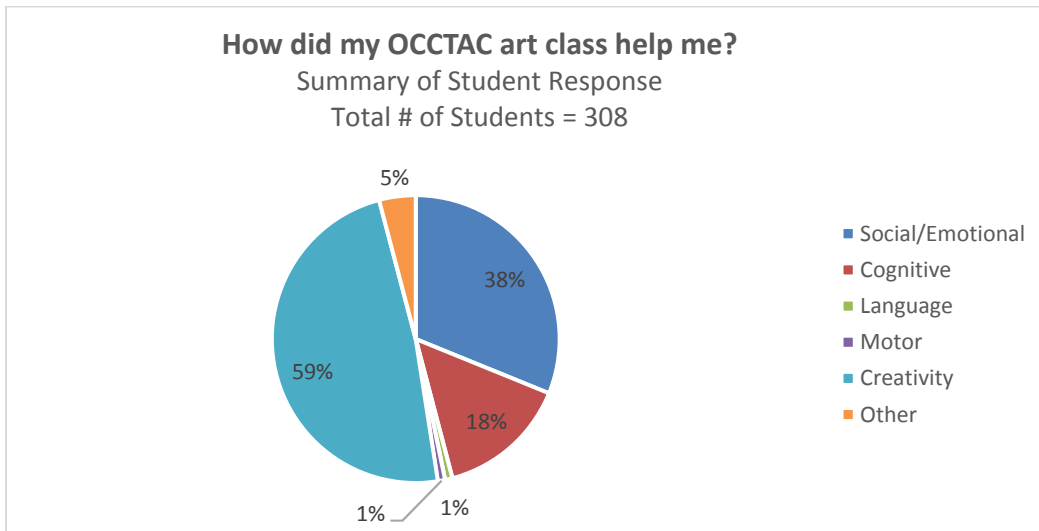
Summary of Student Responses (Open Ended Questions)

Qualitative Analysis for Elementary School Students in Rotation 4.

A total of 308 Elementary school age students (lower and upper grade students) were asked, “How can this Art class help you?” As observed above, the majority of student statements were categorized under “Artistic/Creativity” (56%) responses, followed by “Social/Emotional” (26%) responses and “Cognitive/Academic” (16%) responses. Students that replied “I do not know” or were not readable were classified under “other” (8%).



During the last week of Rotation 5, students were asked again, “How **did** your Art class help you?” As observed above, the majority of student statements were categorized once again under “Artistic/Creativity” (59%) responses, followed by “Social/Emotional” (38%) responses and “Cognitive/Academic” (18%) responses. Social/Emotional responses increased from 26% to 38% as noted above. As in previous findings, we 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. This observation of “Socio-Emotional” growth is reflected in both Lower grades and Upper grades responses, as shown below.





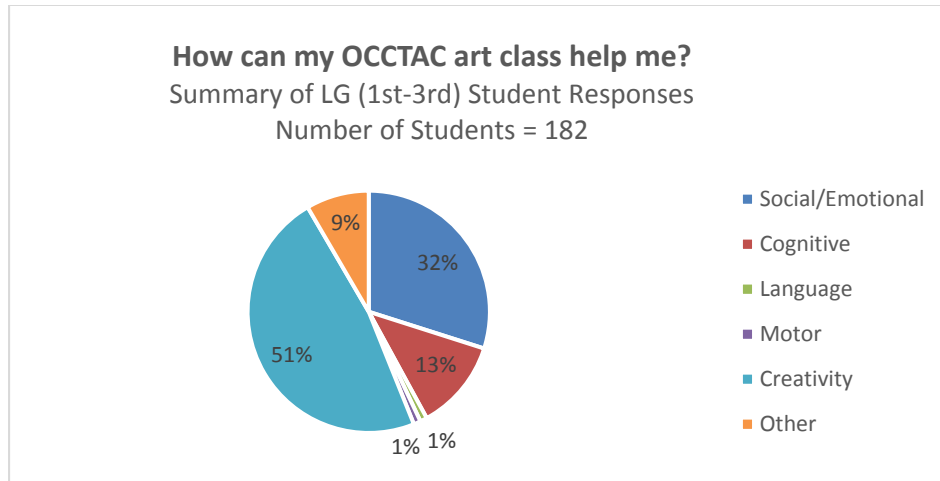
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Summary of Student Responses (Qualitative Analysis) per grade level (Lower vs. Upper grades)

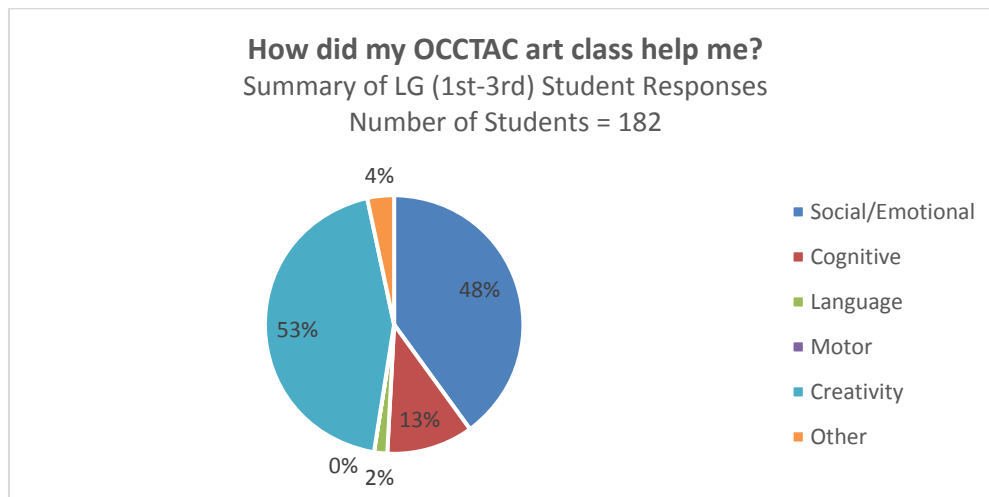
Open Ended Question/ Qualitative Analysis for Lower grade Students – Pre Tests:

A total of 182 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” (51%), 2) “Social/Emotional” (32%), and 3) Cognitive/Academic (13%).



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

The same number of students (a total of 182) responses were analyzed and categorized accordingly. Once again, the majority of student statements were categorized under “Artistic/Creativity” (53%) responses, followed by “Social/Emotional” (48%) responses and “Cognitive/Academic” (13%) responses. **What is most significant is that the Social/Emotional responses increased from 32% (pre-tests) to 48% (post-tests);** and the “other” category decreased from 9% to 4%.



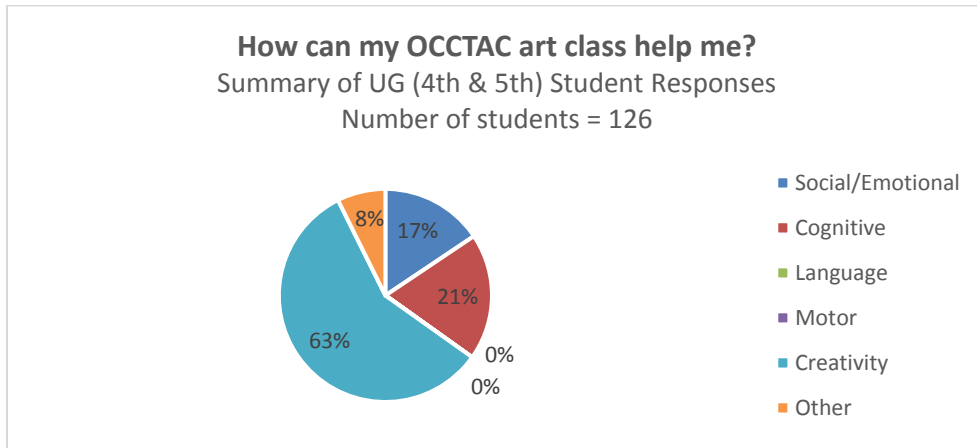


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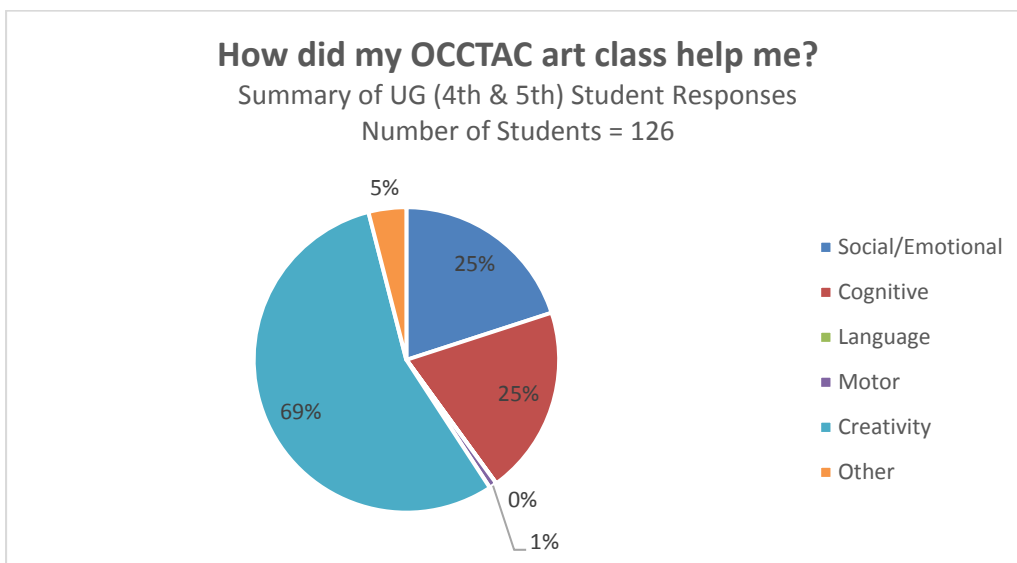
Open Ended Question/ Qualitative Analysis for Upper grade Students – Pre Tests:

A total of 126 student responses from upper grade levels were analyzed and categorized accordingly. Unlike the Lower grade students, student statements focused more on Artistic and Cognitive developments: 1)“Artistic/Creativity” (63%), 2)“Cognitive/ Academic”(21%), and “Social/Emotional”(17%).



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

The same number of students (126) responses were analyzed and categorized accordingly. Once again, the majority of student statements were categorized under “Artistic/Creativity” (69%) responses, followed by both “Social/Emotional” (25%) responses and “Cognitive/Academic” (25%) responses. Once again, unlike lower grade student responses, the category of “Cognitive/Academic” responses was noted as much as, “Social/Emotional” responses (25%). We did see however a increase in “Socio-emotional” responses during the post-test results. **See examples of qualitative responses on page 2 of this report.**



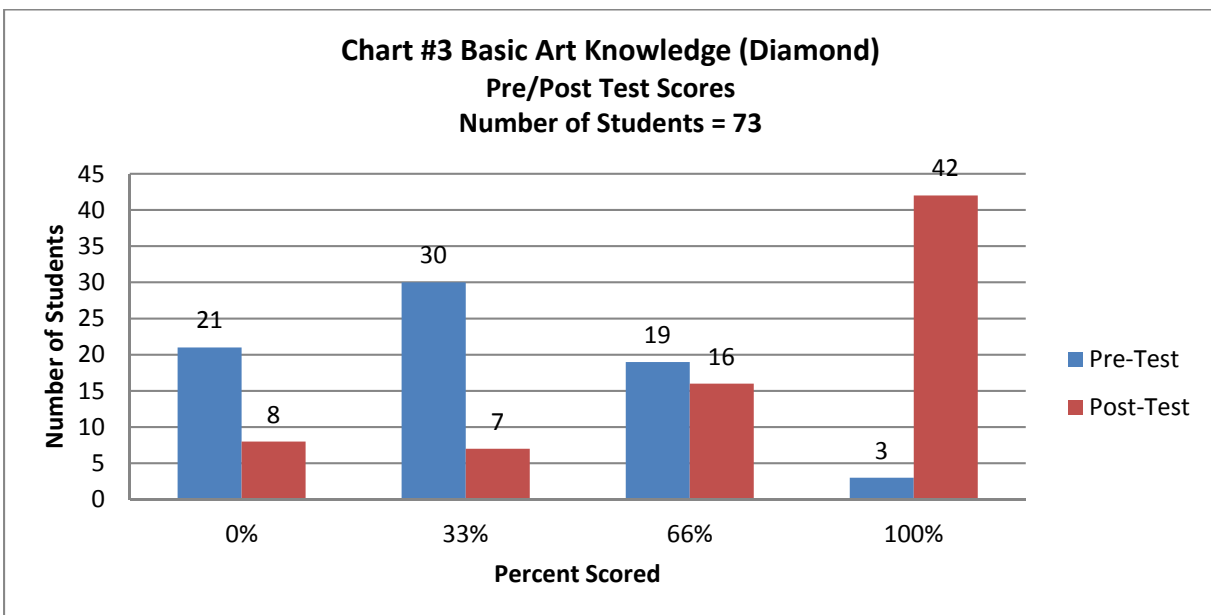
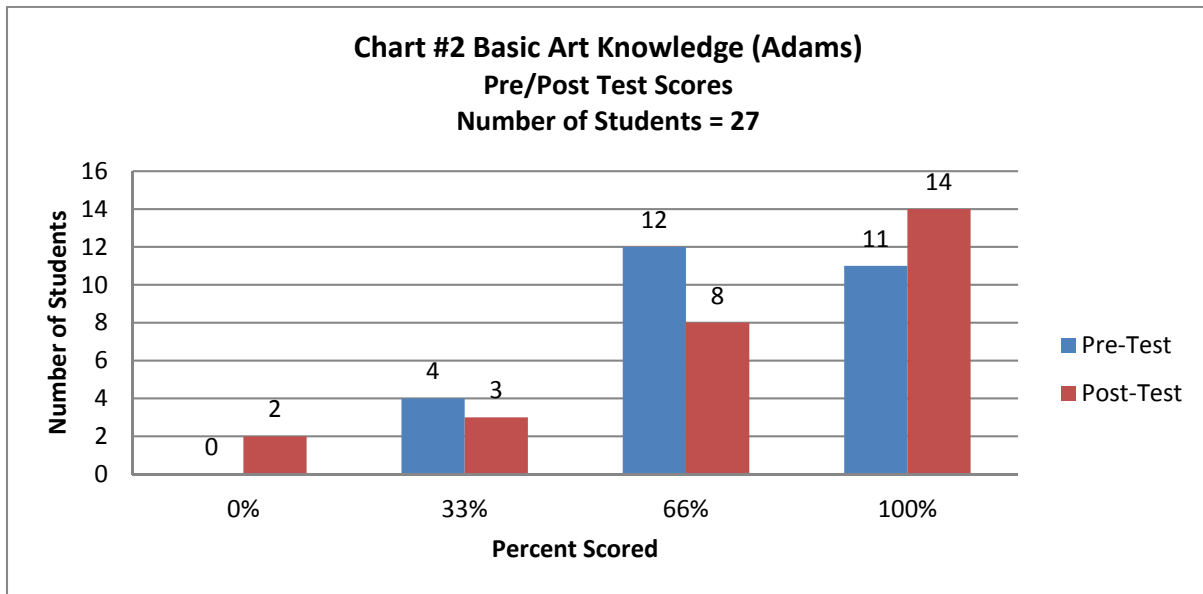


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Summary of Student Responses per Individual Schools – Basic Art Knowledge

As stated in page one of this summary, **76% of all Elementary school students** during Rotation 5 demonstrated an increase in proficiency and understanding of the basic elements and principles of Art and Vocabulary enrichment. Please see below the pre and post-test scores for six individual Elementary Schools (Adams, Diamond, Lowell, Muir, Pio Pico, and Carver) during Rotation 5 of Engage 360 Program, OCCTAC Art enrichment program. *The three schools that had the highest increase in posttest scores were: 1) Lowell (94%), 2) Adams (81%) and 3) Diamond (79%).* See below Charts 2 – 7 for individual results per school.





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Chart #4 Basic Art Knowledge (Lowell)

Pre/Post Test Scores

Number of Students = 53

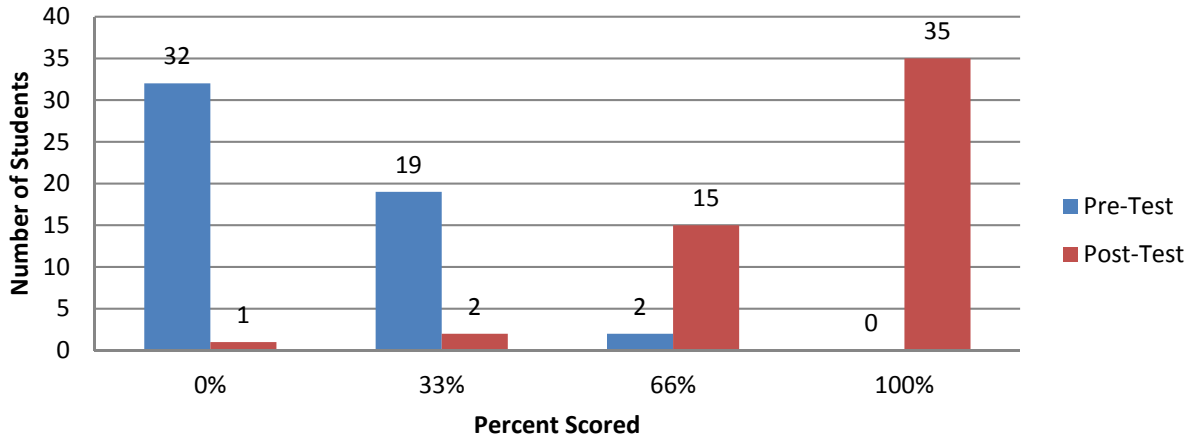
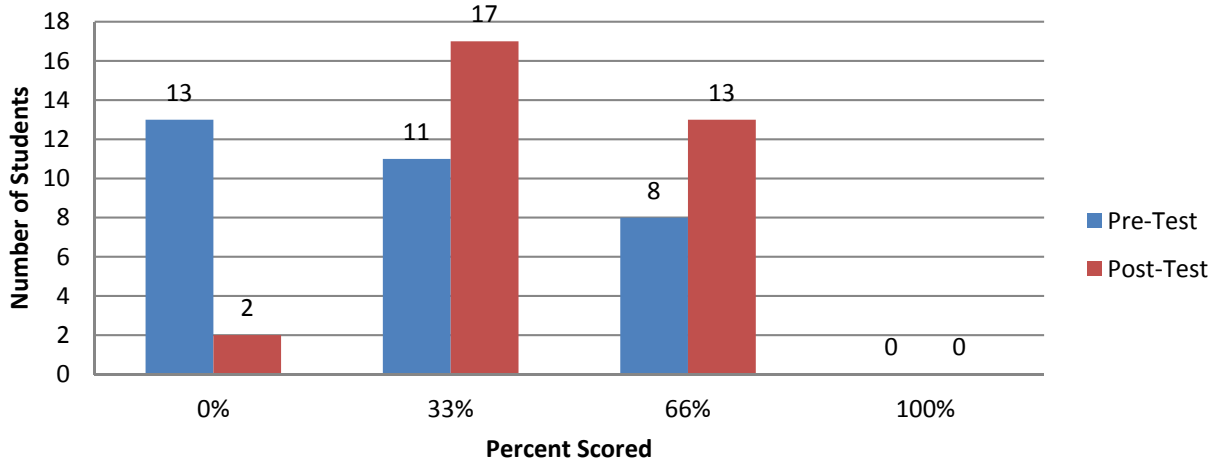


Chart #5 Basic Art Knowledge (Muir)

Pre/Post Test Scores

Number of Students = 32





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Chart #6 Basic Art Knowledge (Pio Pico)

Pre/Post Test Scores
Number of Students = 28

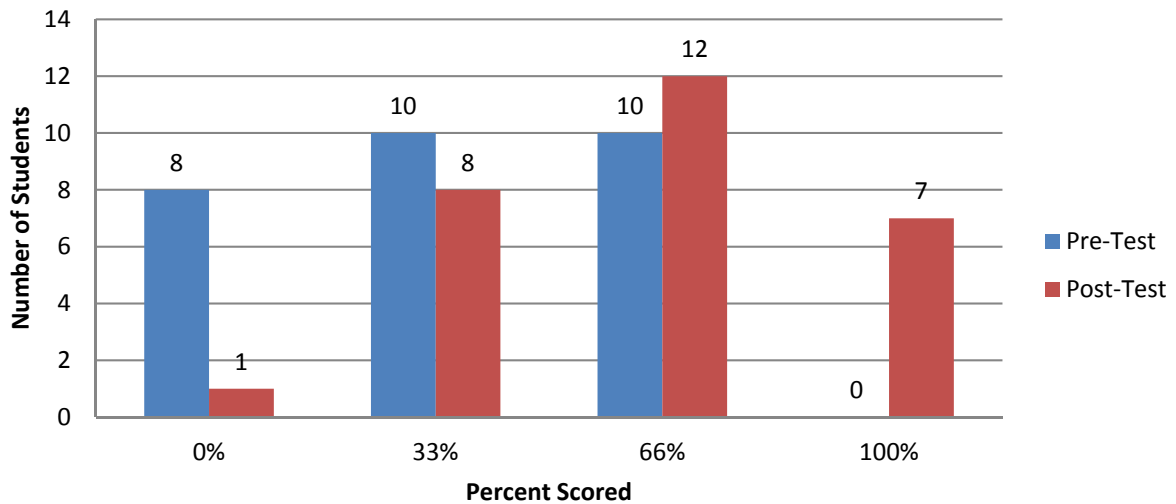


Chart #7 Basic Art Knowledge (Carver)

Pre/Post Test Scores
Number of Students = 95

