



# OC CHILDREN'S THERAPEUTIC ARTS

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## Assessment Results for Engage 360, ROTATION 4 – Elementary Schools

**Rotation Dates:** January 6, 2020 - March 20, 2020

**Schools:** Adams, ALA First, Davis, Diamond, Hoover, Jackson, Jefferson, King, Lowell, Muir, Pio Pico & Romero Cruz

**Total # of Students Assessed** - 209 (Basic Art Knowledge) & 209 (Qualitative Analysis)

**# of Lower Grade Students tested: 73 # of Upper Grade Students tested: 136**

### OCCTAC Program Goals:

1) Learn the basic concepts, techniques and vocabulary of the art-making process as defined by 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 Twelve Elementary Schools at SAUSD:** A total of 209 students completed the pre tests administered to the students at the beginning of the rotation, and at the end of the rotation (post-tests). **Overall results showed that 95% of all elementary school students in Rotation 4 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 12 elementary schools.** In other words, all of these students showed an increase in the basic concepts, techniques and vocabulary of the art-making process as defined by VAPA standards. These results exceed our expectation of at least a 70% increase of student pre-test scores vs. post-test scores.

As reported above, a total of 12 Elementary Schools (Adams, ALA First, Davis, Diamond, Hoover, Jackson, Jefferson, King, Lowell, Muir, Pio Pico & Romero Cruz) students took part in the Art enrichment program during their 4th rotation of the 2019-20 school year. Out of 209 Elementary School students that completed the pre-test scores, **56%** scored 0 or 33% (Little or NO knowledge of basic Art concepts, techniques and vocabulary); and **36%** of students scored 66% on the test (Some knowledge of basic Art concepts, techniques and vocabulary) and only **4.7%** of the students scored 100% (a perfect score) on the pre-tests. The pre test performances were significantly higher than past rotations, which could have been the result of better retention from prior experience and being readily inclined to participate in Art, being that they chose OCCTAC as their Community Partner.



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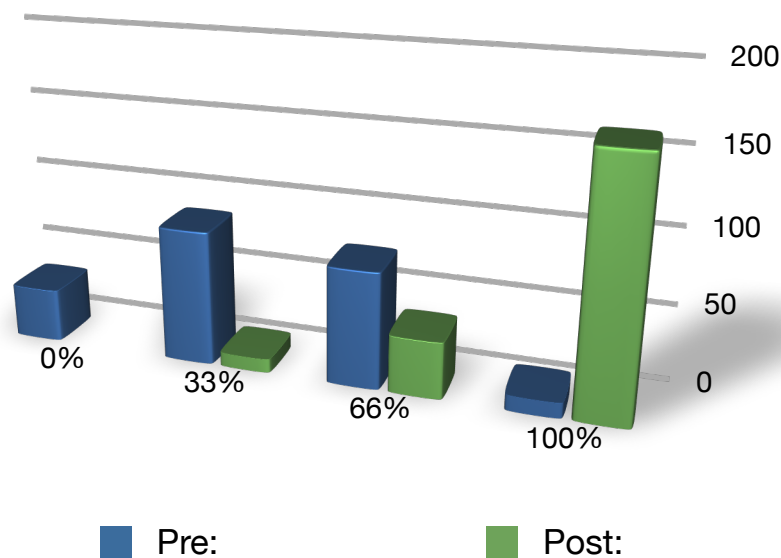
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However, when the same students took the post-tests at the end of the rotation, **95% of all students demonstrated an increase in their post-tests, and most significantly, 78% of all the students had a perfect (100%) score!** In other words, a total of 163 students out of 209 students had a perfect score (100%) on their post-tests! This has been the highest performance recorded during our entire history with the Engage 360 program. This remarkable performance can be attributed to the more efficient Teacher to student ratio of 20:1. Having smaller groups, the students were better engaged, and more readily willing to learn. The unprecedented higher scores evidenced that the new After School Format yielded better student performance.

Please see below **Chart 1** to review the total number of students' pre-test and post-test scores across all **12** elementary schools.

**(Chart 1: Quantitative Data)**

## **R4 Elementary School Test Performance: 95%**



**Please see pages (7-12) to review individual School Test Scores. Charts (4 – 15)** show the total number of students that took the pre and post-tests, and percentages scored at each individual elementary school. As observed in each chart, all students showed an increase in learning basic concepts, techniques and Art vocabulary. Proudly, all 12 schools during Rotation 4 had scores that exceeded our anticipated performance level.



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The Top schools scoring test average score of no less than 100% were Adams, ALA, Jefferson, King, Muir and Romero Cruz.

*\*The best individual teacher performances who posted a 100% average at both of their sites were, Kristina Baker at ALA and Muir, and Yenny Bernal at Adams and Romero Cruz.*

## **Qualitative Analyses**

In addition to comparing pre and post-test 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 12 elementary schools responded to the same question.

As with previous findings, the highest number of student responses were found in the following categories: 1) **Socio-Emotional** benefits, 2) **Artistic/Creativity** benefits, and 3) **Cognitive/Academic** benefits. The following student statements represent both Lower and Upper grade student statements across all 12 schools observed during Rotation 4 of the After School Engage 360 program.

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

1. "It will help me by drawing better and making my own choices so people wont choose it for me." (Adams -Upper Grade 24566)
2. "It helped me by expressing my feelings with others and my painting." (ALA -Upper Grade 24432)
3. "It helped me be more calm, it also helps me express my feelings in colors." (Davis -Upper Grade 24396)
4. "I love Art because it shows people to accept and care more." (Diamond -Upper Grade 24473)
5. "It helped me my remembering the contrast colors, art motivated me by my emotions whenever I was sad i would color and my sadness would go away" (Hoover -Upper Grade 24499)
6. "It helped me to express my anger through art, instead of screaming." (King -Upper Grade 24417)

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



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1. "It helped me improve my art skills." (Muir, Upper Grade 24451).
2. "OCCTAC will help me draw better at art." (Romero Cruz -Lower Grade 24585)
3. "My OCCTAC Art class can help me with my painting coloring drawing and sketching." (Adams -Upper Grade 24567)
4. "It can help me learn about art and help me draw and paint better" (ALA - Upper Grade 24431)
5. "I want to learn to draw anything." (Diamond -Upper Grade 24466)
6. "They can help me create something." (Hoover - Lower Grade 24501)

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

1. "My OCCTAC Art class helped to not talk, because I can think more!" (Adams -Upper Grade 24572)
2. "It can help me with learning new techniques to art and also understanding art forms more better." (ALA -Upper Grade 24435)
3. "My art class helped me learn about art techniques and the principles of art and show me about Frida Kahlo" (Davis -Upper Grade 24403)
4. "They help me get better at art. That can help me get creative so I can keep doing art and sell my art when i get older." (Hoover -Upper Grade 24495)
5. "OCCTAC can help me get to advanced levels of art so i wont be stuck with the younger graders." (Hoover - Upper Grade 24507)
6. "I learn how Draw good, and to help the Earth. I also learn how to draw a self portrait.." (King - Upper Grade 24418)

## **Summary of Student Responses/ Qualitative Analysis:**

A total of **209** 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 "Social/Emotional" (**36%**) responses/benefits, followed by "Artistic/Creativity" (**34%**) responses/benefits, and with student responses under "Cognitive and/or Academic" responses/benefits (**24%**), Motor (**4%**) and Other (**1%**). This last category "Other" represents students that responded either "I dont know", did not respond to the question, or statements which were illegible. 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 similar ways regarding the benefits of the Art Class.

Across the board, preliminary responses of "I dont know" during the pre-test reduced from **16%** - **1%** and matured into more insightful Social/Emotional, or Cognitive responses. As the enrichment completed, students opened up and freely disclosed how Art stimulated their emotional state positively with an increase in Soc/Emot responses from **9%** - **36%**. As



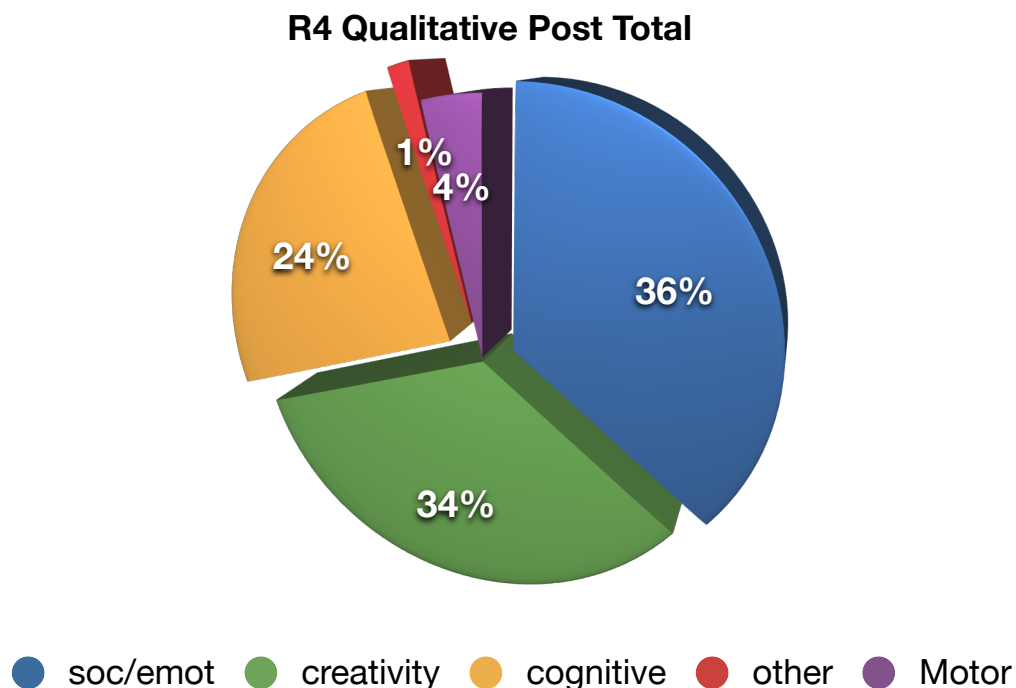
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expected, the initial creative aspirations which represented the bulk of the pre-responses at 51%, but yielded a more insightful distribution among cognitive and social/emotional during the post responses at 24% and 36%, respectfully.

See the following chart below for the total student responses, where there is evident growth in Creative and Social/Emotional response.

(Chart 2: Qualitative Results)



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

As stated in page one of this summary, 95% of all elementary school students across 12 elementary schools during Rotation 4 demonstrated an increase in their proficiency and understanding of the basic elements and principles of Art and Vocabulary enrichment. As indicated before, these results exceeded our expectations of at least 70% increase from pretests to post-tests, as stated in our Program goals. Charts (4 – 15) show the total numbers and percentages of each individual elementary school. All 12 Elementary Schools during Rotation 4 achieved very high scores and the majority of the students across these schools scored over 90% on their post-tests. **The Top schools scoring a test average of no less than 100% were Adams, ALA, Jefferson, King, Muir and Romero Cruz.**



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In further investigation of their Social/Emotional development, we assessed their self esteem, by asking them to rate the following statement: "I am a good artist who works well with others."



Strongly agree



Agree



No opinion

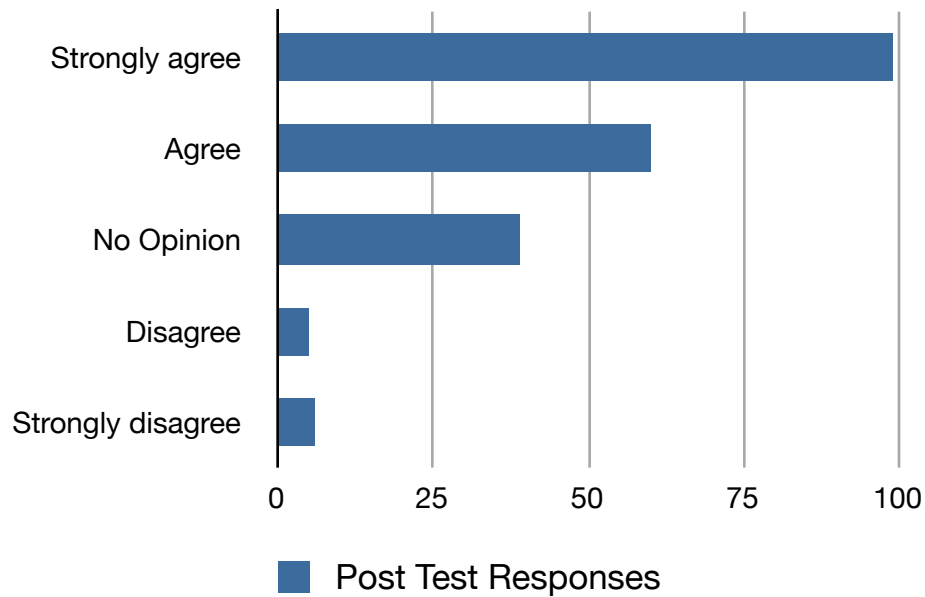


Disagree



Strongly disagree

## "R4 I am a good artist who works well with others"



**The majority (76%) of the students assessed felt their Art Enrichment and Social/emotional development were a beneficial success.**

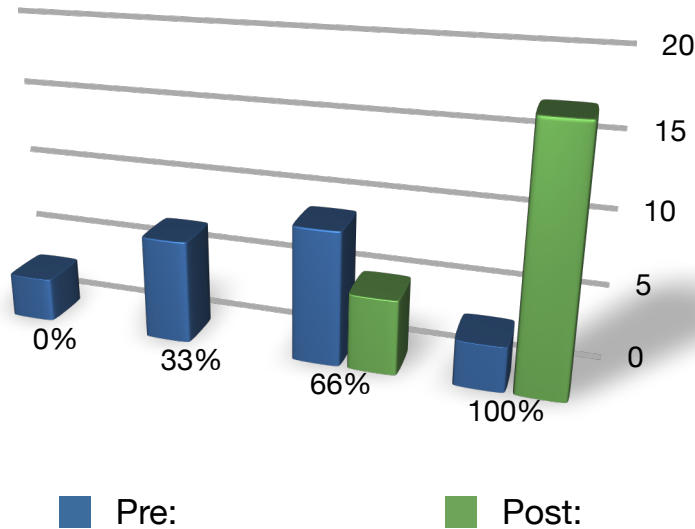


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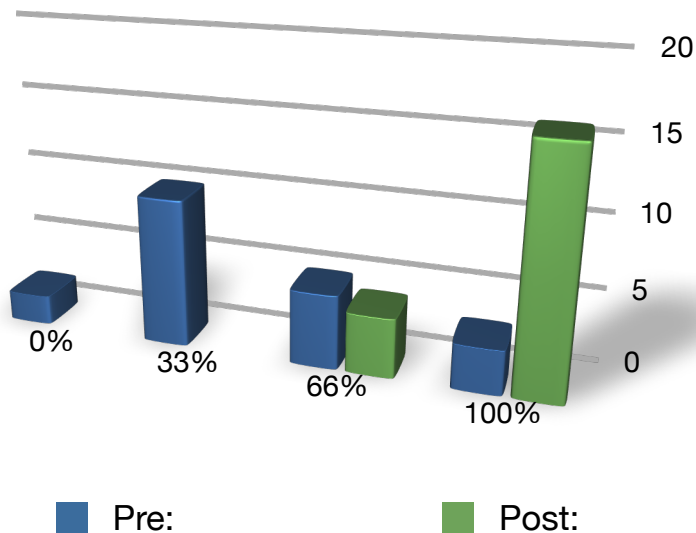
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Please see below, pages (7-12) to review Individual School Test Scores (%)

## Adams Test Performance: 100%



## ALA Test Performance: 100%

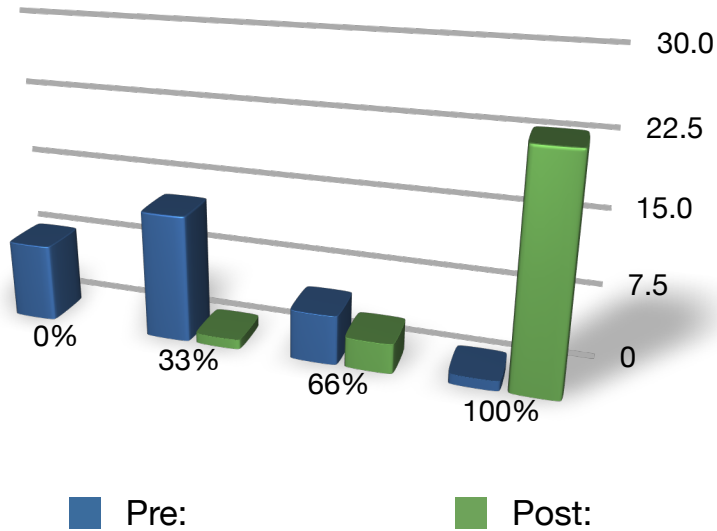




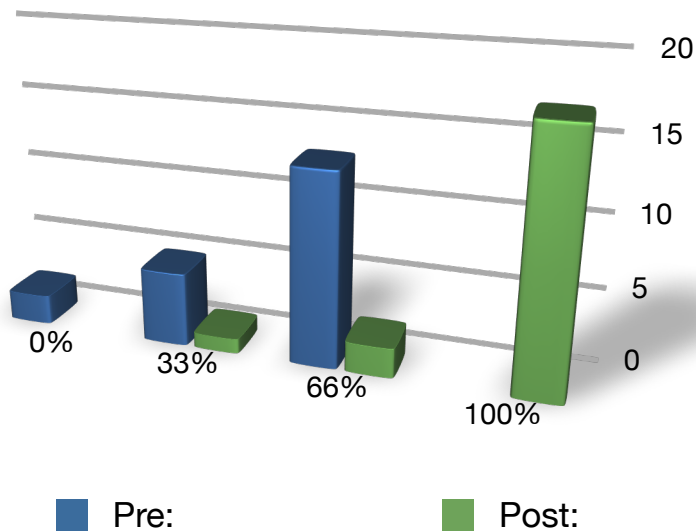
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## Davis Test Performance: 96%



## Diamond Test Performance: 95%



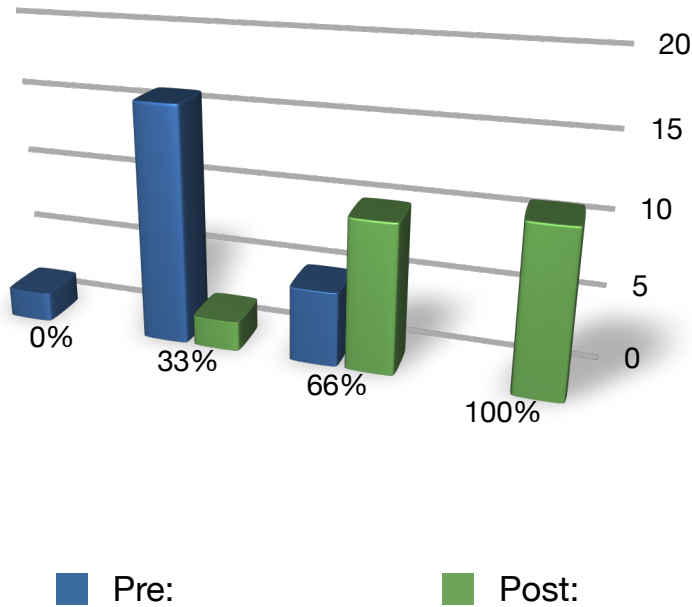




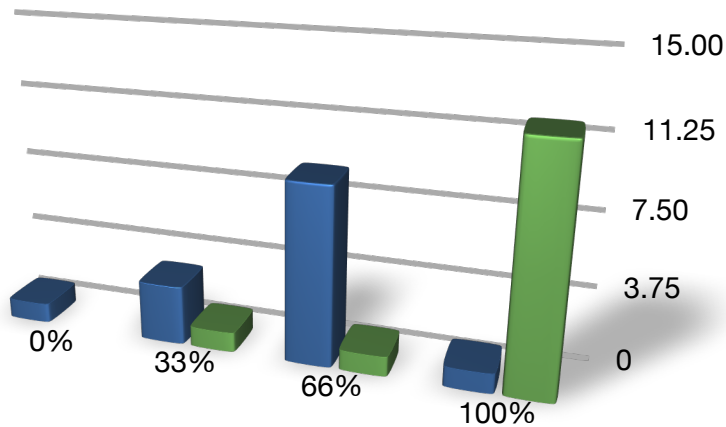
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## Jackson Test Performance: 91%



## Hoover Test Performance: 92.8%

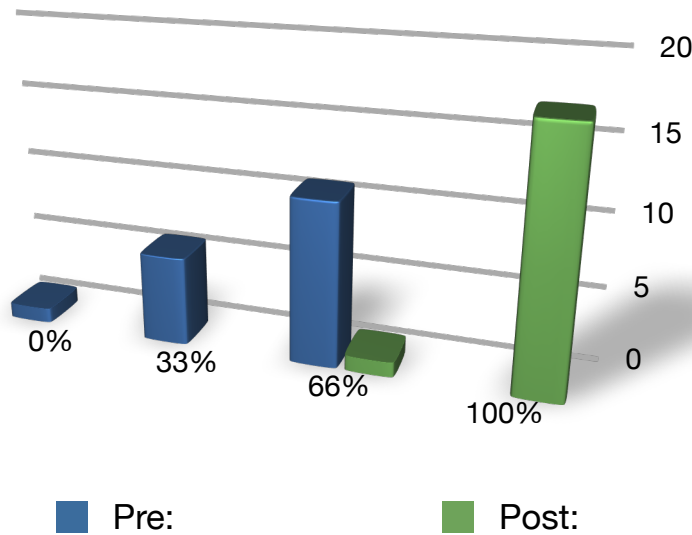




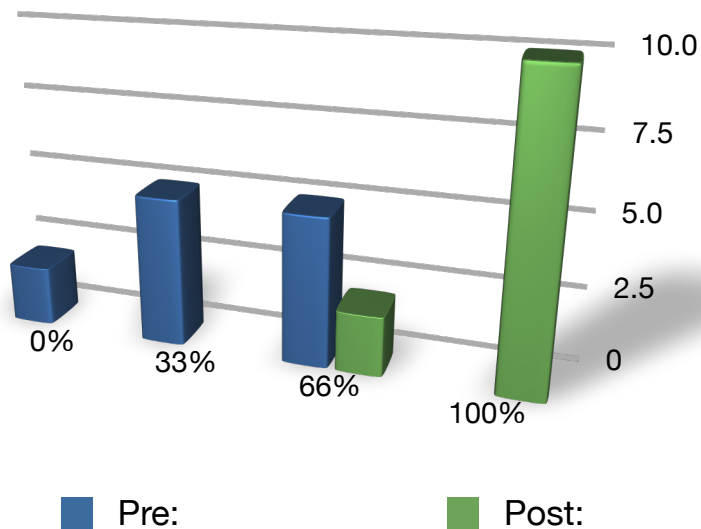
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## Jefferson Test Performance: 100%



## King Test Performance: 100%

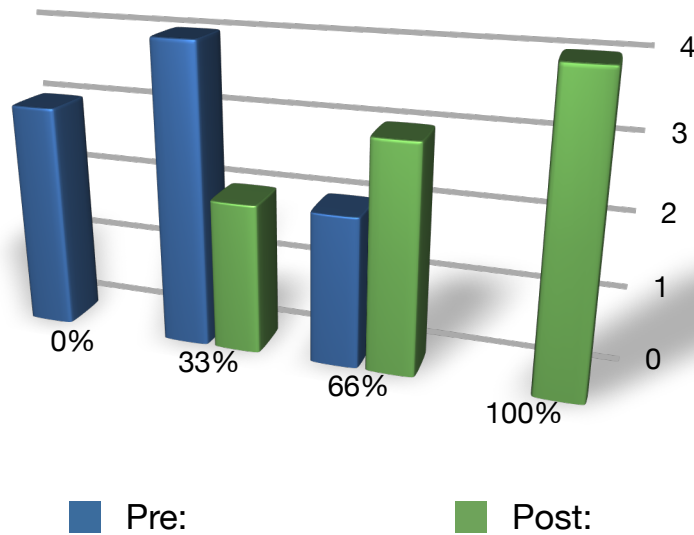




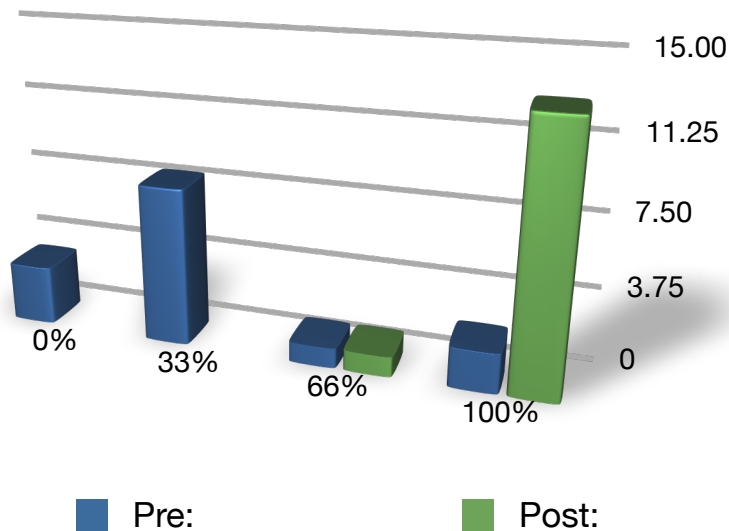
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## Lowell Test Performance: 78%



## Muir Test Performance: 100%

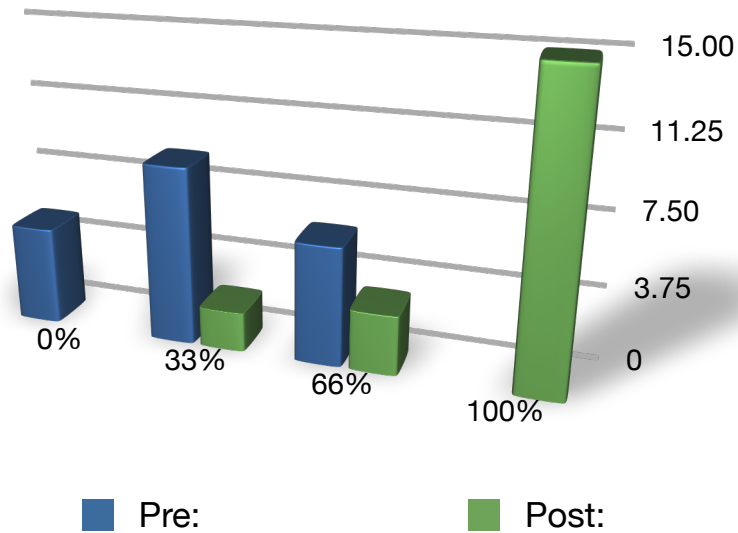




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## Pio Pico Test Performance: 90%



## Romero Cruz Test Performance: 100%

