



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: November 4, 2019 - December 20, 2019

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

Total # of Students Assessed - 376 (Basic Art Knowledge) & 376 (Qualitative Analysis)

of Lower Grade Students tested: 199

of Upper Grade Students tested: 177

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 Eight Elementary Schools at SAUSD: A total of 376 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 86.17% 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, 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 8 Elementary Schools (Edison, Fremont, Garfield, Harvey, Heroes, Martin, Santiago, & Taft), students took part of the Art enrichment program during the 3rd rotation of the 2019-20 school year. Out of **376** Elementary School students that completed the pre-test scores, **87%** scored 0 or 33% (Little or NO knowledge of basic Art concepts, techniques and vocabulary); and **12%** of students scored 66% on the test (Some knowledge of basic Art concepts, techniques and vocabulary) and only **0.2%** 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, **86.17% of all students demonstrated an increase in their post-tests, and most significantly, 53.45% of all the students had a perfect (100%) score!** In other words, a total of 201 students out of 376 students had a perfect score (100%) on their post-tests!



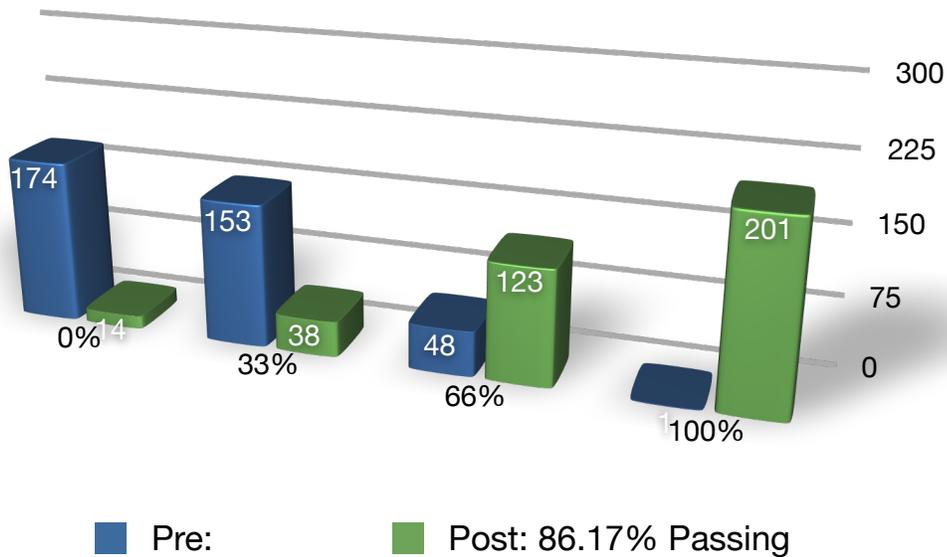
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Please see below **Chart 1** to review the total number of students' pre-test and post-test scores across all 8 elementary schools. **Also, on pages (6-10) of this report, you will see a breakdown of pre and post-test scores per Elementary school.**

(Chart 1: Quantitative Data)

R3 Test Performance n=376



Please see pages 6-10 to review individual School Test Scores. Charts 3 – 10 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, 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 post-tests than other schools. Proudly, all 8 schools during Rotation 3 had scores that met, or exceeded our anticipated performance level. The two schools that presented the largest student population were Martin and Taft, With larger groups we tend to see more disruptions and greater behavioral issues. Martin nearly doubled its average daily attendance from 103 to 200+. Ironically enough these two schools scored the highest performance with 93.75% and 100%, respectively. At Martin Elementary, our veteran teachers worked synergistically with SC Patty Jaimes and FS Alyssa Saginario to achieve effective education and quality art production. While at Taft, our veteran teachers overcame the challenging situation of being without a classroom, by engaging the students with dynamic art technique which resulted in a one of the best culminating events.



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The Top three schools with the highest combined averages scores, Taft (100%), Martin (93.75) and Garfield (90.5%).

**The best individual teacher performance with the best post-test scores were: (Taft - Kendra Salgado/Natalie Cruz 100%), (Martin - Jesus Mora/Said Abdelsayed 93.7%), (Fremont - Yenny Bernal 93%), (Garfield - Dianna Najjar/Dyana Gonzalez 90.5%)*

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 8 elementary schools responded to the same question.

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 student statements 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. "My OCCTAC Art class can help me do butiful (beautiful) art for people and family and do the right thing to do." (Harvey, Lower Grade 24105).
2. "I want to draw comics and make cartoons and make movies." (Martin -Upper Grade 24248)
3. "OCCTAC can help me learn how to draw faces and things that I want to learn how to draw but never able to do it." (Edison -Upper Grade 24269)
4. "It helped me be neat in coloring and color better" (Santiago - Lower Grade 24359)
5. "It can help me with my creativity and painting and being a really good artist.. (Taft -Upper Grade 24321)
6. "My art class can improve in drawing and make you famous at drawing" (Heroes - Upper Grade 24335)

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



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1. "OCTAC art class helps me help other people when they need help." (Fremont -Lower Grade 24309)
2. "It helped me by showing peace and how to expres (express) our fillings (feelings) with our art and to be creative!! Thats the most important thing about art." (Fremont -Lower Grade 24003)
3. "It helped me learn to draw and to never give up with your art." (Harvery -Lower Grade 24098)
4. "My occtac art class showed me to try my best, showed me to have fun, showed me to try new things" (Garfield -Upper Grade 24154)
5. "Art class can help me by leading all of my anger and sadness out because the art teacher is wise." (Garfield -Lower Grade 24166)
6. "If I feel mad or sad, or if I just have a bad day art class helps me a lot" (Santiago -Upper Grade 24376)

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

1. "My OCCTAC Art class helped me learn about selling paintings and gaining money." (Garfield -Upper Grade 24181)
2. "It can help me by telling us more stuff and if we are done, we should read about it." (Taft - Lower Grade 24225)
3. "I learned about pointillism and Alma Thomas" (Taft -Upper Grade 24203)
4. "My occtac art class helped by teaching us how to be skillful and being good" (Garfield - Upper Grade 24184)
5. "They can help me with problems I do not understand." (Garfield - Upper Grade 24156)
6. "My Occtac art class helped me be more talented." (Heroes - Upper Grade 24339)

Summary of Student Responses/ Qualitative Analysis:

A total of **364** 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" (**29%**) responses/benefits, followed by "Artistic/Creativity" (**26%**) responses/benefits, and an equal percentage of student responses under "Cognitive and/or Academic" responses/benefits (**26%**), Motor (**14%**) and Other (5%). 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 **15%** - **5%** and matured into more insightful Social/Emotional, or Cognitive responses. As the enrichment completed, students opened up and freely disclosed how Art stimulated their



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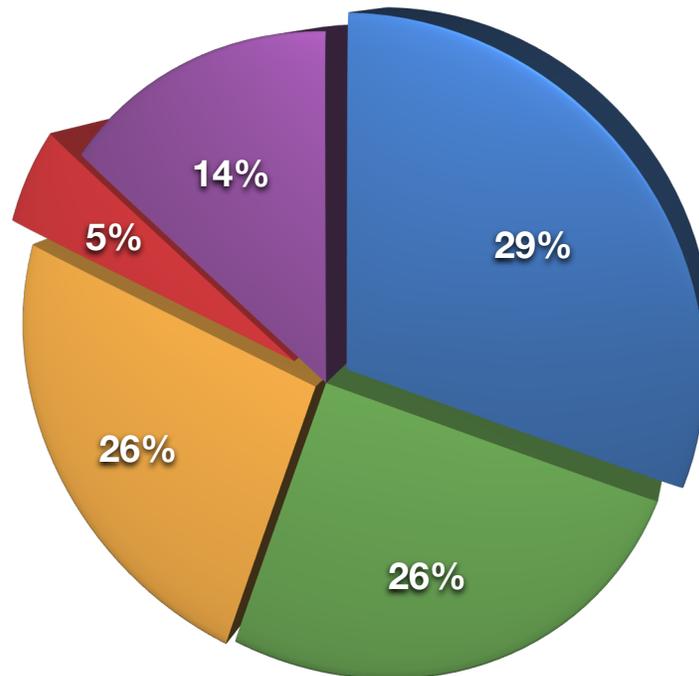
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emotional state positively with an increase in Soc/Emot responses from 15% - 29%. As expected, the initial creative aspirations which represented the bulk of the pre-responses at 38%, yielded a more insightful distribution among cognitive and social/emotional post responses at 26% and 29%, 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)

R3 How DID my Art Class Help Me?



● soc/emot ● creativity ● cognitive ● other ● motor

Summary of Student Responses per Individual Schools – Basic Art Knowledge

As stated in page one of this summary, **86.17%** of all elementary school students across 8 elementary schools during Rotation 3 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 (3 – 10) show the total numbers and percentages of each individual elementary school. All 8 Elementary Schools during



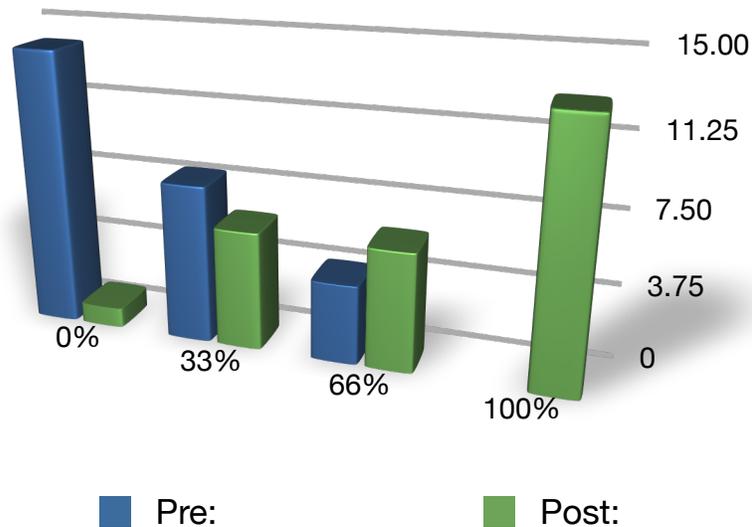
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Rotation 3 had very good scores and the majority of the students across these schools scored over 80% on their post-tests. **The Top three schools with the highest combined averages scores, Taft (100%), Garfield (90.5%), and Fremont (86.31%)**

Please see below, pages (6-10) to review individual School Test Score (%)

Edison Test Performance n=26, 73%

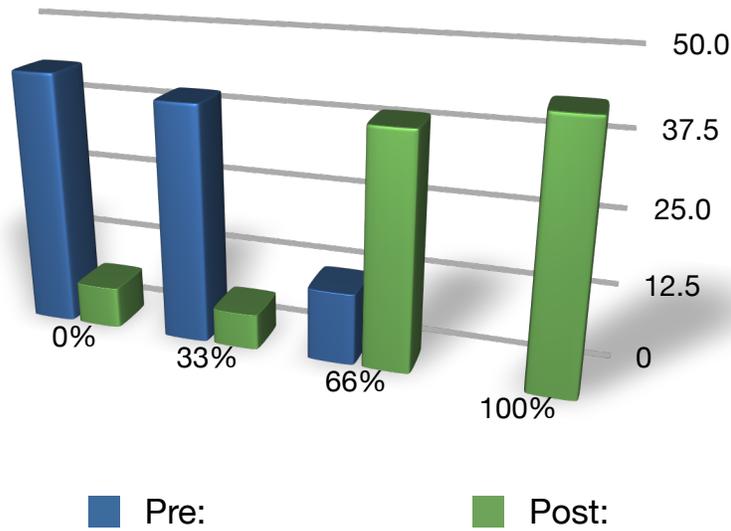




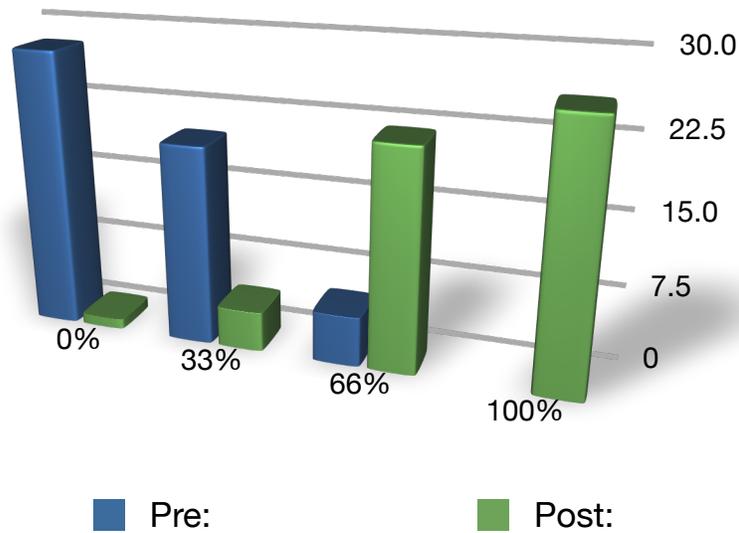
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Fremont Test Performance n=95, 86%



Garfield Test Performance n=53, 90.5%

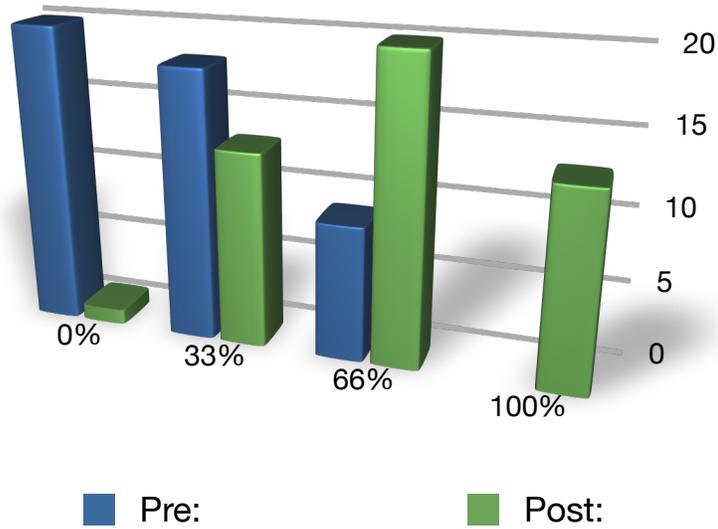




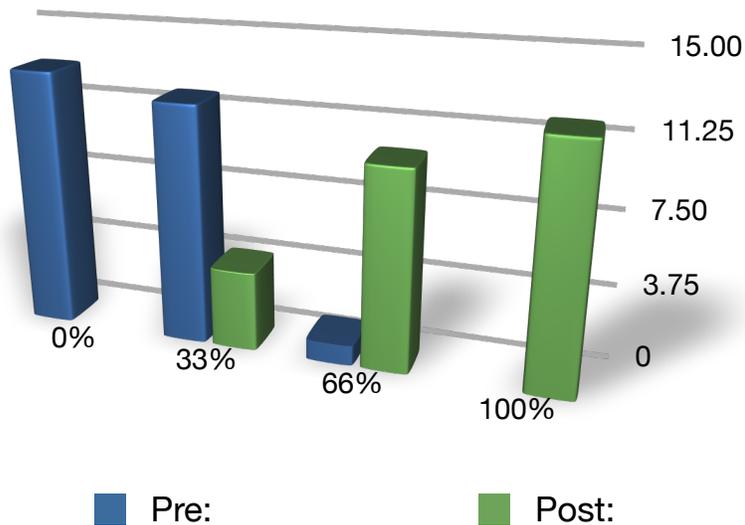
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Harvey Test Performance n=47, 70.2%



Heroes Test Performance n=26, 84.6%

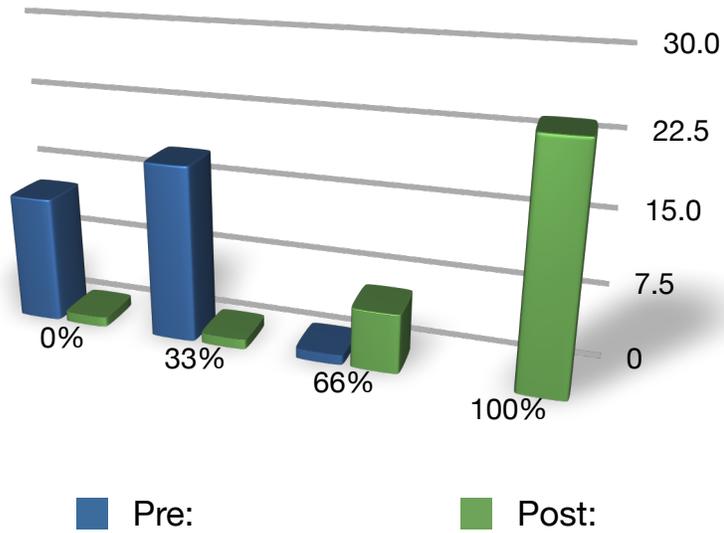




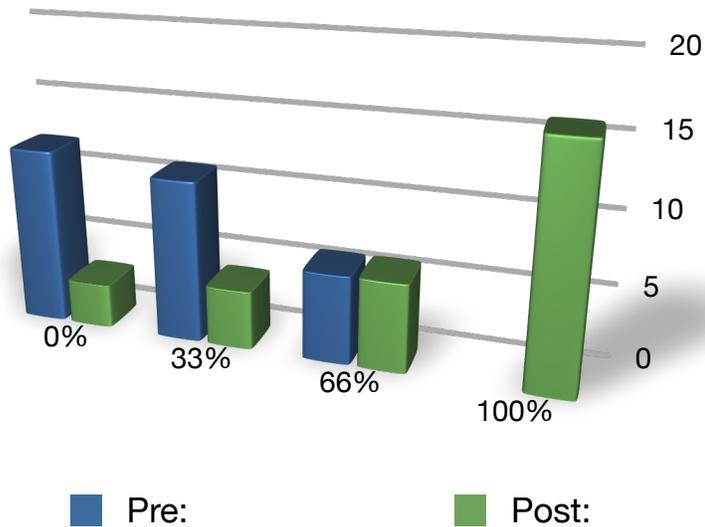
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Martin Test Performance n=32, 93.75%



Santiago Test Performance n=29, 75.86%





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Taft Test Performance n=68, 100%

