



EXECUTIVE SUMMARY

Performing Arts Workshop and evaluators developed a logic model to evaluate the Artists-in-Schools program (AIS) in Year 1 of the AEMDD grant. The logic model was reviewed but not revised prior to Year 2 of the evaluation. The logic model describes the program's five goals and the outcomes and measures of success used to evaluate these goals. The full logic model is presented in the introduction of the Year 2 Annual Report. The five goals are:

1. Improve student critical thinking in the arts.
2. Use the arts to positively impact general academic performance.
3. Identify curricular and pedagogical problems in teaching at-risk youth so that methods of staff development and student academic performance can be improved.
4. Use affective dimensions of the arts to develop pro-social behavior.
5. Institutionalize arts and arts education in school settings to increase sustainability

Some level of success was achieved for each of the five goals in Year 2 of the AEMDD grant.

Improve student critical thinking in the arts

Teachers observed that treatment-group students showed more growth in linguistic expression than their comparison-group peers and students in intensive treatment classrooms showed much stronger improvement than students in moderate treatment classrooms.

Teachers observed that treatment-group students showed more growth in nearly all areas of critical thinking while comparison-group students showed slight decline or no change and students in intensive treatment classrooms showed more than three times as much growth than their moderate treatment peers in all areas of critical thinking.

Treatment-group students reported increased interest in experiencing art while their comparison-group peers reported decreased interest or no change.

Observers found that artists successfully created a learning environment in which insight and expression, critical thinking behaviors and rituals are used.

Use the arts to positively impact general academic performance

Teachers found much more significant improvement by treatment-group students in nearly all areas of learning attitudes and behaviors and intensive treatment students showed more than twice as much growth than their moderate treatment peers in most learning attitudes and behaviors.

Treatment-group teachers observed that students exhibited significantly improved academic attitudes, while comparison-group students exhibited a decline in nearly all academic attitudes,



principally that their students care about the quality of their work. Teachers observed much greater improvement from treatment-group students than their comparison-group peers in academic behavior, particularly in teamwork and expression of new ideas.

the artists' lesson plans somewhat or clearly exhibited the use of multiple perspectives to solve problems and response to multiple ideas

Treatment-group students out-performed comparison-group students by nearly a half grade-level overall on the California Standardized test. treatment group students showed significantly more improvement in their performance on a language arts themed test at the end of the school year than their comparison-group peers did.

Identify curricular and pedagogical problems in teaching at-risk youth so that methods of staff development and student academic performance can be improved

Treatment-group teachers reported an increase in the amount of hours per week they used art in their classrooms, while comparison-group teachers showed a decrease.

In focus groups, teachers reported that the AIS program provided a unique opportunity to create a level playing field where few were particularly advantaged or disadvantaged. "...*Everyone's on equal footing, whether you have a reading disability or a social disability or whatever you all have equal opportunity out there. I think that's what's positive about the program*" (Teacher).

Use affective dimensions of the arts to develop pro-social behavior

Treatment-group teachers observed growth in measures of student pro-social behavior while comparison-group teachers observed a decrease in these measures. Intensive treatment students showed more than twice as much improvement in all areas of pro-social behaviors, including getting along well with classmates and teachers, believing they can succeed, and respect of other's ideas than their moderate treatment peers did.

Students in intensive treatment classrooms showed improvement in respect of the teacher and each other and treating each other nicely while their peers in moderate treatment classrooms showed no improvement in these behaviors.

According to artist focus group responses, when engaged by the artist or teacher, individual students in turn become more engaged in the lessons and tasks. Only a few words of encouragement can have a dramatic impact on a student's artistic expression. Artists observed that students were able to work better in groups as a result of the AIS program. Some students, who were shy in February, took leadership roles among their classmates in May.

Classroom observations show that students participated comfortably, reacted enthusiastically and contributed to the group during the residency period. observers found that artists successfully created a learning environment for positive classroom behavior with clear roles and responsibilities for the teacher, artist and student; strong communication between teacher and



artist; clear behavior standards; lesson objectives described and followed; varied tempo, action and flow; and smooth logical transitions.

Institutionalize arts and arts education in school settings to increase sustainability

Treatment-group students reported overwhelmingly positive change in their encounters with art during the course of the residency period, while their comparison group peers reported little or no change.

Because the curriculum in public schools is constrained by required language arts and math standards, very little time is available for the arts. Therefore, unless the teacher is exceptionally comfortable teaching the arts, having an outside residency is sometimes the only exposure students get to arts. Many of the teachers did indicate that they continued the activities outside of the residency period or used their own classroom time to reinforce the importance of creativity and the arts and some indicated that they were involved in other artist residency programs.

The Artists-in-Schools Second-Year Annual Evaluation Report for the U.S. Dept. of Education contains more detailed information about the success of AIS. This report can be found on the Performing Arts Workshop website at www.pawsf.org.