

# CAC DEMONSTRATION GRANTEES FINAL REPORT

Name of project: Robeson-Rivera Academy: Name of Organization: Performing Arts Workshop  
Assessing Thinking In and  
Through the Arts

Organization's Address: Fort Mason Center  
Building C, Room 265  
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Project Director: Gary Draper

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Name of Evaluator: Richard Siegesmund Name of Evaluator's University of Georgia  
Organization (if applicable):

Is this an external or internal evaluator? External

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Evaluator's Address: The University of Georgia, Visual Arts Building, Athens, GA

A. Which of the following program elements are a part of your project's intended outcomes?

[check all that apply]

- Professional development and training for teachers, administrators and artists
- Regional coordination of arts in education programming
- Curriculum development



C. Use of the arts	
	<p>1. How are the arts used in your project? How are arts provided to students and teachers?</p> <p>The arts are a cognitive and affective intervention for at-risk youth. The Robeson Rivera Academy is a special project of San Francisco Juvenile Probation, San Francisco Unified School District and the Performing Arts Workshop to reach first time juvenile offenders who are wards of the court. Admission to the Academy is constructed as a true experiment. Half of the eligible youth are directed on a random basis to the control group where they receive traditional forms of intervention.</p> <p>The Performing Arts Workshop is responsible for the arts curriculum of the school and for addressing arts integration into the core curriculum. There is a full-time arts curriculum director and lead teacher supported by part time arts specialists. All arts teachers are members of the faculty and participate in curriculum development, implementation, and evaluation.</p>
	2. Please comment on how your project addresses the following:
a.	<p>Visual and Performing Arts Standards</p> <p>PAW has a core curriculum that relates to the Visual and Performing Standards. By teaching the PAW method of artistic inquiry , student learning not simply meets, but exceeds the Standards (see addendum). Teaching the PAW curriculum well is the concern of the program</p>

b.	<p>Core Content Standards</p> <p>The artists who teach core content areas are employees of the San Francisco Unified School District and address all Core Content Standards in their lesson planning as required by the District</p>
c.	<p>Building effective partnerships with schools, districts and other organizations</p> <p>The Robeson-Rivera Academy is a unique partnership through multiple social service agencies.</p>
D. Visibility Plan	
	<p>1. What successes did you have in your visibility plan?</p> <p>The Academy has received national exposure through conference presentations. As a part of a statewide effort, funded through the California Board of Corrections, the school also has unique statewide exposure. Robeson-Rivera is the only site in the Board of Corrections Repeat Offender Prevention Program (ROPP) that uses the arts as a comprehensive intervention. The School hosts regular visits from administrators; however visits to the school, as well as information about the children themselves, must be carefully monitored due to the high levels of confidentiality that must be maintained.</p>
	<p>2. What challenges have you had, if any?</p> <p>These children and families are the worst of worst. For example although the average age of a student is 13. 76, 70% of the students are sustained drug users. 66% have been arrested for felonies, 90% run with gangs, 66% are run-aways, and 12% have been arrested for committing a crime with a handgun. The children attest that it is only when they make a mistake that they are caught. Every child had been expelled from a previous school. The children (and the families they come from) are generally the refuse of our society. There are substantial ethical and legal questions regarding visibility.</p> <p>Nevertheless, PAW is proceeding with plans to publish a book on lessons of curriculum development out of its experience at Robeson-Rivera</p>

E. Major Accomplishments and Challenges

1. Have you modified your program over the course of the past year?

Yes

If so, how?

The PAW curriculum is based on a process of artistic iniquity (see supporting documents). PAW has had a high degree of success over 35 years teaching this curriculum to at risk-youth. However, 35 years of experience with at-risk youth did not prepare the organization to fully anticipate the difficulty of these particular students. Although admission to Robeson-Rivera was designed as an intervention for the 8% of the most troubled youth in the juvenile justice system, the students at Robeson-Rivera come from the lower quartile of this already extreme sample. No other site in the Board of Corrections study is working with so challenged a population.

Consequently, over the course of the year teachers continually struggled with how to teach these children and what were realistic learning objectives. Through group and individual reflection, teachers constantly reevaluated the effectiveness of their curriculum and pedagogy.

2. What are you planning to do differently next year?

It is difficult to hold such a complex administrative partnership together. For a number of reasons (including the city politics of San Francisco), it is uncertain whether Robeson-Rivera will continue.

Whether or not Robeson-Rivera is refunded for another school year, PAW wants to take the lessons it has learned from working with these children to inform its after school programming in less-advantaged neighborhoods in San Francisco.

3. What were some of the best practices/lessons learned?

The rubric for evaluating student performance is the most important tool to come out of the Robeson-Rivera experience. As the measurements produced by this tool show, this is a powerful way for communicating the complexity of student achievement.

4. What have been the most significant accomplishments in your evaluation process?

The rubric is a direct product of the evaluation process.

The rubric has also been adapted to a tool for evaluating pedagogy through which the curriculum is delivered. Data from this new tool was gathered through instructor observations in PAW's Artists-in-Schools Program and the effectiveness of this rubric is currently being analyzed

5. What have been the most significant challenges in evaluating your project? Were you able to overcome these challenges and if so, how? If not, please explain.

Evaluating assumes that you are assessing something. To face the destitution of these children's lives is desiccating. No one wants to deal with these kids—not even their parents; and they know it. Between the hours when they leave school and their expected return, one of these children might witness a murder, be murdered, or even participate in a murder. Before this child leaves your care at 3:00, what do you want that child to know? What should we be evaluating?

The teachers at Robeson-Rivera struggled with these concerns. There are no easy answers to these questions. There is especially no easy answer to how the arts will address these problems in an immediate and tangible way.

To a remarkable degree, the arts educators of Robeson-Rivera overcame these challenges.

F. Goals, Objectives and Evaluation Table

1. Please state the goals and objectives of the project. [Use only the space you need]

Goal 1:	Improve student critical thinking in the arts
Objective A:	Assess student performance monthly through completion of the Artistic Inquiry Rubric by artistic discipline
Objective B:	Develop and maintain lesson plans in at least 3 artistic disciplines: Dance, Theater, and Visual Art
Goal 2:	Use the arts to positively impact general academic performance
Objective A:	Develop and maintain lesson plans for using the arts to teach across the curriculum, particularly within the disciplines of language arts, social studies, science, and math

Objective B:	Students will demonstrate greater attention and care in their academic work
Goal 3:	Identify curricular and pedagogical problems in teaching at-risk youth so that methods of staff development can be improved
Objective A:	Conduct weekly summary interviews with faculty focusing on successes and problems in the classroom
Objective B:	Review progress of the evaluation quarterly do consider adjustments to the program

## Appendix A: Evaluation Table

Intended Outcome Categories: <b>STUDENT</b>	Goals/ Objectives	Activities	What were your data sources?	What specific evidence can you cite?	Was your objective met?	Why was your objective met, not met or partially met?
<b>Improved core subject matter knowledge (Student achievement in Language Arts, Social Studies, Math, Science)</b>	2.b.	Full arts-integrated curriculum	Peabody Individual Achievement Test-Revised(PIAT-R)	Students advanced 3 grade levels in 18 months of intervention	Partially	Not all students advance. Parents Remove children from the program because it is too "artsy."
Improved attitudes and behavior in school	2.b	Experiential curriculum to promote self-reflection and awareness of others	Rubric of Artistic Inquiry	Students could achieve—but not sustain—greater self-reflection and awareness of how they are in relationship to others	Partial	Robeson-Rivera provided an intensive context in which students could succeed. Too many factors outside of the school working against the students

			Problem Oriented Screen Questionnaire (POSIT)	Robeson-Rivera students have lower scores for substance abuse and aggressive behavior than control group		Indirect. No specific objective for this result
Healthier student self- concept	Not a formal objective		Problem Oriented Screen Questionnaire (POSIT)	Robeson-Rivera students have lower scores for substance abuse and aggressive behavior than control group		Indirect. No specific objective for this result
Increased cultural understanding or awareness	Not a formal objective					
Improved creative artistic ability	1.a	Weekly instruction in Dance, Drama, and Visual Art	Rubric of Artistic Inquiry	After 3.25 months of instruction, students show significant improvement in critical thinking skills in the arts  See Measurements of individual student performances	Partial	Only Drama and Dance were taught consistently to the rubric. Visual Arts developed more affective goals.

Increased access, exposure and enthusiasm for the arts	N/A					
Increased awareness for careers	N/A					
Other: Please specify	N?A					

Intended Outcome Categories: <b>TEACHER</b>	Goals/ Objectives	Activities	What were your data sources?	What specific evidence can you cite?	Was your objective met?	Why was your objective met, not met or partially met?
Increased confidence, knowledge and skills for using arts in the classroom	N/A					
Increased teacher awareness and use of the Visual and Performing Arts (VAPA) standards	N/A					
Increased teacher awareness and use of art to teach the core content standards (Language Arts, Social Studies, Math, Science)	N/A					
Improved collaboration between artists and teachers	N/A  All artists are teachers					
Improved collaboration among teachers	3.A	Weekly faculty meetings and interviews		transcripts	yes	good collaboration

Increased support for the arts through additional time, materials, and supplies	N/A all instruction is arts based					
Other: Please specify.						

Intended Outcome Categories: <b>ARTIST</b>	Goals/ Objectives	Activities	What were your data sources?	What specific evidence can you cite?	Was your objective met?	Why was your objective met, not met or partially met?
Increased artist awareness and use of the Visual and Performing Arts (VAPA) Standards	Indirect Successful teaching of the rubric of artistic inquiry exceeds Standards			See comparison of rubric for artistic inquiry with high school standards for dance, drama, and visual art		Dance and Drama well taught  Visual Art failed to teach either artistic inquiry or a standards based curriculum
Increased artist awareness and use of art to teach the core content standards (Language Arts, Social Studies, Math, Science)	N/A Artists were fully aware of core content standards					

Improved artist teaching abilities	Indirect  Attending to the rubric for artistic inquiry improves teaching			Interviewes with teachers  Quality of lesson planning  Improving quality of information recorded in the rubric		
Improved collaboration between artists and teachers	N/A  All teachers are artists					

Other: Please specify.	1.B. Develop and maintain lesson plans in at least 3 artistic disciplines : DAnce, Theather, and Visual Art	Summer planning sessions for artists and teachers to develop curriculum Weekly faculty meetings to review and update curriculum	A record of lesson plans with annotation  Phot documentation of work	Complete lesson plans, samples of Dance and Theater attached	Partial	Visual Arts moved in unintended ways. Further review is needed to determine if this is an appropriate extension of the overall curriculum
	2.A Develop and maintain lesson plans for ussing the arts to teach across all core subjects areas in the curriculum	Lesson plans submitted to the general office resource file	Some video documentation of performance work  Best work portfolios of student work	Complete lesson Plans for teaching Core Subjects through the arts	Yes	Excellent Documentation

Intended Outcome Categories: <b>SCHOOLS</b>	Goals/ Objectives	Activities	What were your data sources?	What specific evidence can you cite?	Was your objective met?	Why was your objective met, not met or partially met?
Increased support and awareness of arts within the school	N/A					
Increased support for the arts through additional time, materials and supplies	N/A					

Intended Outcome Categories: <b>PARENTS/ COMMUNITY</b>	Goals/ Objectives	Activities	What were your data sources?	What specific evidence can you cite?	Was your objective met?	Why was your objective met, not met or partially met?
Increased support and awareness of arts within the school	N/A					
Increased support and awareness of the arts within the community	N/A					
Increased or established community partnerships	N/A					

Intended Outcome Categories: <b>CURRICULUM DEVELOPMENT</b>	Goals/ Objectives	Activities	What were your data sources?	What specific evidence can you cite?	Was your objective met?	Why was your objective met, not met or partially met?

Developed curriculum, lesson plans, or activities using the VAPA and/or core content standards	This is an egregious misstatement of the problem. Approaching curriculum in this manner will be a disaster. The Standards are found <i>in</i> a cognitive curriculum. The Standards cannot <i>produce</i> a cognitive curriculum. To advocate curriculum development in the way this question suggests is to invite the worst possible instruction in the arts. Teach for inquiry; the Standards are beacons that help keep you on track.					
Other: Please specify	1.B. Develop and maintain lesson plans in at least 3 artistic disciplines: Dance, Theater, and Visual Art	summer planning sessions  Weekly faculty meetings  lesson plans submitted to the general office resource file	Document collection	Complete lesson plans in Dance, Drama, and Visual Arts. Samples for Dance and Drama attached	Partially	Visual Arts curriculum moved in an affective as opposed to a more cognitive direction. Faculty in support of the cognitive curriculum sensed a move to the affective was appropriate with this group of students. The resulting curriculum was not fully what had been anticipated.

	2.A Develop and maintain lesson plans for using the arts to teach across the curriculum within core subject areas	summer planning sessions for artists and teachers to develop curriculum  Weekly faculty meetings to review /modify curriculum	Weekly faculty meetings to review and update curriculum  Best work portfolios of student work	Peabody Individual Achievement Test-Revised (PIAT-R)  Students advanced 3 grade levels in 18 months of intervention	Partially	Not all students advance. PARENTS remove children from the program because it is too "artsy."
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Intended Outcome Categories: <b>ARTS ORGANIZATION</b>	Goals/ Objectives	Activities	What were your data sources?	What specific evidence can you cite?	Was your objective met?	Why was your objective met, not met or partially met?
Increased the capacity of arts organization to better serve schools and/or districts	N/A					

## Appendix B:

### Evaluation Measures Checklist

Observations	Name of Instrument(s)
x Teacher/Art Educator	Evaluator/Program Directors
x Student	Evaluator/Program Directors
Focus group/Interviews	
x Teacher/Art Educator	Weekly 20 minute interviews
x Student	Partial
Achievement Data	
x Test Scores	Complete score cards
x Grades	Complete portfolio reviews
x Standardized Tests (e.g., SAT9, CTBS)	Family adaptability \$ Cohesion Scale; Problem Oriented Screen Questionnaire; Peabody Individual Achievement Test- REvised
	All standardized/psychometric testing administered by Davis

Y. Ja and Associates. This information is not available through PAW.

x Other

Rubric of Artistic Inquiry

Behavioral Indicators

x Attendance

Absences by class

### Student Work

x Writing samples

x Portfolios

x Journal entries

x Visual art work

x Other

Scripts/Performance Videos

### Other Documentation

x Lesson plan review

## **Appendix C:**

### **Attachments**

Data Collection Measures