



EXECUTIVE SUMMARY

During the 2003-04 school year, Performing Arts Workshop developed a logic model for its Artists-in-Schools program. 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. 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 5 goals in the 2003-04 school year.

Improve student critical thinking in the arts

The AIS logic model presents two outcomes of success in student critical thinking in the arts. The first is the ability of AIS participating teachers to incorporate the arts into lesson plans as measured by teacher surveys, student report cards and records, and classroom observations. The second is treatment-group student growth in critical thinking in the arts as measured by teacher, artist and student surveys and teacher and artist focus groups.

Teachers, artists, evaluation and program staff noted that treatment-group students successfully articulated abstract concepts through artistic mediums significantly more often at the end of the school year than they did prior to the AIS residencies. Teachers, artists and staff also observed that treatment-group students successfully articulated concepts more frequently than their control-group peers. (See Figures 2, 3, and 9 in the body of the report below)

Use the arts to positively impact general academic performance

The AIS logic model describes three outcomes of success. The first is the ability of AIS participating teachers to incorporate the arts into lesson plans across the curriculum as measured by teacher and artist surveys, focus groups, and classroom observations. The second is the improvement of academic performance of treatment-group students as measured by teacher surveys and student report cards and records. The third is the improvement of pre-linguistic learning by treatment-group students as measured by student report cards and records.



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A vast majority of teachers (87%) agreed or strongly agreed that the AIS program had a positive impact on student academic performance. Almost all (91%) agreed or strongly agreed that the AIS program is a positive addition to the curriculum.

Teachers observed that treatment-group students showed an improvement in academic achievement, over the course of the AIS residencies, while their control-group peers did not. Areas in which treatment-group teachers observed academic growth include the use of language to analyze and express, and comfort to express new ideas (see Figure 10 below). Artists also observed strong academic achievement (See Figure 11 below).

Treatment-group teachers reported stronger academic performance by their students than did control-group teacher, in particular, treatment-group teachers noted that their students use reflection to gain new ideas, are expressive about class topics and are attentive. In addition, treatment-group teachers generally reported improved academic performance, while control-group teachers reported a decline in academic performance by their students (see Figure 14 below).

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

The AIS logic model describes three outcomes of success. The first and second are an increase in confidence in working with and an increase in ability to identify strategies to reach at-risk youth demonstrated by AIS participating teachers as measured by teacher surveys, focus groups, and classroom observations. The third is the integration of the arts into treatment-group classrooms as measured by teacher surveys and classroom observations.

Teachers and artists reported a number of obstacles in teaching at-risk youth. Most of the reported obstacles have more to do with personnel policies and building maintenance and availability rather than with pedagogy. Increased study of pedagogy and teaching methods is recommended in Year 2.

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

The AIS logic model describes three outcomes of success. The first is the improvement in behavior of treatment-group students as measured by teacher surveys, student records, and classroom observations. The second is the acknowledgement that arts help improve behavior of treatment-group students as measured by student surveys. The third is the improvement of treatment-group classroom environment as measured by teacher surveys and focus groups, student records, and classroom observations.

Teachers reported a higher frequency of most pro-social behaviors by treatment-group students after the AIS residencies, and a lower frequency by control-group students. Treatment-group students displayed the most improvement in frequency of being in position of leadership, facing



challenges with determination, and believing they can succeed (see **Error! Reference source not found.** below).

Artists reported that treatment-group students often exhibited most pro-social behaviors, in particular enthusiasm about learning and eagerness to try new things (see **Error! Reference source not found.** below).

Institutionalize arts and arts education in school settings to increase sustainability

The logic model describes the major outcome of success as an increase of the integration of the arts overtime in treatment-group classrooms as measured by teacher and artist surveys and focus groups and classroom observations.

Institutionalizing arts and arts education in school settings proved problematic for the evaluated schools. Space and time limitations inhibited program delivery. In focus groups, artists reported that space limitations show how the arts, in particular performing arts, are undervalued in the public schools. Material and time limitations inhibited teachers' ability to adopt arts strategies in their regular curriculum; in focus groups, teachers reported that they do not have a budget for arts materials. Both teachers and artists reported that they would like more time to work together as teams, however unless this request is addressed through the structure of the AIS program, it is unlikely to be realized due to lack of time.