



# Year 1 Evaluation Report

## ARISE Project Evaluation

### ARISE Project logic model

Goals	Objectives	Outcomes
<p>Goal 1: Improve teaching methods of artists and teachers through identification of curricular and pedagogical best practices and problem solving</p>	<p>Identify effective methods that teachers and artists use to teach students in Special Education.</p> <p>Determine which methods of teaching students in Special Education are best practices in terms of effectiveness and implementation.</p> <p>Build and disseminate best practices through joint creation of techniques with teachers and artists.</p> <p>Strengthen lesson plans in dance, theater and creative writing for use in Special Education environments.</p>	<p>General education teachers in AIS classrooms report greater confidence in reaching students in Special Education than comparison-group teachers, as measured by teacher surveys and focus groups.</p> <p>Teachers and artists identify strategies for using the performing arts to teach students in Special Education and mainstreaming classrooms, as measured by teacher and artist surveys and focus groups and action research process notes and reports.</p> <p>Partnerships between teachers and artists lead to best practices and usable curricula, particularly for reaching students in Special Education and mainstreaming classrooms, as measured by teacher and artist focus groups and action research reports.</p> <p>Artists improve the adaptability of their lesson plans to Special Education environments.</p>
<p>Goal 2: Improve student understanding of artistic processes and values</p>	<p>Improve students' ability to understand, analyze and create the performing arts (creative movement, theater and creative writing).</p>	<p>Students in AIS classrooms show growth in understanding and use of artistic vocabulary, as measured by artist surveys and focus groups.</p> <p>Students in AIS classrooms demonstrate abilities to analyze performing arts demonstrations, as measured by artist surveys and focus groups and residency observations.</p> <p>Students in AIS classrooms improve in their abilities to create performing art, as measured by student surveys, artist surveys and residency observations.</p>



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<p>Goal 3: Develop and improve pro-social behavior through the affective dimensions of performing art</p>	<p>Improve student behavior in the classroom.            Increase student motivation and intended positive behavior.            Improve the learning environment in AIS classrooms through increased use of affective dimensions of the arts.</p>	<p>Students in AIS classrooms demonstrate better behavior than comparison-group students, as measured by student and teacher surveys, teacher and artist focus groups, action research reports and residency observations.            General education and Special Education students in mainstreaming AIS classrooms work together better in team activities, as measured by teacher surveys and focus groups and action research reports.            Students in AIS classrooms enjoy and are more engaged in learning than their comparison-group peers, as measured by student and teacher surveys.            Students in AIS classrooms, particularly students in Special Education, are more adaptable to change in their environment, as reported by their classroom teachers, as measured by teacher and artist surveys and focus groups and action research reports.</p>
<p>Goal 4: Improve student critical thinking in and through the arts</p>	<p>Improve student understanding of artistic processes and learning.            Improve student ability to apply arts concepts and learning methods to other disciplines and subjects.</p>	<p>Students in AIS classrooms improve their understanding of vocabulary and concepts related to performing arts, as measured by student and artist surveys, artist focus groups and residency observations.            Students in AIS classroom improve more than their peers in areas of critical thinking, such as considering the pros and cons of ideas, expressing new ideas with comfort, reflecting about their work, being receptive to feedback and caring about the quality of their work, as measured by teacher, student and artist surveys and action research reports.</p>
<p>Goal 5: Use the performing arts to positively impact academic performance</p>	<p>Improve academic achievement of students of varied needs by giving teachers new teaching methods and by giving students new resources for learning.            Decrease tardiness and absences by increasing engagement in the schools by students and their parents.</p>	<p>Students in AIS classrooms show greater gains in standardized exams than comparison-group students, and the achievement gap between students in Special Education and general education is decreased, as measured by standardized test scores.            Classrooms that receive the AIS program have lower tardiness and absence records, as measured by school attendance records.            Student in AIS classrooms show more improvement than their comparison-group peers in areas of academic progress, such as learning information quickly, feeling successful and approaching problems creatively, as measured by teacher and artist surveys and teacher focus groups.</p>



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<p>Goal 6: Increase access to general education for students in Special Day Classes through behavior improvement</p>	<p>Improve behavior of Special Education students both in special day classes and during mainstreaming sessions.            Increase mainstreaming of students in Special Education.</p>	<p>Students in Special Education who are receiving the AIS program show more improved behavior than their comparison group peers, as measured by teacher surveys and focus groups and IEP behavior goals.            Students in Special Education are mainstreamed for more hours after receiving the AIS program, as measured by IEP program goals and school records.</p>
<p>Goal 7: Increase sustainability of the performing arts by Institutionalizing performing arts education in school settings</p>	<p>Determine how the arts and arts education are integrated and incorporated into the curriculum and identify strategies for increasing arts integration.            Build commitment to and integration of the arts into standard practices of area schools.            Develop curriculum approaches that are fully integrated with performing arts.</p>	<p>Teachers in AIS classrooms show greater use of performing arts in their regular curriculum than comparison-group teachers, as measured by teacher surveys and focus groups and action research process notes and reports.            Teachers and artists report that performing arts have an increased value in the school environment, as measured by teacher and artist focus groups.            Teachers document and use new curricular approaches, as measured by teacher surveys and focus groups and action research process notes and reports.            Artists are consulted about using performing arts across the curriculum and teachers incorporate arts into the lesson plan, a measured by artist and teacher focus groups and surveys.</p>