

Art Smart II
Preliminary Report
July 13, 2005

Art Smart II
2004 - 2005

Performance Measure:

The students in each of the 3 schools will improve their Curriculum Based Assessment scores in each of the curriculum areas of language arts, mathematics, music, and visual arts. (755 students - 3 schools)

100% of the schools showed improvement

All of the schools raised their mean scores in at least two of the areas and one school raised their mean CBA score in all four areas. The students at Russell Elementary raised their mean scores in language arts and music while the students at Youngsville Elementary raised their mean scores in mathematics and music. The students at Diehl Elementary raised their mean scores in all four areas of language arts, mathematics, music, and visual arts.

Performance Measure:

The students in each of the 3 schools will improve their Torrance Test of Creativity scores in each of the areas of fluency, originality, abstractness, elaboration, resistance, and overall average. (755 students - 3 schools)

100% of the schools showed improvement

All of the schools raised their mean scores in at least two of the areas and one school raised their mean Torrance score in four of the five areas. The students at Russell Elementary raised their mean scores in fluency and originality while the students at Youngsville Elementary raised their mean scores in fluency, originality, abstractness and overall average. The students at Diehl Elementary raised their mean scores in fluency and originality.

Performance Measure:

The students in each of the 3 schools will improve their Terra Nova Assessment scores in each of the areas of reading, language arts, and mathematics. (755 students - 3 schools)

66.6% of the schools showed improvement

66.6% of the schools raised their Terra Nova mean scores in all three of the areas and one school no gain. The students at both Russell Elementary and Diehl Elementary raised their mean scores in fluency in all three areas of reading, language arts, and mathematics.

Teacher Surveys

Teacher survey results are overwhelmingly positive. In all of the items but one the responses were in the top two categories of "Agree" and "Strongly Agree". The one that did not is Item 2: I try to schedule at least one hour of arts activities in my classroom every day. This is congruent with the interviews that indicated that the teachers desired more planning time.

The following list of words is the responses to their initial reaction to being involved in the Art Smart Program. (In rank order)

Enthusiastic
Curious
Excited
Happy
Motivated
Interested
Cautious
Apprehensive (only
1)

The following list of words is the responses to their current feeling about their involvement in the Art Smart Program. (In rank order)

Motivated
Enthused
Inspired
Encouraged
Hopeful
Unsure
Joy
Involved
Determined

This shows the positive reaction to the Art Smart Program from the teacher perspective.

Recommendations

Art Smart II

Recommendations

1. Make every effort to have all teachers in each of the building as participants in the Art Smart program.
2. More planning time
3. Improve efforts to inform the parents of the Art Smart program.

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Supplemental Report: Data Analysis

Instrument	Audience	Development	Measurement	Analysis	Purpose	Collection
Survey	Parent	Evaluator – Art Smart I	Likert Scale	Percentage comparison	Program satisfaction, strengths, and weaknesses	Yearly
Survey	Student	Evaluator – Art Smart I	Likert Scale	Percentage comparison	Program satisfaction, strengths, and weaknesses	Yearly
Survey	Teacher	Evaluator – Art Smart I	Likert Scale	Percentage comparison	Program satisfaction, strengths, and weaknesses	Yearly
	45 teachers; 3 principals					
Interview	Teacher	Evaluator – Art Smart I	Dialogue	Theme development	Program satisfaction, strengths, and weaknesses	Yearly
Interview	Principal	Evaluator – Art Smart I	Dialogue	Theme development	Program satisfaction, strengths, and weaknesses	Yearly
	755 students					
Curriculum Based Assessment (CBA)	Students K-4: 3 schools; Low SES, and diverse	District Personnel	Ordinal	Comparison of Mean Scores	Assess Language Arts, Mathematics, Music, and Visual Arts	Yearly
Torrance Test of Creative Thinking	Students K-4: 3 schools; Low SES, and diverse	Vendor	National Percentile	Comparison of Mean Scores	Assess Fluency, Originality, Abstractness of Titles, Elaboration, and Resistance to Premature Closure	Yearly
Terra Nova	Students K-4: 3 schools; Low SES, and diverse	Vendor	National Percentile	Comparison of Mean Scores	Assess Reading, Language Arts, and Mathematics	Yearly

Each of the three schools in the evaluation process are being used as their own comparison group. Baseline data was collected prior to the implementation of the Art Smart II project to provide the comparison data. Each of the assessments is being conducted on a yearly basis to develop longitudinal data.