



ARTS IMPACT

# INTENSIVE ARTS INTEGRATION PROGRAM

## EVALUATION FINDINGS & LESSONS LEARNED

SPRING 2025

Report authored by Arts Impact Staff





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# I. Introduction:

## Intensive Program Overview

In 2021, Arts Impact developed a Strategic Plan with long-term goals that focused on going deeper in a set of partner schools by spending more hours in classrooms for longer periods of time. Student assessments of the standard 5- and 10-session residencies had previously indicated that integrating art into the curriculum increased understanding of core curricular concepts; therefore, increasing the hours of programming had significant potential to provide more depth and create greater impact. Initial meetings with principals began in the fall of 2021, and continued with Cleveland Metropolitan School District (CMSD) administrators through September of 2022 when Arts Impact finalized the budget and began designing an Intensive Arts Integration Pilot Program.

### **PHASES ONE AND TWO**

Beginning in 2022, in-depth planning of Phase One of the Pilot began and included discussions and information-gathering from similar organizations across the country as well as meetings with school principals. Schools included in the pilot were Paul L. Dunbar Arts Enrichment Academy and Hannah Gibbons-Nottingham, chosen because of a long history of successful partnerships. The 9-week Pilot was implemented in spring of 2023 with many successes and key learnings regarding intensive arts integration and its positive impact on academic performance.

Building upon the successes and lessons learned from the Phase One of the Pilot, Arts Impact embarked upon Phase Two of the intensive arts integration Pilot with two school partners: Paul L. Dunbar Arts Enrichment Academy (Dunbar) and Wilbur Wright PK-8 (Wilbur Wright). The Phase Two delivery model expanded both the number of classrooms served and number of sessions delivered based on the assessments, evaluations and feedback obtained in Phase One. The aim was to continue gathering data and learnings about the program to inform further revisions to the model and expansion to additional schools and/or classrooms.

### **THE MOVE FROM THE “PILOT” TO THE “INTENSIVE”**

The lessons learned from Phase Two of the Pilot reinforced the positive impact that arts integration has on academic performance, specifically when students participated in a greater number of sessions. In the third year of the program, the Pilot had become an important component of Arts Impact’s programming and a key part of the Strategic Plan. The name was changed to the “Intensive Program” (Intensive), and expanded classrooms served at Paul L. Dunbar Arts Enrichment Academy (Dunbar) and Wilbur Wright PK-8 (Wilbur Wright) to a total of 8, including a special education classroom. The number of sessions also increased, so that students in participating classrooms all received 45 sessions. Data that was gathered from the Phase Two Pilot informed Arts Impact that starting the program during the first semester and continuing through the second would be beneficial. Evaluation tools were revised to create authentic assessments and obtain data that would continue to allow for the program to improve in the future.

## II. Evaluation Approach

The evaluation of the Intensive was planned by Arts Impact staff based on input from teachers and artist-educators who participated in the program previous years. The primary aims of the evaluation were: 1) to continue exploring impact on student learning and engagement; and 2) to continue exploring how to improve the program. To evaluate these aspects, several tools and approaches to data collection were implemented:

1. *Pre- and Post- Student Assessments* in general education classrooms were intended to assess changes in learning about the academic content and art-based knowledge for each project through direct student assessment. Pre- and post-assessments contained the same items with pre-assessments completed by students before project completion and post-assessments completed after.
2. *Project Assessment Summaries* in special education classrooms were completed by the artist-educator to assess learning and growth in academic content and art-based knowledge for each project.
3. *Project Assessments* were completed by the classroom teachers in both general education and special education classrooms to assess student demonstration of learning and engagement for each project.
4. *Teacher Evaluation Surveys* were administered at the conclusion of the Intensive to gather teacher perceptions of student outcomes and program quality and satisfaction.
5. *Student Evaluation Surveys* gathered student perceptions of learning, art skills, and program satisfaction was administered at the end of the Intensive.
6. *School and Arts Impact Staff Focus Groups* were utilized to review the overall successes and challenges of the project with teachers, administrators and artist-educators.

The remainder of this report summarizes the data collected from these tools, with key learnings highlighted.

## III. Project-Based Assessment of Learning & Engagement

The primary methods used to assess project-based learning and engagement were pre- and post-assessments completed by students in general education, project assessment summaries in special education, and project assessments completed by classroom teachers. Pre- and post-assessments were designed to measure changes in students' knowledge of academic content and art for the main projects that were completed during the Intensive.

The following charts show results of each pre- and post- student assessment with data illustrating the percentage of students correctly answering academic content items and art-based items. Results of the project-based teacher assessments are presented as the rating of each question based on the following 5-point scale: 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree. Results are provided by school, grade level and project.



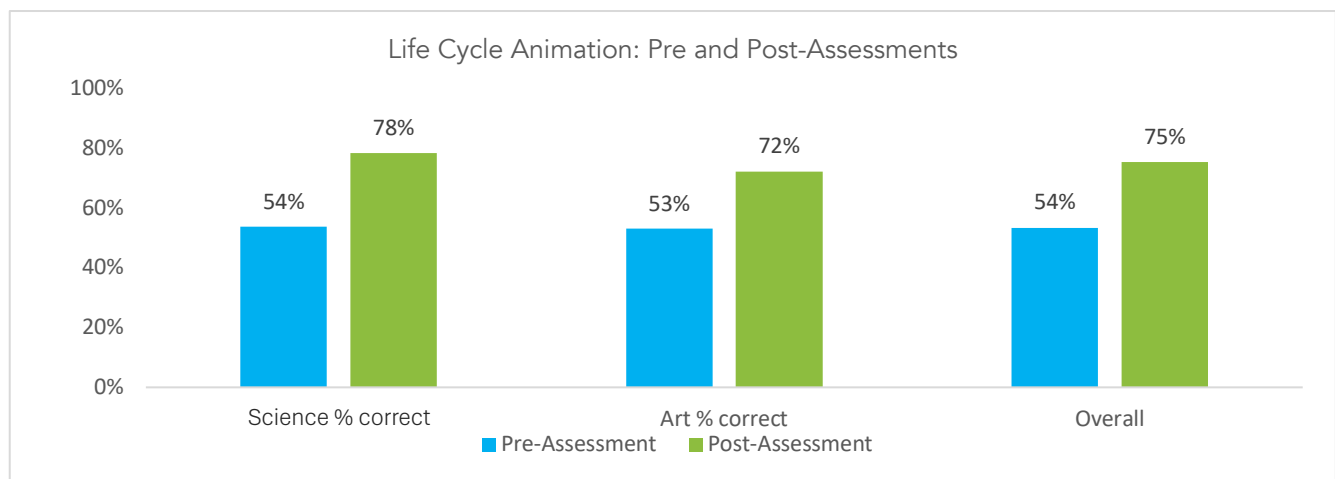
## DUNBAR GRADE 3: Life Cycle Animation

Artist-educator: Lynda Abraham; Classroom Teachers: Kimberly Kobak-Szuter and Cassandra Simon

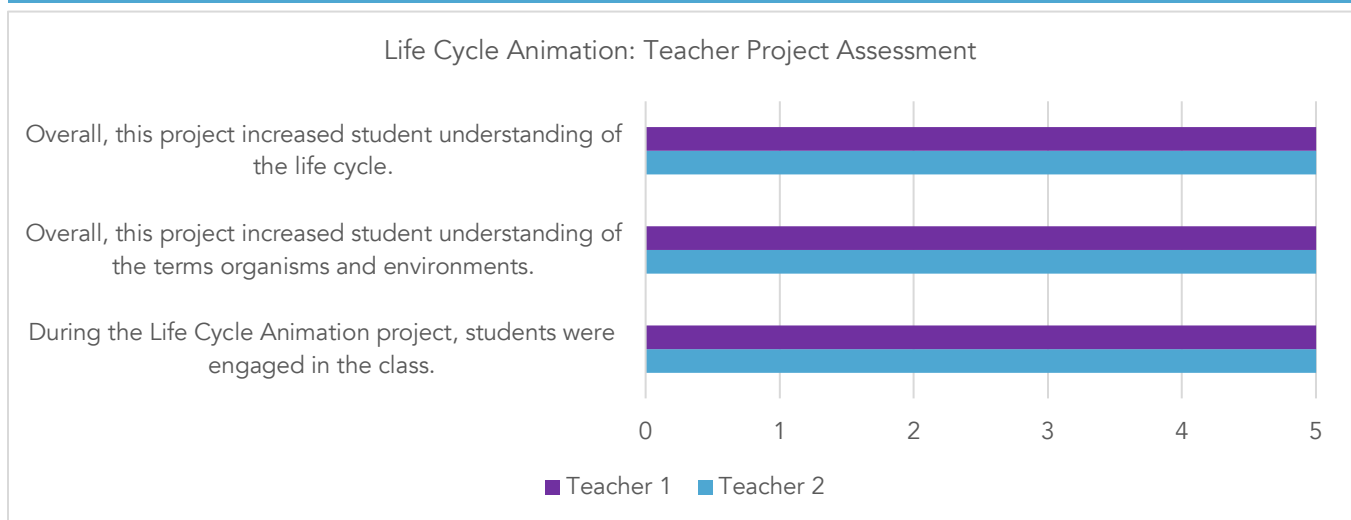


Art was integrated with science as students created stop-motion animations of an animal's life cycle. They first designed 2-dimensional characters to represent the stages of the life cycle using paper. They then created stop-motion animations of these stages using iPads.

Pre- and post-assessment results for this project showed an average increase of 20% in science and art concepts. Both classroom teachers strongly agreed that there were high levels of student engagement and increased understanding of science concepts. This data indicates that comprehension of target concepts improved over the project, and the classroom teacher saw positive results with engagement and learning.



*"The lifecycle lesson was a great success. The students were engaged and the activities resonated with them." - Classroom Teacher*



1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

### DUNBAR GRADE 3: Cartography Map and Bag

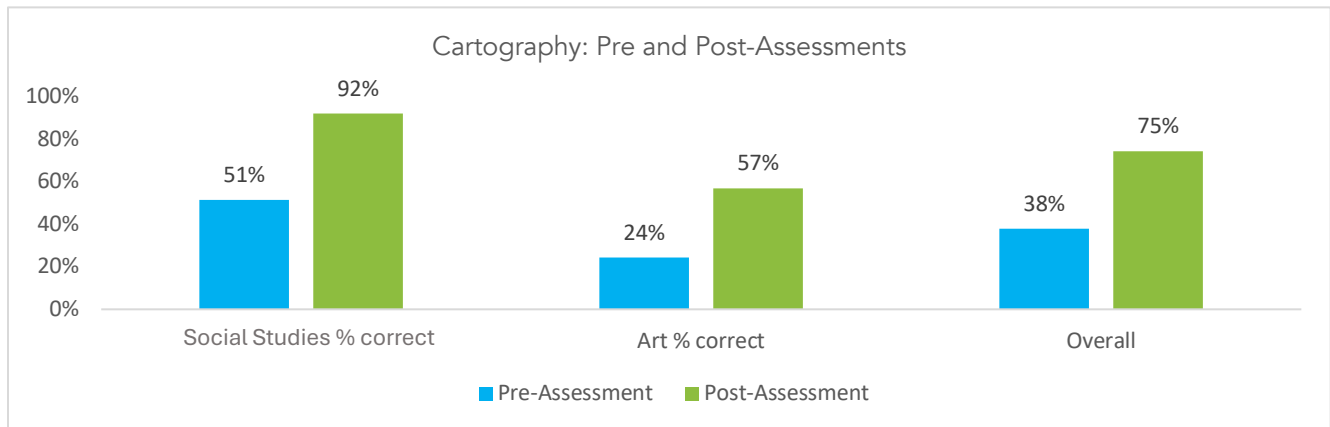
Artist-educator: Lynda Abraham; Classroom Teachers: Kimberly Kobak-Szuter and Cassandra Simon



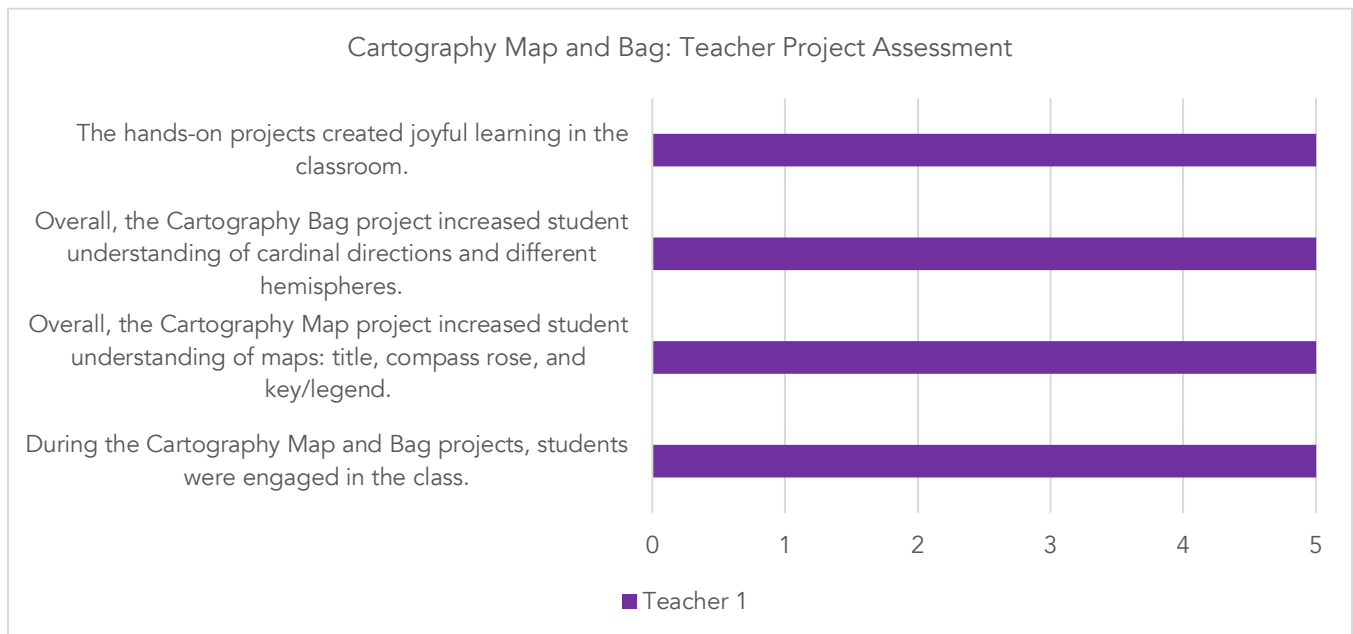
Integrating art with social studies, students created a watercolor map based on their own imaginary island to learn about cartography. Students then designed a bag showing cardinal directions, the equator and prime meridian, and the different hemispheres.

Pre- and post-assessment scores indicate a significant improvement, particularly in curriculum content. The average assessment score increased from 38% to 75%. Only one classroom teacher responded to the assessment, but gave the project the highest assessment ranking possible.

This data indicates that comprehension of target concepts improved over the project, and the classroom teacher saw positive results with engagement and learning.



*"The maps turned out GREAT! They looked so realistic." - Classroom Teacher*



1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

## DUNBAR GRADE 3: Electric Circuit Car

Artist-educator: Lynda Abraham; Classroom Teachers: Kimberly Kobak-Szuter and Cassandra Simon

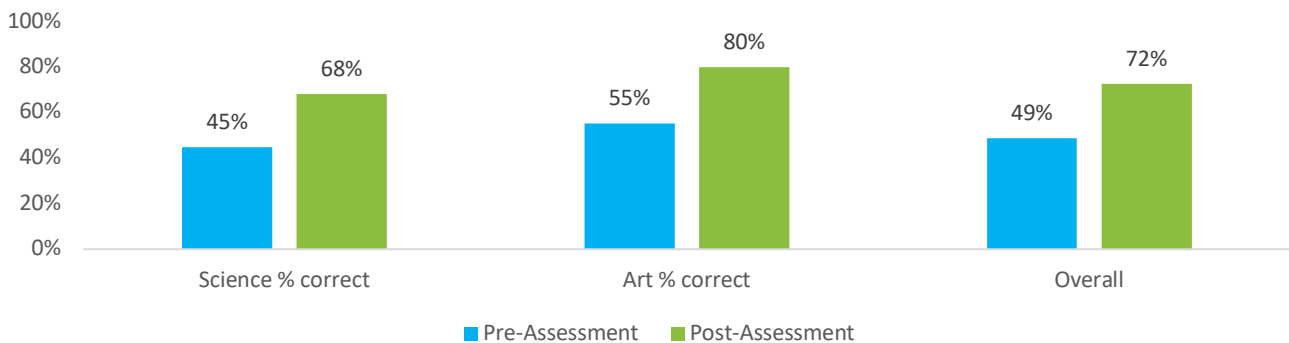


Each student created a toy car propelled by an electric circuit as art was integrated with science. In the process, students learned about electricity, engineering, and interactive art. At the end of the project, students raced their cars.

The student assessment data below indicates significant increases in average scores between the pre- and post-assessments. The overall average score increased from 49% to 72%. Both classroom teachers gave the project the highest assessment ranking possible.

This data indicates that comprehension of target concepts improved over the project, and the classroom teacher saw positive results with engagement and learning.

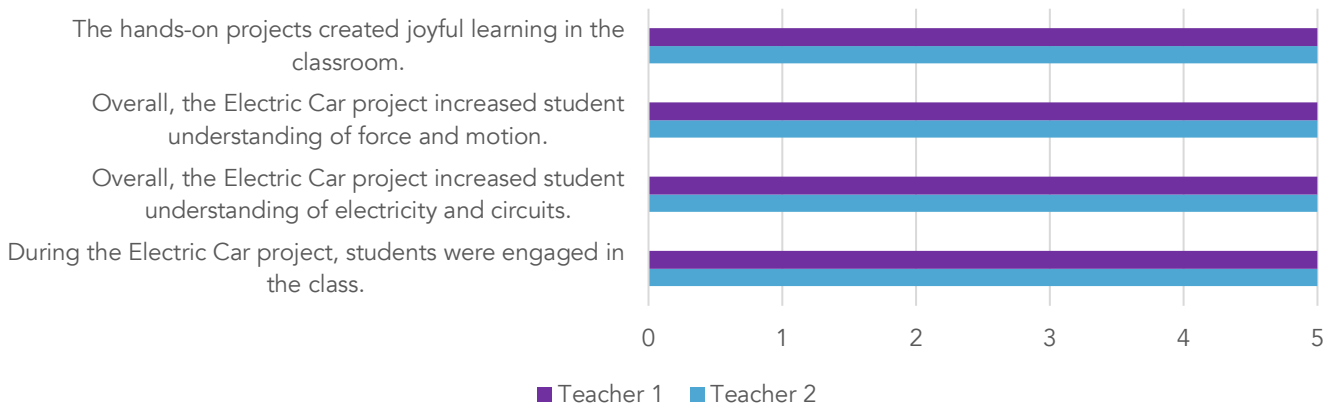
Electric Circuit Car: Pre and Post-Assessments



*"Students loved this activity. They learned the engineering design principles in a very interesting, engaging manner. The race of the cars at the end of the project was a HUGE HIT."*

*- Classroom Teacher*

Electric Circuit Cars: Teacher Project Assessment



1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

## DUNBAR GRADE 3: Rubber Bugs

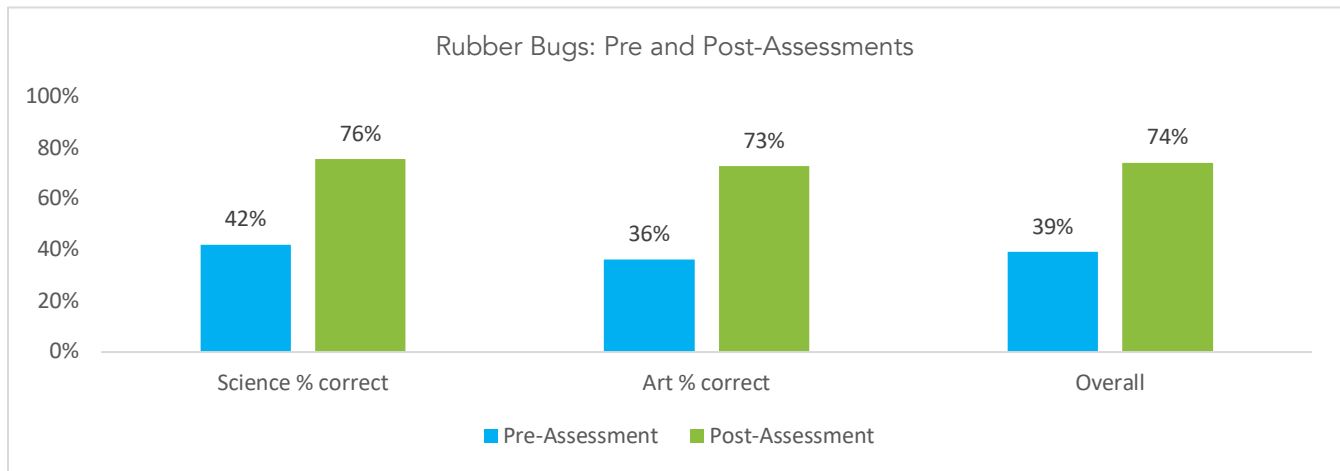
Artist-educator: Lynda Abraham; Classroom Teachers: Kimberly Kobak-Szuter and Cassandra Simon



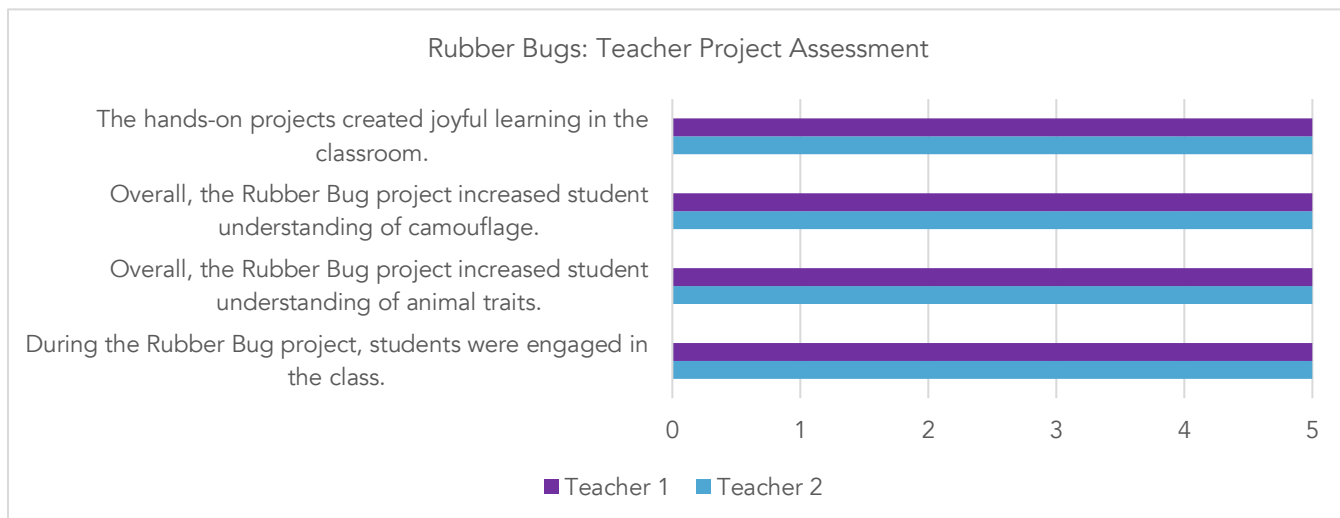
Art is integrated with life science as students learned about animal traits, adaptation, and life cycles. They sculpted bugs out of clay, made plaster molds, then cast them using latex. Their three bugs consisted of two "parent" bugs and one "child" bug to show how children receive traits from their parents.

The student assessment data indicates an impressive 35% increase in average score from the pre- to post-assessment, from 39% to 74%. Both classroom teachers gave the project the highest assessment ranking possible.

This data indicates that comprehension of target concepts improved over the project, and the classroom teacher saw positive results with engagement and learning.



*"This project really made a strong connection with shared traits from their parents. They loved the bug sculptures." - Classroom Teacher*



1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree



### DUNBAR GRADE 3 SUMMARY

In grade 3, the data indicates a significant improvement in non-arts curriculum and arts-based learning. In every project, student assessments improved over the course of the project. For example, before the Cartography Map and Bag project, the average assessment score for the non-arts curriculum topic (social studies) was 51%. After the project, the average jumped to 92%. The overall average score for the Rubber Bugs project jumped from 39% to 74%, and the average score for the Electric Circuit Car jumped from 49% to 72%. The classroom teachers gave every project the highest possible ranking in their assessments, confirming the success of the Intensive program in their classrooms.



*"The students were very engaged in this activity. This lesson emphasized the student's unique approach and imaginative ideas to reflect heredity traits. "*

*- Classroom Teacher*

## DUNBAR GRADE 4: Cyanotypes and Photosynthesis

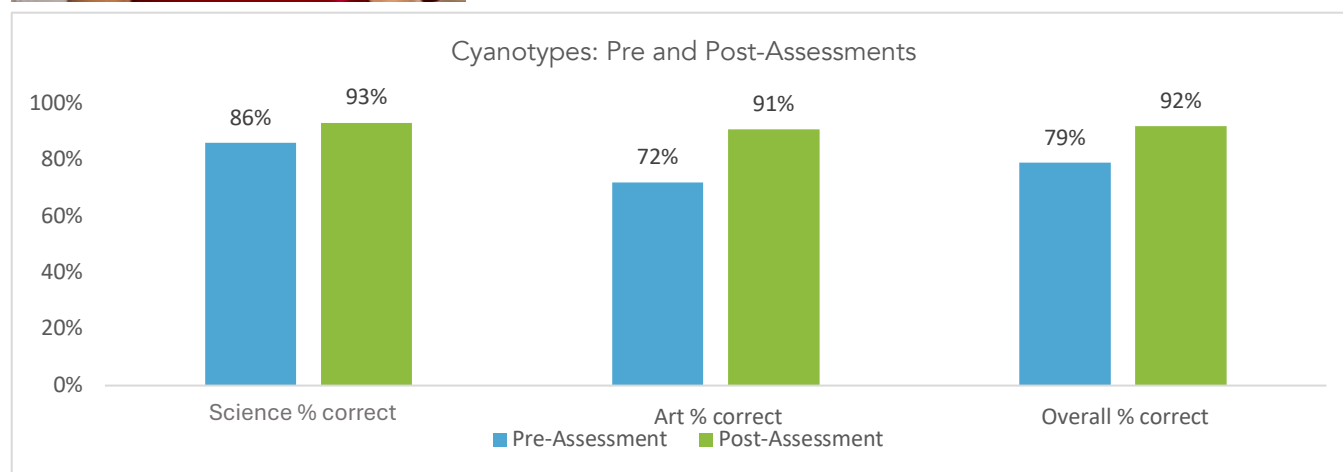
Artist-educator: Jen Craun; Classroom Teacher: Tracy Reese



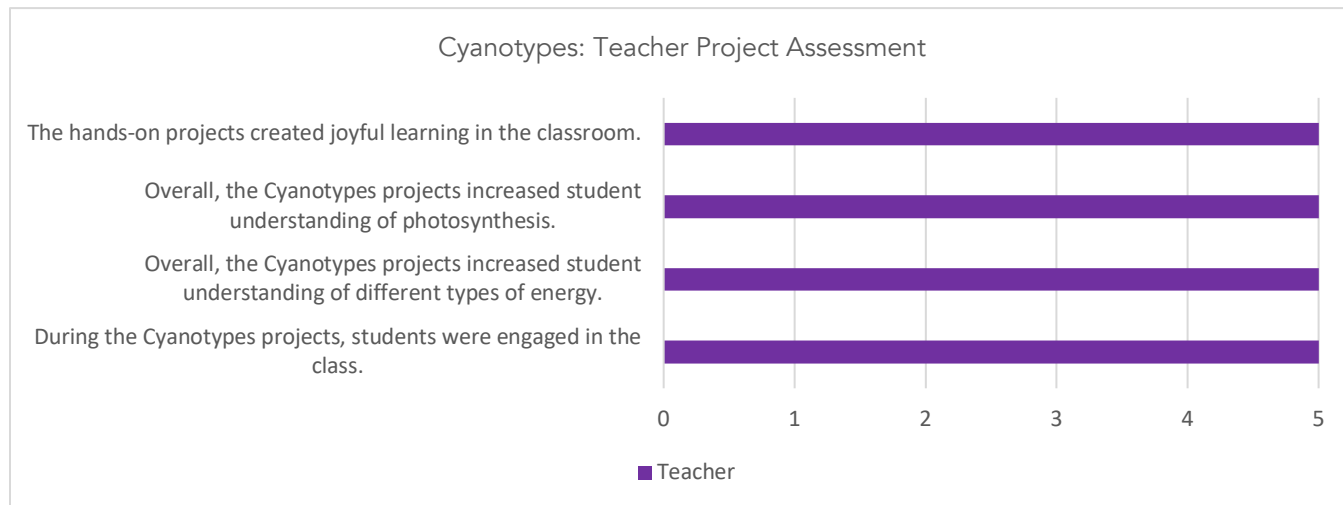
Students created several cyanotypes (photographic prints) as art was integrated with science. They learned about energy, photosynthesis, and the process of photo contact printing.

The average score for the post-assessments was 92%, indicating very strong student comprehension of both science and art content. The classroom teacher gave the project the highest assessment ranking possible.

This data indicates that comprehension of target concepts improved over the project, and the classroom teacher saw positive results with engagement and learning.



*"What a fun project. Students really enjoyed [the] lessons." – Classroom Teacher*



1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

# DUNBAR GRADE 4: Landform Relief Prints

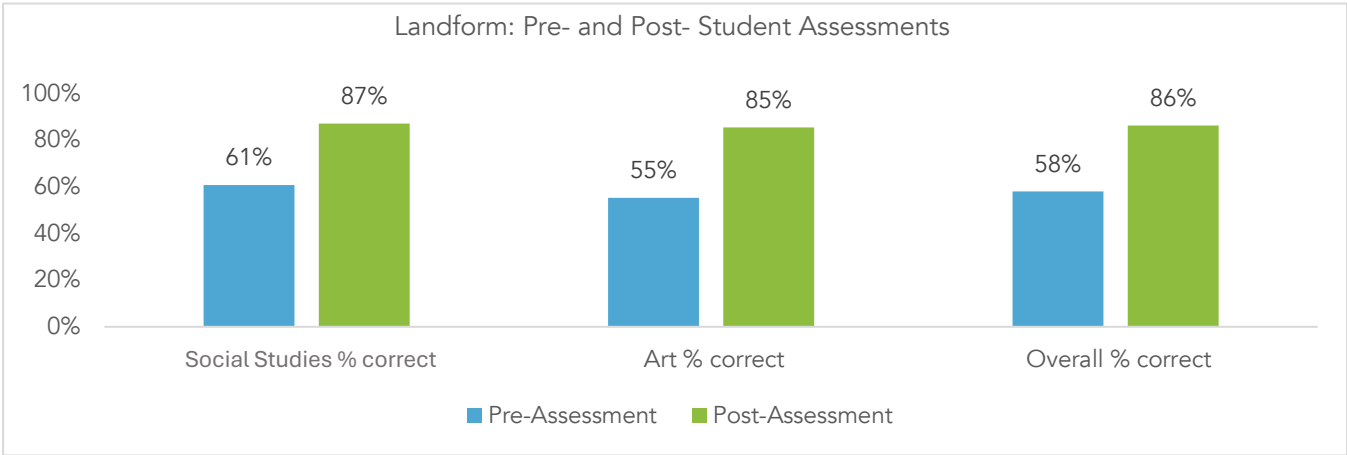
Artist-educator: Jen Craun; Classroom Teacher: Tracy Reese



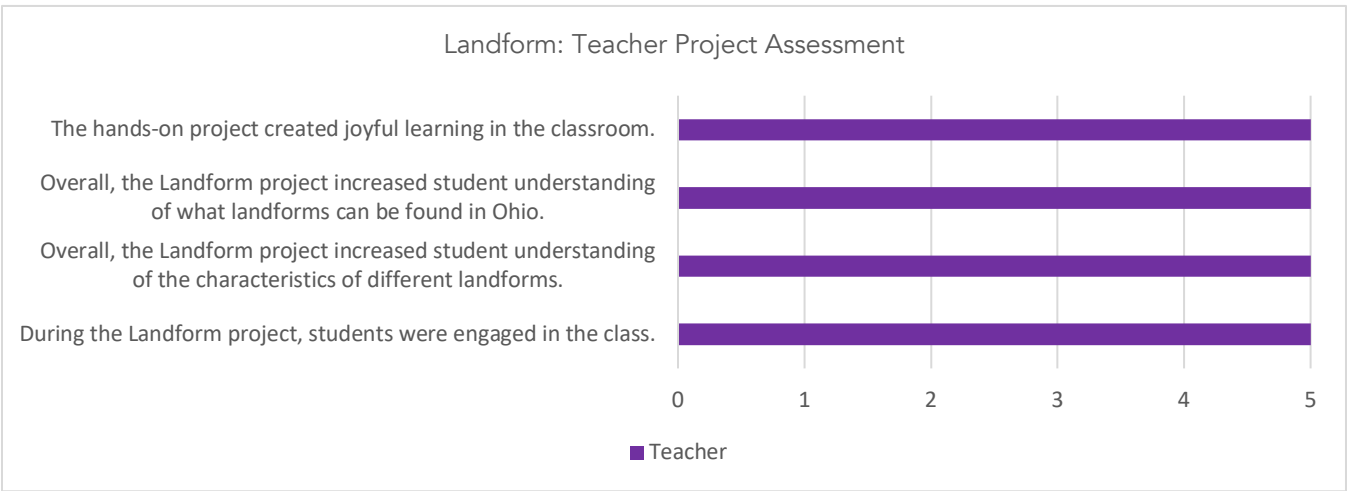
Students learned about types of landforms, their characteristics, and how they differ as art was integrated with social studies. They designed a specific landform which was then laser cut into a wood puzzle. They learned how to make relief prints from their landform puzzle.

The student assessment scores increased significantly from pre- to post-assessment. The overall score increased by 28%, from 58% to 86%. The classroom teacher gave the project the highest assessment ranking possible.

This data indicates that comprehension of target concepts improved over the project, and the classroom teacher saw positive results with engagement and learning.



*"The students were so pleased to take their landform puzzles and prints home. They really embraced the projects and the learning format really worked well for this project."*  
– Classroom Teacher



1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

## DUNBAR GRADE 4: Fossil Printing and Mixed Media Panels

Artist-educator: Jen Craun; Classroom Teacher: Tracy Reese

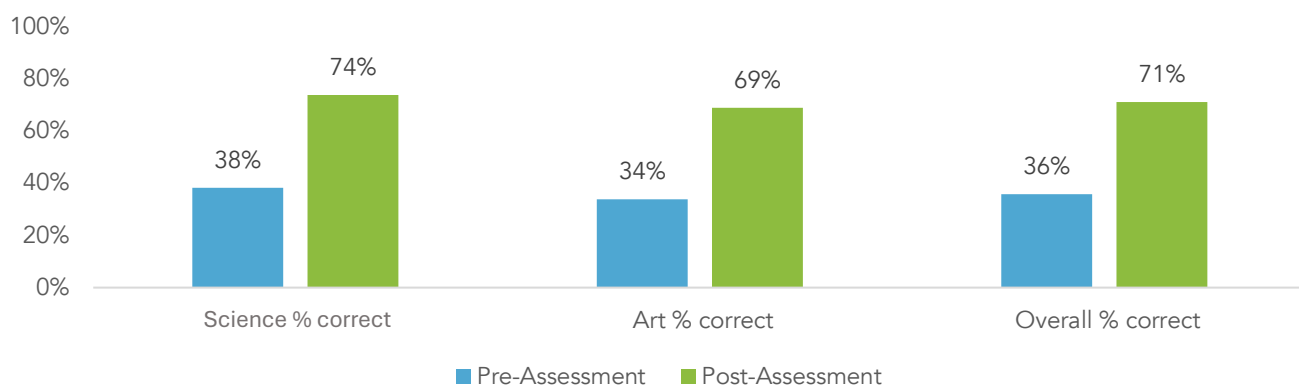


Students learned about fossils by creating monoprints and wire sculptures, using colors of soil and rock layers. Students referenced real fossils to make their print, learning about different types of fossils and why they are important.

The student assessment scores increased significantly from pre- to post-assessment, indicating a strong improvement in comprehension of the curriculum and art topics. The average score increased 35%, from 36% to 71%. The classroom teacher gave the project the highest assessment ranking possible.

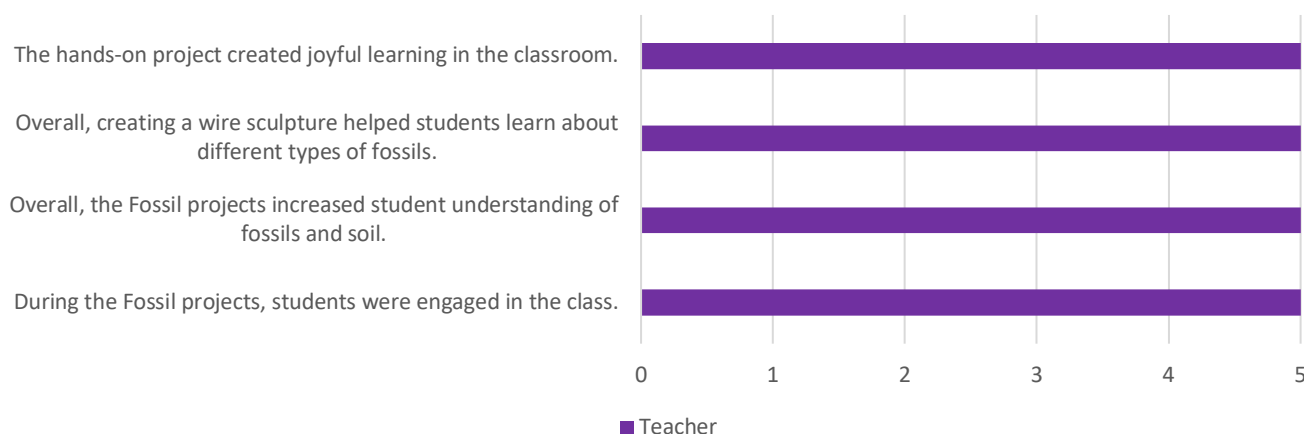
This data shows the comprehension of target concepts improved over the project, and the classroom teacher saw positive results with engagement and learning.

Fossil Printing: Pre- and Post- Student Assessments



*"The students really enjoyed the project. Jen did a great job at pacing the activity. So very creative!" – Classroom Teacher*

Fossil Printing: Teacher Project Assessment



1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree



## DUNBAR GRADE 4 SUMMARY

In grade 4, the post-assessments scores are particularly high. The average scores range from 71% (Fossil Printing) to 92% (Cyanotypes). Every project saw an increase in non-arts curriculum as well as art concepts from the pre- to the post-assessment. For example, in the Fossil Printing project, the pre-assessment average was 36%, but the post-assessment average was 71%—this score doubled over the course of the program. The classroom teacher gave every project the highest possible ranking in their assessments, confirming the success of the Intensive program in their classrooms.



***"[The program] reached  
some of the most  
challenging students who  
are not traditional learners."***

*- Classroom Teacher*

# DUNBAR GRADE 5: Shadow Mobiles

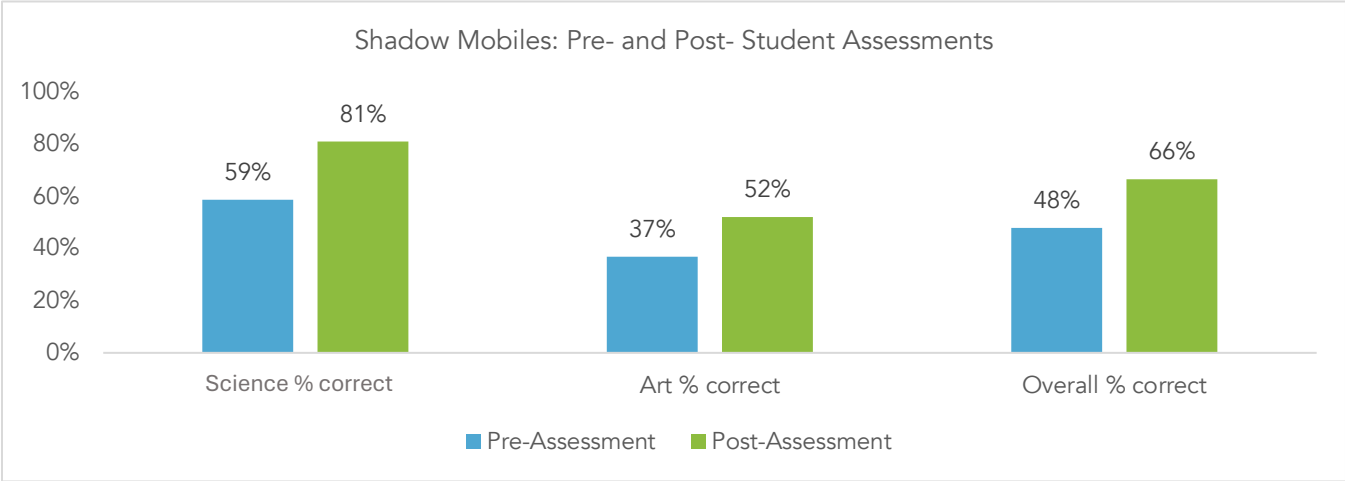
Artist-educator: Kelly Mattimoe; Classroom teacher: Tracy Reese (two classrooms)



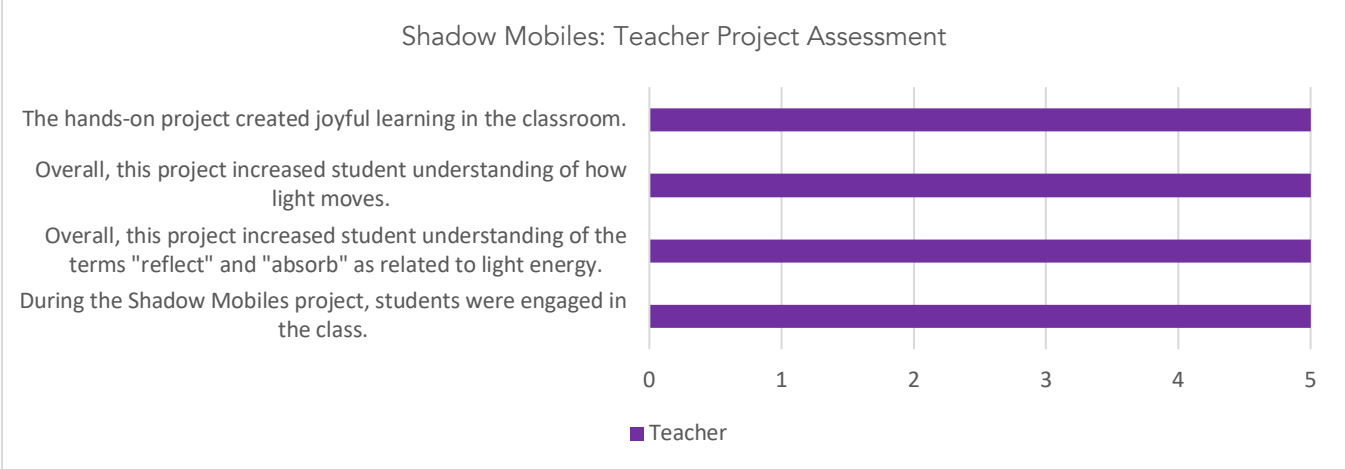
Art was integrated with science and technology as students learned how materials reflect, refract, and absorb light. They worked together to photograph animal shadow puppets made with their hands, then converted their photos into silhouettes using the Procreate app on iPads. The silhouettes were laser cut onto plexiglass to create mobiles.

The student assessment scores increased moderately from pre- to post-assessment. The average score increased by 22% for curriculum content, 15% for art content, and 18% overall. The classroom teacher gave the project the highest assessment ranking possible.

This data indicates that comprehension of target concepts improved over the project, and the classroom teacher saw positive results with engagement and learning.



*"What a great project! All the students were actively engaged each session. I appreciated the incorporation of technology and teaching students new skills with using photography."*  
– Classroom Teacher



1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

# DUNBAR GRADE 5: Aztec Pottery and Prints

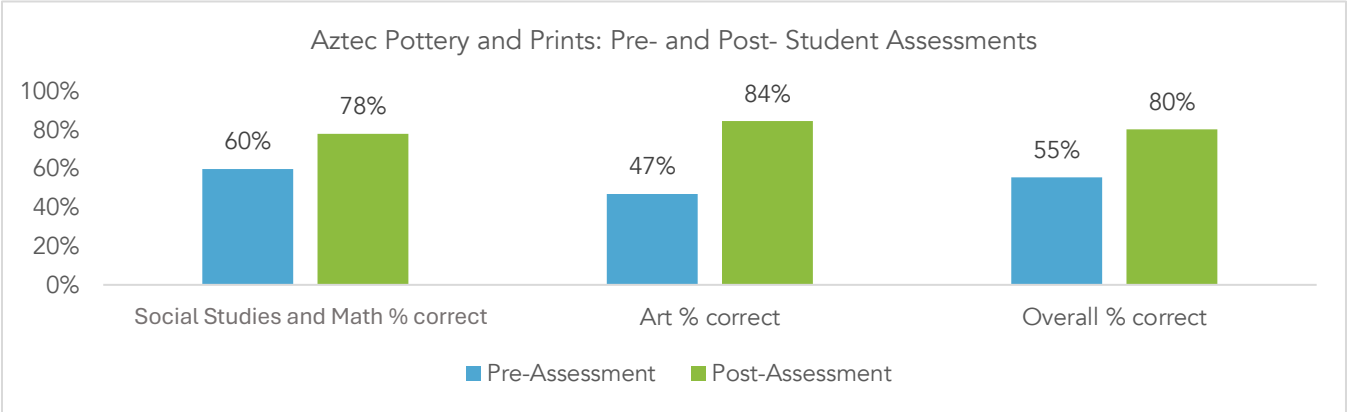
Artist-educator: Kelly Mattimoe; Classroom teacher: Tracy Reese (two classrooms)



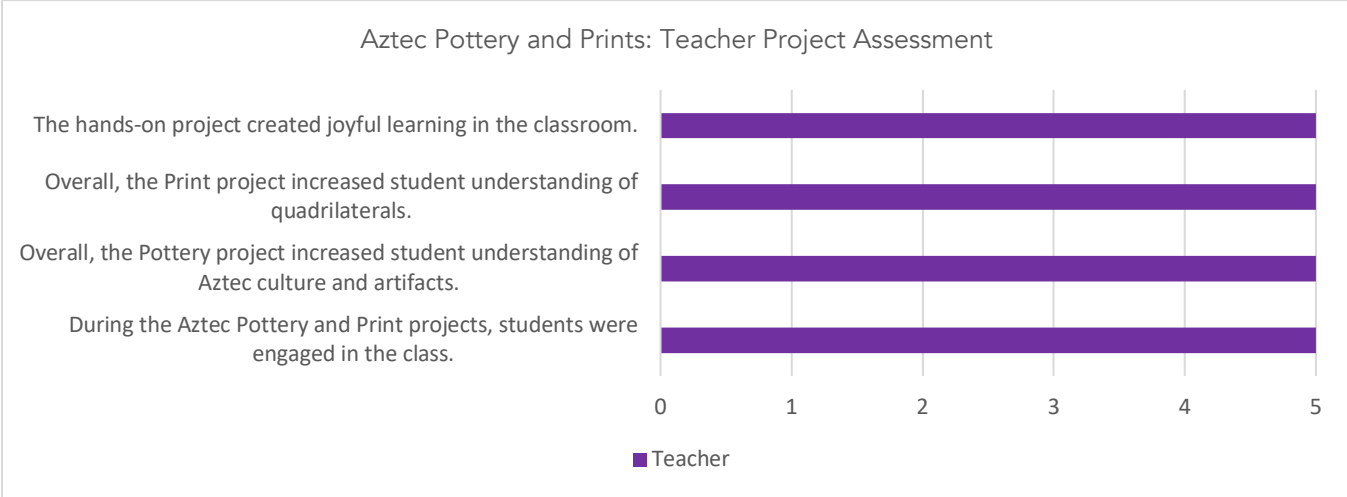
Students created ceramic mugs and decorated them with quadrilaterals as art was integrated with social studies and math. In social studies, they learned what artifacts can tell us about early Indigenous civilizations. In math, geometry concepts were reinforced as students were challenged to use quadrilaterals in the designs.

The student assessment scores increased significantly from pre- to post-assessment, particularly in art content, which increased by 37%. The classroom teacher gave the project the highest assessment ranking possible.

This data indicates that comprehension of target concepts improved over the project, and the classroom teacher saw positive results with engagement and learning.



*"The students now have lifelong memories on how to use clay properly and create a mug. They gained so much knowledge and had a blast! Each child was proud of their creation and had an opportunity to use it in the end of project celebration." – Classroom Teacher*



1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

## DUNBAR GRADE 5: Solar System Model

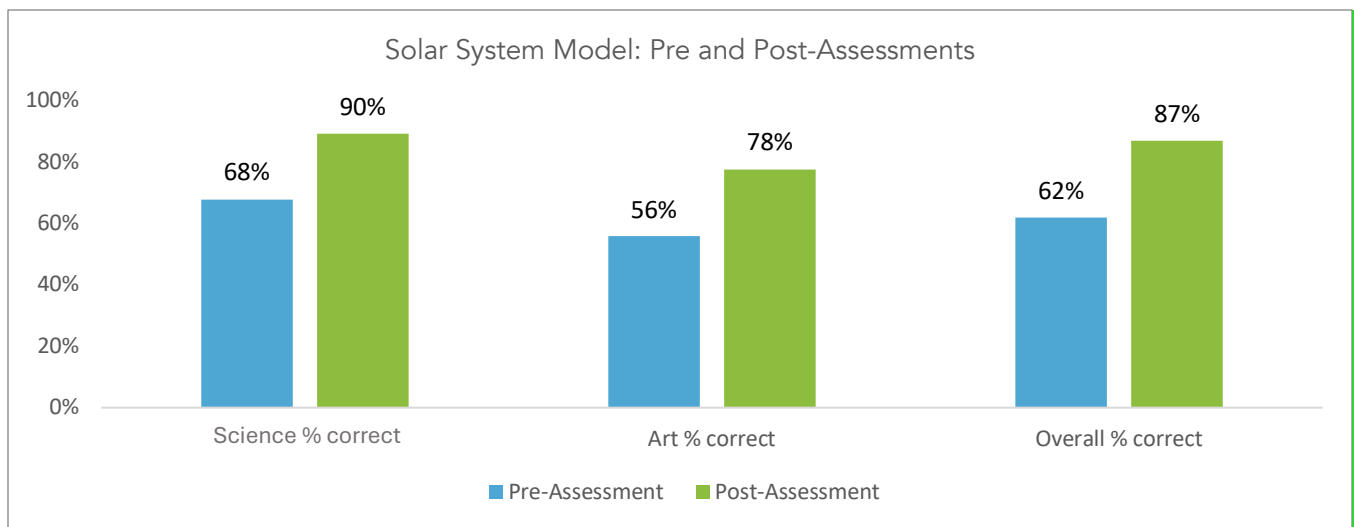
Artist-educator: Kelly Mattimoe; Classroom teacher: Tracy Reese (two classrooms)



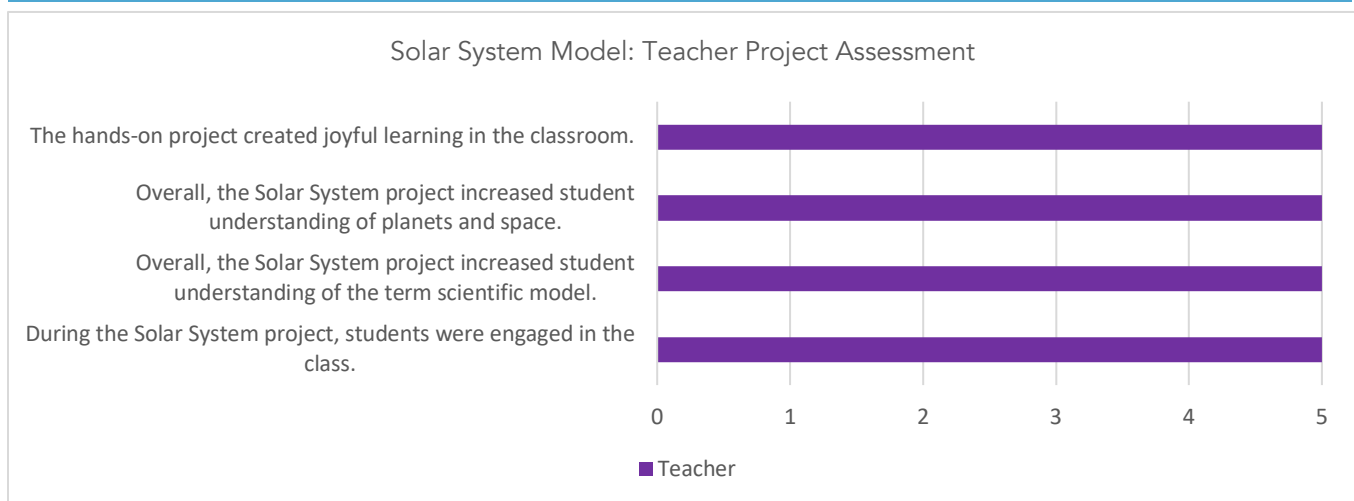
Students worked together to make a “stained glass” window installation of the solar system in the library while learning about the unique characteristics of the planets.

The average post-assessment score increased significantly from pre- to post-assessment, particularly in non-arts curriculum content, which increased by 22%. The classroom teacher gave the project the highest assessment ranking possible.

This data indicates that comprehension of target concepts improved over the project, and the classroom teacher saw positive results with engagement and learning.



*“Terrific idea in making a school library installation project. The students were engaged and learned new techniques in creating images with shapes. The planets look fabulous!”*  
– Classroom Teacher



1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree



## DUNBAR GRADE 5 SUMMARY

In grade 5, the data indicates a significant improvement in non-arts curriculum and arts-based learning. Student assessment scores improved over the course of every project. In particular, for the Aztec Pottery project, the average art score improved from 47% to 84% – a 37% difference! In the Solar System project, the non-arts curriculum scores were especially high, with a 90% average. The classroom teachers gave every project the highest possible ranking in their assessments, confirming the success of the Intensive program in their classrooms.



*"[The students] gained so much knowledge and had a blast! Each child was proud of their creation."*

*- Classroom Teacher*

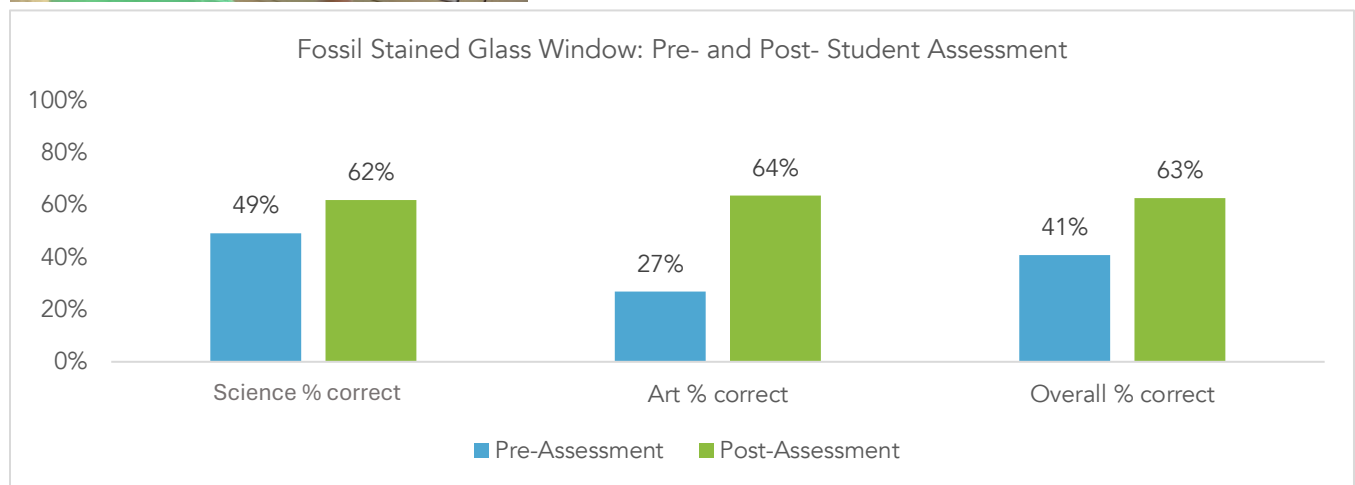
## WILBUR WRIGHT GRADE 4: Fossil Stained Glass Window\*

Artist-educator: Lynda Abraham



Students created a “stained glass” window representing the different geologic time scale eras, and the fossils found during those eras.

The student overall pre- and post-assessment scores increased from 41% to 63%. This data indicates that student comprehension of target concepts significantly improved over the program.



*\*This program began in two grade 4 classrooms at Wilbur Wright with two different partner teachers. Both teachers were excited and fully committed to the Intensive program in their classrooms after participating in the program the previous year. Unfortunately, one of teachers had to take an unexpected leave of absence as this first project was near completion. The remaining grade 4 teacher did not complete the Teacher Project Assessment.*

*It was determined by the school administration and the teachers that the Intensive program would be moved to the grade 3 classrooms. The following projects took place in grade 3 as indicated.*

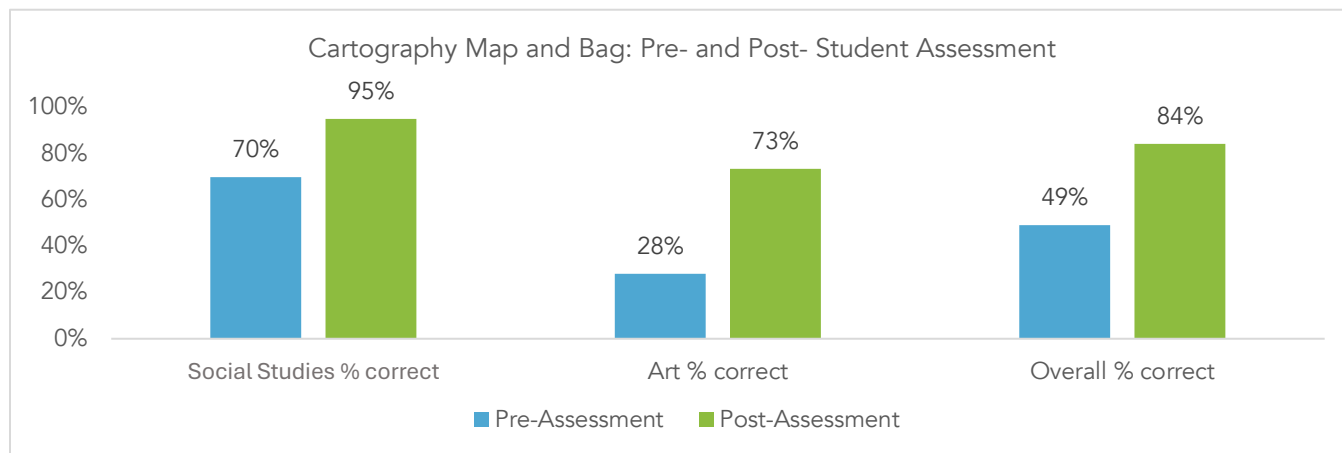
## WILBUR WRIGHT GRADE 3: Cartography Map and Bag

Artist-educator: Lynda Abraham; Classroom Teachers: Megan Lange, Carrie DeWitt

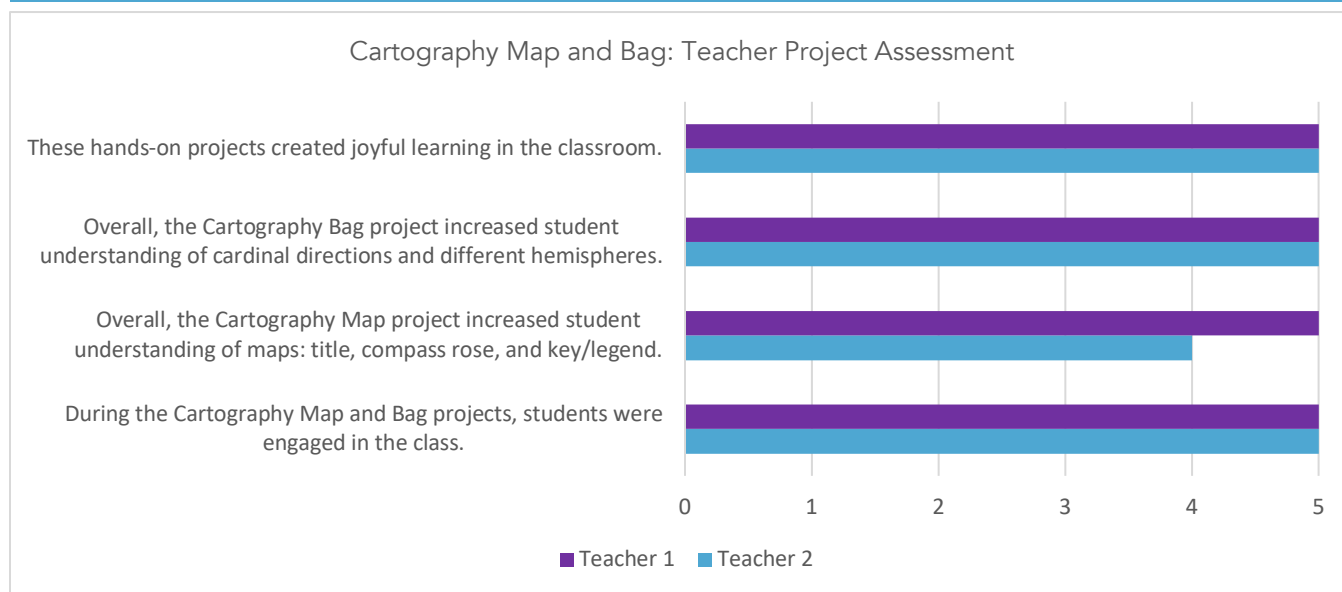


Integrating art with social studies, students created a watercolor map based on their own imaginary island to learn about cartography. Students then designed a bag showing cardinal directions, the equator and prime meridian, and the different hemispheres.

The average assessment scores improved significantly over the program. In particular, the art assessment scores improved by 45%. In the teacher assessment, classroom teachers strongly agreed or agreed with all criteria. This data indicates that student comprehension of target concepts improved over the project, and the classroom teacher saw very positive results.



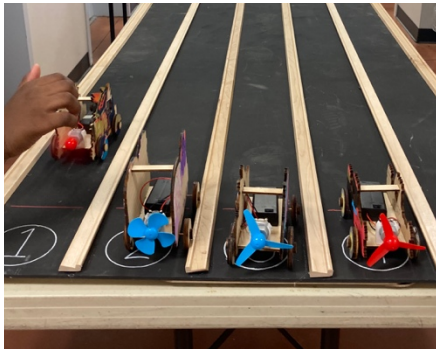
*"The map skills were engaging for students, especially when coupled with awesome hands-on activities that lead to creating their own map. These lessons helped the students to connect to the real world around them." – Classroom Teacher*



1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

## WILBUR WRIGHT GRADE 3: Electric Circuit Car

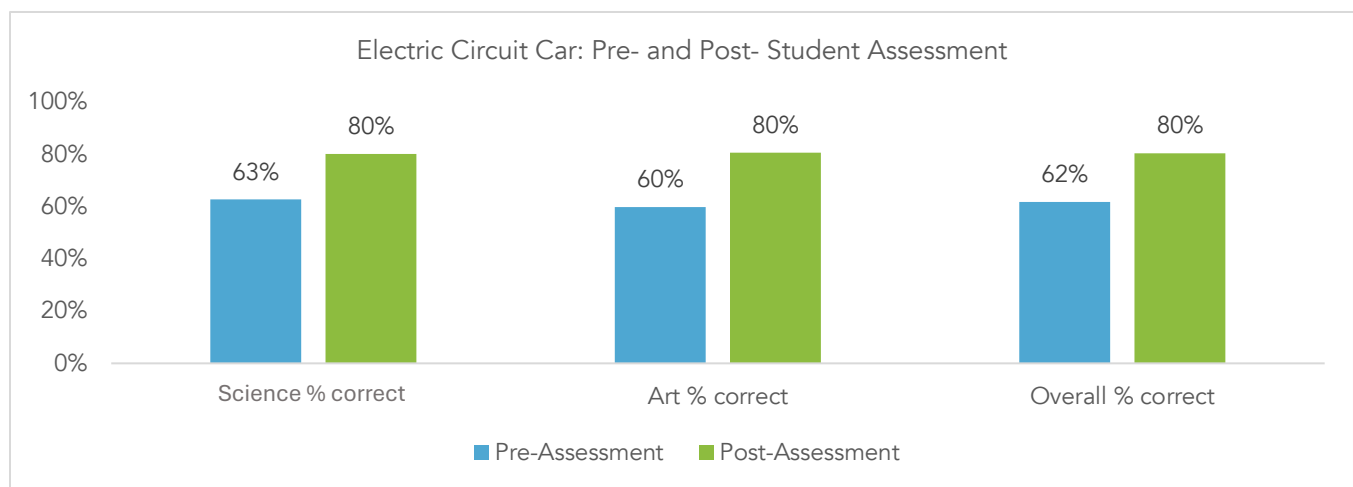
Artist-educator: Lynda Abraham; Classroom Teachers: Megan Lange, Carrie DeWitt



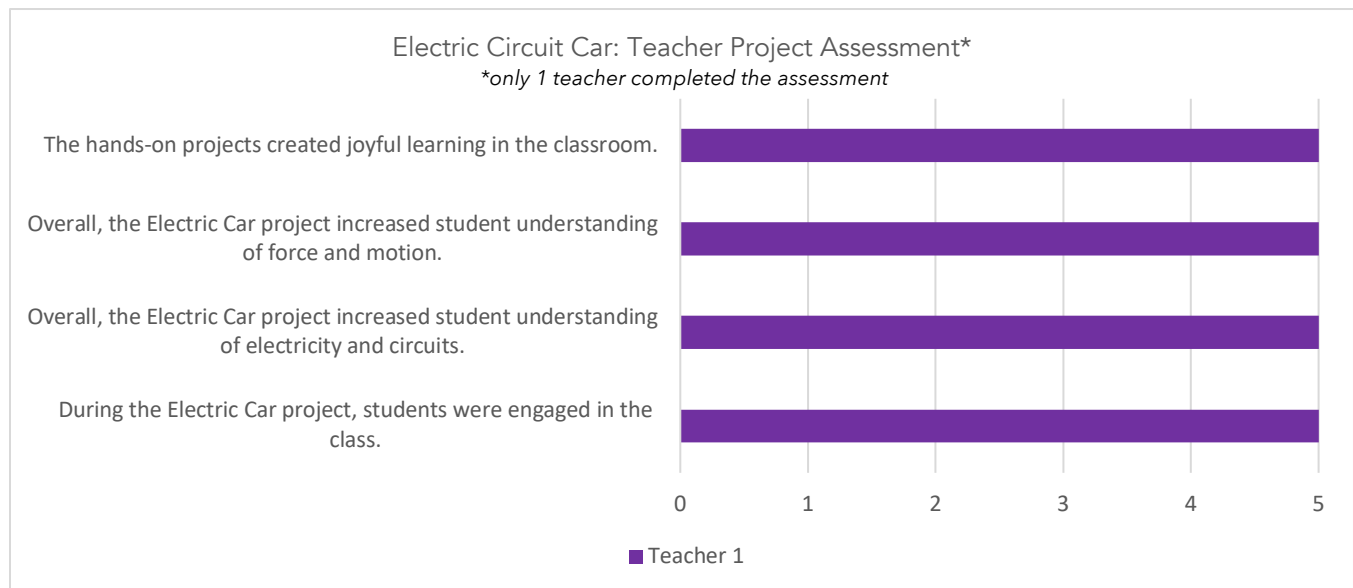
Each student created a toy car propelled by an electric circuit. In the process, students learned about electricity, engineering, and interactive art. At the end of the project, students raced their cars.

The average assessment score increased from 62% to 80% from pre- to post-assessment. The classroom teacher gave the project the highest assessment ranking possible.

This data indicates that comprehension of target concepts improved over the project, and the classroom teacher saw positive results with engagement and learning.



*"Favorite project of the students! Such an engaging way to teach it!" – Classroom Teacher*



1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree



### WILBUR WRIGHT GRADE 3: Life Cycle Animation

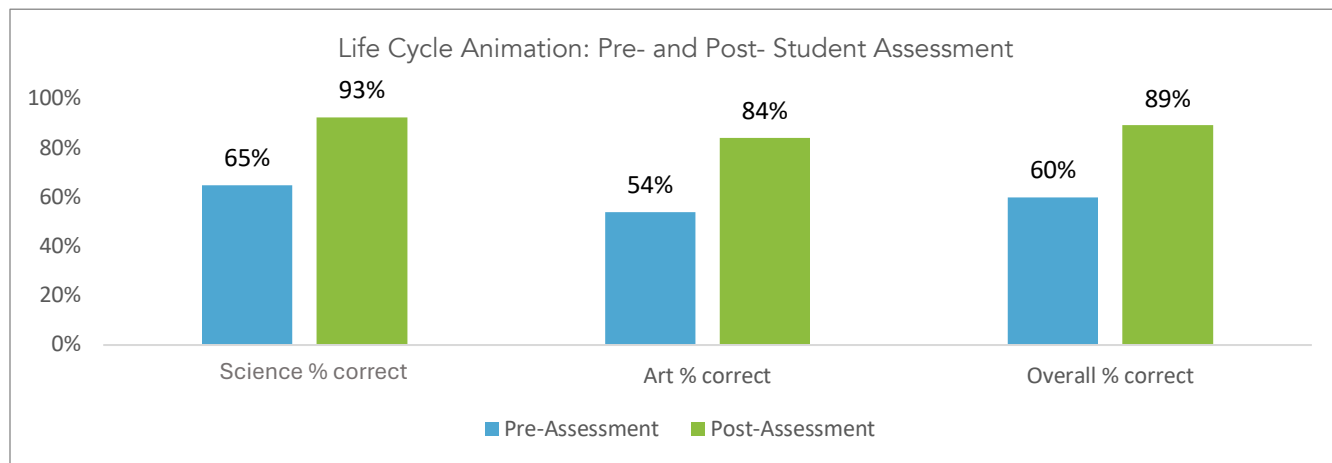
Artist-educator: Lynda Abraham; Classroom Teachers: Megan Lange, Carrie DeWitt



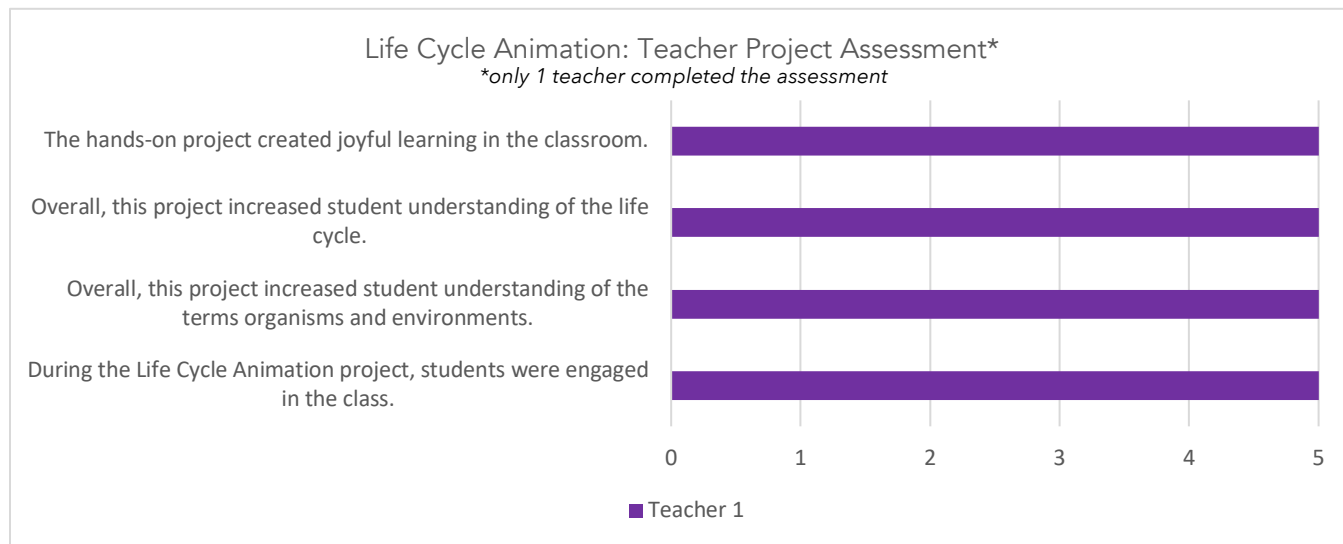
Art was integrated with science as students created stop-motion animations of an animal's life cycle. They designed clay characters to represent the stages of the life cycle, then created stop-motion animations of these stages using iPads.

Pre- and post-assessment results for this project showed increased learning of almost 30% in science concepts. The classroom teacher gave the project the highest assessment ranking possible.

This data indicates that comprehension of target concepts improved over the project, and the classroom teacher saw positive results with engagement and learning.



*"Students were so very proud of their projects!" – Classroom Teacher*



1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

### WILBUR WRIGHT GRADE 3 SUMMARY

The Intensive began with the first project in grade 4 but was then moved to grade 3. A teacher's leave of absence required shifting of staff and schedules. Arts Impact was quick to adjust the program as were the participating classroom teachers. The assessment data shows an improvement in non-arts curriculum and art-based learning after every project. The average post-assessment scores are also strong, ranging from a low of 63% for Fossil Stained Glass Windows to a high of 89% for Life Cycle Animations. Across projects, teacher project assessments were extremely positive, although only one teacher completed all three assessments. The other partner teacher only completed one project assessment. The data shows that the Intensive program was an academic success and a positive experience for both students and teachers.



***"These lessons helped  
the students to connect  
to the real world  
around them."***

*- Classroom Teacher*



## **WILBUR WRIGHT GRADE 2-5 Special Education Assessment**

Assessments in the special education classroom were designed to identify and address the unique learning needs of students with disabilities. The assessments go beyond academic skills to include functional skills, social emotional development, and engagement. It was determined that the most authentic way to assess learning and growth in academic content and art-based knowledge for each project was through a written Project Assessment Summary completed by the artist-educator and a Project Assessment completed by the classroom teacher. The special education projects on the following pages include the written summary by the artist-educator and a graph of the teacher assessment.



## WILBUR WRIGHT GRADE 2-5 Special Education: Transportation and Ceramics

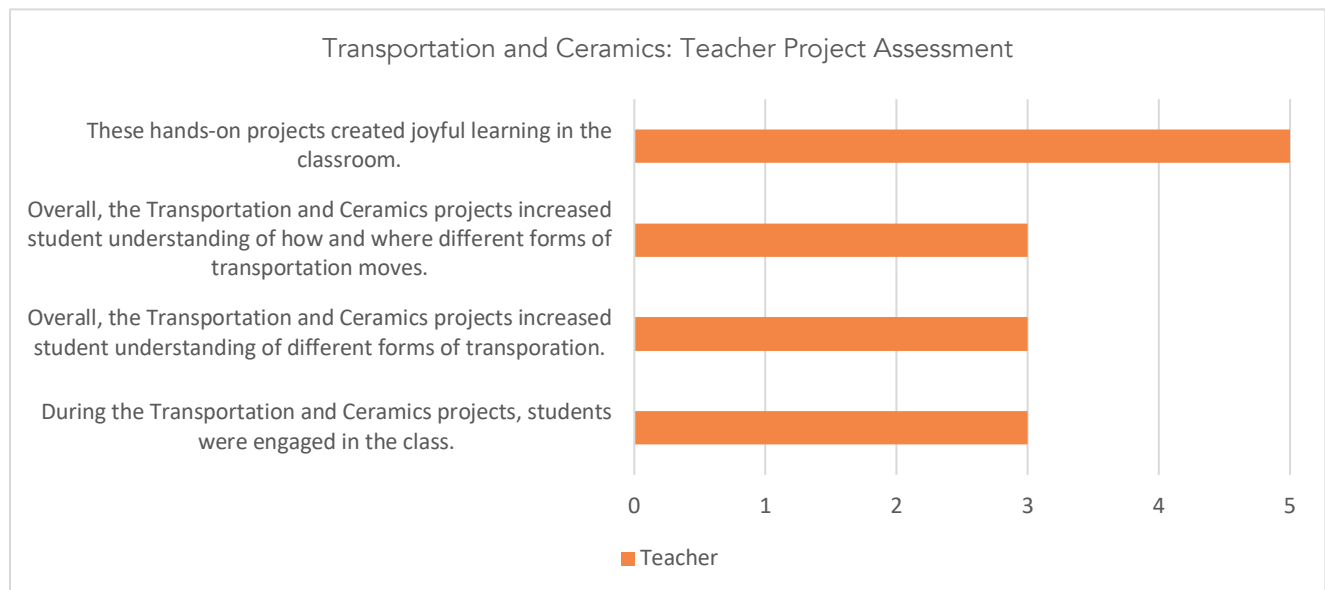
Artist-educator: Kelly Mattimoe; Classroom Teacher: Jane Birt



Students designed a clay tile mosaic that represented different forms of transportation that move people and products from place to place. They created ceramic paper airplanes to further deepen their understanding of transportation as well as their interest in working with clay.

### Artist-Educator Assessment

*Students demonstrated a marked increase in engagement throughout this project. Using clay helped the students with sustained attention and interest. Most students were able to identify a form of transportation by the end of the project and most showed an increase in their knowledge of how and where these vehicles traveled. Most students showed an increase in deliberate choice making and creative intention.*



1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree



## WILBUR WRIGHT GRADE 2-5 Special Education: Clay Hands and Pottery

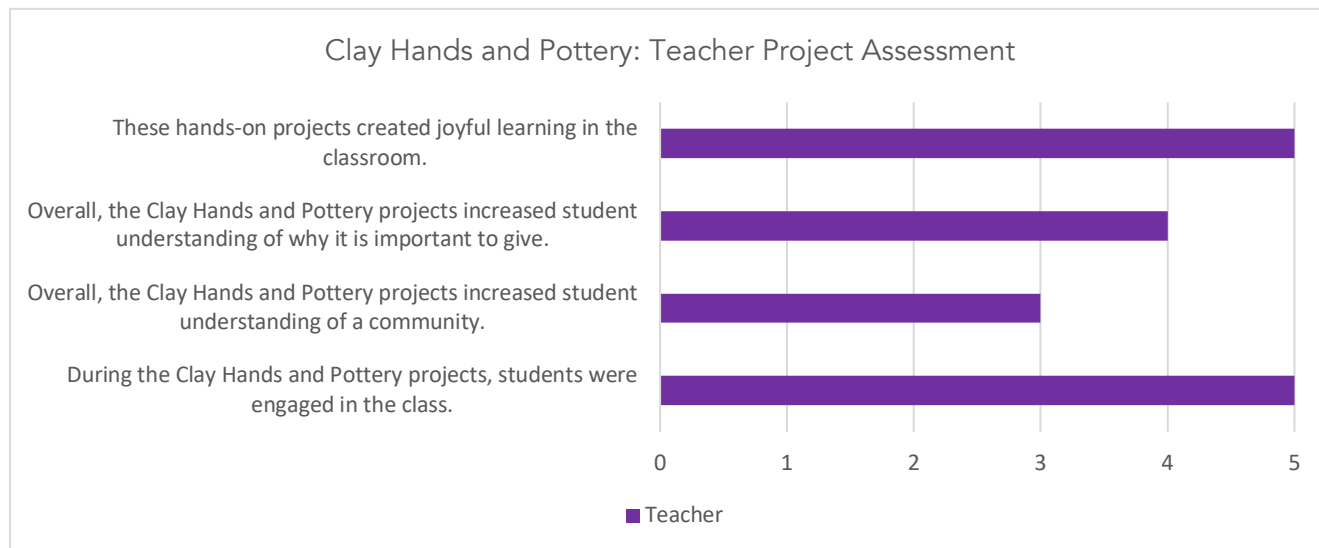
Artist-educator: Kelly Mattimoe; Classroom Teacher: Jane Birt



Art was integrated with social studies and science as students created casts of their hands and ceramic bowls to learn about the importance of community and giving. In social studies, they discussed concepts such as: What makes a community? Why is it important to give? In science, students learned about solids and liquids while considering how clay and glaze change after being fired.

### Artist-Educator Assessment

Students were able to continue building their clay and pottery skills in the second project of the program. Students demonstrated growth in perseverance, sustained attention, and openness to new materials. Students showed an increase in fine motor skills and control of their artmaking. Students were challenged to learn the words and ASL signs for "giving" and "community." Half of the students were able to learn the ASL signs and most were able to write the words with prompting. Some students were able to identify the change in matter of their clay after firing. Most students were able to identify their bowls as a solid, even if they did not connect to change in matter of the same object before and after firing.



1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

## WILBUR WRIGHT GRADE 2-5 Special Education: Black History Weaving

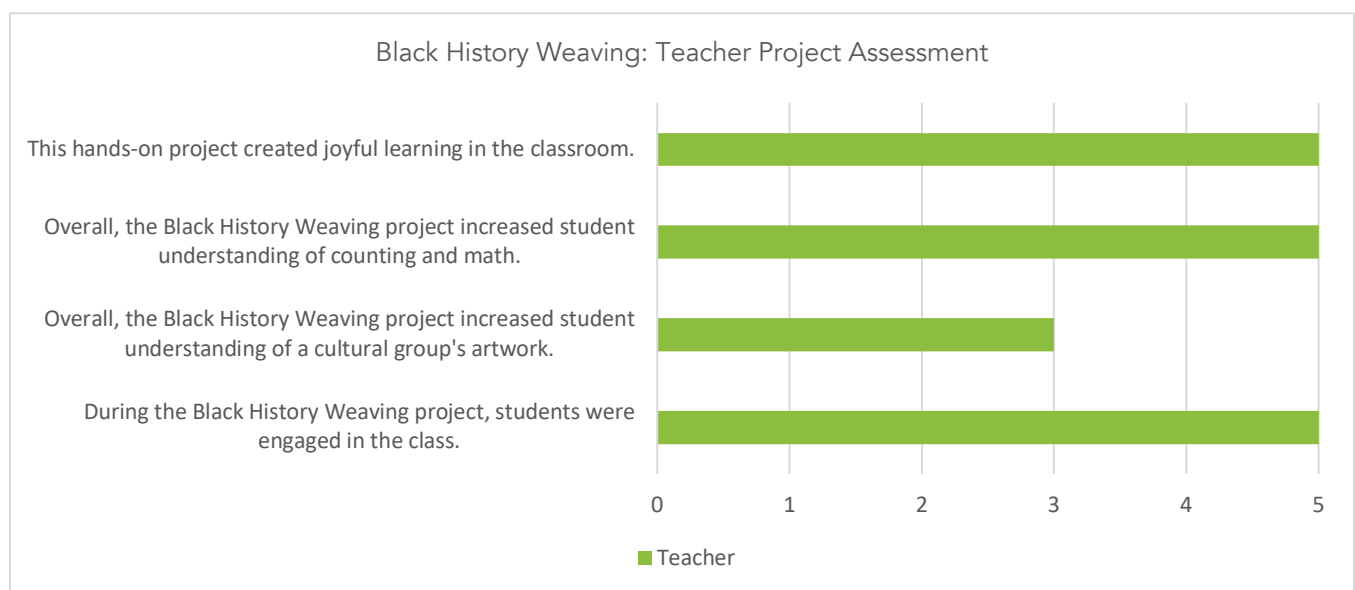
Artist-educator: Kelly Mattimoe; Classroom Teacher: Jane Birt



Art was integrated with social studies and math as students designed weavings inspired by Kente cloth patterns. Students created liquid watercolor paintings using colors found in Kente art, then made weavings from these paintings while using counting and pattern skills.

### Artist-Educator Assessment

*Almost all students' math skills improved during this project. Students focused on counting and patterns while creating their weavings. Concepts related to social studies that are more abstract were a little more challenging for the students to grasp. That said, students excelled with the math part of the project. This project was differentiated based on each student's skill level. One student was able to make their weaving completely independently by the end of the project. All students enjoyed using their pattern and counting skills. It was notable that students' ability to use their own creative voice while making choices continued to increase especially compared to the beginning of the program.*



1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

## WILBUR WRIGHT GRADE 2-5 Special Education: Sensory Light Chandelier

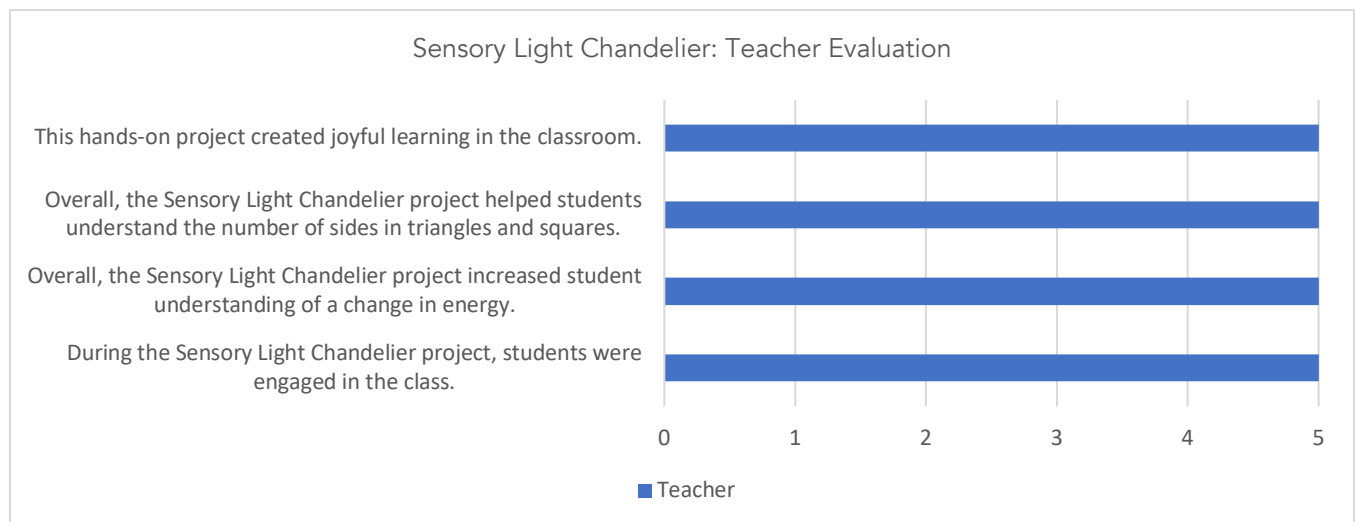
Artist-educator: Kelly Mattimoe; Classroom Teacher: Jane Birt



Each student decorated and built a plexiglass polyhedron as art was integrated with science and math. The polyhedron sculptures were lit with LEDs and hung together for a sensory chandelier that will be permanently installed in the classroom.

### Artist-Educator Assessment

*This project was very successful. I believe its success is due to the overall growth of the students throughout the program, especially their increase in persistence and creative agency. All students were able to make deliberate creative choices. All students were engaged and were able to connect their actions to the project as an art object. Most students were able to complete the steps of project with minimal prompting. Most students became more confident and accurate in naming and distinguishing triangles and rectangles. Almost all students were able to use the ASL signs for "on" and "off" and were most were able to connect the project to basic concepts of light and electricity.*



1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree



## WILBUR WRIGHT GRADE 2-5 Special Education SUMMARY

As indicated by the teacher assessments, all projects created joyful learning in the classroom as well as student engagement. The Sensory Chandelier project was rated as highly successful by both the artist-educator and the classroom teacher. This could be attributed to both student growth in the program as well as the creative project. Varying skill levels of students within this classroom often required differentiation between students and one-on-one instruction. These techniques proved effective in helping with academic comprehension and engagement. Of note is the increased level of engagement and connection from the beginning of the Intensive to the end.



*"This [sensory chandelier project] was a hit! Students were more independent during this project."*

*- Classroom Teacher*



## KEY LEARNINGS: ASSESSMENTS OF STUDENT LEARNING & ENGAGEMENT

In line with findings from Phase One and Phase Two of the Pilot, the Intensive assessments of student learning and engagement underscored that the students enjoyed the program, were highly engaged, and learned the intended academic and art-based content. These key learnings are further reinforced by this Dunbar teacher's reflection:

*"The focus on important standards through an art lens was one of the main benefits on the Intensive program. Quality art projects excited the students and taught academic skills and as well as a variety of art skills."*

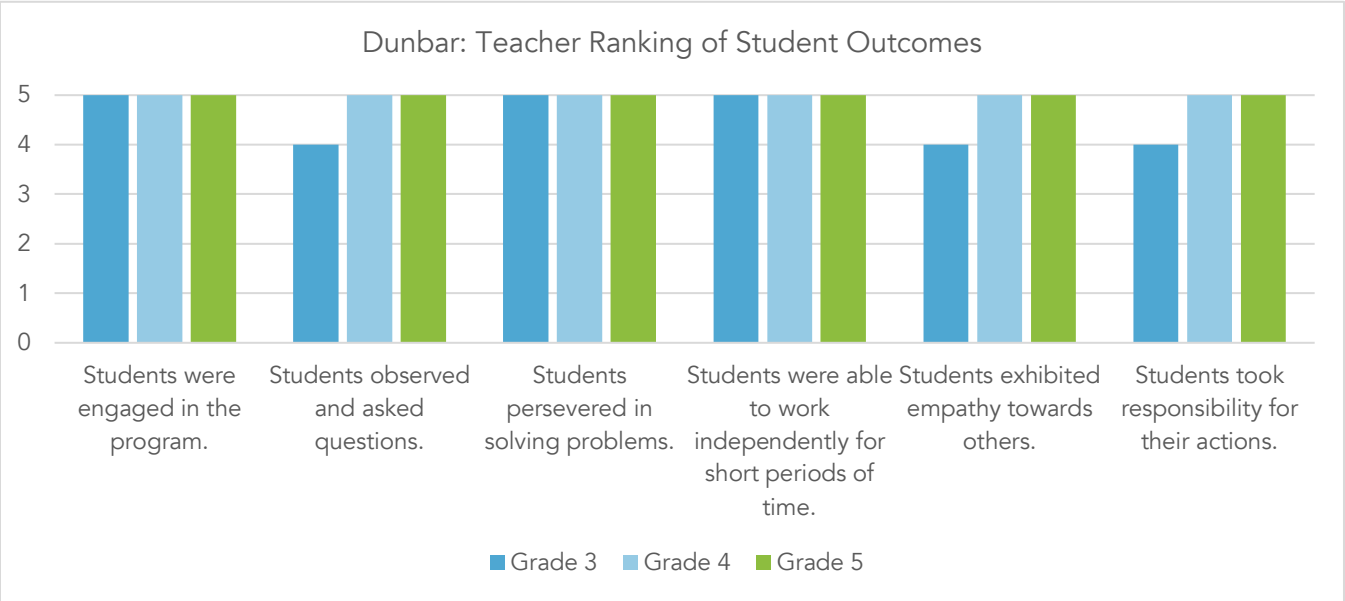
When comparing data across grades and schools, all general education grade levels at Dunbar and Wilbur Wright had strong results on student pre- and post-assessments as well as teacher project assessments. The Cartography Map and Bag project in Dunbar grade 3 and the Fossil Printing project in Dunbar grade 4 showed a large 40% score increase from pre- to post- assessments in non-arts content. When looking at the average scores from pre- to post-assessments, including both art and non-arts curriculum content, both Dunbar and Wilbur Wright show an impressive 26% improvement. All teachers at Dunbar and Wilbur Wright "strongly agreed" to all questions on the teacher project assessments, except for one question in a grade 3 project at Wilbur Wright that was ranked as "agreed." The teacher project assessments in the special education classroom showed average results at the beginning of the Intensive, with the response to several questions indicated as "neutral" or "agree." As the program progressed, the results continued to improve with all responses "strongly agreed" by the last project.



# IV. Student Outcomes, Program Quality & Satisfaction

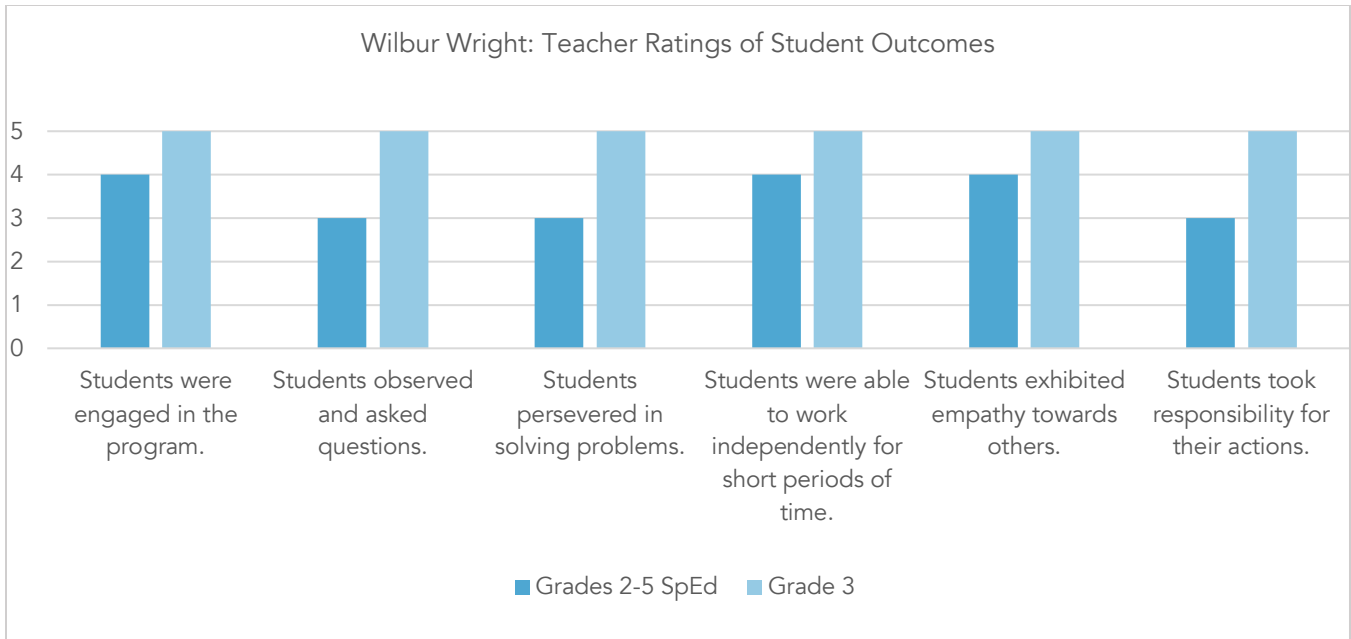
## STUDENT OUTCOMES: TEACHER PERSPECTIVES

Each classroom teacher responded to a survey designed to assess their perceptions of student outcomes, program quality, and program satisfaction. Ratings were obtained on a 5-point scale with higher scores indicating greater agreement with the items. The first set of questions, presented in the charts below, evaluate student outcomes.



All classrooms at Dunbar received high scores in the teacher evaluations, indicating that students across the grades were very engaged in the program. The outcomes of student engagement, perseverance, and independence received a “strongly agreed” across grades.





At Wilbur Wright, the grade 3 classroom teacher scored every student outcome at a 5/5, indicating that the students were highly engaged in the program. The special education program did not score as high in comparison but still scored at a 3/5 or above for every criterion, for an average of 3.5/5.

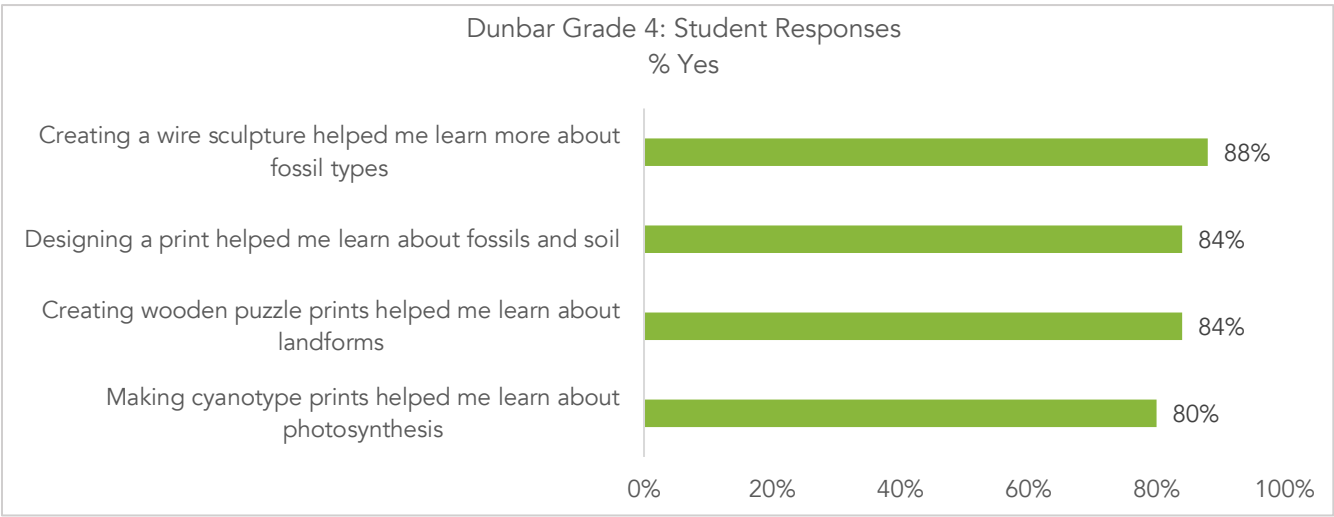
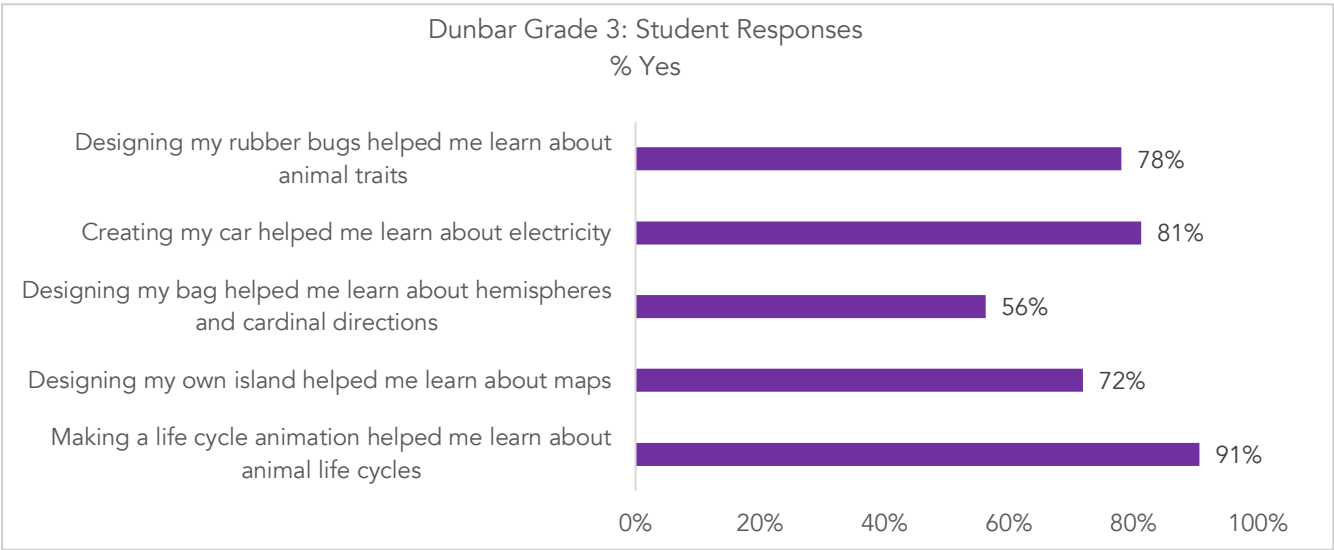




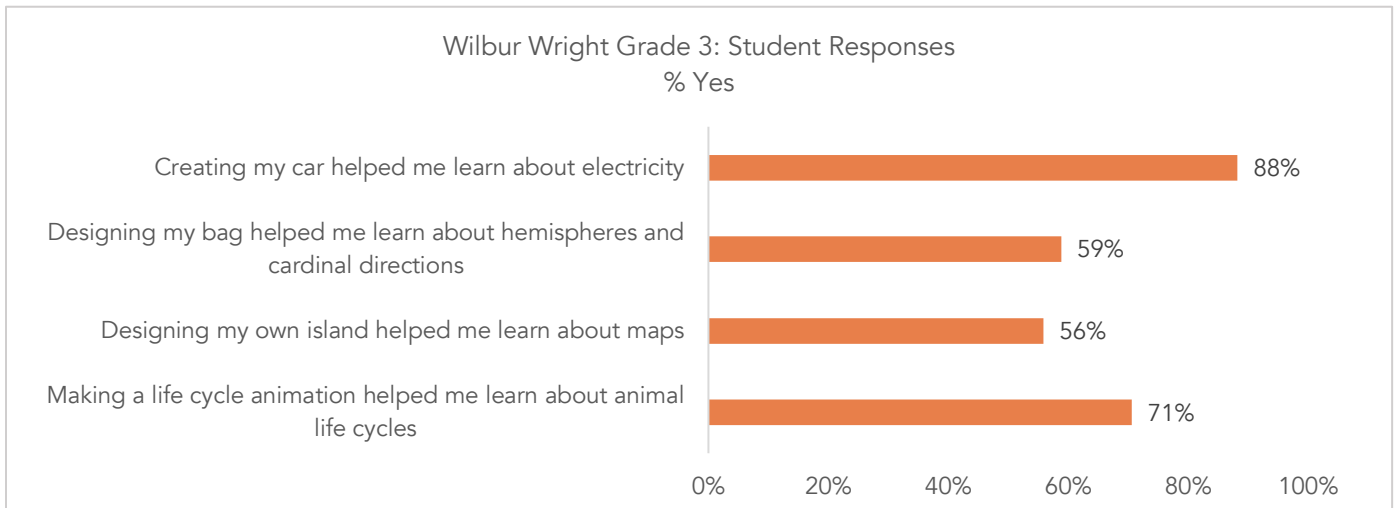
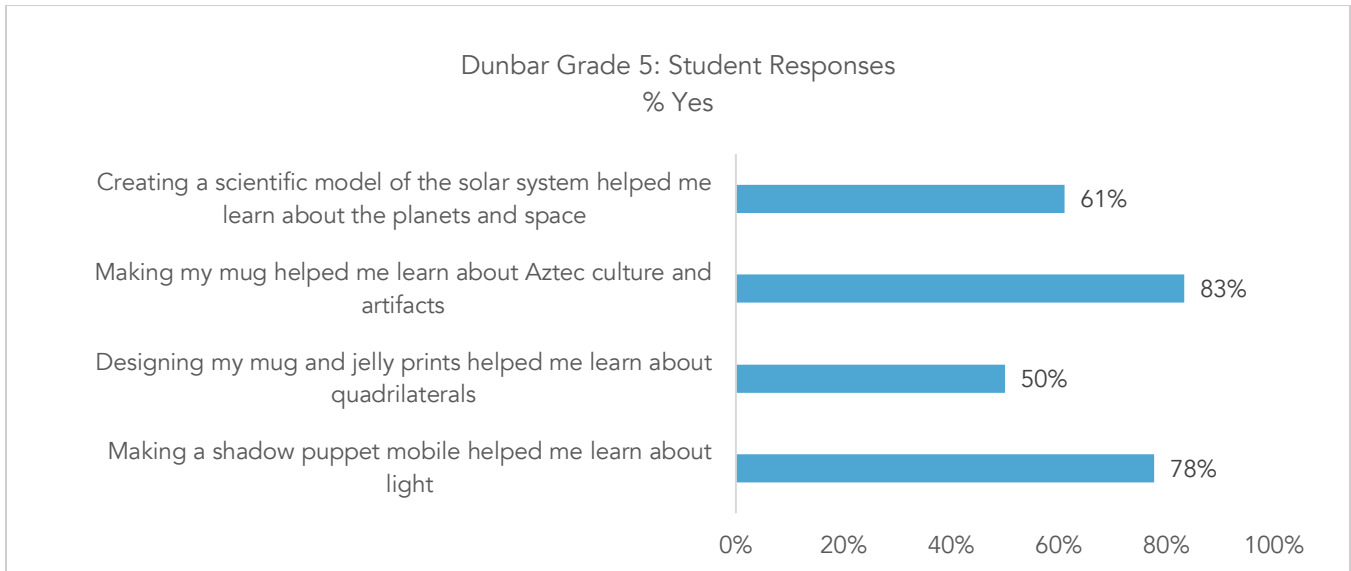
**LEARNING OUTCOMES: STUDENT PERSPECTIVES**

At the end of the Intensive program, general students completed a final evaluation survey designed to assess perceptions of their own learning of academic content through art projects, how they felt about the art process, and overall program satisfaction. Items on the surveys were rated on a 3-point scale: Yes, Sort of, No. Surveys also included open-ended items for students to share more information about their program experience. The charts below present the % of students responding “Yes” to survey items that ask if their learning was supported by the art projects they completed. Results are presented separately by schools and grade levels.

*Note: Special education students do not fill out a student evaluation. Therefore, the Wilbur Wright 2-5 Special Education class is not in the following charts.*





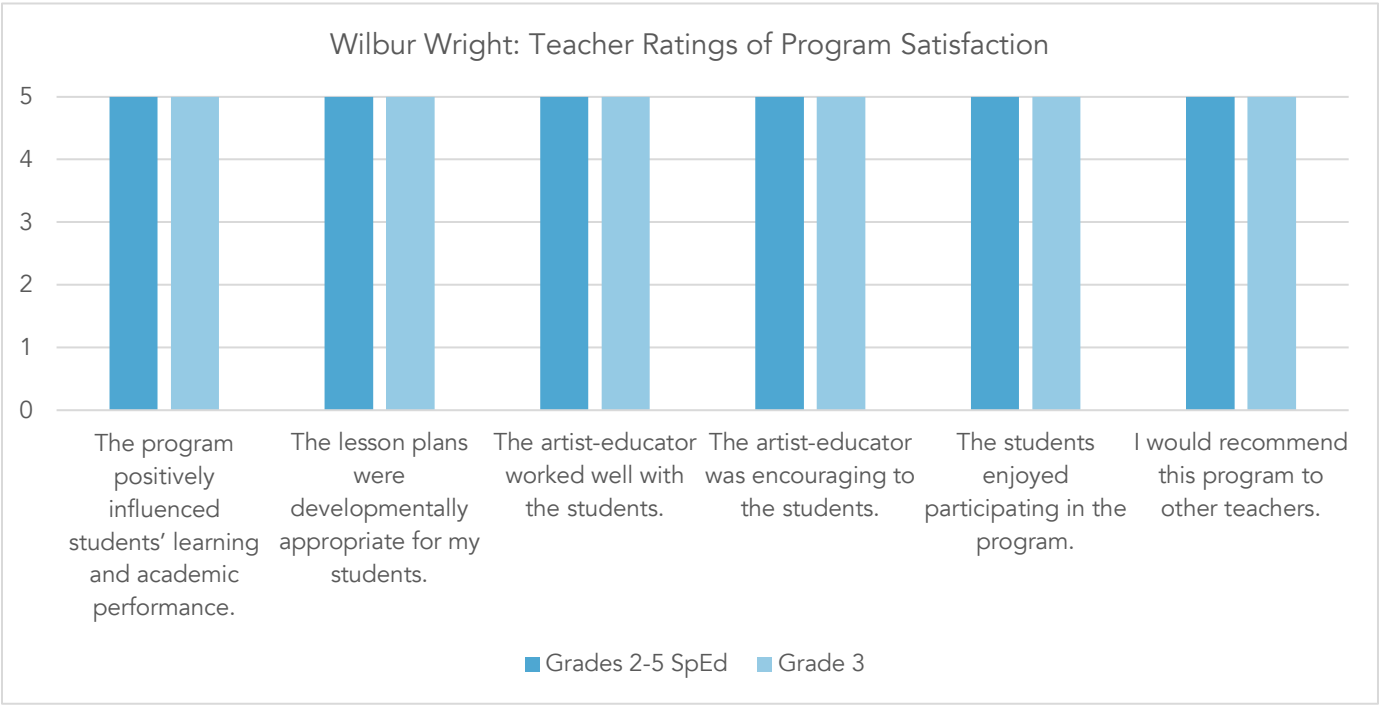
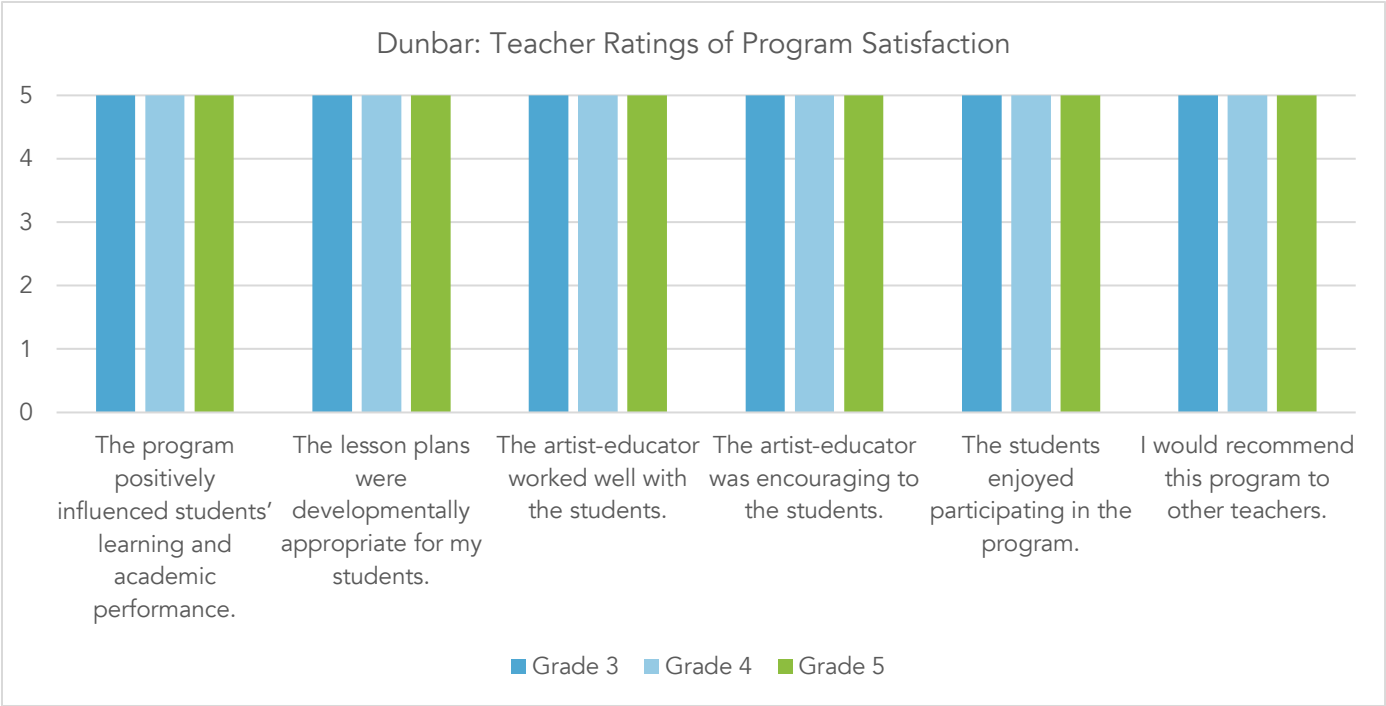


Students, across grade levels, highly rated the majority of the learning outcomes. In particular, at least 80% of the Dunbar grade 4 class agreed with each learning outcome, and 91% of the Dunbar grade 3 class agreed that making a life cycle animation helped them learn about animal life cycles. The Life Cycle Animation, Electric Circuit Car, Aztec Pottery, Fossil Print, and Landform projects received especially strong feedback.

Four of the perceived learning outcomes across all grade levels scored under 60%. Only 56% of the Dunbar third grade class, and 56% of the Wilbur Wright third grade class, agreed with the learning outcome for the Cartography Map project. It is interesting to note that this project received the lowest perceived rating for all projects, yet the highest post-assessment score increase (approximately 40% at Dunbar). One possible reason was that the students found some of the other projects more “exciting” or interesting, and therefore the perceived learning was lower.

**PROGRAM QUALITY & SATISFACTION: TEACHER PERSPECTIVES**

The second set of items on the teacher evaluation survey, presented in the charts below, asked for feedback on the program and artist-educator. Data collected on these items can be interpreted as teachers’ perspectives about the quality of the program and how satisfied they were with the experience.

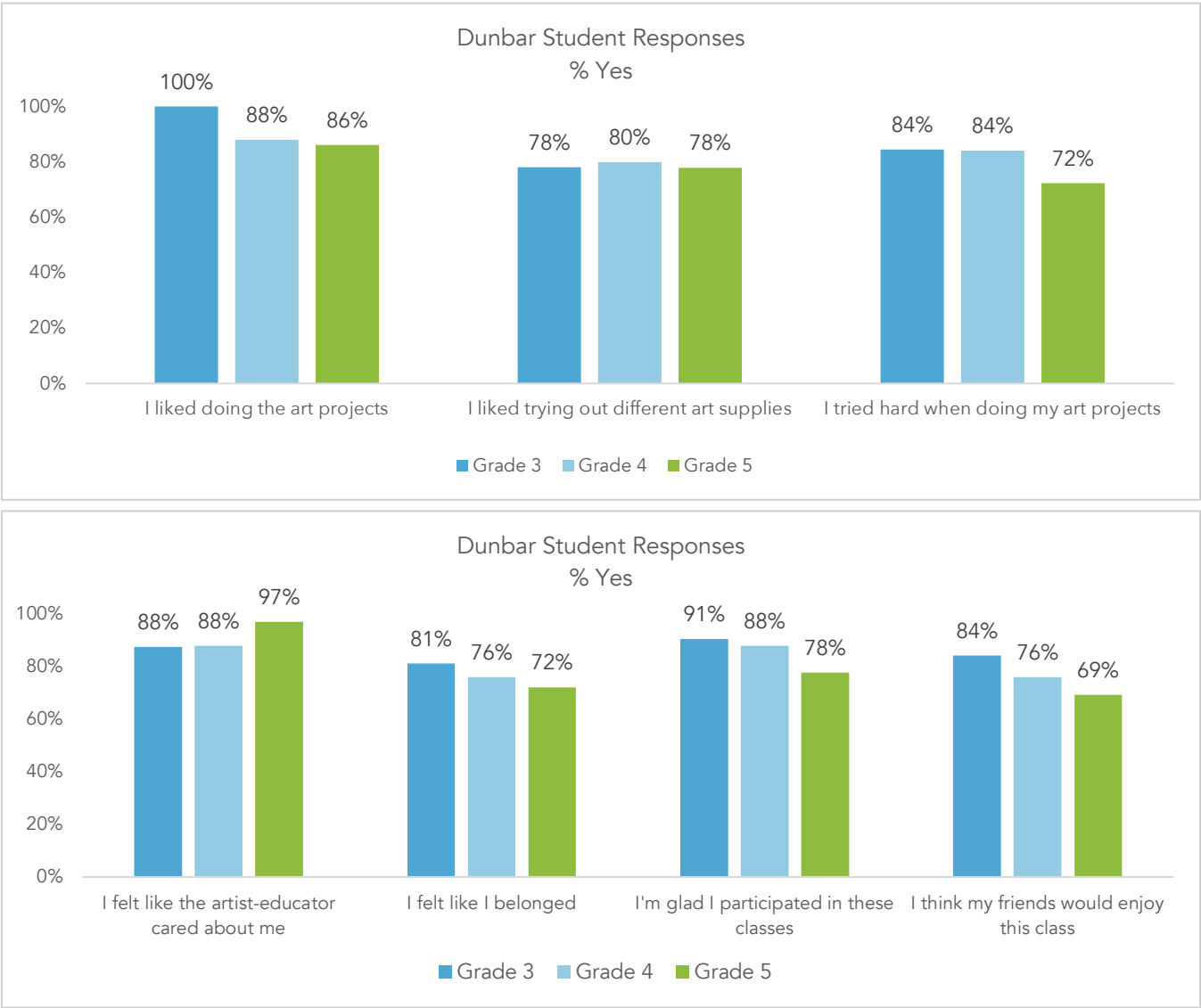


The program quality and satisfaction outcomes received the highest possible rating in all areas. Each classroom teacher, across grades and schools, evaluated each criterion of program quality at a 5/5.

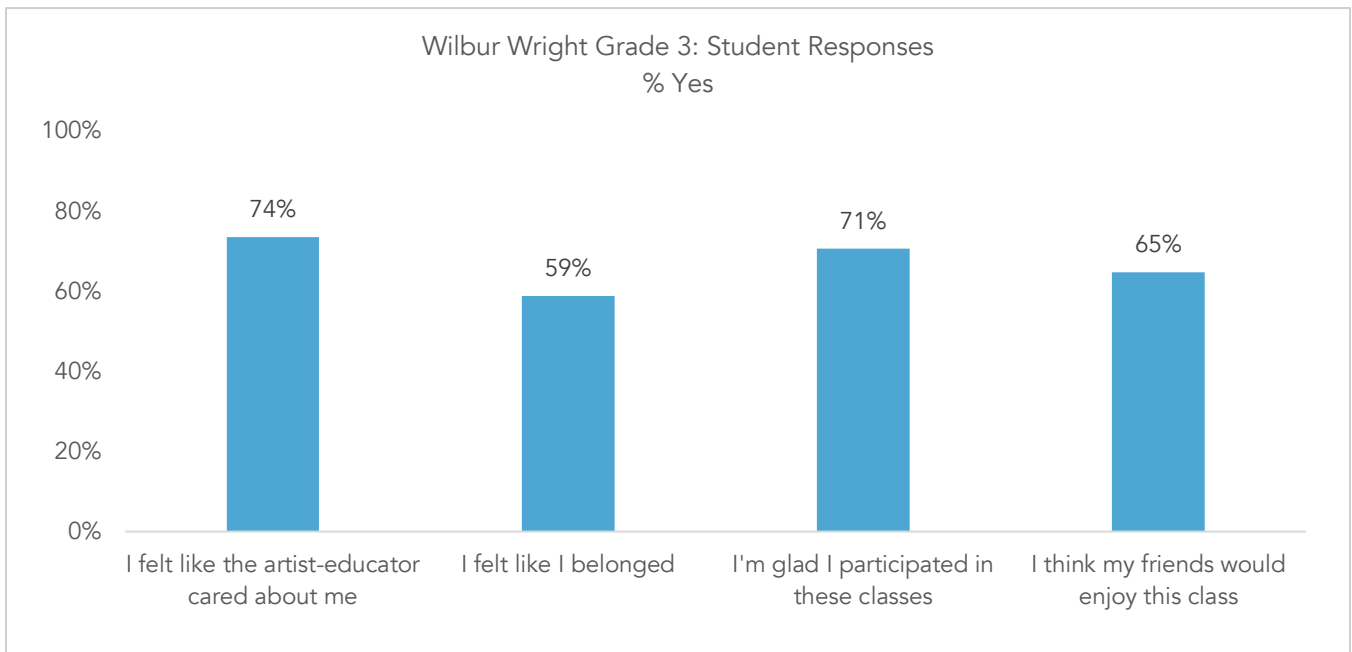
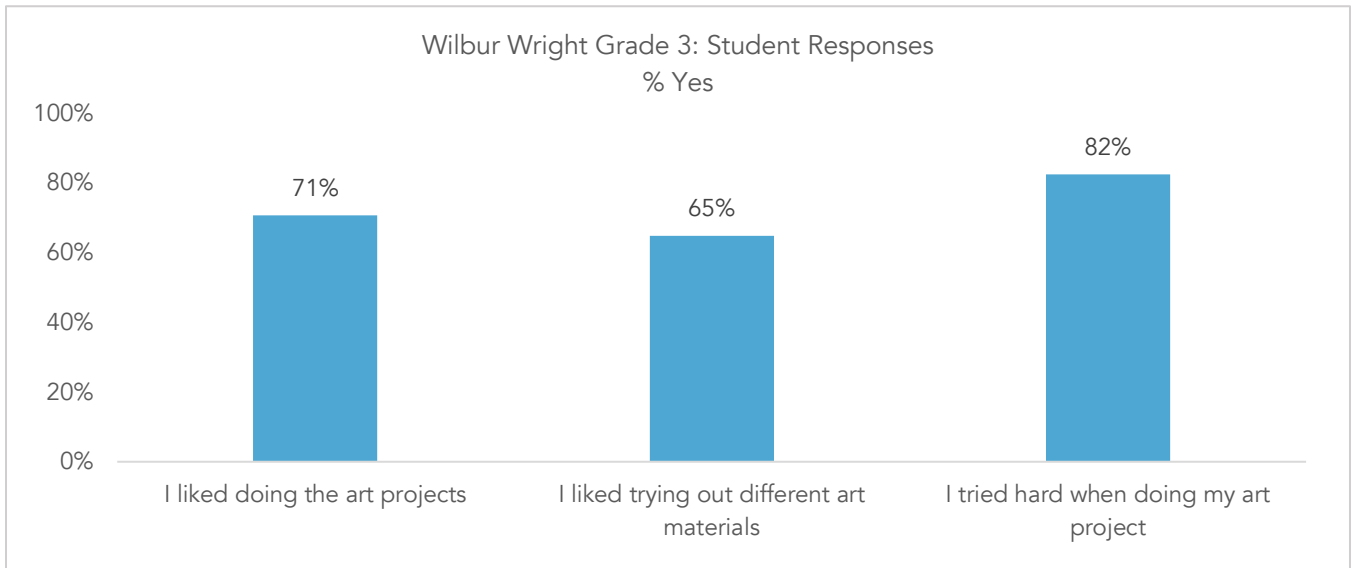
**PROGRAM QUALITY & SATISFACTION: STUDENT PERSPECTIVES**

Several questions on the student evaluation survey asked students how they felt about the art projects as well as how they felt about the program, about the artist-educator, if they were glad they participated, and if their friends would enjoy the class. Charts below present results as the percentage of students responding yes to each item by school and grade level.

*Note: Special education students do not fill out a student evaluation. Therefore, the Wilbur Wright 2-5 Special Education class is not in the following charts.*



Students at Dunbar highly rated the program quality and satisfaction outcomes of the program. In particular, at least 86% of the students in each classroom agreed with the criteria “I liked doing the art projects” and “I felt like the artist-educator cared about me.”



Students at Wilbur Wright gave the program quality and satisfaction outcomes a strong rating. At least 71% of the Wilbur Wright grade class agreed that they liked doing the art projects, tried hard, felt the artist-educator cared about them, and were glad they participated in the program.



## KEY LEARNINGS: OUTCOMES, PROGRAM QUALITY & SATISFACTION

Teacher evaluations of the Intensive program were extremely strong. Across all criteria, Dunbar grade 3 averaged a 4.75/5. The Dunbar grade 4, Dunbar grade 5, and Wilbur Wright grade 3 classrooms each averaged a 5/5 score. The Wilbur Wright 2-5 Special Education program averaged a 3.5/5 score. The program quality criteria received the highest score possible from every teacher, across grades and schools. The teacher evaluations indicate that student outcomes were strong, and program quality was extremely high.

Students at Dunbar highly rated the questions about enjoyment and engagement in the program. In particular, at least 86% of the students in each classroom agreed with the criteria “I liked doing the art projects” and “I felt like the artist-educator cared about me.” At least 71% of students at Wilbur Wright agreed that they liked doing the art projects, tried hard, felt the artist-educator cared about them, and were glad they participated in the program.

Students also rated many of the learning outcomes very high: 91% of the Dunbar grade 3 class agreed that making a life cycle animation helped them learn about animal life cycles. 88% of grade 3 Wilbur Wright students agreed that making their car helped them learn about electricity. Pre- and post-assessment scores underscore these outcomes. Some learning outcomes received lower ratings from students, such as 56% of the Dunbar grade 3 class and 56% of the Wilbur Wright grade 3 class for the cartography map project. Of note, though, is the 40% increase in curriculum content learning at Dunbar from pre- to post-assessments and a 25% increase at Wilbur Wright. Students may not have felt as confident in their perceived understanding as their assessment scores indicated.



# V. Reflections of School and Arts Impact Staff

At the conclusion of the Intensive program, school administrators, classroom teachers, and artist-educators were invited to participate in a focus group to reflect on the successes of the Intensive and to identify areas for improvement. A total of 2 focus groups lasting 30 minutes to 1 hour were held for Dunbar and Wilbur Wright classrooms.

Across both schools and all grade levels, teachers and artist-educators reflected on the high level of student engagement and learning as well as growth in positive behaviors like persistence, collaboration and teamwork. They also consistently indicated that students who tend to have greater challenges succeeding in a traditional classroom model/activities were reached by the arts-integrated model – they became very engaged, learned the content and displayed growth in their social-emotional skills. This sentiment is highlighted by several teachers:

*"The Intensive reached some of the most challenging students who are not traditional learners."  
-Dunbar Grade 4*

*"The hands-on experiences kept students very engaged. The projects helped to instill and reinforce content. When I would be teaching a lesson to the students I would refer to their project as a reminder of what we were learning in a certain subject area. They could recall this information because of their hands-on learning." -Dunbar Grade 3*

*"The 3<sup>rd</sup> graders really connected with the animation and the electric car projects. It exposed them to different modes of learning, and the hands-on fun helped kids to really understand what we were trying to teach them. By the end of the project the students really understood electricity." - Wilbur Wright Grade 3*

*"The Intensive is really valuable in the special education classroom. It improved motor skills and engagement for all of the students." -Wilbur Wright Grade 2-5 SpEd*

The success of the program can be attributed to many factors, as highlighted in the focus group conversations. Feedback from the Phase One and Phase Two of the Pilot resulted in the following modifications to the Intensive:

1. Additional planning was built into the schedule, allowing for classroom teachers and artist-educators to feel prepared at the start of the program. Several classroom teachers provided their artist-educator with detailed information about what was being covered in the curriculum. This was extremely helpful for the initial planning.
2. Modifications to start time and length that were made. The program began during the first semester and ran through the second semester, creating flexibility with scheduling. All classrooms participated in 45 sessions, an increase by 15 sessions in some of the grade levels.
3. The approaches and amount of data collection were adjusted from the previous Pilot programs to ensure authentic assessments and evaluations that did not over burden the teachers.

Further, the quality of the art projects and the quality of artist-educators' skills were consistently highly praised by classroom teachers and administrators. **Artist-educators were viewed as very prepared, flexible, intentional, creative and competent in building positive relationships and working with students who have a variety of needs. Further, the art projects were creative, effective and diverse both in type and in materials used—cited as one of the key factors in maintaining student engagement.**

It was also noted as important that teachers and artist-educators had the freedom to approach the Intensive with flexibility, and to adjust as needed to meet students' and/or classroom needs. For example, the original schedule called for 3 weeks of programming with 1 week off for planning of the next project. Some projects went longer or shorter than the 3 weeks, and therefore scheduling flexibility between the classroom teacher and artist-educator was necessary. In addition, the grade 4 classrooms at Wilbur Wright had to shift to grade 3 after the Intensive began. Administrators, artist-educators, and classroom teachers worked together to create a smooth transition.

Other successes included:

- The art projects were very well integrated into the curriculum and aligned to standards – the content that teachers were focusing on was effectively reinforced through the arts.
- Strong teacher/artist-educator partnerships was a critical factor in delivering high quality and effective programming. It was noted that teachers and artist-educators that had existing relationships from previous Pilot programs created continuity and familiarity.
- The exciting tools and materials that were used kept the students engaged. One grade 3 teacher at Dunbar noted that a student who was often absent would make sure to be in school on days when the artist-educator was there. A grade 3 teacher at Wilbur Wright also commented that attendance was up on the days of the program.
- Holding 2 or even 3 sessions back-to-back was effective for certain projects. The allowance for flexibility in scheduling made this possible.
- Family Night at Dunbar was noted as a highlight, giving students the opportunity to share their work with their families, and could continue as a culminating activity that becomes part of the program as long as there are funds for this activity.

In addition to the many successes and contributing factors that were highlighted in the focus groups, several ideas and opportunities for improvement were discussed.

1. In grades 4 and up, students have different teachers for different subject areas. To effectively integrate all areas of the curriculum - science, math, ELA, and social studies - there should be time scheduled to partner at some level with all of these teachers.
2. There is a desire to expand the number of classrooms at both schools, especially the special education classrooms.
3. Funding will continue to be a challenge moving forward as more classrooms want to participate.
4. Consideration needs to be given the assessing students in special education classrooms to obtain more quantitative data. This will require planning upfront with the partner teacher to potentially create individualized assessments. Qualitative data should also include developmental and adaptive behavioral assessments to truly capture the impact in these classrooms.

# VI. Conclusions, Key Learnings & Next Steps

**The Intensive Arts Integration Program was very successful. Data collected reflect high student engagement, learning of academic and art-based content, and joyful learning.** These results build upon the successes of Phase One and Phase Two of the Pilot, which also yielded strong results in student learning and engagement. The continued success of the arts-integration program model reflects the responsiveness of Arts Impact on making the recommended adjustments to the program structure that emerged as lessons learned from prior programs. Like in Phase One and Phase Two, the success of the intensive can be well summarized as: **students were engaged and found joy in the learning process supported by art, students learned and remembered content from the lessons, and students and teachers alike were highly satisfied with the program, including with their experiences working with the Arts Impact Artist-Educator.**

With the success of the Intensive program and the positive feedback from allowing for more planning time, starting the program earlier, increasing the number of sessions across all grades and classrooms, and refining the assessment tools, Arts Impact is excited to expand the program. As funding allows, the goal is to include more grade levels as well as self-contained classrooms for students with disabilities with the two partner schools. There continues to be growing concern as to how this program will be funded. Arts Impact and the partner schools will have to weigh the impact on potentially decreasing the number of sessions per classroom as well as the number of classrooms served.



## VII. Acknowledgements

Arts Impact programs take place through a combination of program revenue and philanthropy. Planning, research, and implementation took place through support from general operating sources, including individual donors, the Board of Directors, corporations, and foundation and government funders. Arts Impact is especially grateful for operating support from these entities this past year:

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- Cleveland Metropolitan School District

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- Jane Birt, 2-5<sup>th</sup> Grade Special Education Teacher, Wilbur Wright PreK-8
- Courine Elias, Principal, Paul L. Dunbar Arts Enrichment Academy
- Susan Brunecz, Model Lead Teacher Data Specialist, Paul L. Dunbar Arts Enrichment Academy
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- Kimberly Kobak-Szuter, 3<sup>rd</sup> Grade Teacher, Paul L. Dunbar Arts Enrichment Academy
- Tracye Reese, 4<sup>th</sup> and 5<sup>th</sup> Grade Teacher, Paul L. Dunbar Arts Enrichment Academy
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- Lynda Abraham, Artist-Educator, Arts Impact
- Jen Craun, Artist-Educator, Arts Impact
- Kelly Mattimoe, Lead Artist-Educator, Arts Impact
- Rebecca Hinkelman, Studio and Program Coordinator, Arts Impact





3311 Perkins Avenue Suite 300 > Cleveland, Ohio 44114 > 216-772-4722 > [www.artsimpact.org](http://www.artsimpact.org)