



ARTS IMPACT

# SOCIAL-EMOTIONAL LEARNING PROGRAM IMPACT REPORT

OUTCOMES & SATISFACTION



PAUL L. DUNBAR  
ARTS ENRICHMENT ACADEMY  
FALL 2024

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## INTRODUCTION & SERVICES DELIVERED

### ABOUT ARTS IMPACT SEL LEARNING PROGRAM

Social and emotional skills are critical for supporting positive outcomes among youth in the social and academic domains, including self-awareness, social-awareness and decision-making, which in turn, can lead to improvements in classroom behavior and academic achievement. Middle school in particular marks a challenging and pivotal developmental stage during which there is a unique window of opportunity for youth to build these critical skills. In addition to the benefits of social-emotional learning (SEL), research shows the benefits of using art as a teaching method. Art is an engaging and interactive approach which gives students voice and choice and further supports emotion regulation and critical thinking skills.

**Arts Impact** SEL programming serves middle school students in the Cleveland Metropolitan School District (CMSD). Recent census data shows that Cleveland is among the most economically disadvantaged large cities in the nation with more than half of its children living in poverty. Although there has been improvement, the school district is among the lowest achieving in the state based on school report cards compiled by the Ohio Department of Education. Youth served by CMSD need high-quality experiences that foster social-emotional skills and ultimately their success in school. Overall, the program aims to use an art-based approach to build critical social-emotional skills for youth living in economic disadvantage that lead to longer term success both during adolescence and into adulthood.



## ARTS IMPACT IN PAUL L. DUNBAR DURING THE FALL 2024 SEMESTER

We are pleased to have provided the following services during the Fall 2024 semester:

- 4 classrooms served
- 8 sessions delivered in each classroom for a total of 32 sessions
- 22 6th grade scholars participated in *This is My Story*
- 25 7th grade scholars participated in *This is Our Story*
- 44 8th grade scholars participated in *This is My Future*
- 91 scholars served
- 3 artist-educator facilitators
- 1 partner classroom teacher
- 8 artforms/media

## MEASUREMENT OVERVIEW

At the conclusion of each program, 6th, 7th and 8th grade students complete a survey that measures outcomes expected from their participation, including SEL competencies and engagement in the art education aspect of the program. For each survey item measuring program outcomes, youth responded on a 5-point response scale: 1=Never, 2=Rarely, 3=Sometimes, 4=Frequently, 5=Always.

Artist-Educators complete a scoring rubric to assess student success at meeting arts learning objectives. Rubric scores are based on a 4-point scale: 1=Baseline; 2=Developing; 3=Proficient; 4=Mastery.

Teachers also complete an end of program survey to measure their perceptions of student outcomes, quality of the program and their satisfaction with the program. For each survey item teachers responded on a 5-point response scale: 1=Strongly Disagree; 2=Disagree; 3=Neither Agree nor Disagree; 4=Agree; 5=Strongly Agree.



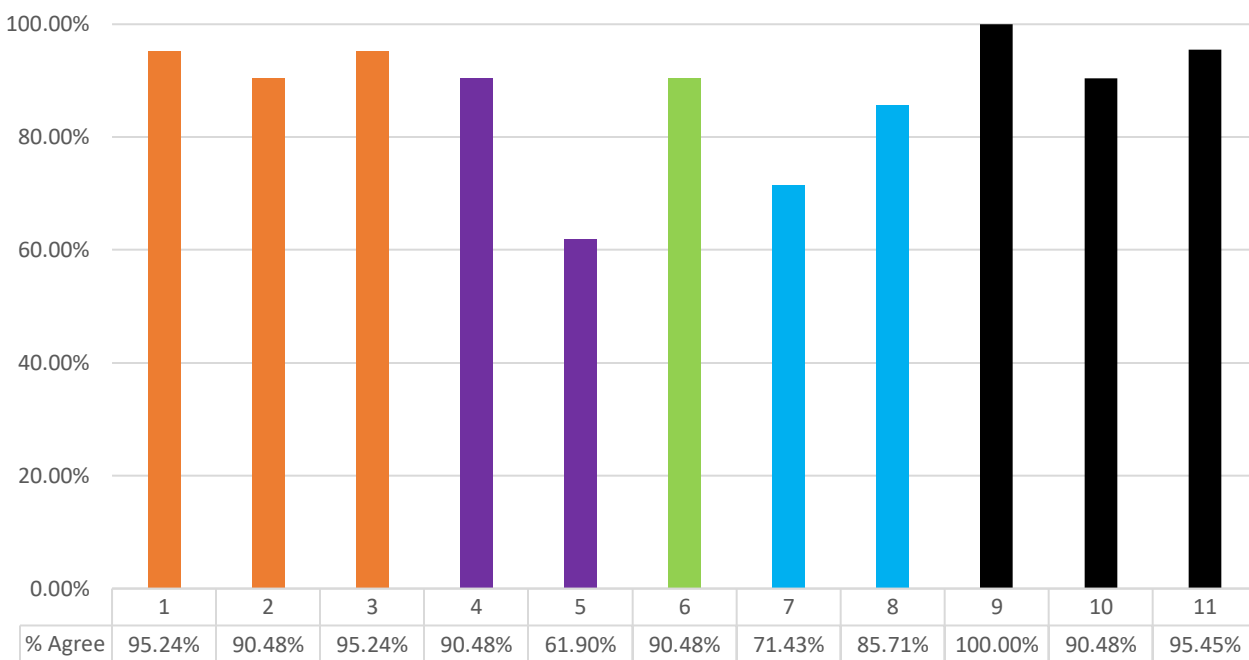
## OUTCOMES: *THIS IS MY STORY* (6TH GRADE)

### SUMMARY OF OUTCOMES

The students and classroom teacher reported strong program outcomes across competencies. At least 85% of students agreed with 8 out of the 10 target outcomes. The classroom teacher agreed or strongly agreed with 4 out of the 5 target outcomes.

### STUDENT DATA

The first 10 data points in the chart below show the percent of youth “agreeing” to each item, calculated as the percent of youth who responded with a 3, 4 or 5 on the 5-point response scale (a response of Sometimes, Frequently, or Always). The final data point shows the percent of youth scoring “proficient” or higher on their arts assessment rubric (a score of Proficient or Mastery).



### STUDENT DATA LEGEND

#### SEL COMPETENCY: SELF-AWARENESS

1. This class helped me learn about my strengths .....95%
2. I learned about my personal challenges .....90%
3. I learned about what's important to me (values) .....95%

#### SEL COMPETENCY: SELF-MANAGEMENT

4. I learned how to deal with my feelings.....90%
5. I got better at talking about my feelings .....62%



## SEL COMPETENCY: SOCIAL AWARENESS

6. I got better at understanding others' feelings.....90%

## SEL COMPETENCY: RELATIONSHIP SKILLS

7. I got better at sharing my views with others.....71%

8. I got better at listening to the views of others .....86%

## ART EDUCATION

9. I learned about different types of art materials .....100%

10. I liked doing the art projects .....90%

11. Rubric score of Proficient or Mastery .....95%

## TEACHER RESPONSES

1. Bullying behavior in my classroom decreased during this program.	4 (Agree)
2. Students in my classroom seemed well-connected to each other as a result of this program.	4 (Agree)
3. This program helped with discipline issues in my classroom.	3 (Neither Agree nor Disagree)
4. Students in my classroom were able to display empathy towards each other.	5 (Strongly Agree)
5. This program helped students learn to work well in groups.	5 (Strongly Agree)



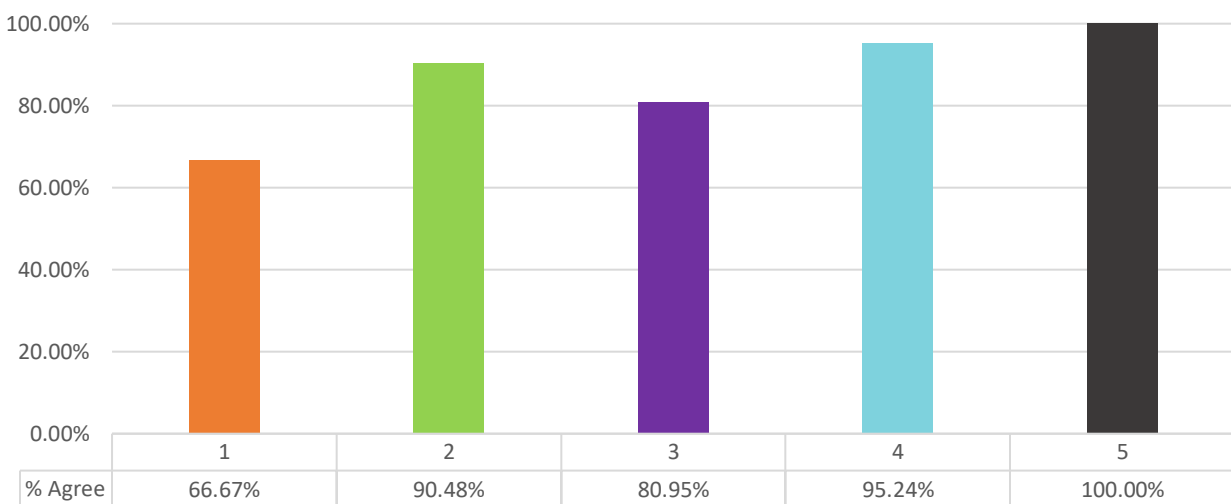
# SAFETY, BELONGING & SATISFACTION: *THIS IS MY STORY* (6TH GRADE)

## SUMMARY OF PROGRAM SATISFACTION

The students and classroom teacher reported high levels of program satisfaction. At least 80% of students agreed with 4 out of the 5 indicators for program satisfaction, and the classroom teacher strongly agreed with all indicators.

## STUDENT DATA

The data points in the chart below show the percent of youth who responded with a 3, 4 or 5 on the 5-point response scale (a response of Sometimes, Frequently, or Always).



## STUDENT DATA LEGEND

1. I felt safe sharing things about myself .....67%
2. I felt like the artist-educator cared about me .....90%
3. I felt like I belonged.....81%
4. I'm glad I participated in this class.....95%
5. I think my friends would enjoy this class .....100%

## TEACHER RESPONSES

1. This program was high quality.	5 (Strongly Agree)
2. This program met my expectations.	5 (Strongly Agree)
3. The artist-educator worked well with the students.	5 (Strongly Agree)
4. The students enjoyed participating in the program.	5 (Strongly Agree)
5. I would recommend this program to other teachers.	5 (Strongly Agree)

## FEEDBACK: *THIS IS MY STORY* (6TH GRADE)

### STUDENT RESPONSES

- What did you like most about this class?
  - We got to express our feelings through artwork.
  - I was taught how to make art with other students from my class.
  - How we used different types of art materials every session.
  - I like that we could make our own designs and make whatever we like to do.
- What did you learn in this class?
  - I learned that all of us can share our feelings even if it's a good day or a bad day.
  - I learned how my skills are with art and I really liked it.
  - I learned to get out of my shell and express how I feel.
  - I learned that I need to believe in myself and try new things.
- What can we do to make this class better?
  - I feel like we could do group projects, like all of us sit together and do a project or play a game.
  - We could do more artwork and use more materials for the art.
- Anything you want to tell us about your artist-educator?
  - She is kind and she is the best art teacher.
  - She made me feel a lot better about talking out loud in front of my class.
  - That I hope she'll be here next year!

### TEACHER RESPONSES

- Students really enjoy Arts Impact. They look forward to participating in it. They get the opportunity to share their feelings through their art projects and class discussions.
- Arts Impact helps build self-esteem. I believe that will help students to improve their academic performance.



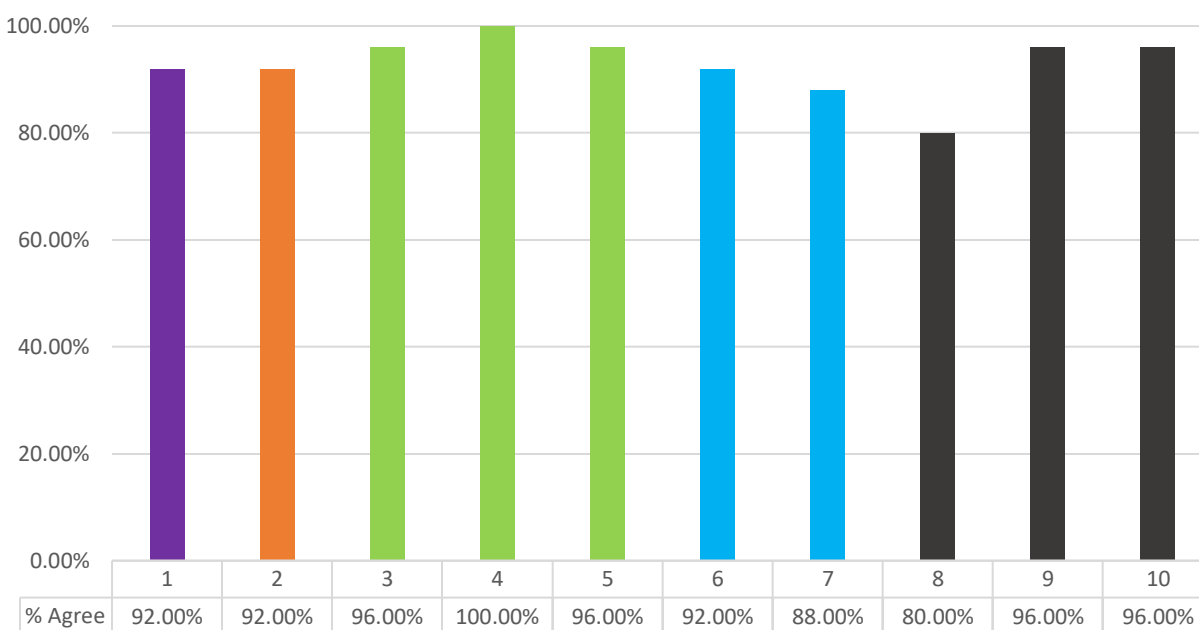
## OUTCOMES: *THIS IS OUR STORY* (7TH GRADE)

### SUMMARY OF OUTCOMES

The students reported very strong program outcomes. At least 90% of students agreed with 7 out of the 9 target outcomes, and at least 80% of students agreed with every outcome. The classroom teacher agreed with 3 out of the 5 outcomes.

### STUDENT DATA

The first 9 data points in the chart below show the percent of youth “agreeing” to each item, calculated as the percent of youth who responded with a 3, 4 or 5 on the 5-point response scale (a response of Sometimes, Frequently, or Always). The final data point shows the percent of youth scoring “proficient” or higher on their arts assessment rubric (a score of Proficient or Mastery).



### STUDENT DATA LEGEND

#### SEL COMPETENCY: RESPONSIBLE DECISION MAKING

1. This class helped me learn how to work with others to solve a problem or challenge ..... 92%

#### SEL COMPETENCY: SELF AWARENESS

2. This class helped me understand how my worldview impacts my thoughts about others ..... 92%

#### SEL COMPETENCY: SOCIAL AWARENESS

3. This class helped me learn how to deal with conflicts I may have with others ..... 96%
4. This class helped me understand the importance of making sure others feel included ..... 100%
5. This class helped me better understand others' differences ..... 96%

## SEL COMPETENCY: RELATIONSHIP SKILLS

6. This class helped me find something in common with people that are different from me .....92%
7. This class helped me learn how to support a victim of bullying .....88%

## ART EDUCATION

8. I learned about different art materials and topics .....80%
9. I liked doing the art projects.....96%
10. Rubric score of Proficient or Mastery.....96%

## TEACHER RESPONSES

1. Bullying behavior in my classroom decreased during this program.	4 (Agree)
2. Students in my classroom seemed well-connected to each other as a result of this program.	4 (Agree)
3. This program helped with discipline issues in my classroom.	3 (Neither Agree nor Disagree)
4. Students in my classroom were able to display empathy towards each other.	4 (Agree)
5. This program helped students learn to work well in groups.	3 (Neither Agree nor Disagree)



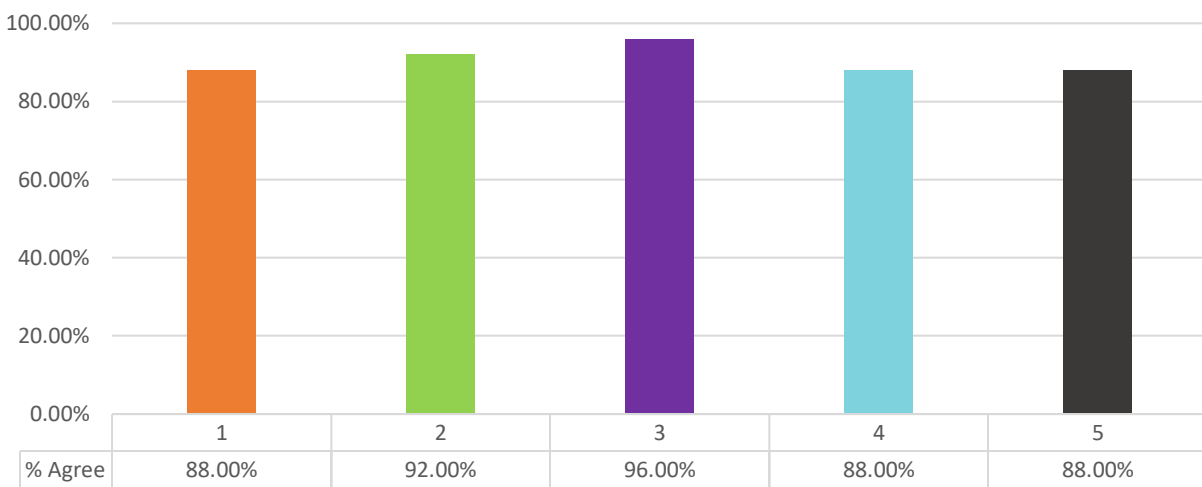
# SAFETY, BELONGING & SATISFACTION: *THIS IS OUR STORY* (7TH GRADE)

## SUMMARY OF PROGRAM SATISFACTION

The students and classroom teacher reported high satisfaction with the program. At least 88% of students agreed with all indicators for program satisfaction, and the classroom teacher strongly agreed with all indicators.

## STUDENT DATA

The data points in the chart below show the percent of youth who responded with a 3, 4 or 5 on the 5-point response scale (a response of Sometimes, Frequently, or Always).



## STUDENT DATA LEGEND

1. I felt safe sharing things about myself .....88%
2. I felt like the artist-educator cared about me .....92%
3. I felt like I belonged.....96%
4. I'm glad I participated in this class.....88%
5. I think my friends would enjoy this class .....88%

## TEACHER RESPONSES

1. This program was high quality.	5 (Strongly Agree)
2. This program met my expectations.	5 (Strongly Agree)
3. The artist-educator worked well with the students.	5 (Strongly Agree)
4. The students enjoyed participating in the program.	5 (Strongly Agree)
5. I would recommend this program to other teachers.	5 (Strongly Agree)

## FEEDBACK: *THIS IS OUR STORY* (7TH GRADE)

### STUDENT RESPONSES

- What did you like most about this class?
  - You can share about yourself and not feel ashamed.
  - I liked that we could just be ourselves and treat everybody like they belonged.
  - Doing the projects allowed me to express my emotions.
- What did you learn in this class?
  - I learned different ways you can handle situations, such as assertively.
  - How to understand different people.
  - I am a very shy person, and these last few projects have helped me be more open, so I learned that I can do a presentation in front of the class without being nervous.
- What can we do to make this class better?
  - I think that we could do more group art activities, like the drama experiences.
  - Something you could do to make this class better is adding more art projects.
- Anything you want to tell us about your artist?
  - She's an amazing teacher and made everybody feel more included.
  - She is great at explaining the projects.
  - Mrs. Jordan is very energetic, kind, and makes everyone feel proud about themselves. Mrs. Jordan makes me feel very happy.

### TEACHER RESPONSES

- The most beneficial aspect of this program to my class: students connecting their topic for their lesson to the art projects they created.
- I think it's great that the students are given the opportunity to share their artwork with their class. Students then give positive feedback about their artwork.

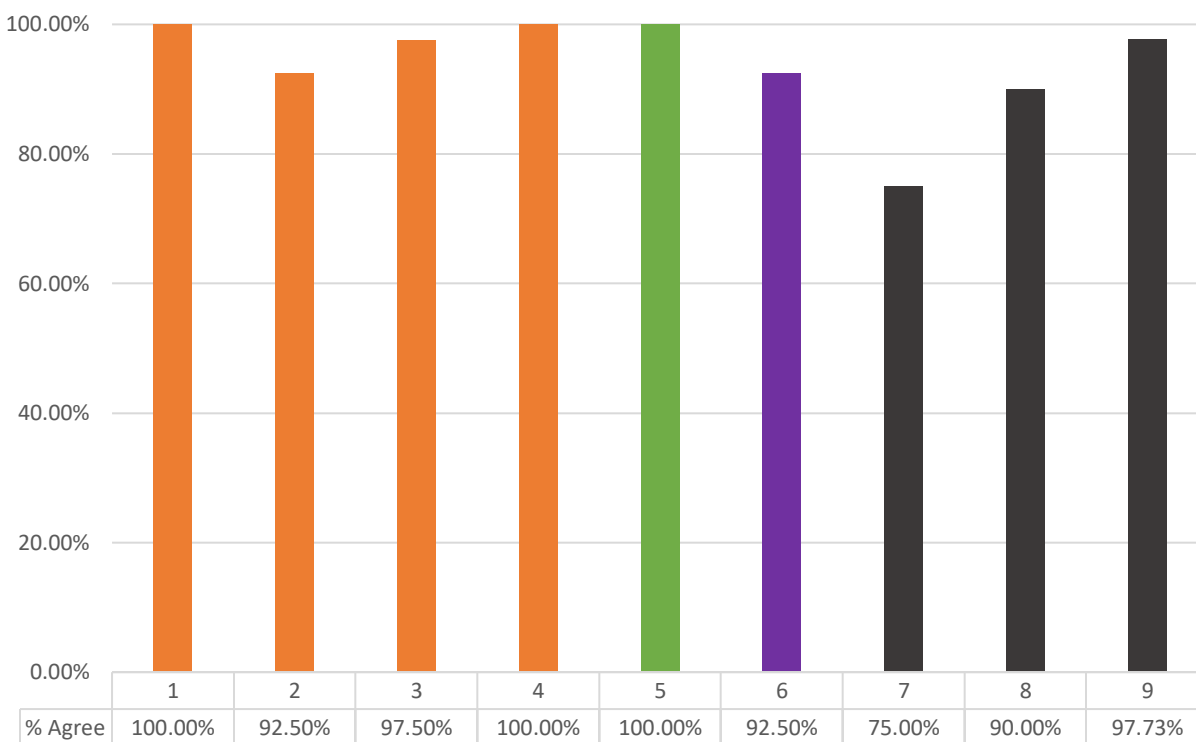
## OUTCOMES: *THIS IS MY FUTURE* (8TH GRADE)

### SUMMARY OF OUTCOMES

The students and classroom teacher reported very strong program outcomes. At least 90% of students agreed with 7 out of the 8 target outcomes. For example, 100% of students agreed that the class helped them identify their strengths when thinking about their future. The classroom teacher agreed or strongly agreed with 4 out of the 5 target outcomes.

### STUDENT DATA

The first 8 data points in the chart below show the percent of youth “agreeing” to each item, calculated as the percent of youth who responded with a 3, 4 or 5 on the 5-point response scale (a response of Sometimes, Frequently, or Always). The final data point shows the percent of youth scoring “proficient” or higher on their arts assessment rubric (a score of Proficient or Mastery).



### STUDENT DATA LEGEND

#### SEL COMPETENCY: SELF-AWARENESS

1. This class helped me learn about having a growth mindset .....100%
2. This class helped me to understand what motivates me .....93%
3. This class taught me that my life experiences can help me learn and grow .....98%
4. This class taught me to identify my strengths when thinking about my future .....100%

### SEL COMPETENCY: SELF-MANAGEMENT

5. This class helped me to understand how to get motivated by breaking down large tasks into smaller ones.....100%

### SEL COMPETENCY: RESPONSIBLE DECISION MAKING

6. This class helped me to set some goals for myself.....93%

### ART EDUCATION

7. I felt that art helped me express my emotions better than if we just talked about the topic .....75%
8. I learned about different art materials and topics .....90%
9. Rubric score of Proficient or Mastery .....98%

### TEACHER RESPONSES

1. Bullying behavior in my classroom decreased during this program.	5 (Strongly Agree)
2. Students in my classroom seemed well-connected to each other as a result of this program.	4 (Agree)
3. This program helped with discipline issues in my classroom.	3 (Neither Agree nor Disagree)
4. Students in my classroom were able to display empathy towards each other.	5 (Strongly Agree)
5. This program helped students learn to work well in groups.	4 (Agree)





# SAFETY, BELONGING & SATISFACTION: *THIS IS MY FUTURE* (8TH GRADE)

## SUMMARY OF PROGRAM SATISFACTION

The classroom teacher reported a very high level of program satisfaction, by strongly agreeing with all indicators.

## TEACHER RESPONSES

1. This program was high quality.	5 (Strongly Agree)
2. This program met my expectations.	5 (Strongly Agree)
3. The artist-educator worked well with the students.	5 (Strongly Agree)
4. The students enjoyed participating in the program.	5 (Strongly Agree)
5. I would recommend this program to other teachers.	5 (Strongly Agree)



## FEEDBACK: *THIS IS MY FUTURE* (8TH GRADE)

### STUDENT RESPONSES

- What was the most helpful topic we discussed and why?
  - The timeline, because I was able to see the mistakes and accomplishments that I made over the years.
  - I feel like the topic that was most helpful was anytime we would talk about our future, because it would really make me think about what I want to do in the future and how I can get there.
  - What we wanted to become. I want to be a cosmetologist, and I liked how we got to really think about how I was going to achieve that.
- What was your favorite art project and why?
  - The watercolor timeline, because it really made me think about past experiences, and I realized that no matter how many bad things happen in my life, I can get through it, and better times will come.
  - My favorite art project was the music app one, because I was able to express my emotions through the instruments.
  - The spinning wheel project, because it helped me figure out how I would like to see myself in the future.
- Is there anything that could make this program better?
  - I really liked the music and I wish there was a little bit more.
  - I would have liked more drawing activities.
  - In my opinion there is nothing that can make this program better, because there is a vision, and a lot of kids like it.

### TEACHER RESPONSES

- Students really enjoy Arts Impact.
- Students get the opportunity to share their feelings through their art projects and class discussions.
- I attended the Arts Impact afterschool event in our school cafeteria. The cafeteria was transformed into an art gallery. The works of art were amazing. I was able to explore the projects from the other grade levels. Students also had the chance to create art projects at the event and take them home with them.