



ART POSSIBLE OHIO
MAKING CREATIVITY ACCESSIBLE

Adaptation, Integration and the Arts Performance and Impact Evaluation

June 2021

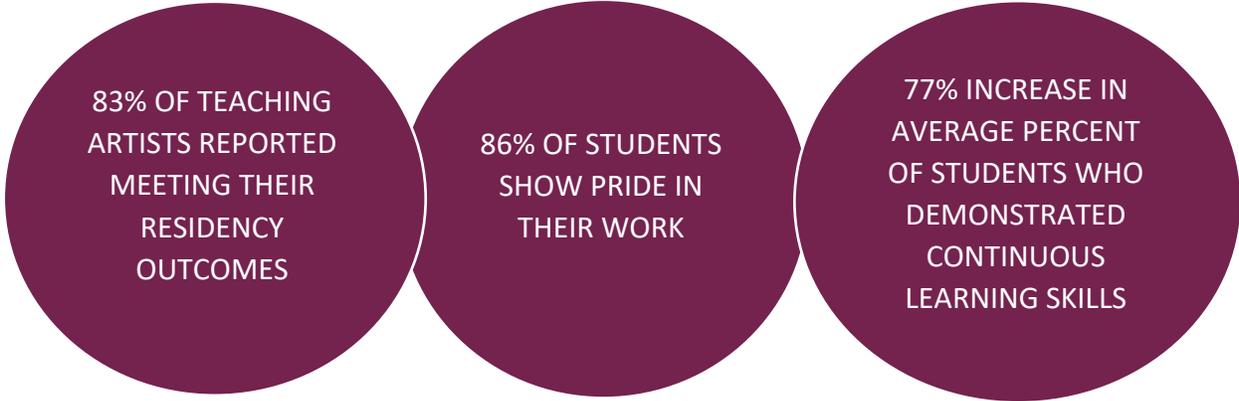
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Executive Summary

Art Possible Ohio’s Adaptation, Integration and the Arts (AIA) residencies support the mission to make creativity accessible for all. The AIA program is a collaboration of educators and teaching artists to implement an arts-integrated curriculum. Historically, the AIA program has demonstrated significant and meaningful impact of students’ 21st Century skills, social-emotional skills, and life skills. Additionally, the residency provides teachers with an opportunity to learn strategies to support creativity and inclusion throughout the class. The keys to a successful residency have been strong communication and collaboration between artists and teachers.

In academic year 2020-2021, the AIA program continued to implement residencies in the midst of the COVID-19 Pandemic. During this time, AIA focused on identifying the strategies that worked best in each of the environments (in-person, virtual, or hybrid) to facilitate student engagement and learning. The results of this year’s work are reflected below.



We don't have arts classes that are adapted to the needs of my students. Teachers have learned a ton because it's not our background. – Classroom Teacher

We have been very thankful that their curriculum is flexible and tailored to the needs of the students. Our Teaching Artist has three different options for the kids so they can find the activities they like that day. The art is a hands-on expression that is good therapeutically. – Classroom Teacher

Based on results of this year’s evaluation, the following recommendations are made:

1. Continue to find additional opportunities for residency development.

2. Integrate student ideas and interests into the activities.
3. Adjust expectations for student behavior regarding following rules and disrupting class.
4. Continue to build on best practices identified this year.

As a long-term data partner, Measurement Resources Company (MRC) is pleased to present the results of the 2020-2021 AIA Program Evaluation.

Overview

Art Possible Ohio has a mission to make the arts and arts education more accessible and inclusive for people with any disability and their support networks. During the COVID-19 Pandemic, Art Possible Ohio's mission prevailed. Through Art Possible Ohio's Adaptation, Integration and the Arts (AIA) residencies, educators and teaching artists partnered to implement an arts-integrated curriculum for in-person, virtual and hybrid settings. By bringing together teachers and students of all abilities in each of these settings, Art Possible Ohio's AIA program provides a unique opportunity to experience the power of the arts to support student engagement and learning. Previous program evaluation results show that the AIA program has meaningful impact on key skills that can propel students towards success in school and life.

Previous Evaluation Results Show:

SIGNIFICANT AND MEANINGFUL IMPACT ON STUDENTS':

- ✓ 21ST CENTURY SKILLS
- ✓ SOCIAL-EMOTIONAL SKILLS
- ✓ LIFE SKILLS

In the 2019-2020 school year, traditional residencies were disrupted with the COVID-19 Pandemic and artists worked hard to pivot mid-year. The 2020-2021 school year began with predetermined in-person, virtual or hybrid classroom modalities and teaching artists were able to prepare their curriculum with the classroom environment in mind. With the residencies being implemented in these non-traditional environments during a pandemic, AIA saw an opportunity to identify the elements of residencies that most effectively facilitate student engagement and learning. This evaluation project captures the journey of the AIA program through this year, highlighting the elements of residencies that support student learning and engagement in each of the environments.

Our students' lives and classroom experience is very regimented. In the AIA, our students are given the opportunity to own their experience and expression. Also, the students find value of having their work showcased. It has added to the positive climate culture in our building. - School/District Administrator

Methods

This Impact Evaluation discusses Art Possible Ohio's AIA impact and value, by answering the following questions:

1. What was done in the Art Possible Ohio's AIA program?
2. To what extent did each of the residencies meet their residency outcomes?
3. Which of the residency models worked well to support students' consistent learning?
4. Which of the different residency models worked well to support high levels of student engagement?

MRC utilized AIA records to capture the participant and residency activity data. To answer the remaining questions, MRC administered a baseline survey to teaching artists in January, approximately halfway through the residency and a follow-up survey in May prior to residencies concluding for the year. The surveys gave teaching artists the opportunity to state their residency outcomes and any modifications made to their residency plan, assess their experience and satisfaction with each element of their residency and finally their assessment of student engagement and continuous learning. A total of eight out of nine teaching artists replied to the baseline survey and seven out of nine completed the final survey. A total of six out of nine teaching artists had baseline and final survey for a pre/post comparison.

Additionally, in the month of April, two schoolteachers and one administrator were interviewed. The teachers and administrator had a range of direct experience with AIA. The interviews were designed to assess the perceived benefits and values of the AIA program for their school and provide suggestions for improvement.

Results

Participants

As summarized in Table 1, the Ohio Department of Education’s investment in the AIA program meant that 803 students received long-term (average 82.5 hours, including planning and student contact), high-quality, accessible, arts-integrated instruction in the 2020-2021 school year.



83% OF TEACHING ARTISTS
REPORTED MEETING THEIR
RESIDENCY OUTCOMES

Table 1. AIA Program Outreach Performance

	2014-15	2015-16	2016-17	2017-18	2019-20	2020-21
School Sites	21	17	16	10	15	11
Classes	116	67	69	71	61	82
Total Students	2,004	1,141	1,191	989	849	803
Students with Disabilities	611 (30%)	416 (36%)	615 (52%)	378 (38%)	647 (76%)	634 (79%)
Average Contact Hours per Student	69.6	76	82.5	79.3	82.5	82.5
<i>2018-2019 evaluation was a qualitative project and data were not included in the evaluation report for that school year.</i>						

Activities

The AIA program was administered in schools across Ohio with a variety of art forms. Table 2 lists the school sites participating by region of the state. The majority of the AIA residencies were in schools for a full year and served grades K-12. Residencies were in-person, virtual and hybrid. All of the schools were returning sites with AIA residencies during 2020-2021 academic year.

Table 2. Participating AIA Program Schools by Region of Ohio

	Classroom Modality	Grade Levels	Number of Students	Duration of Residency	Art Form
Southeast Region					
Alternate Learning Center for Students with Special Needs	In-Person	K-12	95	Full Year	Visual arts
Carleton School Visual	Virtual	K-12	37	Full Year	Dance, Visual arts

Ewing School	Virtual	K-12	112	Full Year	Visual arts
Central Region					
Bridgeway	Virtual	All	206	Semester	Visual arts
Forest Rose School	Hybrid	Pre-K	36	Full Year	TBD
New Albany Plains Local School	Virtual	1-12	60	Full Year	Dance, Visual arts
Westerville North High School – North Pointe Program	Hybrid	High School	20	Full Year	Visual arts
Northwest Region					
Graytown School	In-Person	K-12	54	Full Year	Visual arts
Marimor School	Virtual	TBD	90	Full Year	Dance
Northeast Region					
Day Integrated Learning Center	In-Person	K-8	69	Full Year	Dance, Music, Drama, Visual arts

Residencies Meeting Residency Outcomes

Teaching artists design residencies to achieve desired student and classroom outcomes. In the 2020-2021 school year, the Pandemic provided teaching artists the opportunity to explore and evaluate residencies that were delivered virtually or in a hybrid model. Never having delivered a residency in these environments, teaching artists relied on their expertise to design a residency that could be flexible to meet the desired outcomes. Even in the uncharted territory of virtual and hybrid residencies, 83% (n=6)¹ of teaching artists reported meeting their residency outcomes. Residency outcomes that were achieved included a range of outcomes including social-emotional skills, 21st Century skills and life skills. The following outcomes were reported as having been achieved through the residencies:

- ✓ Having a growth mindset (learning from mistakes)
- ✓ Improved self-confidence
- ✓ Task persistence
- ✓ Engagement in residency activities
- ✓ Learned new concepts and skills for other subjects
- ✓ Increased strength, balance, coordination and range of motion
- ✓ Increased creativity

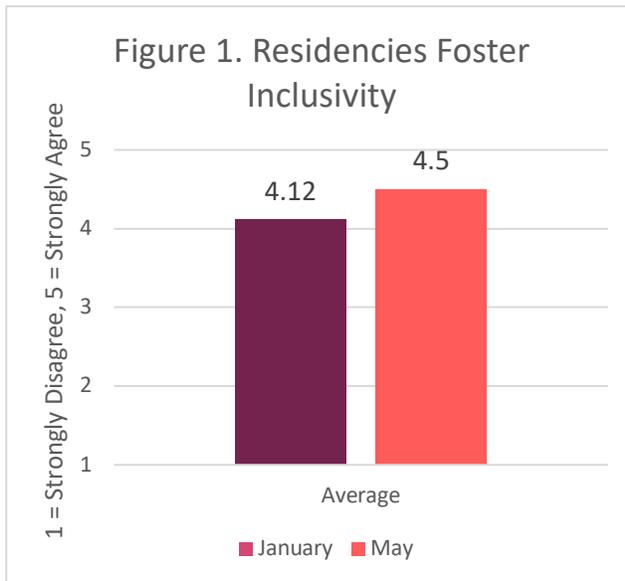
¹ An n of 6 reflects the teaching artists who had stated outcomes reported in their work plan and reported data on attainment.

- ✓ Increased art vocabulary and skills (i.e., playing instruments, identifying dance moves)
- ✓ Self-regulation/calming strategies

Overall Teaching Artist Experience and Satisfaction with the AIA Program

Teaching Artists' Perceptions of Fostering Inclusivity

The cornerstone of AIA is to make the arts accessible to students with disabilities. During the COVID-19 Pandemic, teaching artists got very creative in putting together residency activities and materials that were appropriate for everyone in the varied classroom environments. Each teaching artist focused on making sure activities are

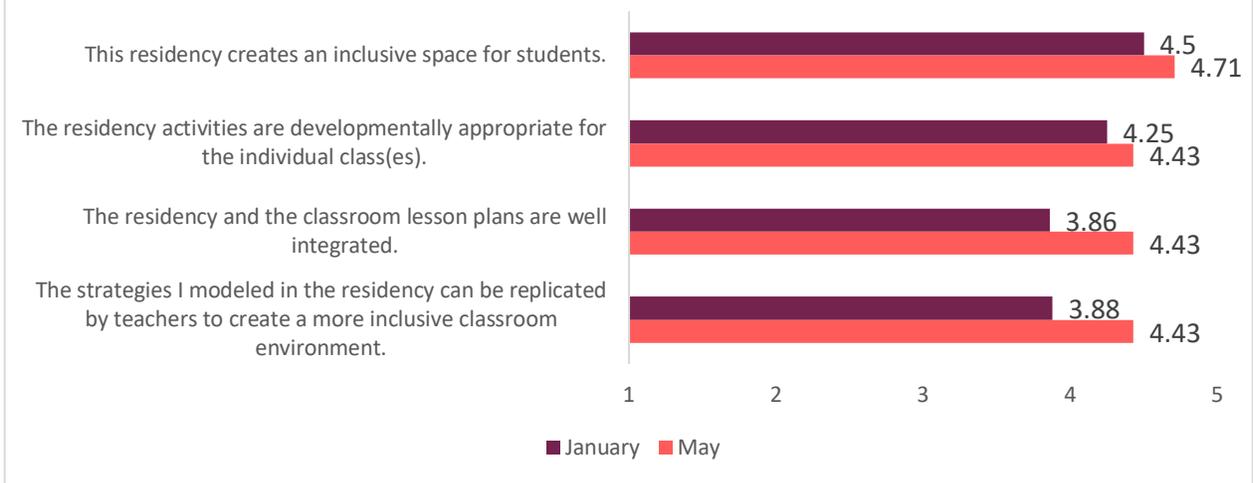


developmentally appropriate, lessons are integrated into the classroom, the strategies can be modeled by the teacher in other subjects and creates inclusive spaces for students.

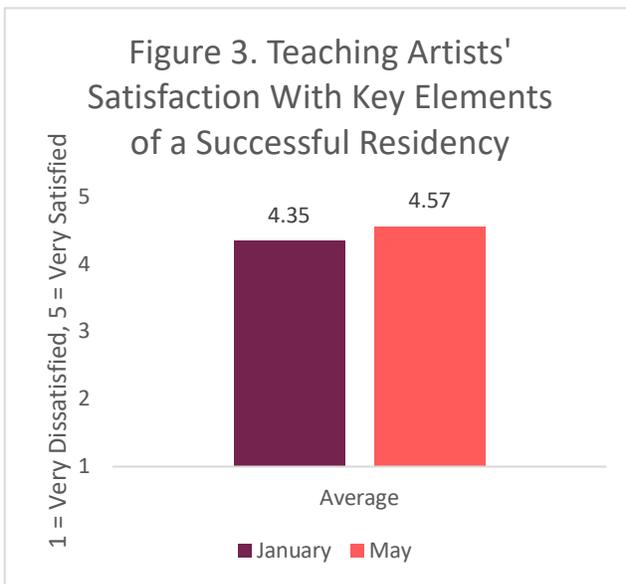
Teaching artists were asked the extent to which they agreed that the residency fostered inclusivity. As shown in Figure 1, teaching artists agree the residency fosters inclusivity and the perception of inclusivity increase over time (m= 4.12 in January and m= 4.5 in May).

Looking more specifically at the elements of inclusivity, Figure 2 shows that the perception of integrating the residency into classroom lesson plans and modeling strategies teachers can use to create a more inclusive classroom had the largest improvement over time. However, with average scores of 4.3 in May, the results suggest that there continues to be room for improvement across most key elements of an inclusive residency.

Figure 2. Teaching Artists' Satisfaction With Key Elements of Fostering Inclusivity



Teaching Artist Satisfaction



Past evaluations of the AIA program have shown that key elements of a successful residency include a high level of communication between the artist and classroom teacher, engagement of the classroom teachers in the residency activities, the level of behavioral support classroom teachers provide, time for residency pre-planning, time spent in planning with the classroom teacher and the availability of AIA staff. As shown in Figure 3, Teaching Artists were highly satisfied with these key elements of their

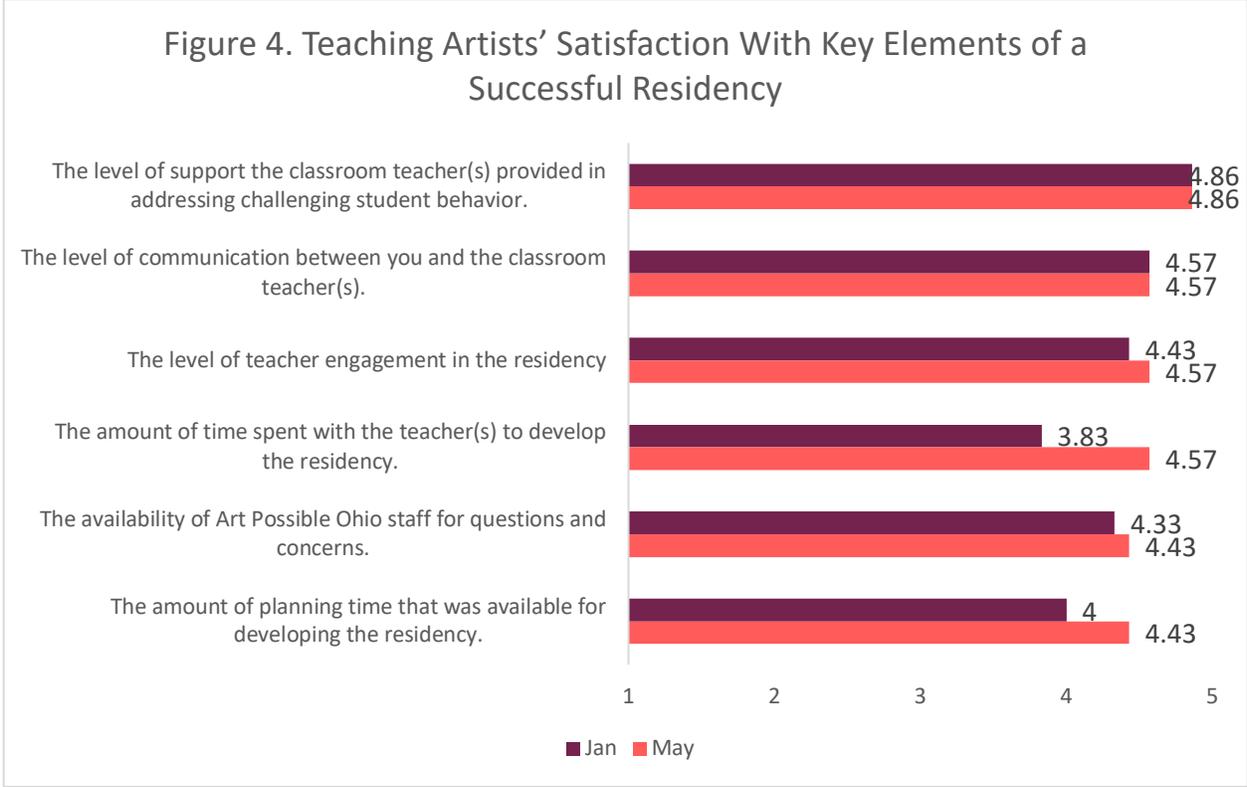
residency. This suggests the teaching artists are supported with best practices for success.

Specifically, Figure 4 shows the satisfaction with the communication between the teaching artists and classroom teacher was high and remained high through the residency. Additionally, satisfaction with the level of behavioral support classroom teachers provided was the highest and remained high throughout the residency. Finally, the satisfaction with the amount of time spent with teachers developing the

residency was lowest in January but by the end of the residency, this area saw the greatest increase in satisfaction.

We've always had such positive experiences and teaching artists have gone above and beyond. A lot of that has to do with being committed to communication, scheduling meetings, staying organized, keeping it simple, etc. - Classroom Teacher

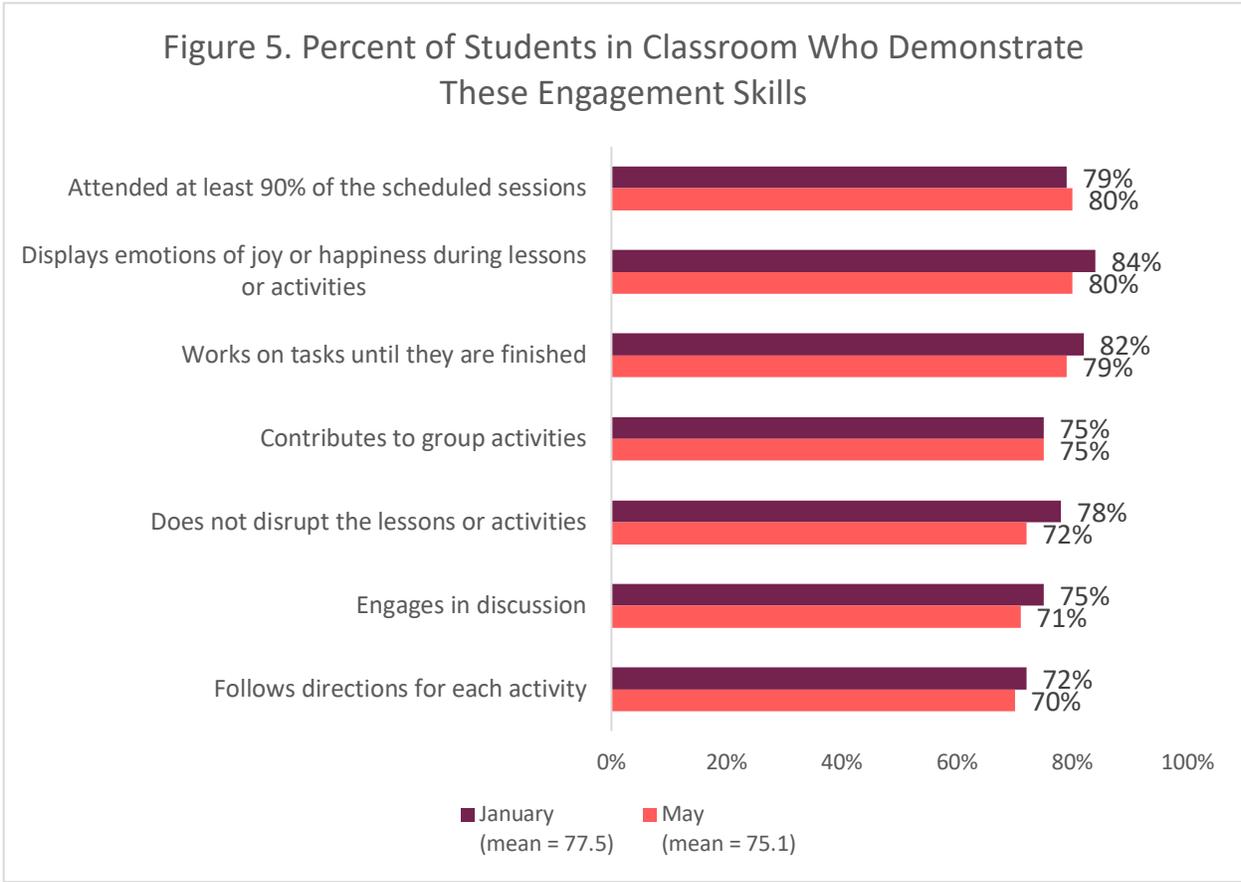
In terms of opportunities for improvement, Figure 4 also shows the satisfaction with the amount of time for planning and the availability of Art Possible Ohio staff were positive, but these are the areas of greatest opportunity to improve satisfaction with the residency.



Success in Student Engagement

Engaging students in the content of the residency is important for increasing student focus and ability to learn all that they can from time with the teaching artist. On average, the percent of students demonstrating engagement slightly declined in each skill (Figure 5). However, the majority (at least 7 out of 10) students demonstrate

engagement. On average, one-third or more of students attend the majority of sessions, express joy and task persistence in the activities and contribute to group discussion. Similar to previous years' evaluations, there remains opportunities to address the behavioral skills such as following directions and not disrupting class. However, as learned from interviews with teachers, the behavioral expectation of their unique classrooms is different than traditional standards and these results are not surprising.



Essential Elements for Student Engagement

Teaching artists were asked to identify the elements of their residency that best supported student engagement. Based on the residencies who reported success in achieving residency outcomes and reported the majority of students demonstrating student engagement, the Table 3 lists the elements of the residency that were thought to have best supported student engagement. Though many of these elements can apply in all settings, they are identified specifically by the setting in which the successful residency was conducted.

Table 3. Student Engagement Best Practice	Hybrid	Virtual	In-Person
Open-ended projects with multiple methods of participation and multiple possible levels of engagement.	X		
Be flexible to change with the students' needs		X	
Talk to students directly (i.e., ask questions about what the student is making, why they chose a color or a subject.)		X	
Include music, movement and song		X	
Prepare a variety of materials and deliver to students prior to the session		X	
During class, walk continuously from student to student and allow them to ask questions, share ideas and express themselves during the activities			X
Include materials for students to manipulate and construct forms/products			X
Spend time each session reaching each student on their level.			X
Reinforce a safe and friendly environment			X

Schoolteachers and administrators also identified the importance of engaging each student at their level, being flexible and using hands-on activities to keep students engaged. The teaching artists all had different strategies in place to interact with students and allowed for students to have choice in how to engage in the activity.

In a virtual classroom allowing the kids to use what was comfortable- they didn't have to turn their video on, they could chat or talk but the teaching artist was able to see their progress by having them turn on their camera once in a while to show and tell or had them text a picture to the teacher who then forwarded it on to the teaching artist. She did not have a rigid requirement for material and use of them. She was very creative in the materials they could use. – Classroom Teacher

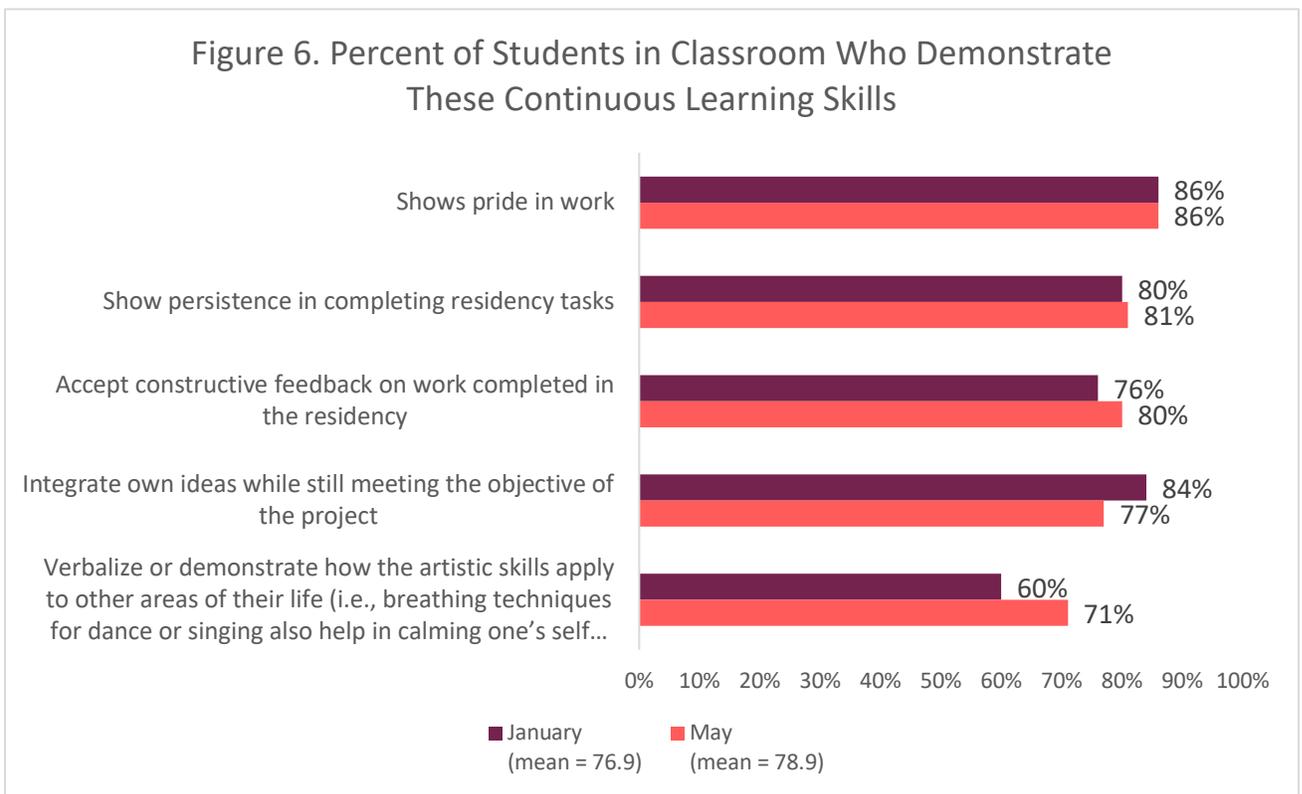
Success in Continuous Learning

Art Possible Ohio staff and AIA teaching artists know the importance of reinforcing continuous learning skills to support future personal development and achieving life goals. Continuous learning skills reinforced during this year's residencies include:

- ✓ accepting feedback,

- ✓ task persistence,
- ✓ integrating own ideas into the work,
- ✓ showing pride in work,
- ✓ and demonstrating skills in other areas of life.

As shown in Figure 6, the percent of students who demonstrated continuous learning skills increased from January to May. Most notably, 86% of students show pride in their work. The largest increase was in the percent of students who could verbalize or demonstrate how the artistic skill applied in other areas of life. However, this remains the greatest opportunity for improvement relative to the other skills. The percent of students who integrated their own ideas while still achieving the objectives of the project declined as the residencies progressed through the year.



Essential Elements for Continuous Learning

Teaching artists were also asked to identify the elements of their residency that best supported continuous learning. The following table lists the elements of the residency that were thought to have best supported continuous learning.

Table 4. Best Practice for Continuous Learning	Hybrid	Virtual	In-Person
Design residency activities to offer multiple levels of participation so that they can choose the amount of difficulty/effort they will undertake.	X		
Ask students to bring their own interests and experiences to respond to open-ended art projects/prompts.	X		
Elements and techniques are repeated and practiced in class and are used by teachers with the students.	X		
Build in opportunities for students to express their ideas and learn from challenges.	X		
Have students use materials they usually would never touch before.		X	
Allow the students to use their own creativity within assigned projects		X	
Integrate calming techniques		X	
Incorporate what the students like into each lesson.			X
Include hands-on activity which combines manual labor skills with fine motor coordination			X

In interviews, schoolteachers and administrators agree that residencies create a space for students to express themselves, persist in tasks and feel the joy of producing a final product. Specifically, the residencies offer students an opportunity to express themselves in an environment that is safe and allows them to experience what is possible from their creativity.

The Teaching Artist gives them an overview of the idea for the project and a couple examples but allows the student to express themselves in the way they want. It's not just an activity for use of materials. The Teaching Artist lets the kids start their work/expression and then she works with them to build on from that.

– Classroom Teacher

The students know the Teaching Artist and she has a good relationship with students. She is doing visual arts and expression- the students have had trauma and they've been able to use this as a safe place to express themselves. The Teaching Artist establishes relationships while still allowing them to express themselves.

– School/District Administrator

Conclusions

Even during a national pandemic, AIA provides unique opportunities for creativity and inclusive classrooms with high levels of student engagement and continuous learning. Additionally, teaching artists are happy with the residency program and enjoy working with their students. Several best practices were identified by teaching artists to support ongoing student engagement and learning.

Recommendations

Continue to find additional opportunities for residency development including planning time and AIA staff being available. Teaching artists had positive perceptions of planning time and availability of AIA Art Possible staff, but these are the areas of greatest opportunity to improve teaching artist satisfaction. There may be opportunities for planning to begin earlier or to be integrated into an ongoing strategy for supporting teaching artists. Considering the role and timeline of the contract process may also be a factor in allowing for enough time for teaching artists to plan. Finding innovative opportunities to build and support residencies could improve the program overall and the teaching artists' experiences.

Integrate student ideas and interests into the activities. Classroom teachers, school administrators and teaching artists agree that the residencies often incorporate student ideas and interests into activities. However, the theme of being flexible and designing activities around the needs and preferences of the students was prevalent across the evaluation results and suggests an opportunity for making a good residency great. Therefore, it is recommended that each residency activity have a component that integrates student ideas and interests, and a plan is in place to help students follow through with their idea and learn from successes and failures.

Adjust expectations for student behavior regarding rule-following and not disrupting class. Again, this year, the behavioral challenges seen in the classrooms is identified as an area that can be improved. However, as one teacher noted:

The behaviors we let slide in this classroom are not things the teaching artists would see in other traditional classrooms.

Therefore, AIA may consider other parameters for assessing classroom behavior to help teaching artists have an appropriate understanding of what behavior can be expected. As has been suggested in years past, this can also be accomplished through communications with the classroom teacher before the residencies begin. Adjusting

expectations may help improve the experiences of the teaching artists and students alike.

Continue to build on best practices identified this year. This year, teaching artists identified elements of their residencies that support student learning and engagement. These best practices can continue to be refined and validated in future residencies and shared with the larger community of artists to benefit the arts integration field.