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Arts Achieve: Impacting Student Success in the Arts



metis associates

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Arts Achieve

- **Funded in 2010 by Two USDOE grants**
 - Arts in Education Model Development and Dissemination (AEMDD)
 - Investing in Innovation (i3)
- **Partnering Organizations**

92Y Dance Education
Laboratory

 Smithsonian
Cooper-Hewitt, National Design Museum

NYC
Department of
Education
Dennis M. Walcott, Chancellor

 **Studio** in a School

ArtsConnection

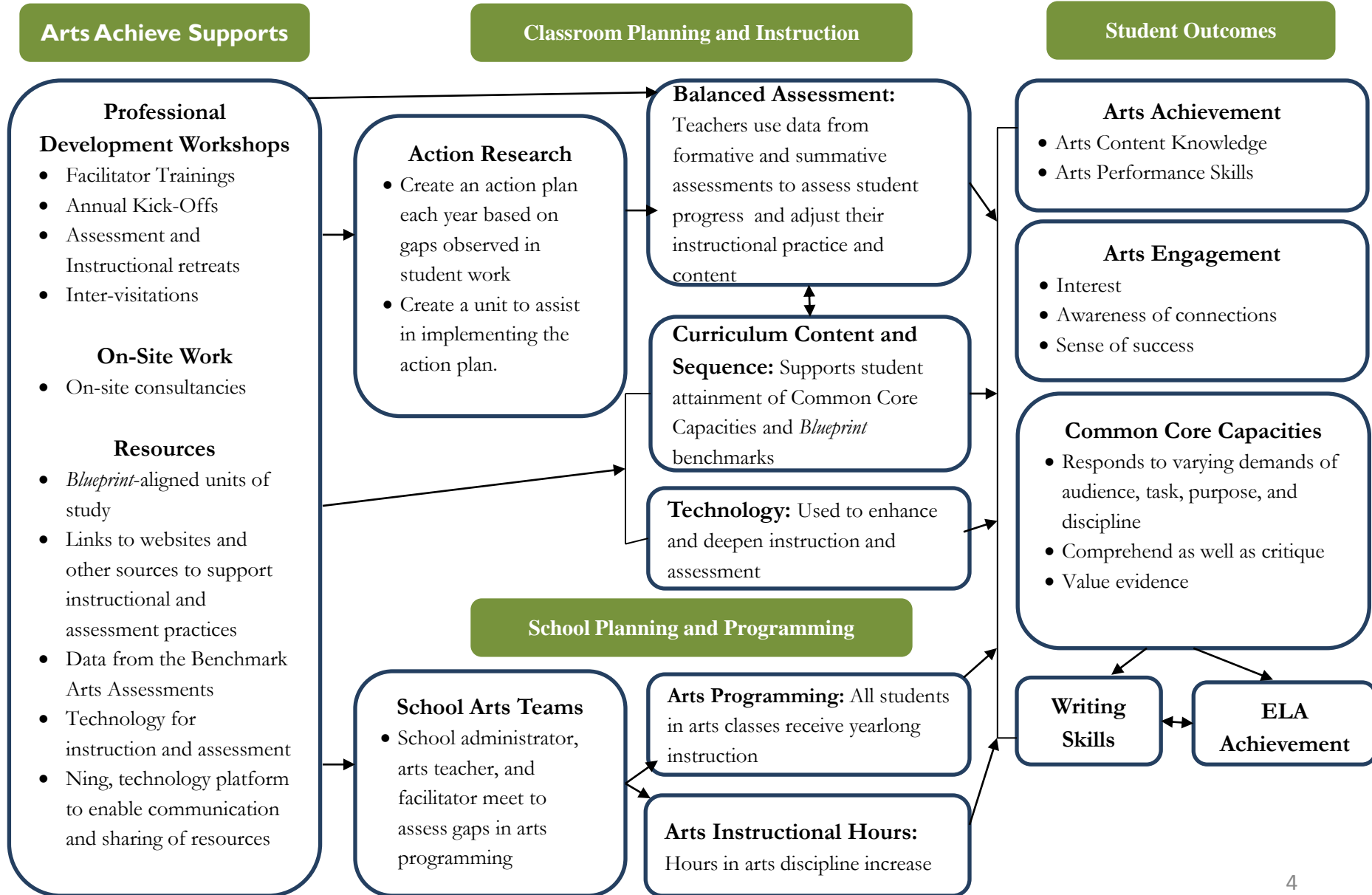
CARNEGIE HALL 
The Weill Music Institute

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Arts Achieve i3 Goals

- **Goal 1:** To *improve student achievement in the arts* through the development and implementation of balanced assessments (formative and summative) that are aligned to high arts content and academic achievement standards.
- **Goal 2:** To translate the standards and information from assessments into *classroom practices* that support improved arts achievement for all students.
- **Goal 3:** To *promote innovations* in student and teacher access to content and assessment feedback through the use of technology.

Arts Achieve Logic Model



Benchmark Arts Assessments

- 12 assessments (one in each arts discipline and school level) were designed and developed in collaboration with:
 - NYCDOE Office of Arts and Special Projects,
 - NYCDOE Arts teachers
 - NYCDOE Office of Tests and Measurement
 - *Arts Achieve* cultural partners
- Aligned with the NYCDOE *Blueprints for Teaching and Learning in the Arts*
- Aligned with the Common Core Capacities in English Language Arts
- Piloted in spring 2011 in 31 NYCDOE schools that met the same selection criteria as the study schools

Benchmark Arts Assessments

- Students have the opportunity to:
 - Create, perform, and respond
 - Interpret authentic works of art
 - Demonstrate specific skills and clear understandings
 - Articulate and document their choices (artistic, aesthetic, reflective, etc.)
 - Engage in a developmentally appropriate, differentiated, and scaffolded process
 - Be assessed by trained adjudicators with clear rubrics

Dance Assessments

Respond Task

- Students are shown an excerpt from a dance masterwork and then asked to:
 - Cite details of movement, music, and costume and infer the style or genre of the work;
 - Compare and contrast the piece seen with another dance style they chose; and
 - Characterize the piece in terms of feeling, meaning or message, and relate it to their own knowledge and experience of dance through original choreography and writing



Music Assessments

Analyzing and Making Compositional Choices

- Students are asked to create a composition:
 - Identifying the instruments, tempo, and dynamics they will choose;
 - Explaining in writing why they made these choices; and
 - Using music vocabulary in their explanations.

COMPOSER'S TOOL BOX			
minor	duple meter	major	percussion family
vocal	<i>instrumental</i>	triple meter	<i>ppp</i>
<i>p</i>	string family	<i>f</i>	<i>solo</i>
<i>crescendo</i>	andante	<i>allegro</i>	<i>legato</i>
<i>brass family</i>	presto	<i>decrescendo</i>	<i>orchestra</i>
<i>fff</i>	woodwind family	<i>largo</i> trill	

Theater Assessments

Performance Task

- Students are provided with a scene from a masterwork and are asked to:
 - Act out the scene in pairs; or
 - Write an extended scene of the masterwork.
- Students receive time to rehearse, collaborate and incorporate feedback



Visual Arts Assessments

Scaffolded Art Making Activity and Reflection

- Students participate in an ungraded discussion about a masterwork of art and the choices the artist made.
- Students are then asked to create their own work of art in a similar genre.
- Lastly, students are asked to reflect on their work and explain their own artistic choices in writing.



Study Design

- Experimental Design
 - Schools were randomly assigned into the treatment or control group by school level and arts discipline.
 - 77 study schools
 - 43 treatment
 - 34 control

Arts Achieve Activities	Treatment Schools	Control Schools
Benchmark Arts Assessments (pre/post)	X	X
Arts Achieve PD/Supports	X	
Implementation Log	X	
Observations and Focus Groups	X	
Surveys (pre/post)	X	X

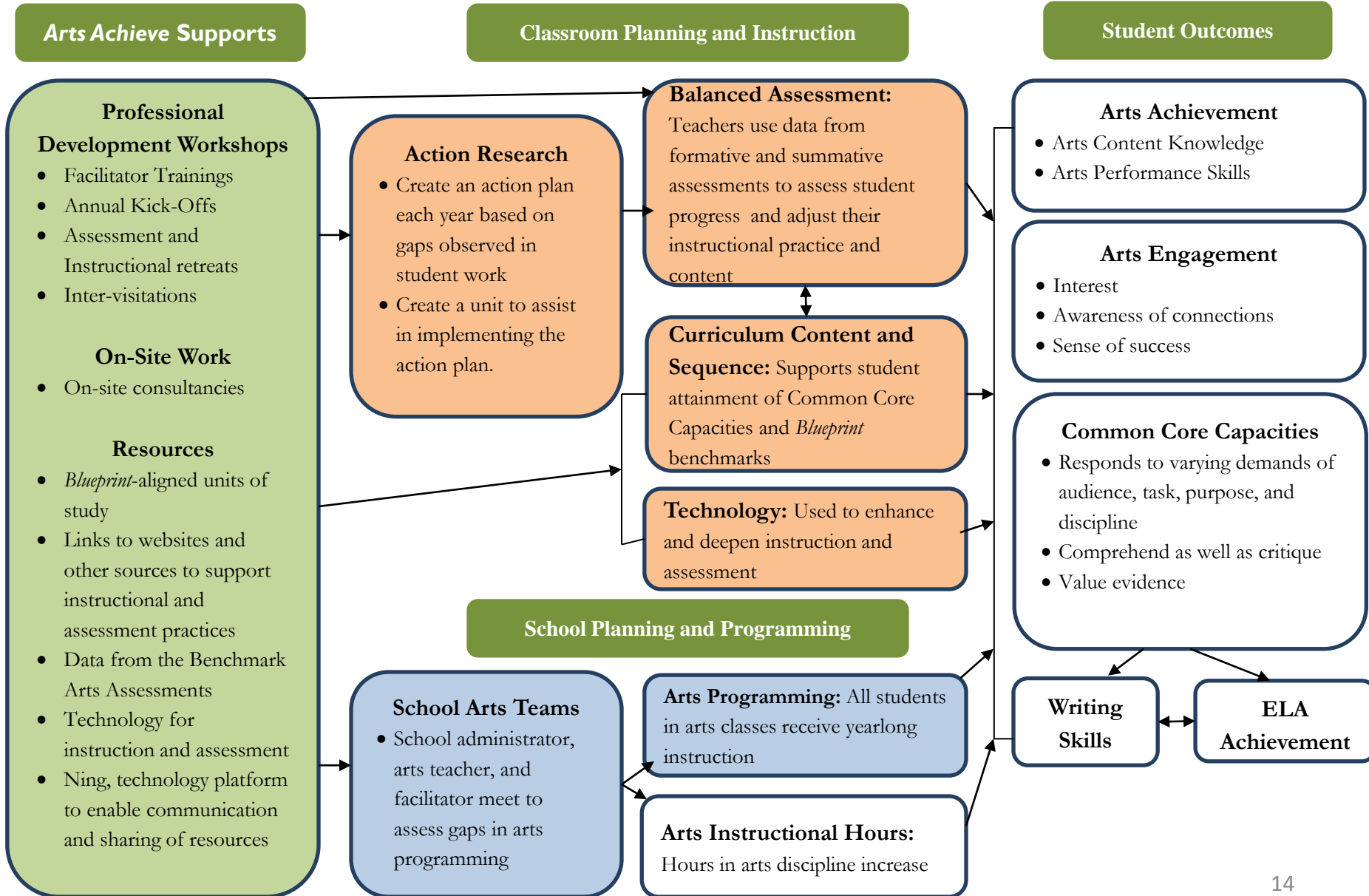
Year 1 Participants

School Level	Treatment			Control		
	N Schools	N Arts Teachers	N Students	N Schools	N Arts Teachers	N Students
Elementary	19*	19	975	12*	12*	755
Middle	12	12	531	11*	11	690
High	12*	13*	540	11*	13	575
Overall	43	44	2,046	34	36	2,020

*Indicates cases where more than one school or teacher is included in one group or school dropped out .

Arts Achieve: Implementation Findings

Arts Achieve Logic Model



Fidelity of Implementation Results

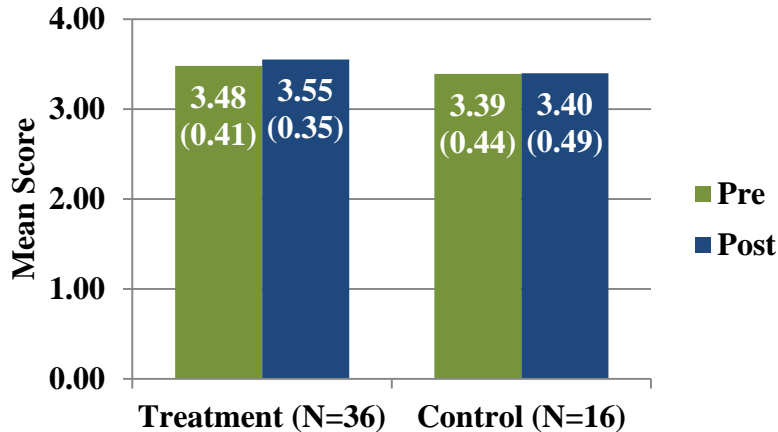
Key Components (from Logic Model)	Definitions		Findings	
	Measurement	Definition of fidelity at program level	Year 1	
			% of schools meeting fidelity threshold for component	Was <u>project</u> fidelity for each component reached?
Professional Development	Calculation based on 8 indicators (range 0-100)	At least 75% of schools implemented component with fidelity (score ≥ 75)	42%	No
On-site consultancies	Calculation based on 1 indicator (range 0-100)	At least 75% of schools implemented component with fidelity (score ≥ 80)	91%	Yes
Classroom Planning and Instruction	Calculation based on 9 indicators (range 0-160)	At least 75% of schools implemented component with fidelity (score ≥ 135)	47%	No
School Planning and Arts Programming	Calculation based on 4 indicators (range 0-40)	At least 75% of schools implemented component with fidelity (score ≥ 30)	49%	No

Arts Achieve: Impact Findings

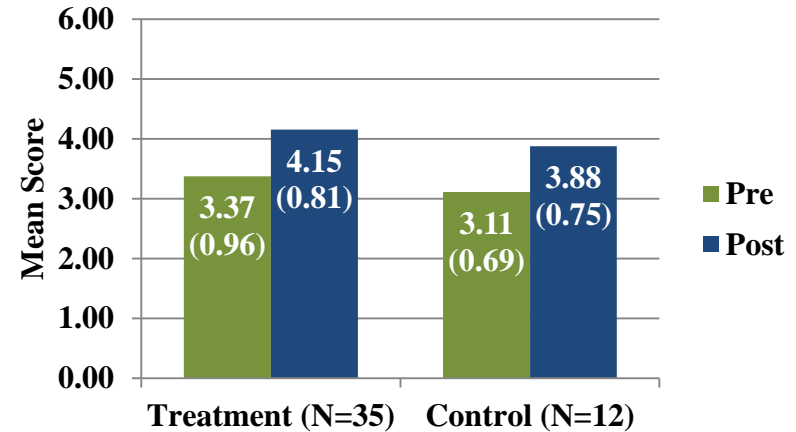
Year I Arts Teacher Findings

Arts Teachers' Perceptions of their Content Knowledge and Instructional Practices

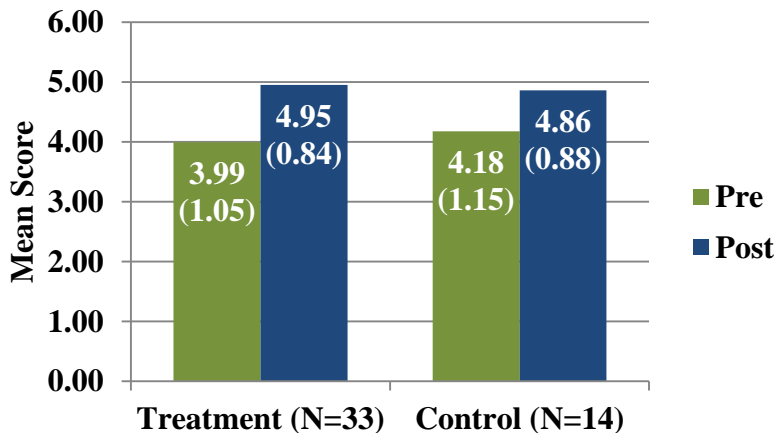
Blueprint Knowledge



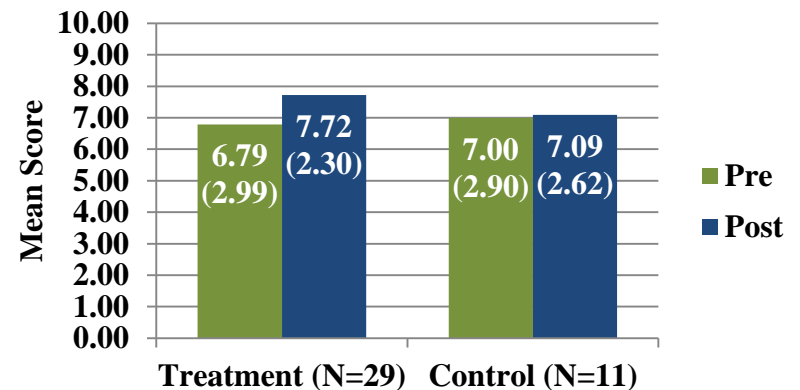
Use of Blueprint in Instruction



Use of Formative Assessment Strategies



Importance of Reviewing and Analyzing Data for Instruction



Year 1 Student Arts Achievement: Overall Findings

Student Arts Achievement Multiple Regression Results (N=2,726)

Variable	B	B SE
Constant	59.61**	0.39
Pre Arts Achievement Score	0.32**	0.02
Female	2.30**	0.54
Spring 2011 NYSELA Scale Score	0.16**	0.01
Hispanic	-2.53**	0.64
African American	-5.39**	0.68
Average Daily Attendance	0.30**	0.06
English Language Learner	-3.47*	1.05
Free-Reduce Priced Lunch	-1.43*	0.68
Special Education	-1.58	0.84
Grade	0.57**	0.15
Group	3.11**	0.52
R^2		0.33
F		122.07**

* $p < .05$, ** $p < .001$.

Year 1 Student Arts Achievement: By Arts Discipline

Student Arts Achievement Multiple Regression Results by Arts Discipline

Variable	Dance (N=683)		Music (N=821)		Theater (N=529)		Visual Arts (N=693)	
	B	B SE	B	B SE	B	B SE	B	B SE
Constant	62.31**	0.82	64.60**	0.59	52.86**	1.04	53.85**	0.66
Pre Arts Achievement Score	0.49**	0.04	0.46**	0.04	0.33**	0.04	0.38**	0.03
Female	3.60*	1.24	1.29	0.81	2.82*	1.36	2.51*	0.75
Spring 2011 NYSELA Scale Score	0.11**	0.03	0.11**	0.02	0.14**	0.03	0.15**	0.02
Hispanic	-2.72	1.38	0.28	0.94	-1.25	1.83	-2.48*	0.87
African American	-4.67*	1.57	-1.02	1.18	-1.29	1.65	-5.57**	0.99
Average Daily Attendance	0.17	0.11	0.55**	0.10	0.23	0.12	0.15	0.09
English Language Learner	-3.91	2.28	-2.22	1.85	-0.50	3.21	-1.66	1.26
Free-Reduce Priced Lunch	-3.23*	1.47	1.40	0.98	0.94	1.65	-0.68	1.17
Special Education	-0.39	1.86	-5.77**	1.34	0.13	1.96	0.69	1.20
Grade	0.27	0.35	0.40	0.25	0.13	0.38	-0.97**	0.22
Group	2.27	1.16	3.88**	0.86	7.44**	1.40	2.84**	0.77
R^2		0.42		0.41		0.29		0.49
F		44.93**		52.83**		20.50**		61.92**

* $p < .05$, ** $p < .001$.

Year 1 Arts Achievement Findings: By School Level

Student Arts Achievement Multiple Regression Results by School Level

Variable	Elementary (N=1,388)		Middle (N=874)		High (N=464)	
	B	B SE	B	B SE	B	B SE
Constant	58.85**	0.47	65.16**	0.68	51.58**	1.26
Pre Arts Achievement Score	0.28**	0.02	0.23**	0.03	0.48**	0.05
Female	1.63*	0.64	1.91	1.01	6.44**	1.74
Spring 2011 NYSELA Scale Score	0.14**	0.01	0.29**	0.03	0.12*	0.03
Hispanic	-1.95*	0.77	-2.02	1.11	0.43	2.41
African American	-4.14**	0.83	-6.06**	1.44	-3.91	2.22
Average Daily Attendance	0.22*	0.08	0.34*	0.12	0.43**	0.10
English Language Learner	-2.85*	1.14	-6.26*	2.68	0.24	3.08
Free-Reduce Priced Lunch	0.96	0.92	-1.45	1.11	-6.17*	2.16
Special Education	-1.482	0.93	-3.14	1.79	0.77	2.77
Grade	— ^a	—	-1.52	0.80	2.38*	0.74
Group	3.79**	0.64	0.12	1.04	6.66**	1.57
R^2		0.32		0.33		0.38
F		65.35**		40.09**		26.52**

^a Grade was not included in the elementary model, given that all students in the subsample were in fifth grade.

* $p < .05$, ** $p < .001$.

Year 1 Arts Achievement Findings: Fidelity of Implementation

Student Arts Achievement Multiple Regression Results by Fidelity of Implementation Indicators

Variable	Professional Development (N=2,726)		On-site Consultancies (N=2,726)		Classroom Planning and Instruction (N=2,726)		School Planning and Instruction (N=2,726)	
	B	B SE	B	B SE	B	B SE	B	B SE
Constant	59.79**	0.39	59.70**	0.39	59.58**	0.39	60.07**	0.39
Pre Arts Achievement Score	0.32**	0.02	0.32**	0.02	0.32**	0.02	0.32**	0.02
Female	2.29*	0.54	2.27**	0.54	2.28**	0.54	2.32**	0.54
Spring 2011 NYSELA Scale Score	0.16**	0.01	0.16**	0.01	0.16**	0.01	0.16**	0.02
Hispanic	-2.52**	0.64	-2.56**	0.64	-2.58**	0.64	-2.55**	0.64
African American	-5.38**	0.68	-5.35**	0.68	-5.39**	0.68	-5.37**	0.68
Average Daily Attendance	0.30**	0.06	0.30**	0.06	0.30**	0.06	0.31**	0.06
English Language Learner	-3.50*	1.05	-3.49*	1.05	-3.49*	1.05	-3.47*	1.06
Free-Reduce Priced Lunch	-1.45*	0.68	-1.47*	0.68	-1.43*	0.68	-1.37*	0.68
Special Education	-1.56	0.84	-1.57	0.84	-1.62	0.84	-1.60	0.85
Grade	0.61**	0.15	0.54**	0.15	0.58**	0.45	0.60**	0.15
FOI Indicator	0.04**	0.01	0.03**	0.01	0.02**	0.00	0.68**	0.02
R^2		0.33		0.33		0.33		0.32
F		120.78**		121.11**		121.88**		119.52**

* $p < .05$, ** $p < .001$.

Lessons Learned

Successes

- Opportunities for collaboration
 - Facilitators (*teaching artists*)
 - Professional learning communities with other arts teachers
- Access to additional curriculum resources
- Measurement of arts achievement through authentic performance tasks
- Additional information about their students' knowledge and skills through the arts assessments
- Improvement in teachers' knowledge and skills
- Increases in students' arts achievement
- Within the treatment schools, arts are being highlighted for instructional exemplars of best practices
- Performance tasks are currently being piloted for use as a Measure of Student Learning for the NYCDOE teacher evaluation plan

Challenges

- Benchmark Arts Assessments
 - Administration
 - Inter-rater reliability
 - Use of assessment as a tool for learning
 - Tension between providing teachers with the assessment data to use formatively and using the data as a research outcome (threat of teaching to the test)
- Administrator support
 - Releasing arts teachers to attend workshops and inter-visitations
- Scheduling to meet on site
- Time for arts teachers and facilitators to work together to meet project deadlines
- Overall ambitiousness of the project

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