
Partnering Arts, Communities & Education (PACE): 2015-2020 Pilot Project Summary Report



Submitted by

F. Robert Sabol, Ph. D.

Purdue University,

West Lafayette, Indiana

June 2022



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ACKNOWLEDGEMENTS

Indiana has a long and rich history in the arts. The arts have recorded and celebrated all of the people and cultures in the state and nation. The public has viewed education in the arts as an important aspect of a complete education. Increasingly, contributions the arts make in preparing graduates from our schools to be college and career ready are being recognized. The unique habits of mind, emphasis on creativity, collaboration, and communications, upon which the arts are founded, have opened new opportunities and developed capacities of those with an education in the arts that have enabled them to be highly productive contributing citizens and members of our local communities.

The Executive Director of the Indiana Arts Commission, Lewis Ricci, and I have held numerous discussions about arts education and the need for ongoing research about whether and how arts education impacts learning and student achievement. He clearly understands and embraces the idea of using research to ground programming, development, and decision-making related to arts education. His vision for arts education and the contributions it makes to learning in our schools is inspired and worthy of all arts educators and students in arts classrooms across Indiana and the country. His vision and dedication to providing the citizens of Indiana with the finest arts programming and education in the arts has garnered attention and praise from across the country. His vision for the PACE program and support for implementing it were critical in making this vision for arts education a reality in Indiana.

Other individuals at the Indiana Arts Commission (IAC) contributed ideas, support, and facilitated communications between the IAC and me. Stephanie Haines, Community Development Manager and Arts Education and Accessibility Manager and Paige Sharp, Director of Programs enhanced communications and discussion that led to input and support necessary for shaping and completing this study. Their help and ongoing encouragement were of major significance and are greatly appreciated. Their dedication to providing quality arts education for all people in Indiana is highly commendable.

Special recognition goes to the administrators, teachers, teaching artists, parents, and students in Boulevard STEM Elementary in partnership with the Honeywell Foundation, S. Ellen Jones Elementary School and the Carnegie Center for Art and History, John W. Kendall Elementary School and the Marion Community School of the Arts, James Russell Lowell Elementary School (Indianapolis Public School 51) and the Arts Council of Indianapolis, Madison Elementary School and the South Bend Civic Theatre, McKinley Primary Center and the Robinson Community Learning Center at the University of Notre Dame, Meadows Elementary School and Indiana State University's Community School of the Arts, Pine Elementary School in partnership with Young Audiences Indiana, South Wayne Elementary School and the Fort Wayne Dance Collective, Inc., and Van Buren Elementary School with the Brown County Art Guild, Inc. for their dedication, professionalism, and commitment to providing the highest quality of education for all students in their schools and communities and their understanding that an education which includes the arts is of lifelong value to all people in every community.

Members of the Board of Commissioners of the Indiana Arts Commission clearly understand the role an education in the arts plays in supporting communities across the state and country. They have supported arts education programming and artists through the mission and all programs sponsored by the IAC. Members of the board have not only contributed their time and expertise to the work of the IAC, but they also have made an ongoing commitment to the people of Indiana and to enhancing and expanding the fine artistic heritage countless people and communities in Indiana have helped to create and perpetuate.

The citizens of Indiana have a long-standing relationship with the arts. The history of Indiana is populated with numbers of talented artists and arts educators. Their artistic creations and work in our schools and communities have enriched the lives, education, economy, and quality of life for everyone within the state. They understand the value of the arts in their daily lives. They support the need for comprehensive balanced arts education in our schools and communities across the state. The PACE program and everyone associated with it have demonstrated their commitments to providing high quality arts education for our youth and to enhancing the roles the arts play in our daily lives and in the future of our state and nation.

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Purdue University

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2015-2020 Project Summary Report

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INTRODUCTION

The arts have always been a central focus of human existence. Every culture and society throughout the history of the human race have created works of art. The arts have provided a means of communication and the means of recording the development of human beings, their ideas, values, beliefs, and their hopes, dreams, and aspirations. The products of artists are part of the enduring record of the thinking and values human beings embrace and celebrate.

All communities develop identities and a heritage that makes them unique.

Communities consist of physical, cultural, political, economic, and social environments.

Supporting these environments are numbers of systems that provide services and opportunities for members of the communities that enable them to thrive and prosper. As with all living things, communities grow and change over time to meet changing needs and to support their growth and development. As communities evolve, they act to preserve that which they value most highly and to embrace change that will insure their vitality and places in the future.

Education has long been at the core of all democratic societies. It is the means through which humanity transmits its achievements and enables members of a society to make meaningful contributions to the society. Education is one of the single most important contributions any society can provide for its members. The welfare, development, and preservation of all societies is based, in large part, on the quality of education its members receive. The greatest societies in the history of the world have contributed to the development of their societies through education.

Arts education is going through a period of unprecedented change (Sabol, 2013). Schools are faced with demands from the public, government, and business that have created a climate of urgency about education and preparing students to be productive members of society. The COVID-19 pandemic further exacerbated the challenges and problems of providing exemplary education in the arts (Dik, D., Morrison, R., Sabol, F. R., & Tuttle, L., 2021; Feindler, C. O., Mayo, W., Shaw, R., Sabol, F. R., Tuttle, L., & Weaver, J., 2021; Sabol, 2021; Sabol, F. R.,

Faber, R., Hansen, D., & McGreevy-Nichols, S., 2021). In order to meet such demands, schools have placed ever-increasing emphasis on a narrow curriculum with increasingly limited opportunities to learn. Increasingly, educational programming in the arts has been reduced or eliminated in some schools. The inherent and pressing need for quality education in the arts has never been greater. Some suggest that the future of the United States is linked to how well it can reap the benefits that arts education provides (Eisner, 1998; Florida, 2002, 2005; Friedman, 2006; Hetland, I., Winner, E., Veenema, S., & Sheridan, K. M., 2007; Hogan, Hetland, Jaquith, & Winner, 2018; Pink, 2006; Isenberg, J. P., & Jalongo, M. R., 2014; Sabol, 2010, 2013).

Establishment of the Partnering Arts, Communities, and Education (PACE) program represents a means through which uniting the arts, communities, and education can occur in order to enrich the lives of children and all citizens as they grow and assume their positions as informed adults in all walks of life in Indiana. The PACE program holds significant potential for making a positive impact on the educational foundations of citizens of Indiana and for making long-term contributions to the health, growth, and vitality of the state of Indiana.

The PACE program is an articulated approach to arts learning that includes established goals for arts education in Indiana (See Appendix A.). The PACE program is clearly detailed by the Indiana Arts Commission in its program description:

The Indiana Arts Commission created the Partnering Arts, Communities & Education (PACE) program in 2014. PACE is an arts education program developed to establish long-term, in-depth, and sustainable partnerships between elementary schools with high

poverty/low performing populations and arts organizations to impact student growth and achievement through extended arts and literacy experiences. In the PACE program, arts organizations utilize highly qualified teaching artists to work with first through fifth grade students in an identified partnership school. They collaboratively develop a specialized curriculum focused on one arts discipline: dance, music, theatre or visual arts (Indiana Arts Commission, 2014).

The publication goes on to describe how the program is to be implemented into schools and communities:

PACE arts experiences occur as part of the academic day, at frequent and regular intervals throughout the entire school year, and align with the school's planned academic curriculum. Students participating in the PACE program not only achieve proficiency in an arts discipline, but also experience an increase in their overall academic achievement, an improvement in socialization skills and a heightened level of school and community engagement. In PACE, classroom teachers learn along with their students and integrate the arts concepts into other curriculum areas to augment student learning and align with the school's academic curriculum. Teacher and artist professional development is also a key element of the program.

Assessment tools measuring student growth and understanding in the art form have been carefully developed with the support of a nationally recognized expert in the development of the national core arts standards, the corresponding assessments, and

data collection and analysis. The evaluation process is standardized for all participating partnerships.

The Indiana Arts Commission recognizes the importance of sustaining the ongoing development of existing partnerships while supporting the establishment of additional programs in support of the arts and arts education throughout the state. Eventual expansion of PACE partnerships to include higher grade levels is anticipated as initial partnerships demonstrate evidence of success.

The PACE program is intended to assist elementary schools, artists, and arts organizations in establishing long-term, in-depth, and sustainable partnerships for the purpose of impacting student growth and achievement through extended and connected arts and literacy experiences. Expectations of the program include the following:

- (1.) Art experiences should be planned to occur at frequent and regular intervals throughout the entire school year, align with the academic curriculum, and include related classroom literacy activities both preceding and following each arts experience.
- (2.) The program should include necessary and appropriate initial and ongoing teacher and artist professional development.
- (3.) Family and community awareness and engagement is an important component of the program, as is increased student community understanding and involvement.

(4.) Annual end-of-year reports will indicate program progress and fulfillment. Student success will be measured by an evaluation process formulated for use in all participating partnerships and as a means of data collection and analysis (Indiana Arts Commission, 2014).

In order for schools to be eligible for participating in the PACE program, they must meet a number of eligibility qualifications. They include the following:

Current eligible schools will be:

- (1.) Indiana elementary public, private, parochial, or charter schools;
- (2.) Schools performing below the state average passing rate on the most recent state standardized assessments in English/Language Arts and Math and having a Free/Reduced Meal rate above the state average; and
- (3.) Representative of urban, rural, and underserved populations.

Programs should not be continuations or expansions of existing partnerships, but may include schools that have had limited arts experiences outside of the regular arts classroom. (Indiana Arts Commission, 2014)

The Pilot Project

In the spring of 2013 preliminary discussions were held between members of the IAC staff, including Sarah Fronczek, Program Development Manager for the IAC, Paige Sharp, Grants, Research, and Information Technology Manager, Adrian Starnes, Grants,

Research, and Information Technology Manager and Dr. F. Robert Sabol from Purdue University regarding development of a pilot project for the PACE program. The pilot project study would include a number of elementary schools distributed across the IAC Regions that met the expectations and eligibility requirements established by the IAC for the PACE program (See above.). Discussions also focused on conducting a study of the pilot project. In-depth discussions were held regarding research methodology and creating a range of developmentally appropriate assessments of learning specifically focused on dance, music, theatre, and visual arts. The assessments would need a design that could be used across each of the arts disciplines and be able to capture fundamental areas of arts learning, such as arts disciplines' specific knowledge and skills, attitudes about the arts, and general knowledge about the arts. Of equal interest was the assessment of how writing about arts leaning could relate to fundamental learning in the language arts and specifically in the area of writing, while simultaneously demonstrating levels of learning in the arts. Development of assessment instruments in each of these areas proceeded over the remainder of the year (See Appendices C through G for assessment examples.). The PACE program was approved by the Indiana Arts Commission's Board of Commissioners in 2014. After announcing a call for grant applications by the IAC and after identifying four schools (Meadows, Pine, McKinley, and Madison) interested in participating in the pilot program, the pilot study began in the fall of 2015.

In subsequent years, schools interested in participating in the PACE pilot program submitted PACE grant proposals that were reviewed by the IAC. Ten elementary schools and their partnering organizations

were selected to receive funding for the period between 2015 and 2020. Grants provided to selected schools and participating community arts organizations were distributed among eight out of the twelve Indiana Arts Commission regions (See Appendix I.). Arts educators, classroom teachers, teaching artists, and administration in the schools worked closely to create curriculum, implement arts learning experiences, and conduct assessments of their programs.

The following report includes a summary of findings from all assessments participating schools conducted to gauge the affect and impact of the PACE program on students' arts learning in their schools. Findings from the data analysis will be reported as descriptive statistics that include the combined and aggregated performances on assessments from all participating schools in the PACE program since its inception during the 2015-2016 academic year through the 2019-2020 academic year. Findings for assessments in each of the arts disciplines, for individual academic years, or among specific participating schools will not be included.

METHODOLOGY

This study utilized quantitative research methodology. Assessment instruments were created to gather information about specific areas of students' engagement and learning in the PACE program. A total of five individual assessments were deigned to gather data. The assessments focused on students' general knowledge about the arts

(Assessments A and B), discipline specific arts knowledge and vocabulary (Assessment C), arts discipline skills (Assessment D), general writing skills (Assessment E), and attitudes about the arts (Assessment F). Data were collected from all participating schools for each of the assessments. Descriptive statistics were used to summarize findings produced from analysis of the empirical data collected from the instruments. Summaries of findings for each of the assessments will be reported below.

Participants

Participants in the PACE pilot program included elementary schools and community arts organization partners for each of the school. Participants in the 2015-2020 PACE program included:

Boulevard STEM Elementary School and the Honeywell Foundation in Kokomo,
Indiana;

S. Ellen Jones Elementary School and the Carnegie Center for Art and History in
New Albany, Indiana;

John W. Kendall Elementary School and the Marion Community School of the
Arts in Marion Indiana;

James Russell Lowell Elementary School (IPS #51) and the Arts Council of

Indianapolis in Indianapolis, Indiana;

Madison Elementary School and the South Bend Civic Theatre in South Bend,
Indiana;

McKinley Primary Center and the Robinson Community Learning Center at the
University of Notre Dame in South Bend, Indiana;

Meadows Elementary School and Indiana State University's Community School
of the Arts in Terra Haute, Indiana;

Pine Elementary School and Arts for Learning and Yong Audiences Indiana in
Michigan City, Indiana;

South Wayne Elementary School and the Fort Wayne Dance Collective in Fort
Wayne, Indiana;

Van Buren Elementary School and the Brown County Art Guild in Nashville,
Indiana.

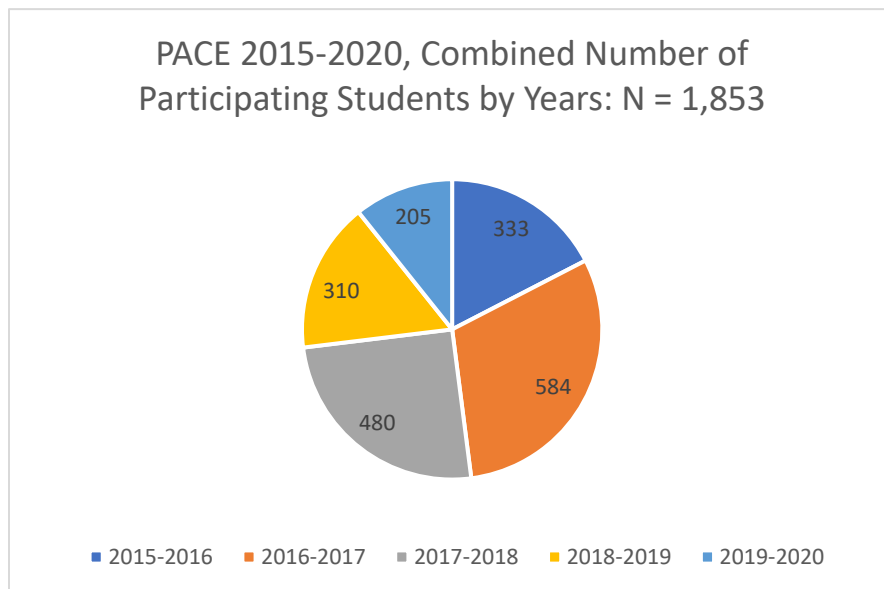
Schools selected to participate in the PACE project were expected to make a three-year commitment to the program. Pine Elementary, South Wayne Elementary, McKinley Elementary, Meadows Elementary, and Van Buren Elementary completed three years of participation in the PACE program. Kendall Elementary and Lowell Elementary (IPS #51) participated in PACE in the

2018-2019 and 2019-2020 academic years and completed two years of commitment in the program. Madison Elementary participated in the PACE program during the 2015-2016 and 2016-2017 academic years, before discontinuing its participation in the program. Schools that began the PACE program in 2019-2020 included Boulevard STEM Elementary and Jones Elementary. Each of those schools completed a single year of participation. Data collection at Boulevard STEM Elementary, Kendall Elementary, and Lowell Elementary (IPS #51) was interrupted due to the COVID – 19 pandemic during the 2019-2020 academic year. Partial data from those schools were submitted for that academic year.

Annual Numbers of Participants

Numbers of students across all arts disciplines who participated annually in the PACE program since its inception include 205 students in 2019-2020, 260 students in 2018-2019, 471 in 2017-2018, 584 in 2016-2017, and 333 in 2015-2016 for a total of 1,853 students. Annual fluctuations in numbers of student participants in PACE occurred because new schools were added to the program and received funding beginning in the year in which they entered the program. Some schools joined the program when it was launched in 2015 and completed their three-year commitment before the term of this study was completed. Other schools joined the program after its launch and completed their data collection before this study was completed. Four schools, including Boulevard STEM Elementary, Jones Elementary, Kendall Elementary, and

Lowell (IPS #51) Elementary, participated fewer than three years before the study was completed. These schools were not required to submit data after completion of the 2019-2020 academic year. Only a single school did not complete its three-year commitment for participation. Assessment results from all participating students were included in analyses of assessments for the PACE program. Assessment results from all students are included in the aggregated summary of PACE performances for the period from 2015 through 2019.

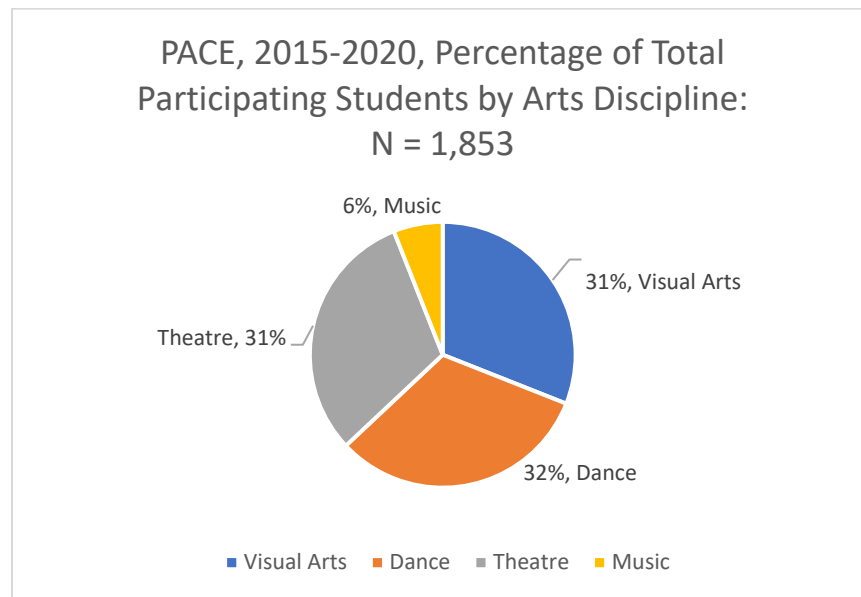
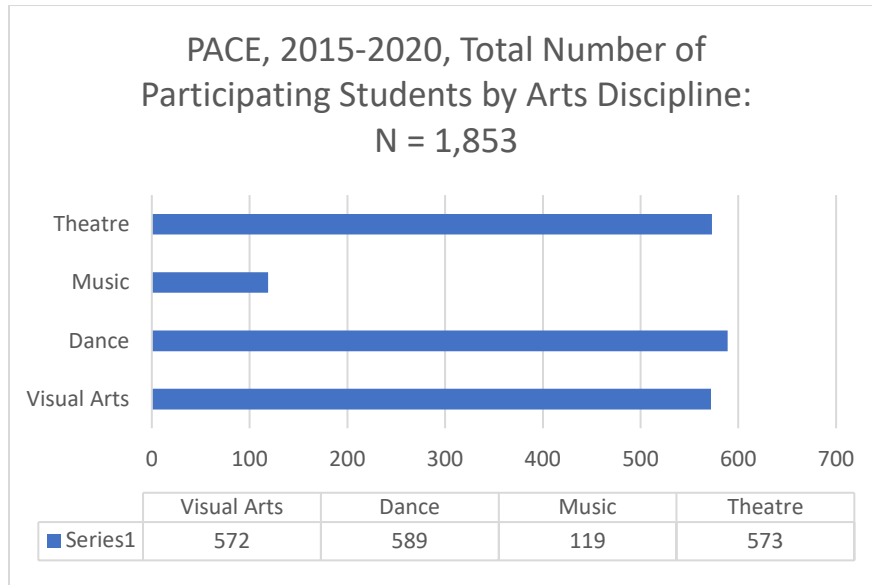


Participants by Arts Discipline

The PACE pilot program includes learning in dance, music, theatre, and visual arts. Participating schools and their community arts organization partners determined the arts discipline for their PACE pilot program. They also determine the elementary grade level(s) for their program, the number of participating classes, the numbers of students that will

participate, the duration, frequency, and number of minutes for student engagement, and the discipline specific curriculum for the program. During the first three years of the pilot, PACE programs were conducted only in dance, theatre, and visual arts. Beginning in the 2018-2019 academic year, music was added to the PACE pilot. Since 2018-2019 PACE programs have been conducted on all four arts disciplines.

Over the course of the pilot study, a total 1,853 students participated in the PACE program. The highest number of students participated in the area of dance with a combined total of 589 students or 32% of all participants. Those students came from South Wayne Elementary, and Pine Elementary. The second highest number of students included 573 students or 31% who participated in the area of theatre. They came from McKinley Elementary, Madison Elementary, and Lowell Elementary (IPS 51). Visual arts participation included 572 students or 31% of all participants. They came from Meadows Elementary, Van Buren Elementary, Boulevard STEM Elementary, and Jones Elementary. Kendall Elementary, had 119 student participants or 6% of all participants in its PACE music program. The music program was added in the 2018-2019 academic year and only included a single school.



During the 2015-2016, a total of 333 students from four elementary schools, Pine, Madison, McKinley, and Meadows, participated in the PACE program. With the addition of

South Wayne and Van Buren elementary schools in the 2016-2017 PACE program, the total number of participating schools increased to six and the number of participating students increased to 584 or an increase of 43%. In the 2017-2018 PACE program, a total of 471 students or a decrease of 18% from five elementary schools, Pine, South Wayne, McKinley, Meadows, and Van Buren, participated in the program. In the 2018-2019 PACE program a total of 260 students from four elementary schools, South Wayne, Kendall, Lowell (IPS #51), and Van Buren participated in the program or a decrease of 45%. Finally, in 2019-2020 a total of 205 students from four elementary schools, Boulevard STEM, Kendall, Jones, and Lowell (IPS #51) participated in the program or a decrease of 22% from the previous year.

Annual fluctuations in numbers of participating students and numbers of participating schools was caused by schools completing their three-year commitment at differing times and in variations in numbers of available students who could participate within given schools. In one case a single school discontinued its commitment prior to completing its term. In two other cases, schools joined PACE and could only complete one or two years of participation before the pilot was completed.

Comparisons of individual students' performances from the 2015-2016, through 2019-2020 assessments were not conducted. The inability to maintain intact class groupings from year to year, the addition of transfer students into the program after it began, and changes in individual student identity code numbers from one year to the next prevented tracking of

individual student performances on assessments over the course of their involvement in the PACE program.

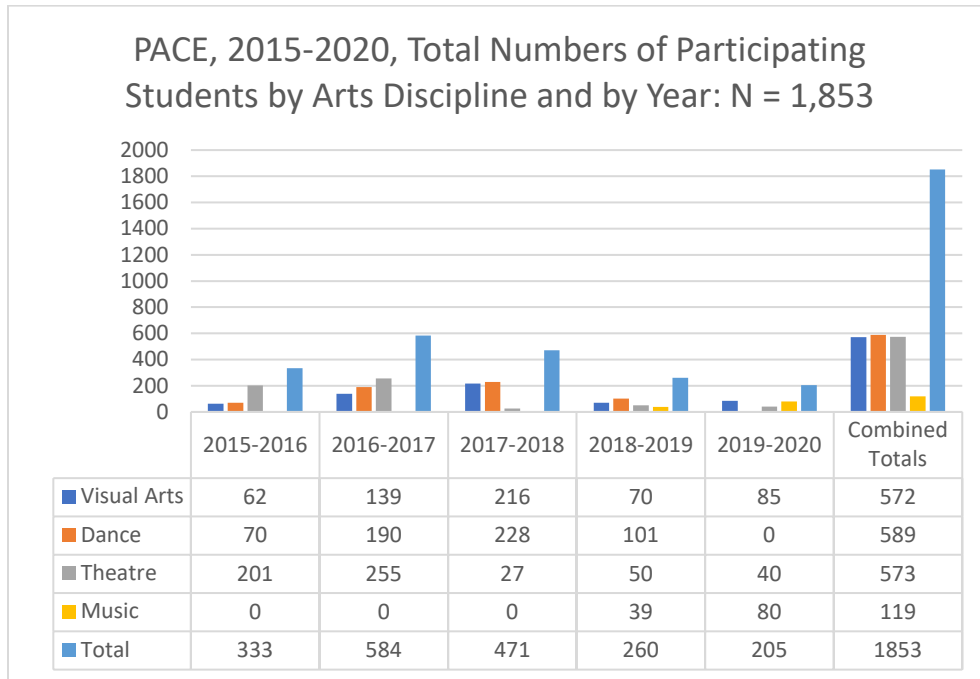


Table 1

PACE 2015-2020 Arts Disciplines, Participating Schools, and Numbers of Students: N = 1,853

		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020		Total	
Arts Discipline	School	Students	%	Students	%	Students	%	Students	%	Students	%	Students	%
		N = 333		N = 584		N = 480		N = 310		N = 205		N = 1,853	
Dance	Pine	70	21%	131	22%	112	24%	0	0%	0	0%	313	
	South Wayne	0	0%	59	10%	116	25%	101	39%	0	0%	276	
	Total	70	21%	190	33%	228	49%	101	39%	0	100%	589	32%
Music	Kendall	0	0%	0	0%	0	0%	39	15%	80	0%	119	
	Total	0	0%	0	0%	0	0%	39	15%	80	100%	119	6%
Theatre	Madison	116	35%	185	32%	0	0%	0	0%	0	0%	301	
	McKinley	85	26%	70	12%	27	6%	0	0%	0	0%	181	
	Lowell IPS 551	0	0%	0	0%	0	0%	50	0%	40	100%	90	
	Total	201	60%	255	44%	27	6%	50	19%	40	100%	573	31%

Partnering Arts, Communities, & Education (PACE): 2015 – 2020 Pilot Project Summary Report
June 2022

Visual Arts	Meadows	62	19%	97	17%	146	31%	0	0%	0	0%	305	
	Van Buren	0	0%	42	7%	70	15%	70	27%	0	0%	182	
	Boulevard STEM	0	0%	0	0%	0	0%	0	0%	43	100%	43	
	Jones	0	0%	0	0%	0	0%	0	0%	42	100%	42	
	Total	62	19%	139	24%	216	46%	70	27%	85	100%	572	31%

The PACE program at McKinley Primary Center, *The Play's the Thing! – Drama in the Classroom*, included a total of 181 students between 2015-2016 and 2017-2018 academic years. Students in fourth grade classes received theatre instruction. Instruction was provided by a resident theatre artist during 24 weekly class periods of 45 minutes each.

The PACE program at Meadows Elementary School, *The Big Picture - Literacy Through Art*, included a total of 305 students for the academic years 2015-2016 through 2017-2018. Students in first, second, and third grade classes received instruction in the visual arts. Instruction was provided by a resident visual arts artist during 26 weekly class periods of 35 minutes each.

The PACE program at Pine Elementary School, *Dance, Writing and the Indiana Dunes*, included a total of 313 students from 2015-2016 through 2017-2018. Students in third, fourth, and fifth grade classes received instruction in dance. Instruction was provided by a resident dance artist during 15 weekly class periods of 45 minutes each with third graders and during 20 weekly class sessions of 45 minutes each with fourth and fifth grade students.

The PACE program at Madison Primary Center, *Literacy Live at Madison*, included a total of 301 students in first grade classes who received theatre instruction for the academic years from 2015-2016 through 2016-2017 academic years. Instruction was provided by a resident theatre artist during 35 to 45-minute periods twice each week for 20 weeks.

South Wayne Elementary school was added to the PACE pilot program during the 2016-2017 academic year and participated until the 2018-2019 academic year. The PACE program at South Wayne Elementary School, *D is for Dancing*, included a total of 276 students. Students in

first, second, and third grade classes received instruction in dance. Instruction was provided by a resident dance artist during 30 weekly class sessions of 45 minutes each.

Van Buren Elementary School was added to the PACE program during the 2016-2017 academic year and participated through the 2018-2019 academic year. The PACE program at Van Buren Elementary School, *Art Colony*, included a total of 182 students. Students in first, second, and third grade classes received instruction in visual arts. Instruction was provided by a resident teaching artist during 20 weekly classes of 60 minutes each.

The PACE program at James Russell Lowell (Indianapolis Public School 51), *Literacy Education through Arts Partnership (LEAP)*, included a total of 50 third grade students in 2018-2019 and 40 fourth grade students in 2019-2020 academic year. All of these students received theatre instruction. Instruction was provided by a resident theatre teaching artist during 20 weekly class periods of 35 minutes each.

The PACE program at Kendall Elementary School, *The Sycamore Project*, included a total of 39 second grade students in 2018-2019 and 80 third grade students in 2019-2020. They received music instruction from a resident music teaching artist during 20 weekly class sessions of 45 minutes each.

The PACE program at Boulevard STEM Elementary School, *Visual Thinking at Boulevard*, included a total of 43 third grade students in 2019-2020. This was the first year for this school to be included in the PACE pilot. Students received instruction in visual arts during 18 weekly sessions of 45 minutes each.

The PACE program at S. Ellen Jones Elementary School, *PACE at S. Ellen Jones Elementary* had 42 third grade student participants in the 2019-2020 academic year. This was the first year for this school to be included in the PACE pilot. Students received instruction in visual arts during 20 weekly sessions of 40 minutes each.

Data Sources

Data from the PACE pilot program were collected by all ten participating schools during the 2015-2016 through 2019-2020 academic years. Data sets were submitted by participating schools to the Indiana Arts Commission for each of those academic years. The Indiana Arts Commission provided the complete data sets from those schools to the principal investigator.

In order to assess the outcomes of the PACE program, five independent measures were created by members of the IAC in collaboration with the principal investigator. The instruments were designed to measure progress toward accomplishing the goals set forth for the PACE program. Each of the measures was implemented by the teachers and teaching artists with students twice over the academic year - once in the fall semester and again in the spring semester. Multiple implementations of assessments were conducted at intervals in order to gather data needed to track the effect of instruction, changes in student learning, and growth over time during their involvement in the PACE pilot program.

The measures included discipline specific content related to dance, music, theatre, or visual arts; however, the themes and structures of the measures were replicated in all measures to enable cross-discipline comparisons of data produced by the measures. Piloting schools selected assessment instruments with the arts discipline content that matched the arts discipline on which their individual schools focused. All participating students were assigned individual code numbers. All identifying information about participating students was removed from the data and coded in order to protect the identities and privacy rights of all students.

The first measure, the *PACE Student Survey, Assessment A. B.* (See Appendix C), included three items about students' awareness and understanding of the arts discipline selected by the participating school. The teaching artist or arts teacher gave the Survey two times (fall and spring) during the school year. Teachers typically deliver questions on the first-grade instrument orally and students provided their answers on a response sheet that included assorted emoticons to record their responses. However, because no first-grade students participated in the 2018-2019 PACE program, these data were not collected. Students from grades 2 through 5 used the same instrument, but provided their responses on a checklist provided to them.

The second assessment, the *PACE Student Knowledge and Vocabulary Survey, Assessment C* (See Appendix D), was targeted toward measuring student's knowledge about the specific arts discipline (dance, music, theatre, or visual arts) featured at the participating school. The instrument included eight items. The first three items focused on general knowledge

related to the featured discipline. The remaining five items measured students' knowledge of vocabulary or terms identified by the teaching artist and arts teacher in the participating schools. The instrument was implemented during the fall and spring semesters.

Student skills were measured during the fall and spring semesters of the academic year using the third assessment, *PACE Artist Assessment of Individual Student Skills, Assessment D* (See Appendix E). The instrument included six items. The first three items were similar on the measures created for the four arts disciplines and focused on students' demonstrations of arts specific skills, application of practices, tools, or materials in the creative process, and understanding and application of the sequence/process for creating an activity or work in the discipline. Three additional skills that the teaching artist and participating school's arts teacher identified were added to the instrument and assessed independently from those identified at other participating PACE schools.

The fourth assessment instrument in the PACE program was used to measure student writing samples. Student writing samples were facilitated through use of a list of sample PACE writing prompts and evaluated using the *PACE Student Writing Samples Prompts, Assessment E* (See Appendix F). Criteria for evaluating student-writing samples were clustered under the categories of *Ideas and Content*, with three supporting criteria, *Organization*, with two supporting criteria, and *Writing Conventions*, with one supporting criterion. Student writing skills were measured during the fall semester and again in the spring semester. Participating

PACE schools had the option of creating school and discipline specific writing prompts (See Appendix F and Table 7.)

During the 2017-2018 PACE program, one additional assessment was reintroduced, *the PACE Student Attitude During Art Activities, Assessment F* (See Appendix G). This assessment was conducted during the 2015-2016 study of the PACE program. However, following an administrative decision to reduce the workloads of arts educators and teaching artists in the PACE program, this assessment was discontinued during the 2016-2017 academic year of the study. Upon further reflection, it became evident that measurement of student attitudes about their engagement in the PACE program was essential for gauging the short and long-term impact and development of their attitudes about the arts and about their engagement with the PACE program.

After modifications and revisions on this instrument, the *PACE Student Attitude During Art Activities* assessment was re-implemented for the 2017-2018 study and utilized again in the 2018-2019 and 2019-2020 programs. This assessment was completed by the arts teachers or teaching artists. Students' attitudes related to (1) *Engagement*, (2) *Self-Esteem/Confidence*, and (3) *Communication/Interaction* were evaluated. A rubric for evaluating these attitudes was provided to participating schools. (See Appendix G). Student attitudes were measured during the fall semester and again in the spring semester.

Procedure

Data from the ten participating schools on each of the five assessments were summarized and analyzed following every year in which schools participated in the pilot. Descriptive statistics were used to summarize students' performances for each of the assessments and data sets. Annual reports were generated that included summaries of students' performances from each school, for each arts discipline, and for each assessment. Assessment results across schools that had similar arts disciplines also were aggregated annually. For example, assessment results from schools that focused on theatre in a given year were aggregated for that year. These summaries permitted annual tracking of PACE program performances by arts discipline.

Results from each of the five assessments and from all arts disciplines also were combined and aggregated annually. These annual combined summaries enabled tracking of the overall performance of the PACE program from year to year in the pilot. In addition, they provided indicators for determining student growth and learning within each arts discipline and in the PACE program over time.

REPORT OF FINDINGS

This report of findings for the PACE program is descriptive in nature. It includes reports about the aggregated results from each of the five assessment instruments created to measure student achievement and learning in the program and from all participating schools. Descriptions of the meaning and interpretation of the findings is included in the Discussion section of this report.

Findings in the report below are clustered into the following groups including students' general knowledge about the art form they studied, discipline specific knowledge and vocabulary, discipline specific skills, student writing skills about the art form they studied, and student attitudes related to arts learning and arts engagement.

Aggregated PACE Program Report

Data collected from each of the ten participating schools in the PACE program for the academic years from 2015-2016 through 2019-2020 programs and from each of the five assessment tools used in the study were analyzed separately. Reports of findings for each school and for each assessment tool were created. Individual school reports are not included in this report.

Data from the separate schools' annual reports were combined to create aggregated data banks for each of the assessments used in the PACE program. Findings from aggregated data for each of the five assessment tools in the program were analyzed and will be reported below.

PACE Student Survey Report

All students in the PACE program were asked to respond to three items on a questionnaire about their general knowledge of and interest in the art form being studied in the PACE program at their school (See Appendix C). Items were modified by the participating school to include the correct arts discipline in which the school's PACE program was engaged. Items on the questionnaire included the following:

Item 1. I like to (make art, dance, make music, act like someone else or something else).

Item 2. I want to learn more about (art, dance, music, theatre).

Item 3. I think learning about (art/making art, dance/dancing, music/making music, theatre/acting) is an important part of school.

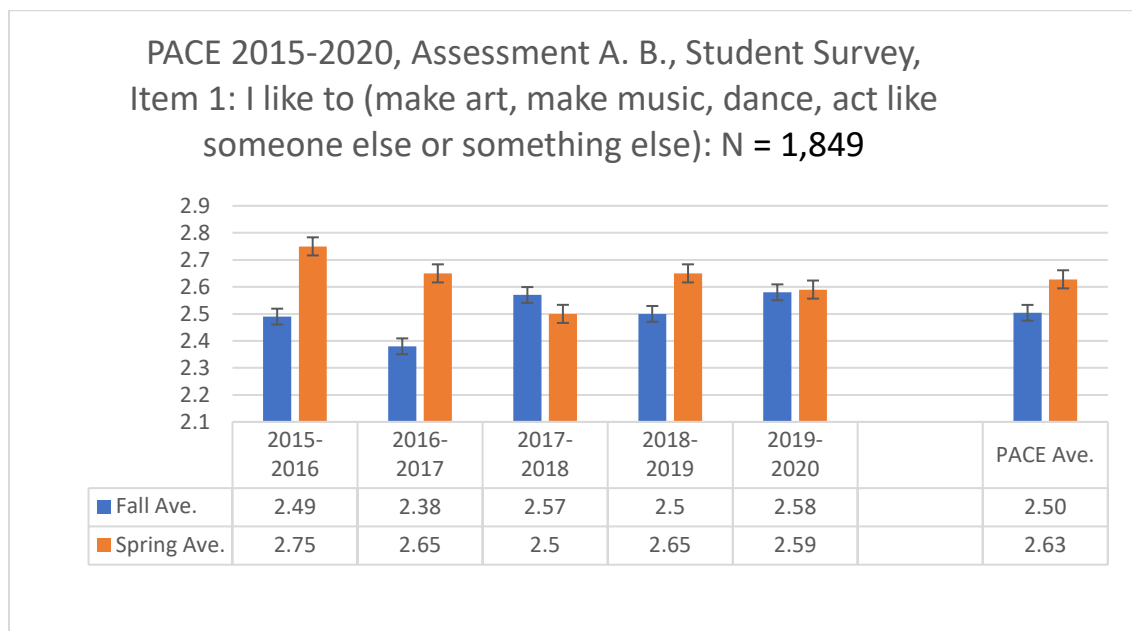
Students were asked to respond to each item using a three-point scale from "Totally Agree," "Agree," to "Not Really."

Students were asked whether they like to either make art, make music, act like someone or something else, or dance (Question 1). Responses for this item were combined for all grade levels within the participating schools.

Comparisons of PACE 2015-2016 through 2019-2020 aggregated average scores for this item, reveal that the aggregated fall average for this period rose from 2.50 to 2.63 for an increase of .13 points (6%). A total of 1,849 students completed the item for this period. The average for this item from the 2015-2016 cohort rose from 2.49 points on the fall assessment to 2.75 points on the spring assessment or an increase of .26 points (10%). The fall average for this item from the 2016-2017 cohort rose from 2.38 points in the fall to 2.65 points or an increase of .27 points (11%) in the spring assessment. The fall average for this item in the 2017-2018 cohort remained stable at 2.5 points for the fall and spring assessments. The fall average for this item in the 2018-2019 cohort rose from 2.5 to 2.65 points for an increase of .16 points (6%) in the spring assessment. The fall average for this item in the 2019-2020 cohort remained static at 2.5.

It is of note that the average fall scores from 2015-2016 to 2019-2020 experienced fluctuations during each year of the study with the 2019-2020 cohort producing the highest average fall score of 2.58 and the 2016-2017 cohort producing the lowest fall average score of 2.38 points. In addition, the average spring score for this item produced variations from its high average in the 2015-2016 (2.75) cohort to its lower scores in the 2017-2018 and 2019-2020 cohorts (2.5 and 2.59 respectively).

Average aggregated scores for this item during the period from 2015-2016 through 2019-2020 remained positive and consistent across all disciplines, sets of subjects, and among all grade levels over the period of the study. These performances suggest that PACE students like to make art, make music, act like someone else, or dance and that the degree to which they like to making art, making music, acting like someone else, or dancing improved between the pre-test and posttest measurements and over the course of their engagement with the PACE program.

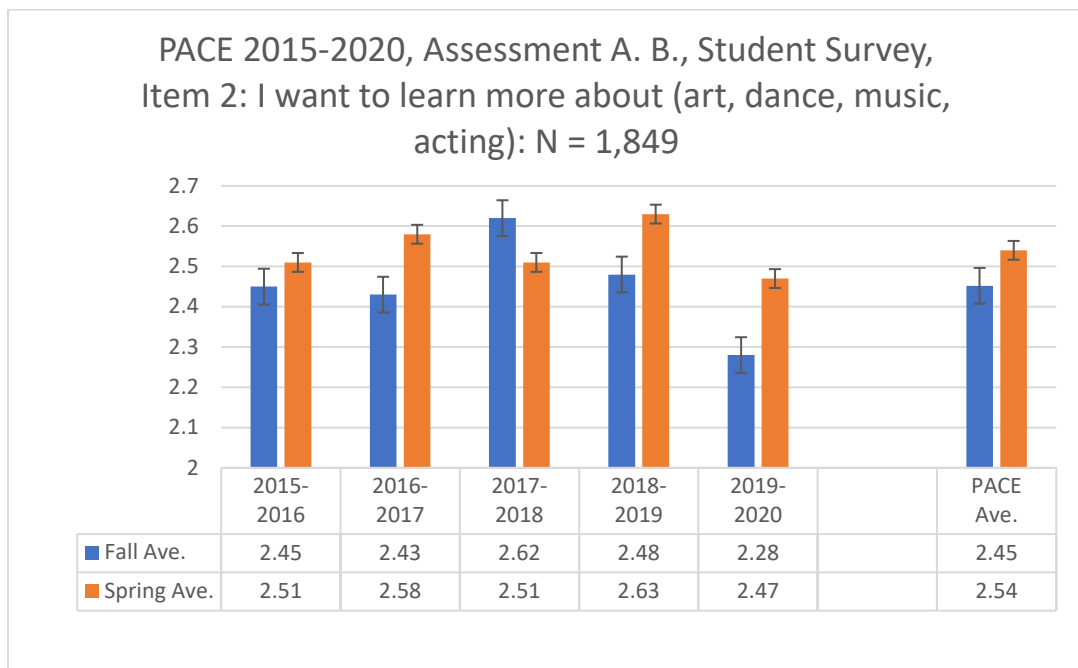


Students were asked if they wanted to learn more about either art, dance, music, or theatre (Question 2). Comparisons of PACE 2015-2016 through 2019-2020 aggregated average scores for this item over the course of this study, reveal that the aggregated fall and spring averages for the PACE program over the course of this study rose from fall aggregated average

of 2.45 to the aggregated spring average of 2.54 which is an increase of .09 points (6%). A total of 1,849 students completed this item during this period. The average for this item from the 2015-2016 cohort rose from 2.45 points on the fall assessment to 2.51 points or an increase of .06 points (3%) on the spring assessment. The fall average for this item from the 2016-2017 cohort rose from 2.43 points in the fall to 2.58 points or an increase of .15 points (6%) in the spring assessment. The fall average for this item in the 2017-2018 cohort fell from 2.62 points for the fall to 2.51 points on the spring assessment or a decrease of .11 points (4%). The fall average for this item in the 2018-2019 cohort rose from 2.48 to 2.63 or an increase of .15 points (6%). The fall average for the 2019-2020 cohort rose from 2.28 to 2.47 or an increase of .19 points (8%). The average fall scores for this item from 2015-2016, 2016-2017, and 2018-2019 cohorts were stable (2.45, 2.43, and 2.48 respectively); however, the 2017-2018 fall aggregated average was higher (2.62) than the fall averages produced by any of the previous cohorts and the fall aggregated average for the 2019-2020 cohort (2.28) was the lowest among all cohorts.

In addition, the average aggregated spring score for this item produced identical aggregated spring averages (2.51) in both the 2015-2016 and 2017-2018 cohorts. The spring decrease of .11 points from the fall to spring average in the 2017-2018 cohort is not significant. The 2019-2020 cohort produced the largest increase from fall to spring assessments for this item (.19 points) compared to increases from all previous cohorts. The 2019-2020 cohort also produced the lowest spring average score (2.47) for this item.

Findings for the period from 2015-2016 through 2019-2020 suggest that students' interest in wanting to learn more about dance, art, music, theatre/acting remained positive and consistent across all disciplines, sets of subjects, and among grade levels over the period of the study. Findings further suggest that students' interest in wanting to learn more about art, dance, music, and theatre improved between the pre-test and posttest measurements and over the course of their engagement with the PACE program.



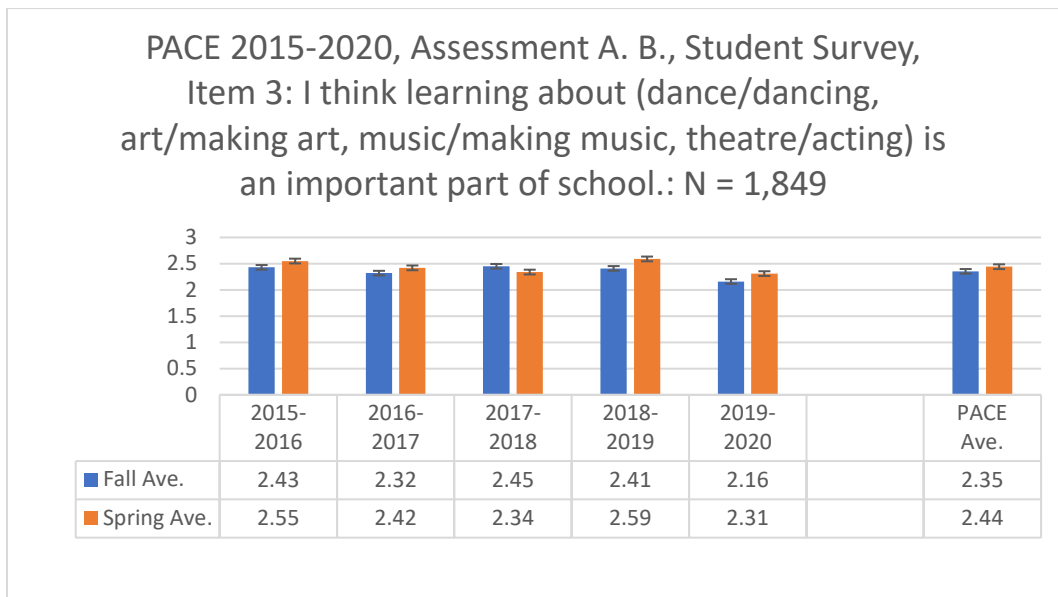
Students were asked if they think learning about art and making art, dance and dancing, music and making music, and theatre and acting is an important part of school (Question 3). The PACE 2015-2016 through 2019-2020 aggregated average scores for this item rose from 2.35 on the fall measurement to 2.44 on the spring measurement or an increase of .9 points (4%). A

total of 1,849 students completed this item during this period. Of the three items on Assessment A/B, this item produced the lowest increase in average scores from its fall to spring measurements.

Comparisons of findings from the 2015-2016 through the 2019-2020 fall assessments reveal that the aggregated averages from the 2017-2018 assessments produced a slightly higher average for this item (2.45) than the 2016-2017 assessments (2.32), the 2015-2016 assessments (2.43), and the 2018-2019 assessment (2.41). The lowest aggregated average for this item (2.16) was produced by the 2019-2020 cohort.

Spring assessment averages for this item show that the 2018-2019 spring assessment was the highest among cohorts with an average of 2.59, followed by the 2015-2016 spring average of 2.55, the 2016-2017 average of 2.42, and the 2019-2020 average of 2.16. The 2017-2018 spring average was the single cohort producing a decrease from 2.45 in the fall to 2.34 in the spring or a decrease of .11 points (6%) for this item.

Aggregated averages for all cohorts over the term of this study produced a slight increase of .08 points (4%) for this item. This finding does not reveal significant shifts in students' overall responses on this item. These findings suggest that students' responses about whether learning about art and making art, dance and dancing, music and making music, and theatre and acting is an important part of school are stable, positive, and consistent across all disciplines and among subjects and across all grade levels over the duration of the study.



Comparisons of the fall and spring aggregated average scores across all items on the Student Survey instrument for the period of 2015-2016 through 2019-2020 reveal that the fall aggregated average of 2.43 points for all items on the instrument rose on the spring assessment to 2.54 points or .11 points (5%).

Individual item performances for the fall to spring assessments for this assessment are as follows:

Item 1. I like to (make art, dance, make music, act like someone else or something else)

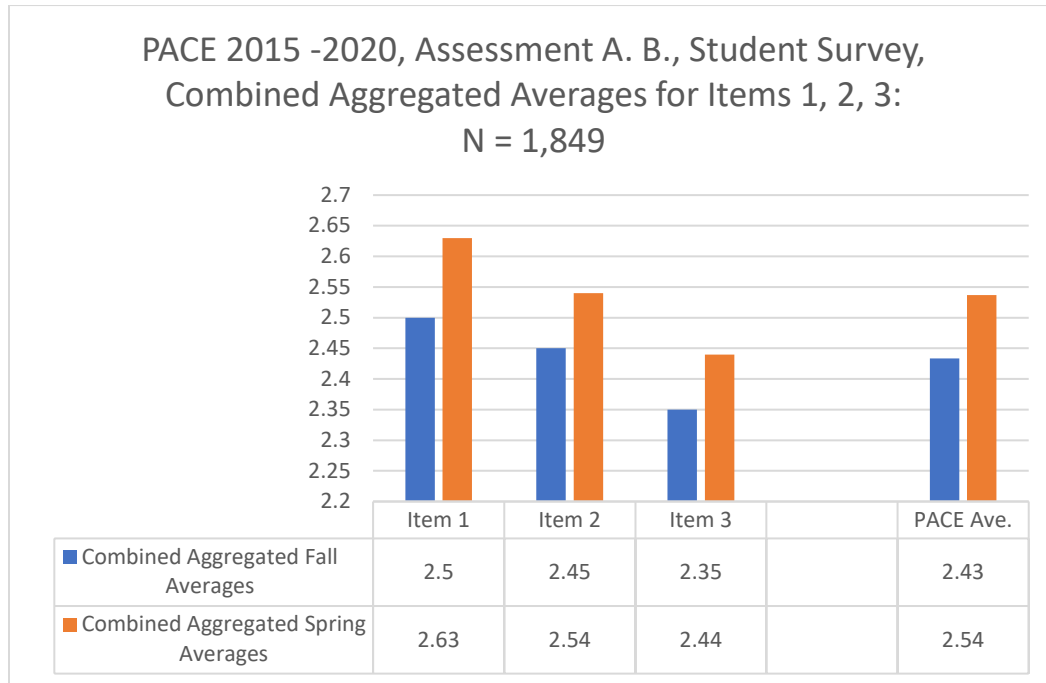
with an increase of .13 points (5%);

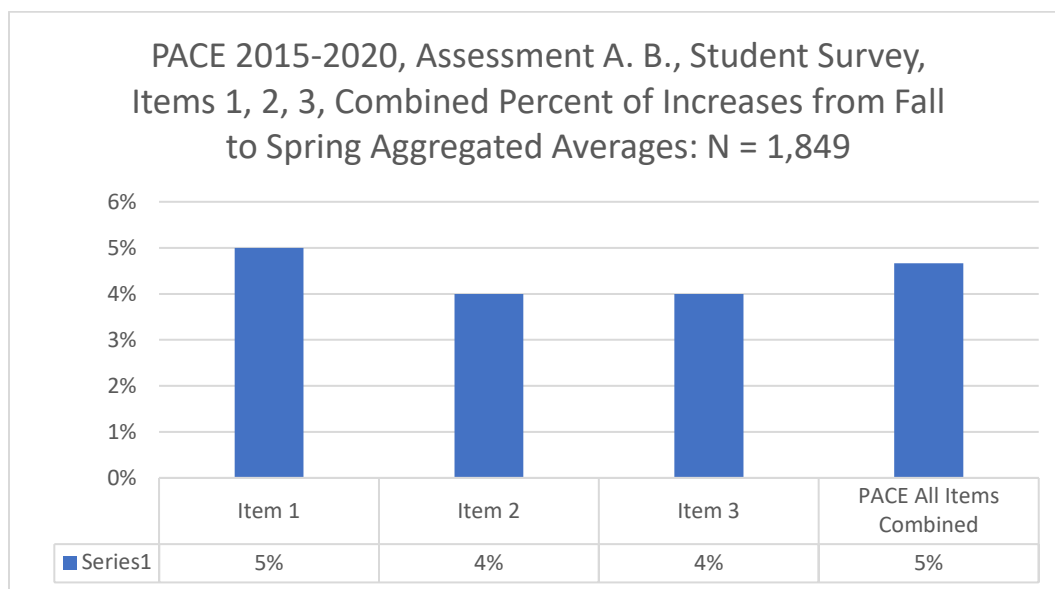
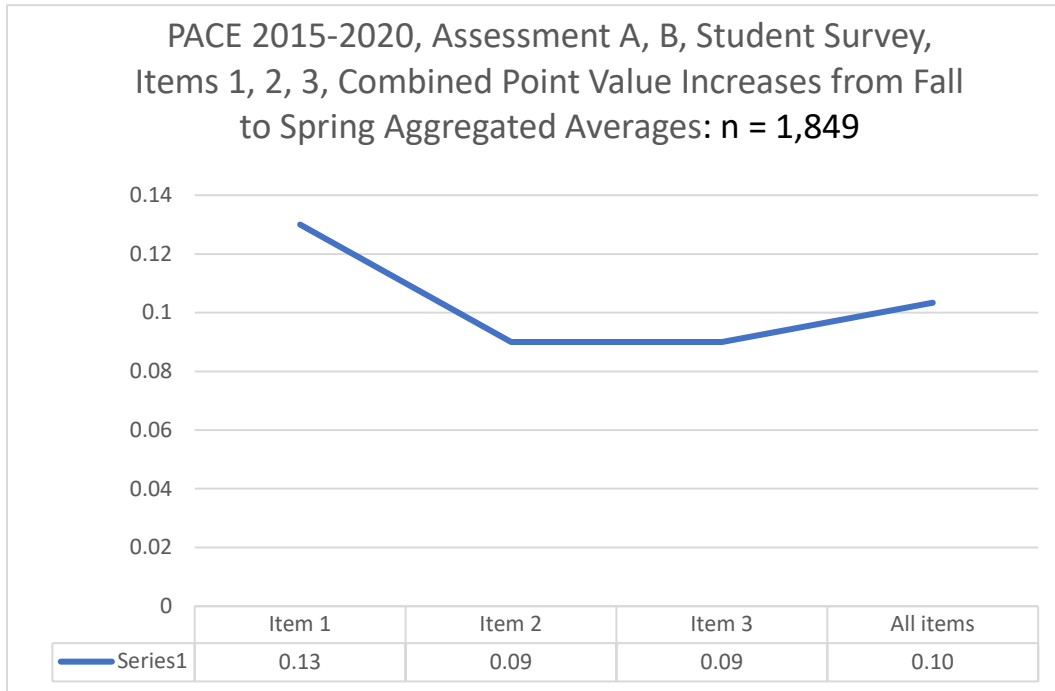
Item 2. I want to learn more about (art, dance, music, acting) .09 points (4%);

Item 3. I think learning about (dance/dancing, art/making art, music/making music,

theatre/acting) is an important part of school .09 points (4%).

Although scores on each item demonstrated minimal, positive growth, scores remained stable and positive for all disciplines, subjects, and among schools for the period under study.





PACE Knowledge and Vocabulary Survey Report

The arts have discipline specific knowledge and skills that can be taught and learned (Eisner, 2002; Sabol, 2010, 2013). Comprehensive education in the arts depends upon enabling students to receive instruction in the arts and in providing educational experiences that require students to learn and use various kinds of knowledge and skills identified by the various arts disciplines (Drake, 1998; Sabol, 2009, 2010). Measuring what students know and can do in the arts is central for understanding learning and achievement in the arts and for creating, implementing, and revising curriculum, instruction, and assessment in the arts.

The PACE program created instruments through which students' arts knowledge could be measured and tracked over time. Four discipline-specific instruments (dance, music, theatre, and visual arts) were designed for this purpose (See Appendix D). The PACE Knowledge and Vocabulary Assessment consists of eight items that were scored on a 0 to 3-point scale. The first three items address general knowledge about the specific art form at the individual PACE school sites. Although common language and themes were used among the first three items, phrasing of the items varied to included language related to the art form the discipline-specific instrument was designed to measure. For example, Item One on the Dance Knowledge Assessment instrument read, "Describe some different kinds of dance?" while Item 1 on the Visual Arts Knowledge Assessment instrument read, "Describe some different kinds of art?" Both items were designed to measure students' general knowledge about the specific art form

being focused upon at the PACE school sites. In this way cross comparisons of student knowledge about the art forms could be made across PACE schools, across arts disciplines, and over time. Below is a listing of the first three of eight items used in all PACE schools to measure students' arts knowledge:

Item 1. Describe some different kinds of (art, dance, music, theatre).

Item 2. Where would you go to see (artwork, dancers, music, theatre)?

Item 3. Do people (make art, dance, make music, act) just for enjoyment, or can (making art, dancing, making music, acting) also be a job to earn money?

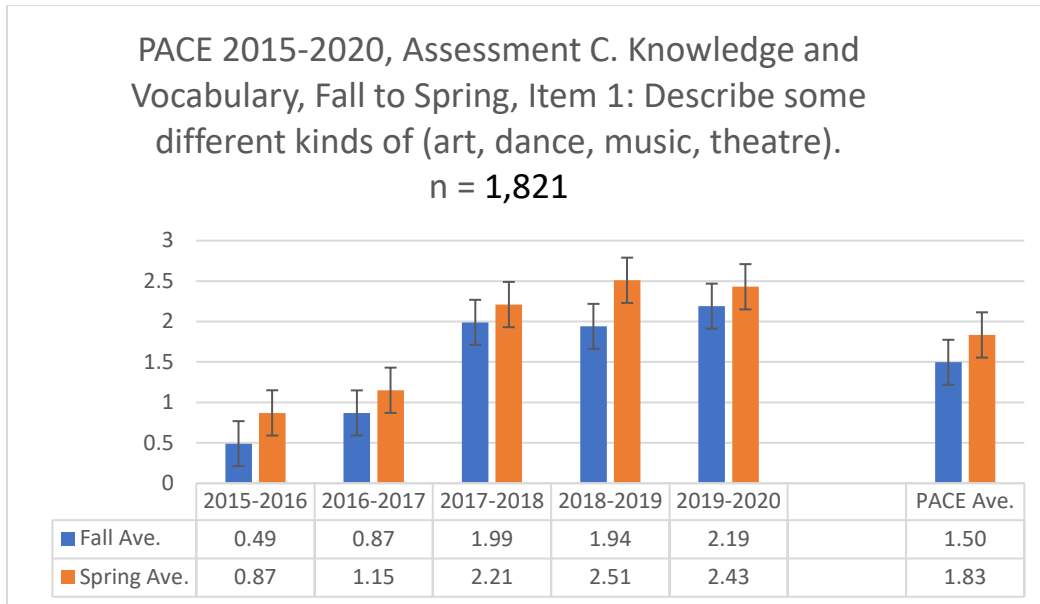
The remaining five items on the instruments permitted the visiting artists and arts teachers in each school site and arts discipline to select specific vocabulary terms that would be taught to students and used by them. These terms also would become markers to be identified and tracked in student writing samples. Student writing samples (See PACE Student Writing Samples Report below) related to arts learning were evaluated using separate discipline-specific assessments in the form of writing prompts and a rubric (See Student Writing Samples Report and Appendix F).

On Assessment C, Knowledge and Vocabulary, PACE students were asked to describe some kinds of (art, dance, music, theatre) on Item 1. Comparisons of PACE 2015-2016 through 2019-2020 aggregated average scores for Item 1, reveal that the fall and spring averages for this period increased from 1.50 to 1.83 or an increase of .31 points (18%). A total of 1,821

students completed this item during this period. Comparisons of findings from this period reveal that the aggregated fall averages from the 2019-2020 assessments produced the highest fall average of 2.19. The 2017-2018 assessments produced the next highest average for this item (1.99 points) followed by the 2018-2019 assessments (.1.94 points), 2016-2017 assessments (.87 points), and the 2015-2016 assessments (.49 points).

Spring assessment averages over the duration of the study reveal that the 2018-2019 average was the highest (2.51), followed by 2019-2020 average (2.43), 2017-2018 average (2.21), 2016- 2017 average (1.15), and 2015-2016 average (.87).

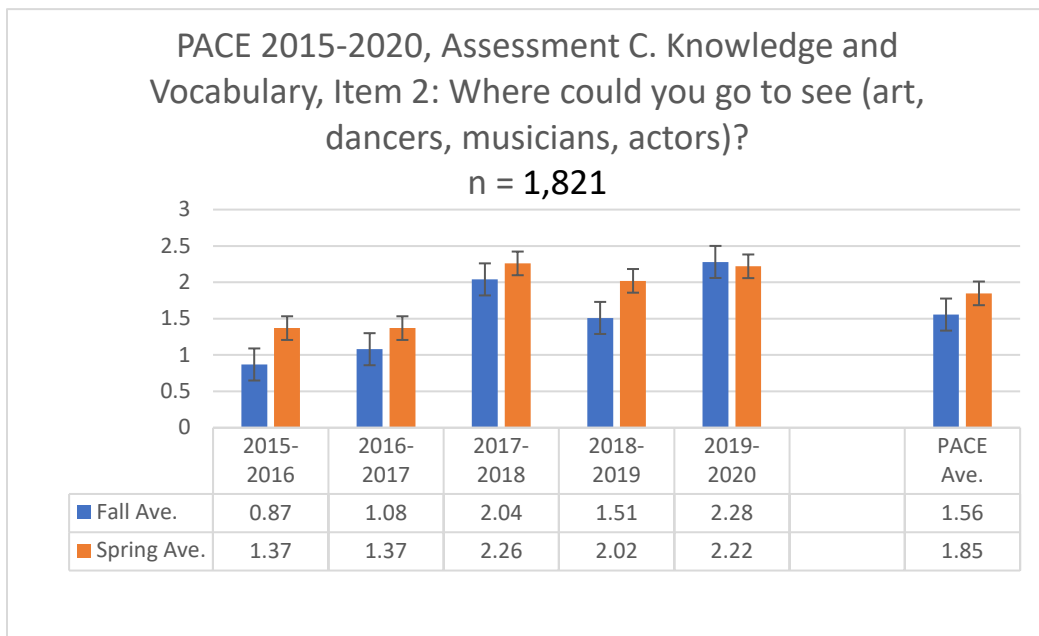
Increases in these averages over each year of the program suggest that students in the PACE program are consistently improving in their ability to describe different kinds of art, dance, music, or theatre between pre-test and posttest assessments and over the course of their engagement with the PACE program. Levels of improvement for this item were consistent across the arts disciplines, among subjects, and grade levels over the course of this study.



PACE students were asked where they could go to see art and artists, dance and dancers, music and musicians, or theatre and actors (Item 2). Comparisons of PACE 2015-2016 through 2019-2020 aggregated average scores for this item, reveal that the aggregated fall and spring averages for this period increased from 1.56 to 1.85 or an increase from fall to spring assessments of .31 points (17%). A total of 1,821 students completed this item during this period. Comparisons of findings from the fall assessments for this period reveal that the aggregated averages from the 2019-2020 assessments produced the highest average for this item (2.28) followed by the averages from the 2017-2018 assessments (2.04), the 2018-2019 (1.51) assessments, the 2016-2017 assessments (1.08), and the 2015-2016 assessments (.87).

Spring assessment averages over the duration of the study reveal that the 2017-2018 spring average was 2.26 was highest for this item followed by the 2019-2020 average of 2.22,

2018-2019 average of 2.02, and the 2016-2017 and 2015-2016 average of 1.37 each. The aggregated averages for this item produced an increase of .31 points (17%) across the period of the study for this item. These findings suggest that students' knowledge about where they could go to see art, dance, music, or theatre are positive, consistent, and demonstrate growth across all disciplines, sets of subjects, and among grade levels over the duration of the study of the PACE project.

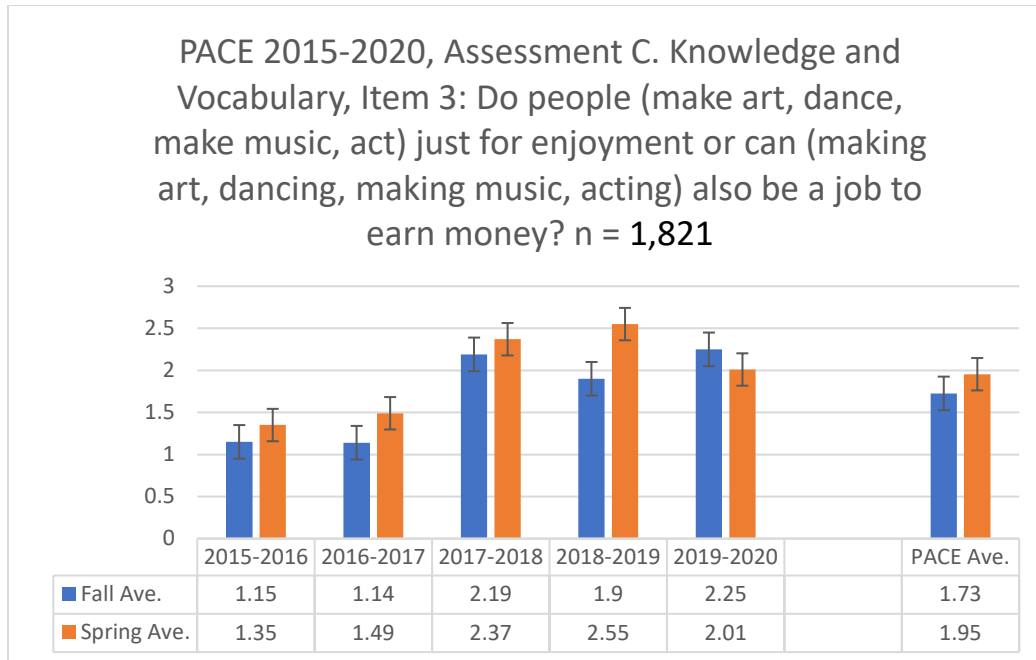


PACE students were asked if people (make art, dance, make music, or act) just for enjoyment or whether (making art, dancing, making music, acting) can also be a job to earn money (Item 3). Comparisons of PACE 2015-2016 through 2019-2020 aggregated average scores for this item, reveal that the fall and spring averages for this period increased from 1.73

to 1.95 respectively or an increase of .22 points (13%). A total of 1,821 students completed this item during this period.

Comparisons of fall to spring assessments for this item show that the aggregated averages increased in descending order from the 2018-2019 assessment (.65 or 25%), 2016-2017 assessments (.35 points or 23%), 2019-2020 assessments (.24 points or 11%), 2015-2016 assessments (.20 points or 15%), and from the 2017-2018 assessments (.18 points or 8%).

Spring assessment averages over the duration of the study showed that the 2018-2019 spring average of 2.55 was followed by the 2018-2017 spring average (2.37), and the 2019-2020 (2.01), 2016-2017 (1.49), and 2017-2018 (1.15) averages. These findings suggest that PACE students know that making art, dancing, or acting can be a source of enjoyment, but also may be pursued as a job in order to earn money. Students' responses for this item are positive, consistent, and demonstrate continuous growth across all disciplines, sets of subjects, and grade levels over the duration of the PACE project.



Learning in and through the arts requires understanding of the language used in each of the arts to communicate. Part of this language includes the study of the specific vocabulary and terminology used within each of the art forms. Artists and teachers at each PACE school were asked to provide grade level developmentally appropriate, site-specific, and discipline-specific vocabulary to be included in PACE arts instruction and assessments. Lists of discipline-specific vocabulary terms were not duplicated at the other PACE schools. Each school selected a total five site-specific and discipline-specific vocabulary words or terms for each participating grade level (See Table 2.). These words or terms were included on the corresponding vocabulary assessment for those grade levels on Assessment C.

The arts educators and teaching artists in participating schools were encouraged to revise the vocabulary used in their schools with each advancing year of the program. Vocabulary varied within schools and arts disciplines each year. Arts curricula scaffold from year to year and as cohorts entered more advanced grade levels, new or more complex vocabulary or terminology were identified to match more complex learning and understanding of arts concepts and ideas. In some cases, the list of terms within a given discipline did not change from year to year. A total of 172 terms were identified among the four arts disciplines over the period of the study (See Table 2.).

Table 2

2015-2020, Knowledge of Arts Vocabulary/Terms, Meadows, Van Buren, South Wayne, Pine, McKinley, IPS School 51, Jones, and Kendall: n = 1,484

School/Vocabulary Terms	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	n = 201	n = 359	n = 462	n = 265	n = 197
Meadows					
Elementary	Line	Three-dimensional	Primary Colors	No Data	No Data
	Drawing	Abstract	Author		
	Shape	Landscape	Masterpiece		
	Color	Synesthesia	Secondary Colors		
	Space	Sculpture	Illustrator		
	Artist	Realism	Organic Shapes		
	Artwork	Tessellation	Overlap		
	Geometric	Graphic arts	Geometric Shapes		
	Organic	Illustrator	Fauvism		
	Painting	Abstract	Abstract		
		Expressionism			
	Sculpture	Color			
	Gallery	Painting			
		Story quilt			
		Media			
		Additive			
		Trompe l'oeil			
		Subtractive			
		Impressionism			

 Van Buren
Elementary

No Data	No Data	Art Diversity Medium Symbol Portrait Symmetry Self-Portrait Citizen Resources Goods and Services	Community Culture Environment Resources Career Landform Pioneer	No Data
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 South Wayne
Elementary

No Data	Locomotor Non-locomotor Shape Levels Pathways Improvise Qualities Dynamics Time Size Unison Groupings (solo/duet/ trio/quartet ensemble)	Locomotor Non-locomotor Shape Levels Pathways Improvise Qualities Dynamics	Collaboration Choreography Improvisation Levels Contrast Formation Ripple Shape	No Data
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 Pine
Elementary

Focus	Focus	Focus	No Data	No Data
Shape	Shape	Shape		
Axial	Axial	Axial		
Locomotor	Locomotor	Locomotor		
Tableau	Tableau	Tableau		
Isolate	Isolate			
Integrate	Integrate			
Tempo	Tempo			
Sustain	Sustain			
Percussive	Percussive			
Choreography	Choreography			
Rehearsal	Rehearsal			

 Lowell Elementary (IPS #51)

No Data	No Data	No Data	Play	Movement
			Actor tools	Performance
			Ensemble	Audience
			Stage Voice	Teamwork
			Script	Creativity

 McKinley
Elementary

Actor	Actor	Actor	No Data	No Data
Acting	Acting	Acting		
Gestures	Gestures	Gestures		
Drama	Drama	Drama		

	Fluency Expression Blocking Ensemble Imagination Articulation Character Dialogue	Fluency Expression Blocking Ensemble Imagination Articulation Character	Dialogue		
Kendall Elementary	No Data	No Data	No Data	Melody Harmony Musician Rhythm Tempo	Symphony Conductor Composer Musical Genre Poetry
Boulevard STEM	No Data	No Data	No Data	No Data	Visualize Thinking Strategy Inference Evidence
Jones Elementary	No Data	No Data	No Data	No Data	Collage Landscape Horizon Narrator Illustration

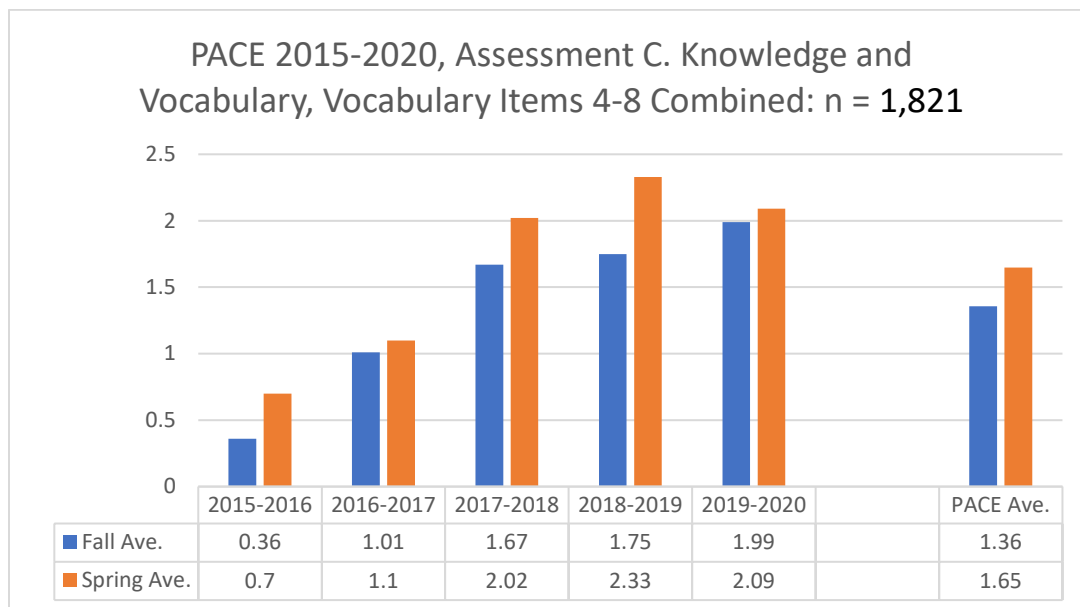
Knowledge of vocabulary or terms was measured during the fall and spring semesters. Over the period of the study, one school did not collect data for the assessment of vocabulary for two consecutive years (2015-2016 and 2016-2017). This school submitted vocabulary data for the 2017-2018 academic year. Another school was added to the PACE program in 2016-2017. This school did not collect data for the 2015-2016 academic year. During the 2015-2016 study a total of 36 vocabulary terms were introduced. During the 2016-2017 study, 53 terms were introduced, followed by 38 terms in the 2017-2018 study. Two schools were added in the 2018-2019 academic year and 25 terms were added. Another school, was added in 2019-2020 and 20 terms were added. A review of vocabulary repeated within PACE programs from the initial year (2015-2016) through the final year of the pilot (2019-2020), revealed that 28 vocabulary terms were repeated across the period of this study.

Aggregated averages for all schools fall and spring vocabulary measurements were calculated. Comparisons of aggregated averages for vocabulary terms (items 4 through 8) from the 2015-2016 through 2019-2020 assessments, show improvement on both the fall and spring assessments. The PACE aggregated fall average for this period was 1.36 and rose to 1.65 (18%) on the aggregated spring assessment for these items. The aggregated average from the fall 2019-2020 was 1.99, followed by 2018-2019 (1.75), 2017-2018 (1.67), 2016-2017 (1.01), and 2015-2016 (.36) assessments. Over the course of the pilot, the average aggregated fall vocabulary score rose 1.63 points (81%).

The aggregated spring average from the 2018-2019 assessment was 2.33, followed by the 2019-2020 assessment of 2.09, the 2017-2018 assessment average of 2.02, the 2016-2017

assessment of 1.10 points, and the spring 2015-2016 assessment average of .70 points. Over the course of the pilot, the average aggregated spring vocabulary score rose by 1.63 points (70%).

Fall and spring increases for these items represent the largest increase among all items on Assessment C, Knowledge and Vocabulary. With substantial annual increases over the period of the study, assessments have produced clear evidence that students are acquiring vocabulary being taught about the arts in all four disciplines included in the PACE program. Aggregated averages also indicate that students' understanding of vocabulary within their respective disciplines is approaching proficient levels of learning of the terms being taught.



Comparisons of the fall and spring aggregated average scores across all items on the Assessment C: Knowledge and Vocabulary assessments for the period from 2015-2016 through 2019-2020 produced an aggregated fall average of 1.54 points that rose on the spring assessment to 1.82 points or .28 (16%).

Performance rankings of individual items from the fall to spring measurements on this assessment are as follows:

Item 1. Describe some different kinds of (art, dance, music, theatre). (.33 points or 18%).

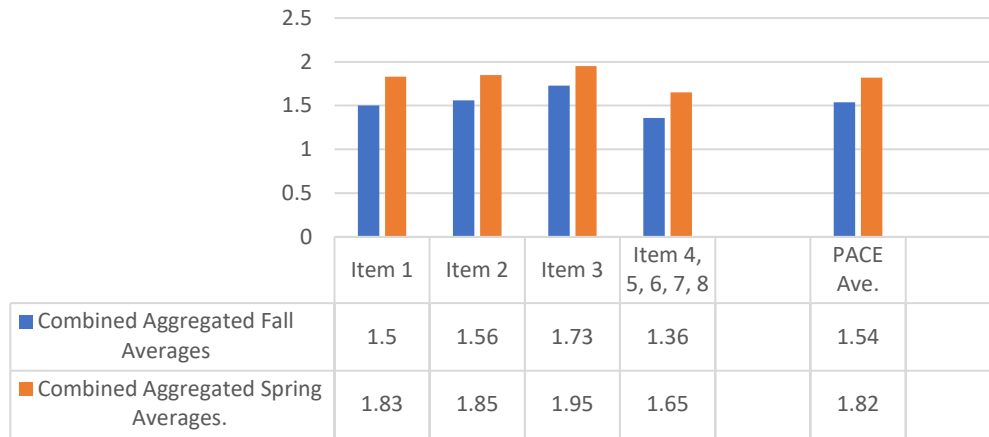
Item 4 through 8 (combined) measured students' knowledge of vocabulary or terminology (.29 points or 18%)

Item 2. Where do people go to see (art, dancers, musicians, actors)? (.29 points or 17%).

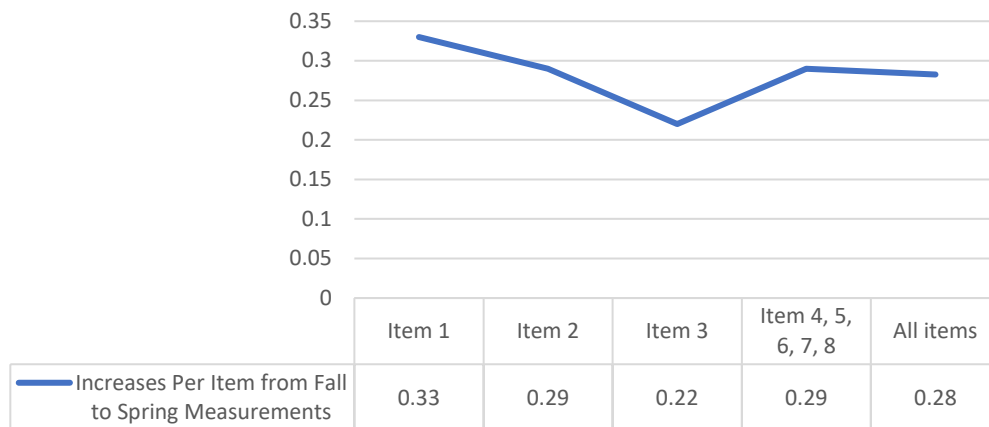
Item 3. Do people (make art, dance, make music, act) just for enjoyment or can (making art, dancing, making music, acting) also be a job to earn money? (.23 points or 12%).

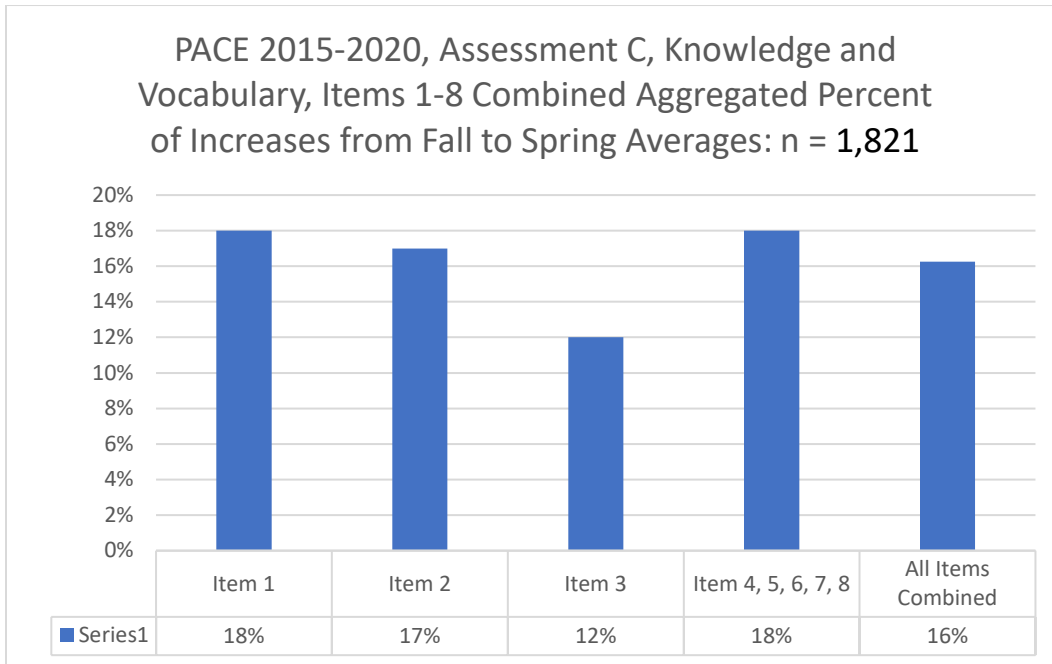
Acceptable levels of positive growth were demonstrated by scores from all items on this assessment. Scores among all items remained stable for the period under study and demonstrate that PACE students are increasing their knowledge about the arts and their understanding of key vocabulary and terminology specific to learning in the arts.

PACE 2015-2020, Assessment C, Knowledge and Vocabulary, Combined Aggregated Averages for Items 1 through 8: n = 1,821



PACE 2015-2020, Assessment C, Knowledge and Vocabulary Items 1-8 Combined, Point Value Increases from Fall to Spring Aggregated Scores: n = 1,821





PACE Student Skills Report

Each of the arts include a variety of specific skills sets. Some skills are physical, cognitive, or non-cognitive. These skills will vary from arts discipline to arts discipline with some being common to all arts disciplines. On a foundational level, the arts employ a wide variety of physical skills. Some of these skills involve the uses of tools and materials, while others deal with kinesthetics and controlled movement. Some skills require fundamental understanding and development of the blending of physical and cognitive processes used in the arts (Eisner, 1998), while others are of a purely cognitive nature that are unique to the arts (Dorn, 1999; Efland, 2002; Hetland, Winner, Veenema, & Sheridan, 2007; Jensen, 2001) and deal with higher order thinking and problem-solving skills. Still others require unique non-cognitive skills related to habits of mind (Costa & Kallick, 2008) such as persistence, tolerance of ambiguity, risk taking, managing impulsivity, empathy, creating, imagining, innovating, and other skills associated with awareness and reflection.

PACE programs included the teaching and learning of assorted arts skills. An instrument, *Assessment D. PACE Individual Student Skills Assessment*, with six items was developed to assess skill development among PACE students (See Appendix E). The first three items were replicated in all four disciplines and on discipline specific instruments used to measure students' skill knowledge for disciplines studied in the PACE program at their school. The first three items included the following:

Item 1. Basic level of demonstrated student skill in the arts discipline.

Item 2. Demonstration of effective application of practices, tools, or materials in the creative process for the arts discipline.

Item 3. Understanding and application of the sequence/process for creating an activity or work in the arts discipline.

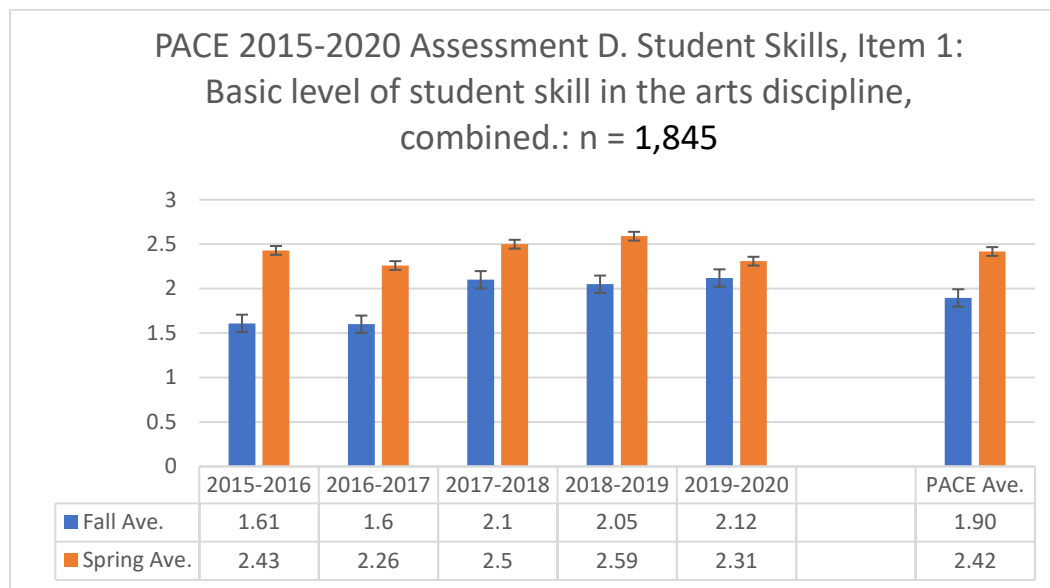
Three additional skills specific to the arts discipline at the individual PACE schools were determined independently by the teaching artists and arts teachers at the local PACE school. These skills varied among PACE sites, grade levels, and among arts disciplines. Assessment of students' individual skill development was done by the teaching artists and arts teachers at the PACE schools.

The assessment tool included a three-point scale for determining skill development. The scale consisted of a single point for "minimal" skill, two points for "developing" skill, and three points for "advanced" skills. The assessments were done during the fall semester and in the spring semester.

Students' basic level of demonstrated skill in the arts discipline was evaluated (Item 1). Comparisons of PACE 2015-2016 through 2019-2020 aggregated average scores for this item, revealed that the aggregated fall and spring averages for this period increased from 1.90 to 2.42 respectively or an increase of .52 points (22%) over the duration of the study. A total of 1,845 students completed this item during this period. Comparisons of findings from this period show that the aggregated fall averages from the 2019-2020 assessments produced a higher

average for this item (2.12) than the 2016-2017 (1.60), 2015-2016 (1.61), the 2018-2019 (2.05), and 2017-2018 assessments (2.1). This finding suggests that fall average scores are experiencing modest increases each year over the duration of the pilot program.

Spring assessment averages over the duration of the study show that the 2018-2019 aggregated spring average was the highest with an average of 2.59 points followed by the 2017-2018 average of 2.5, the 2015-2016 spring average of 2.43 points, the 2019-2020 spring average of 2.31, and the 2016-2017 average of 2.26. These averages produced an increase of .52 points (22%) across the period of study for this item.



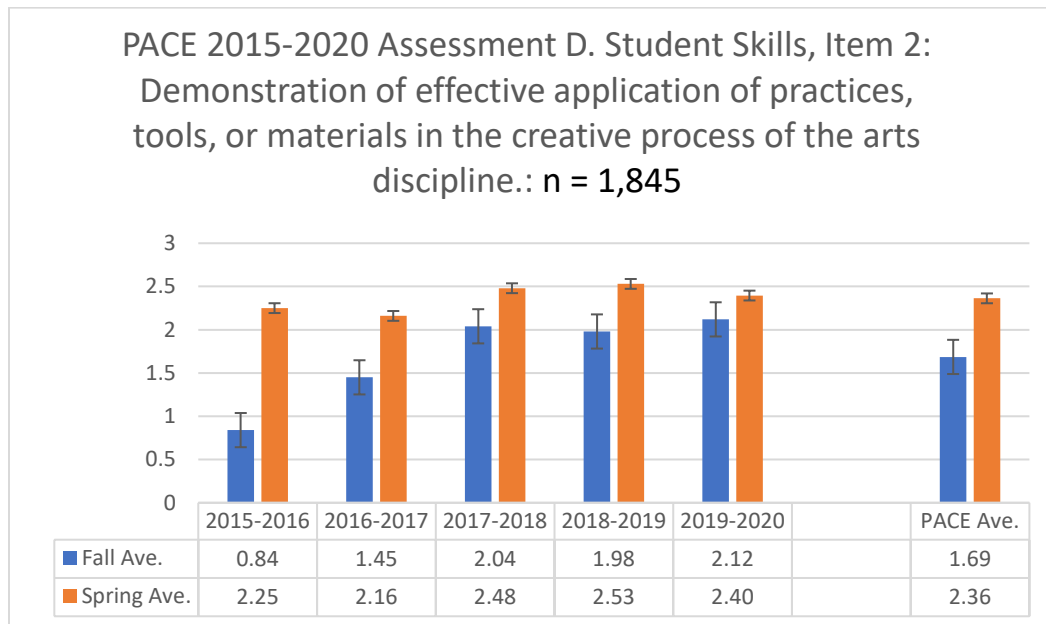
Comparisons of PACE 2015-2016 through 2019-2020 aggregated average scores for Student Skills, Item 2: Demonstration of effective application of practices, tools, or materials in the creative process of the arts discipline, reveal that the aggregated fall and spring averages

for this period increased from 1.69 to 2.36 respectively or an increase of over two thirds of a full point (.67 points or 29%) over the duration of the study. A total of 1,845 students completed this item during this period. Comparisons of findings from each year of the study revealed that the aggregated fall averages from the 2019-2020 assessments produced a higher average for this item (2.12) than the 2017-2018 assessments (2.04), the 2018-2019 assessments (1.98), the 2016-2017 assessments (1.45) and the 2015-2016 assessments (.84). PACE students improved their aggregated averages on fall assessments over the course of the study with an overall increase of 1.28 points over the period of this study.

The highest spring assessment average was for 2018-2019 with 2.53 points followed by 2017-2018 with 2.48 points, the 2019-2020 with 2.40 points, the 2015-2016 spring average of 2.25 points, and the 2016-2017 average of 2.16 or an increase of .37 points (15%) on the spring assessments for this item over the period of this study. Increased aggregated averages on the fall and spring assessments for this item suggest that PACE students are making good annual improvements in their application of practices, tools, or materials in the creative process in their arts disciplines.

All PACE schools produced increases for this item with good increases from the fall to spring assessments. All schools performed at the 2.0 or higher range for this item on the spring assessment indicating that students in the PACE program moved from “developing” level to “advanced” levels in applying skills for this item. This finding suggests that PACE students, as a

group, are demonstrating better than a basic level of skills in the effective application of practices, tools, or materials in the creative process for the arts discipline in their school.



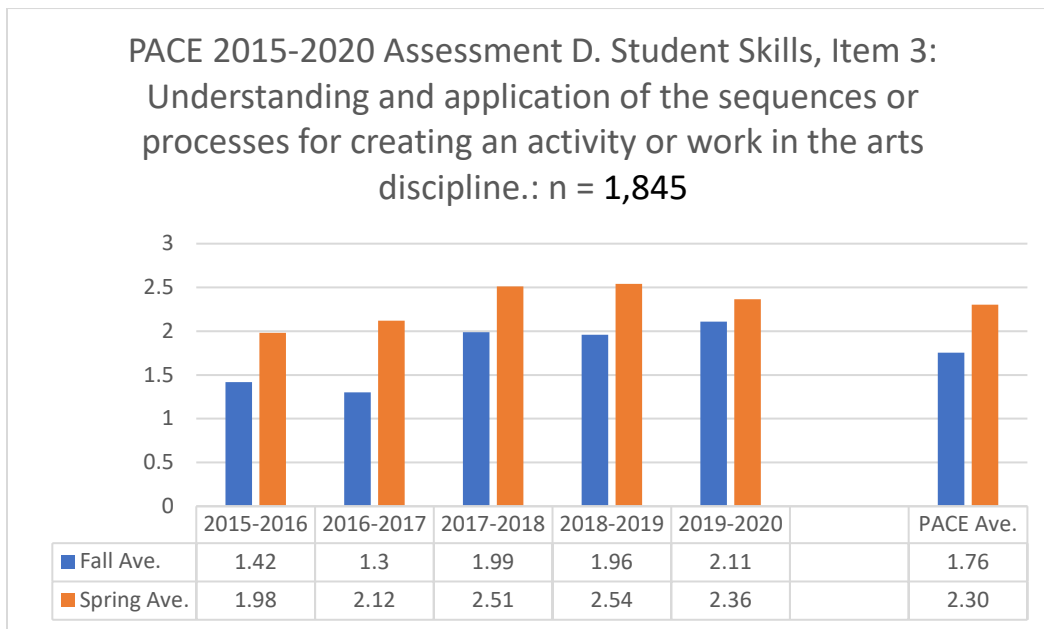
PACE students' understanding and application of the sequences or processes for creating an activity or work in their arts discipline was assessed on item 3 on Assessment D. Combined average scores for this item produced an aggregated fall average of 1.76, which rose to 2.30 on the spring assessments or an increase of .54 points (24%). A total of 1,845 students completed this item during the period of this study.

Comparisons of findings from this period reveal that the aggregated fall averages from the 2019-2020 assessments produced a higher average for this item (2.11), than the 2017-2018 assessments (1.99), the 2018-2019 assessments (1.96), the 2015-2016 assessments (1.42), and

the 2016-2017 assessments (1.30). PACE students annually improved their aggregated averages on fall assessments over the course of the study with an overall increase of .81 points (39%) over the period of the study.

The spring assessment average for 2018-2019 was the highest with 2.54 points. This score was followed by the 2017-2018 assessments with 2.51 points, the 2019-2020 assessments with 2.36 points, the 2016-2017 spring average of 2.12 points, and the 2015-2016 average of 1.98. These scores represent an increase of .56 points on the spring assessments of this item over the period of this study.

Increased aggregated averages on the fall and spring assessments for this item suggest that students in PACE programs are making very good annual improvements in understanding and applying the sequences or processes for creating an activity or work in their arts discipline. Schools producing increases for this item experienced good increases from the fall to spring assessments. All schools performed at the 2.0 or higher range for this item on the spring assessment and were moving from the “developing” level to the “advanced” level for this item. This finding suggests that PACE students, as a group, are demonstrating better than a basic level of skills in understanding and applying the sequences or processes for creating an activity or work in the arts discipline in their school.



The remaining three items on *Assessment D, Student Skills* included assessments of site-specific and discipline-specific skills (See Tables 3, 4, 5, 6). These skills were determined by the teaching artists and arts educators in the PACE schools. Because these skills are site-specific and discipline specific, cross-school comparisons of students' performances would suggest levels of commonality or generalizability among the skills among the arts, which is not the case in this instance. This is not to say that common sets of skills don't exist among the arts. The PACE program never identified such skills and did not require participating schools to implement them in curricula. This set of items was not included on the assessment to measure such kinds of common skills or to suggest that they existed among the PACE school's curriculum. However, aggregating and combining scores from these skills can provide insights into how students, as a

group in PACE programming, are acquiring various skills needed to learn about and engage in the arts.

Aggregated averages for all fall and spring site-specific and school-specific student skills were calculated. Comparisons of aggregated averages for student skills (items 4 through 6) from the 2015-2016 through 2019-2020 assessments, show improvement on all fall and spring assessments. The PACE aggregated fall average for these items was 1.89 and rose to 2.43 (23%) on the aggregated spring assessment for these combined items. The aggregated average from the fall 2019-2020 was 2.24, followed by 2017-2018 (2.15), 2018-2019 (1.98), 2016-2017 (1.58), and 2015-2016 (1.52) assessments. Over the course of the pilot, the average aggregated fall site-specific and discipline-specific skills score rose .72 points (33%).

The aggregated spring average from the 2019-2020 assessment was 2.56 closely followed by the 2018-2019 (2.54) and the 2017-2018 (2.50) assessments. Spring assessments from the 2015-2016 (2.41) and 2016-2017 (2.15) assessments produced slightly lower averages for these items. Over the course of the pilot, spring averages for these items rose by .41 points (17%).

Fall and spring assessment increases for these items represent good increases among all items on Assessment D, Student Skills. These annual increases from all schools and among all disciplines over the period of the study, suggest that students are acquiring specific identified skills being taught about the arts in all four disciplines included in the PACE program.

Aggregated averages also indicate that students' understanding of vocabulary within their respective disciplines is approaching proficient levels of learning of the terms being taught.

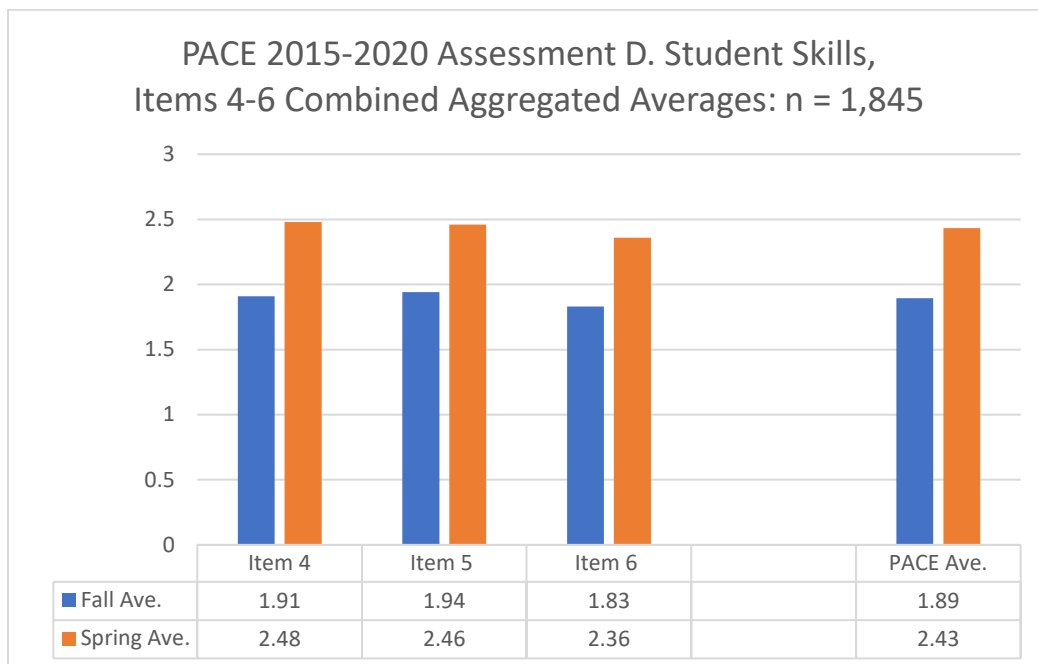


Table 3

PACE Dance: Site Specific Student Skills 4, 5, and 6

School	Skills
Pine	<p>2015-2017 4th 5th grade</p> <p>4. Demonstrates understanding of shape in dance (holds 8 counts, uses a variety of levels, varies shapes).</p> <p>5. Demonstrates understanding of motion in dance (varies between locomotor and axial, varies direction, pathway and tempo).</p> <p>6. Demonstrates understanding of energy in dance (uses strong, light, free, bound, percussive and sustained energy).</p>
South Wayne	<p>2017-2018 1st 2nd grade</p> <p>4. Demonstrates ability to follow directions.</p> <p>5. Demonstrates elements of dance.</p> <p>6. Demonstrates body awareness.</p> <p>2018-2019</p> <p>4. Demonstrates creativity in choices, critical thinking, and group work.</p> <p>5. Makes connections between poetry and literature to specified movement skills.</p>

	6. Understanding of personal energy and its effect on individual, partner, and group movement.
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Table 4

PACE Music: Site Specific Student Skills 4, 5, and 6

School	Skills
Kendall	2018-2019, 2019-2020 2 nd grade 4. Participation in the music and following directions 5. Demonstration of maintaining a steady beat. 6. Paying attention during each segment (2018-2019) 6. Demonstration of positive attitude and focus on task (2019-2020)

Table 5

PACE Theatre: Site Specific Skills 4, 5, and 6

School	Skills
McKinley	2015-2017 4 th grade 4. Demonstrates ability to work well in a group (ensemble building). 5. Uses appropriate expressions (e.g. sad when sad, happy when happy, etc). 6. Articulates feelings/thoughts about the lesson.
James Russell Lowell (IPS #51)	2018-2019 3 rd grade 4. Actor Neutrality (ability to quickly and quietly get into position and wait direction). 5. Stage Directions (knowledge and ability to go stage right, stage left, upstage, downstage, and combinations like up-right, down-center, down-left) 6. Stage Voice (Speaking lines loudly and clearly without shouting)
	2019-2020

	<ul style="list-style-type: none">4. Speak loudly and clearly5. Good audience behavior6. Thinking on your feet
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Table 6

PACE Visual Arts: Site Specific Skills 4, 5, 6

School	Skills
Meadows	<p>2015-2017 1st, 2nd, 3rd grade</p> <p>4. Create thoughtful drawings and purposeful projects from presented information and instruction.</p> <p>5. Creativity: Use of original ideas and self-expression.</p> <p>6. Self-Critique: Able to look with a critical eye at project; to assess good/bad; changes are purposeful.</p>
Van Buren	<p>2017-2019 1st, 2nd grade</p> <p>4. Students will be able to comprehend the process of the art project as described by the artist</p> <p>5. Students will be able to use the materials supplied by the artist for the project in a creative way.</p> <p>6. Students will be able to keep all materials in an organized fashion to better use in the completion of their project.</p>

	<p>2nd grade</p> <p>4. Students will be able to comprehend what the art project is about as described by the artist, with the ability to verbally interact with the artist as they go through the process.</p> <p>5. Students will be able to use instruction and materials to create – with a focused parameter- and explain their own “take” (creativity) on their project.</p> <p>6. Students will be able to keep materials in an organized fashion to better use in the completion of their projects. Second graders will be able to use thoughts, ideas and plans to better use and complete their project.</p>
Boulevard STEM	<p>2019-2020 3rd grade</p> <p>4. Student supported their observation with evidence from the picture.</p> <p>5. Student shared details that they saw in the images.</p> <p>6. Student actively participates in the VTS conversation/writing portion of the discussion.</p>
S. Ellen Jones	<p>2019-2020 3rd grade</p> <p>4. Dexterity with fine motor skills (like drawing, cutting, and pasting)</p> <p>5. Understanding of ways to build a narrative using pictures and/or words</p> <p>6. being visually imaginative, creative, and/or expressive.</p>

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Comparisons of 2015-2016 through 2019-2020 data from all arts disciplines (dance, music, theatre, and visual arts) and for all six items on Assessment D, Student Skills indicate that the combined aggregated averages for all items on the skills assessment improved from the fall assessments (1.81) to the spring assessments (2.38). An increased combined aggregated average of .57 points (25%) was produced for this assessment over the period of the study. Acceptable levels of positive growth were demonstrated by scores for all items on this assessment.

Average combined scores among all items included modest levels of variation in performances across all items on this assessment. Performance rankings of individual items from the fall to spring measurements on this assessment are as follows:

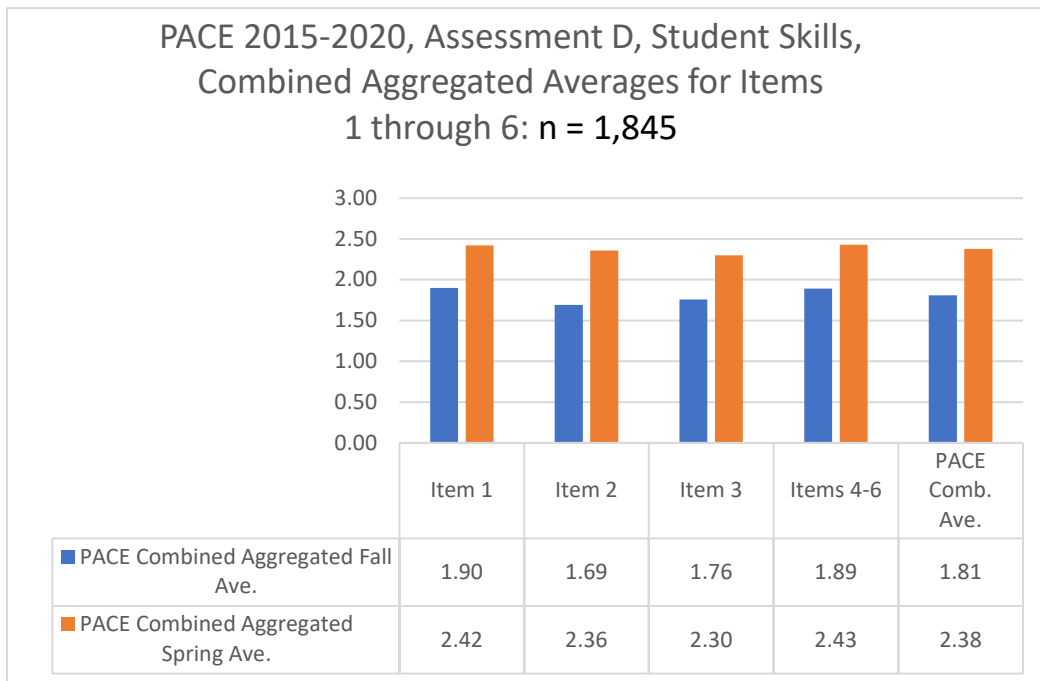
Item 2. Demonstration of effective application of practices, tools, or materials in the creative process of the art discipline demonstrating the most improvement (.67 points or 29%);

Item 3. Understanding and application of the sequence/process for creating an activity or work in the art discipline (.54 points or 24%);

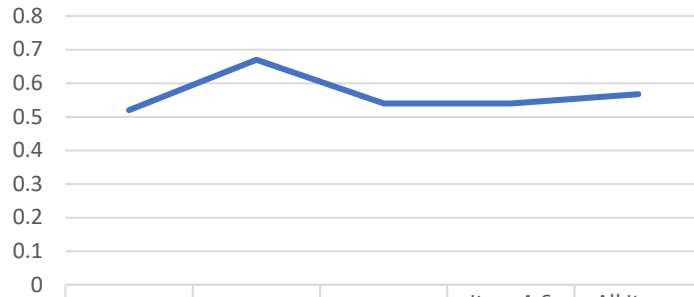
Items 4 through 6 (combined) with site specific and discipline specific skills (.54 points or 23%)

Item 1. Basic level of student skill in the arts discipline (.52 points or 22%).

These findings suggest that PACE students are making good progress in increasing their skills development over the period of the study for all skills assessed and within each of the arts disciplines in the PACE program.

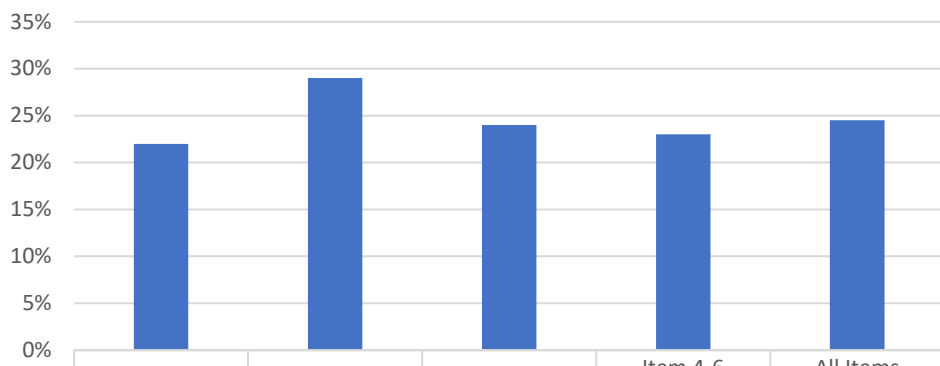


PACE 2015-2020, Assessment D, Student Skills, Items 1-6 Combined Point Value Increases from Fall to Spring
Aggregated Scores: n = 1,845



	Item 1	Item 2	Item 3	Item 4-6 combined	All Items Combined
2015- 2020 Point Score Increases Per Item from Fall to Spring Measurements	0.52	0.67	0.54	0.54	0.57

PACE 2015-2020, Assessment D, Student Skills, Items 1-6 Combined, Percent of Spring Increase from Fall
Aggregated Averages: n = 1,845



	Item 1	Item 2	Item 3	Item 4-6 Combined	All Items Combined
Series1	22%	29%	24%	23%	25%

PACE Student Writing Samples Report

The arts play a major role in literacy development. Literacy can be broadly defined as the ability to read and write proficiently (Danko-McGhee & Slutsky, 2007). Danko-McGhee and Slutsky (2007), Drake (1998), Klein and Stuart (2013), and McDonald (2010) contend that literacy development is significantly increased when the arts are integrated into learning experiences. Danko-McGhee and Slutsky (2007) suggest that: “For all children, at all ability levels, the arts play a central role in cognitive, motor, language, and social-emotional development.” (p. 3). Malaguzzi (1998) suggests that when children come to understand that putting their ideas into graphic form enables them to communicate in a form that is much simpler than words, such understanding encourages children to begin the process of literacy development. Richards (1988) contends that the arts are the heart and soul of high-quality learning experiences, particularly in reading. Klein and Stuart (2013) suggest that integrating literacy and arts content in curriculum enhances learning in literacy as well as in the arts.

In the strictest sense, writing may be thought of as a visual art form. Writing is dependent upon using symbols and collections of symbols to represent words which are then strung together to communicate thoughts and ideas commonly called writing. The creative processes of making connections, questioning, visualizing, inferring, determining importance, and synthesizing used in the arts contribute to developing comprehension strategies employed in writing (Klein & Stuart, 2013). Sabol (2001) reported that students in arts programs learn about the arts more deeply and fully when asked to read or write about art. They are able to

make connections among disparate fields of knowledge through connections they make between learning in the arts and other disciplines. Sabol (2001, 2014) also suggests that when arts educators included reading and writing about the arts in their curriculum, students performed better on the NAEP arts assessment and other state and national standardized tests.

The PACE program includes writing as a central focus and means for learning in the arts. Students in the PACE program were asked to provide writing samples about what they had learned through engagement with the art form chosen for their school's PACE program. Teachers were provided with a list of possible writing prompts or guiding questions (See Appendix F. 1.) that could be used to elicit students' written responses about their arts learning. PACE schools were given the option to create school specific prompts for creating student writing samples that were more directly linked to the arts experiences included in the curriculum of the participating school. The list of writing prompts used by PACE schools follows (See Table 7):

Table 7

2015-2020 PACE Site Specific Writing Prompts

School	Writing Prompt
Pine, Dance ARTS FOR LEARNING	2015-2017 1. Fall writing prompt:

	<p>Please describe the last scene you created in dance using as much dance vocabulary as possible.</p> <p>2a. Spring writing prompt, Fourth Grade:</p> <p>Please describe the last dance you/we created using as much detail and dance vocabulary as possible. What was easy? What was difficult? What did you like? What did you not like?</p> <p>2b. Spring writing prompt, Fifth Grade:</p> <p>Please describe the dance you are creating using as much detail and dance vocabulary as possible. What did you notice while creating it? How do you feel about it?</p>
<p>South Wayne, Dance FORT WAYNE DANCE COLLECTIVE</p>	<p>2016-2018</p> <p>Fall Writing Prompt:</p> <p>First grade - Class A: Did you enjoy the activity?</p> <p>First grade - Class B: What did you learn in dance class?</p> <p>Second Grade - Class C: Did you enjoy the activity?</p> <p>Second Grade - Class D: What did you learn in dance class?</p> <p>Spring Writing Prompt:</p> <p>First grade - Class A: Did you enjoy the activity?</p> <p>First grade - Class B: What did you learn in dance class?</p> <p>Second Grade - Class C: Did you enjoy the activity?</p>

	<p>Second Grade - Class D: What did you learn in dance class?</p> <p>2018-2019</p> <p>Second and Third grade Prompts Used in Both Grades</p> <p>Do you like to dance alone or in a group? Why?</p> <p>Describe a dance activity you did this semester that was your favorite and why?</p>
<p>Kendall, Music MARION COMMUNITY SCHOOL OF THE ARTS</p>	<p>2018-2019</p> <p>Fall Writing Prompt:</p> <p>What did you learn in music session today?</p> <p>Spring Writing Prompt:</p> <p>What do you like most about music?</p> <p>2019-2020</p> <p>Fall Writing Prompt:</p> <p>What I like about music....</p> <p>Spring Writing Prompt:</p> <p>What I like about music....</p>
<p>McKinley, Theatre ROBINSON COMMUNITY LEARNING CENTER</p>	<p>2015-2017</p> <p>Fall Writing Prompt:</p> <p>Write a letter to the Grasshopper on behalf of the Ant Queen based on topics brought up in the Ant Council outlining the terms of his stay with the Ants using vocabulary words, first person descriptive narrative, and persuasive writing.</p>

	<p>Spring Writing Prompt:</p> <p>Write Casey and Simon a thank you letter describing what important lessons you will take from their adventures.</p>
<p>Lowell (IPS # 51), Theatre HONEYWELL FOUNDATION</p>	<p>2018-2019</p> <p>Fall writing Prompt:</p> <p>Do you like being in a play? Why? Why not?</p> <p>Spring Writing Prompt:</p> <p>What are some of the ways you do your best as an actor?</p> <p>2019-2020</p> <p>Fall Writing Prompt:</p> <p>Based on the story of the ant and the grasshopper, write a letter either as a Grasshopper asking for help or as the Ant Queen explaining why you will or will not help the Grasshopper.</p> <p>Spring Writing Prompt:</p> <p>Based on the story of the princess and the pea, write a royal decree asking for all the mattresses, pillows, and blankets in the kingdom.</p>
<p>Meadows, Visual Arts INDIANA STATE UNIVERSITY COMMUNITY SCHOOL OF THE ARTS</p>	<p>2015-2017</p> <p>Fall writing prompt:</p> <p>1st grade: Did you enjoy making the mouse color wheel? Why or why not? What did you learn?</p> <p>2nd grade: Did you enjoy making the cityscape? Why or why not? What did you learn?</p>

	<p>3rd grade: Did you enjoy making the Kandinsky lesson? Why or why not? What did you learn?</p> <p>Spring writing prompt:</p> <p>1st grade: Would you like to do the "Armadillo Ray" activity again? Why or why not? What did you learn?</p> <p>2nd grade: Tell me the difference between a cityscape and a landscape. What is the same? What is different?</p> <p>3rd grade: What did you learn about the story quilts and how to make them? Did you like it? Why or why not?</p>
<p>Boulevard STEM, Visual Arts HONEYWELL FOUNDATION</p>	<p>2019-2020 Fall Writing Prompt:</p> <p>What happened during the activity?</p> <p>Spring Writing Prompt:</p> <p>How did you feel during the activity, and what made you feel that way? Explain.</p>
<p>S. Ellen Jones, Visual Arts CARNEGIE CENTER FOR ART AND HISTORY</p>	<p>2019-2020 Fall Writing Prompt:</p> <p>Write two paragraphs of a realistic fiction story.</p> <p>Spring Writing Prompt:</p> <p>Write 4-5 complete sentences in your book. Please include your feelings about the book, and your ideas or advice about how we can make it better. What are your suggestions for improvement?</p>

<p>Van Buren, Visual Arts BROWN COUNTY ART GUILD</p>	<p>2016-2019</p> <p>Fall and Spring writing prompts for both first and second grade classrooms:</p> <p>Question 1: Describe what you made or did during the activity.</p> <p>Question 2: If you did the same activity again, what would you change? Why?</p> <p>Question 3: What did you learn from this activity?</p>
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PACE schools also were provided a rubric through which student writing samples could be evaluated (See Appendix F. E.2.). The rubric included three broad categories of criteria for evaluating student writing. These categories included: (1.) Ideas and Content, which included three criteria for evaluating student responses, (2.) Organization, which provided two criteria, and (3.) Writing Conventions with a single criterion. Specific identified criteria examined in students' writing samples included the following:

1. Ideas and Content:

Criterion 1. Utilizes arts vocabulary;

Criterion 2. Demonstrates understanding of arts activity;

Criterion 3. Includes creative, unique, and/or new thoughts and ideas.

2. Organization:

Criterion 4. Expresses ideas in complete sentences;

Criterion 5. Has beginning, middle, and end.

3. Writing Conventions:

Criterion 6. Applies proper grammar, punctuation, spelling, and capitalization.

Assessment of student writing was done during the fall and spring of the academic year.

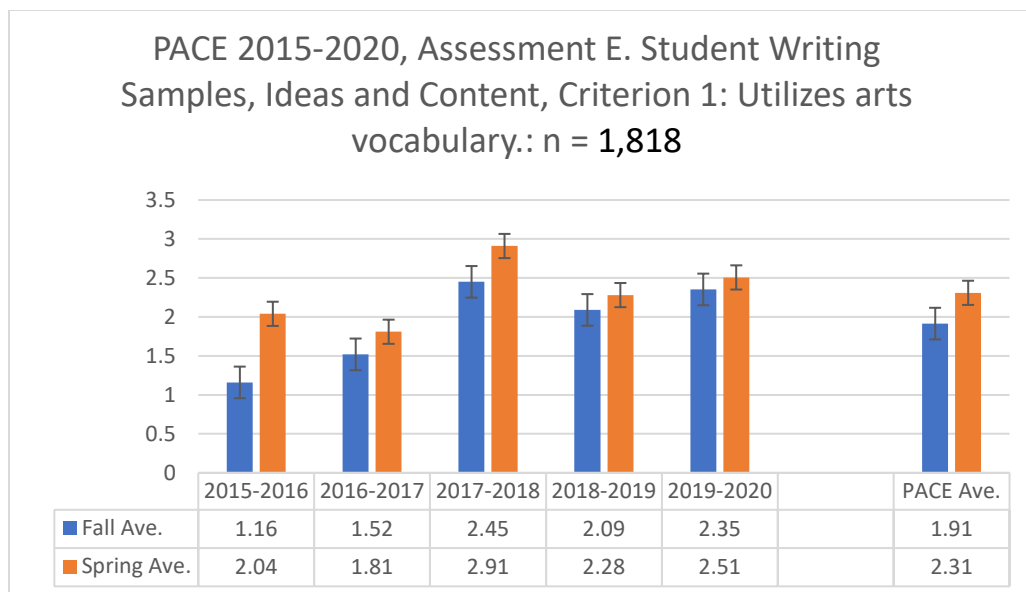
A four-point rating scale was used to score student responses. Summaries of composite findings for the PACE program will follow.

Learning in the PACE program involves the understanding of ideas and content that artists communicate through their works. Students in the program were asked to write about ideas and content they were taught during the program in three items on Assessment E, Student Writing Skills. The first of these items examined students' uses of vocabulary in written responses on prompts related to learning experiences in the art form the pilot schools had selected. Comparisons of PACE 2015-2016 through 2019-2020 aggregated average scores for Student Writing Sample, Ideas and Content, Item 1: Utilizes arts vocabulary, reveal that the aggregated fall and spring averages for this period increased from 1.91 to 2.31 respectively or an increase of .40 points (18%) over the duration of the study. A total of 1,818 students completed this item during this period.

Comparisons of findings from this period show that the aggregated fall averages from the 2017-2018 assessments produced a higher average for this item (2.45) than 2019-2020 assessments (2.35), the 2018-2019 assessments (2.09), the 2016-2017 assessments (1.52), and the 2015-2016 assessments (1.16). PACE students improved their aggregated averages on fall

assessments over the course of the study with an overall increase of 1.29 points (53%) over the period of the study.

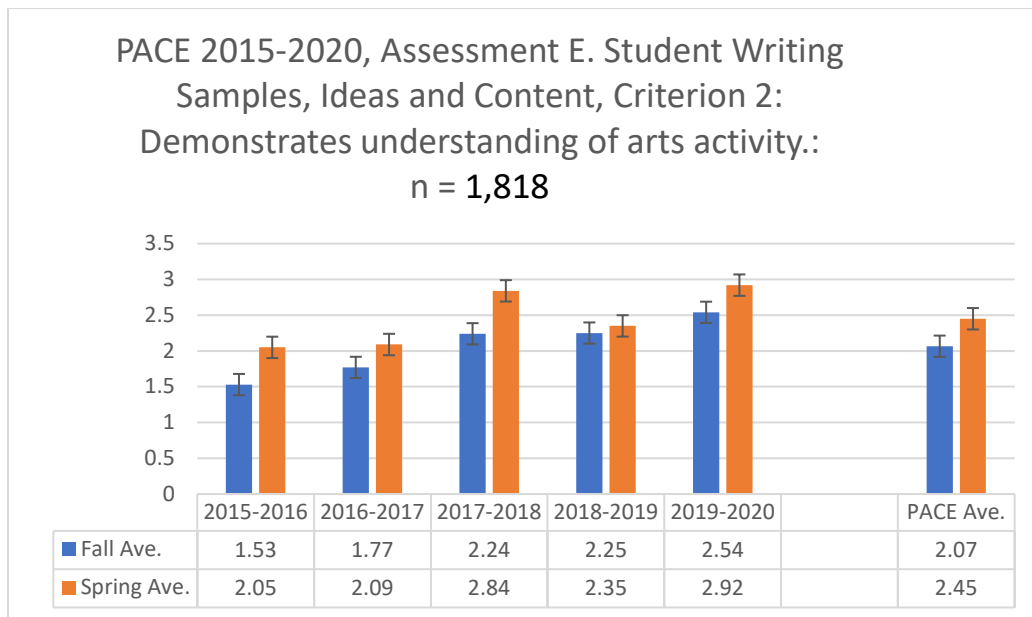
The spring assessment average for 2017-2018 was the highest with 2.91 points followed by the 2019-2020 average of 2.51, the 2018-2019 average of 2.28 points, the 2015-2016 spring average of 2.04 points, and the 2016-2017 average of 1.81. These averages represent an increase of 1.10 points (38%) on the spring assessments for this item over the period of the study. The degree of improvements in fall and spring averages for this item represents a substantial increase in averages for this item. These increased aggregated averages suggest that PACE students are making very good annual improvements in the area of Ideas and Content and in using arts vocabulary in their writing about arts experiences.



Comparisons of PACE 2015-2016 through 2018-2019 aggregated average scores for Student Writing Sample, Ideas and Content, Item 2: Demonstrates understanding of the arts activity reveal that the aggregated fall and spring averages for this period increased from 2.07 to 2.45 respectively or an increase of .38 points (16%) over the duration of the study. A total of 1,818 students completed this item during this period.

Aggregated fall averages from the 2019-2020 assessments produced the highest average for this item (2.54). Other cohorts produce decreasing fall averages including those from the 2018-2019 assessments (2.25), the 2017-2018 assessments (2.24), the 2016-2017 assessments (1.77), and the 2015-2016 assessments (1.10). PACE students annually improved their aggregated averages on fall assessments over the course of the study with an overall increase of 1.01 points (40%) over the period of this study.

The spring assessment average for 2019-2020 produced the highest spring average (2.92) of all cohorts. This average was followed by averages from the 2017-2018 cohort with 2.84 points followed by the 2018-2019 spring average of 2.35, the 2016-2017 spring average of 2.09 points and the 2015-2016 average of 2.05 or an increase of .87 points (30%) on the spring assessments of this item. This represents a substantial increase in spring average scores for this item. Increased aggregated averages on the fall and spring assessments for this item suggest that PACE students are making very good annual improvements in the area of Ideas and Content and in demonstrating their understanding of the arts activities in which they are engaged.



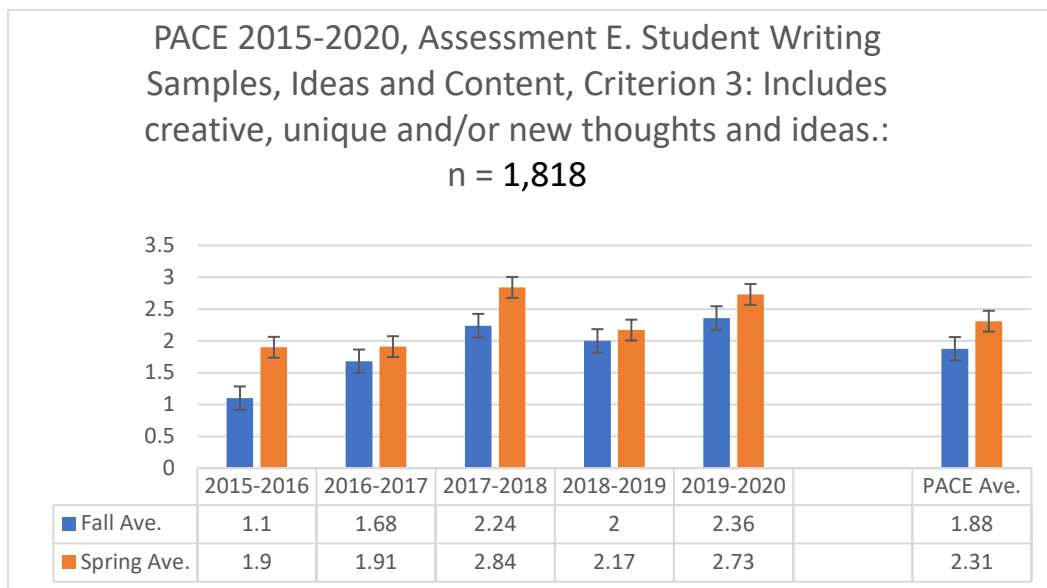
Aggregated average scores for Student Writing Sample, Ideas and Content, Item 3:

Includes creative, unique, and/or new thoughts and ideas were compared for the period from 2015-2016 through 2019-2020. The aggregated averages for fall and spring averages for this period increased from 1.88 to 2.31 for an increase of .43 points (19%). A total of 1,818 students completed this item during the period.

Aggregated fall averages from the 2019-2020 assessments produced the highest fall average (2.36) followed by the aggregated averages from the 2017-2018 cohort that produced a fall average of 2.24 which was followed by the 2018-2019 fall average (2.0), the 2016-2017 average (1.68), and the 2015-2016 (1.10) average. PACE students annually improved their aggregated averages on fall assessments over the course of the study with an overall fall increase of 1.26 points (54%) for this study.

The spring assessment average for 2017-2018 was the highest with 2.84 points followed by the 2019-2020 spring average of 2.73, the 2018-2019 spring average of 2.17 points, the 2016-2017 spring average of 1.91 points, and the 2015-2016 average of 1.90 points. These averages represent an increase in the spring averages or an increase of .83 points (34%) on the spring assessments for this item. This represents a substantial increase in spring averages.

Increased aggregated averages on the fall and spring assessments for this item suggest that PACE students are making good annual progress in writing for the area of Ideas and Content when including creative, unique, and/or new thoughts and ideas in their writing about the arts discipline in which they were engaged.



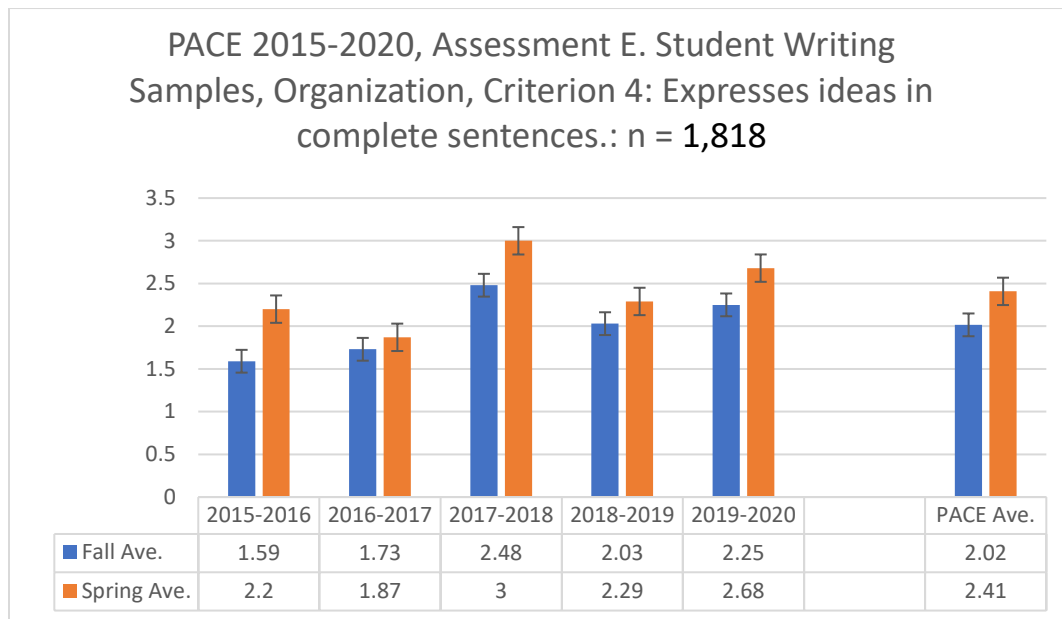
Assessment of PACE students' writing skills included two items that focused on the measurement of students' organization of their written responses on writing prompts. The first

of these, Student Writing Sample, Item 4, focused on assessing PACE students' ability to express ideas in complete sentences. Aggregated fall and spring averages for this period increased from 2.02 to 2.41 or an increase of .39 points (17%) over the duration of the study. A total of 1,818 students completed this item during the study.

Aggregated fall averages from the 2017-2018 assessments produced a higher average for this item (2.48) than those from the 2019-2020 cohort (2.25), the 2018-2019 (2.03), the 2016-2017 (1.73) and the 2015-2016 (1.59) cohorts. PACE students improved their aggregated averages in most cases on fall assessments over the course of the study with an overall increase of .89 points (36%) over the period of the study.

The spring assessment average for 2017-2018 (3.0) was highest among all cohorts. It was followed by averages from the 2019-2020 cohort (2.68), 2018-2019 average of 2.29 points, the 2015-2016 average of 2.20 points, and the 2016-2017 average of 1.87 points. This represents an increase of 1.13 points (38%) on the spring assessments of this item over the course of this study. This increase represents substantial development in average scores for this item.

Increased aggregated averages on the fall and spring assessments for this item suggest that PACE students are making very good annual improvements in the area of Organization of their writing and in expressing their ideas in complete sentences about arts activities and learning in which they are engaged.



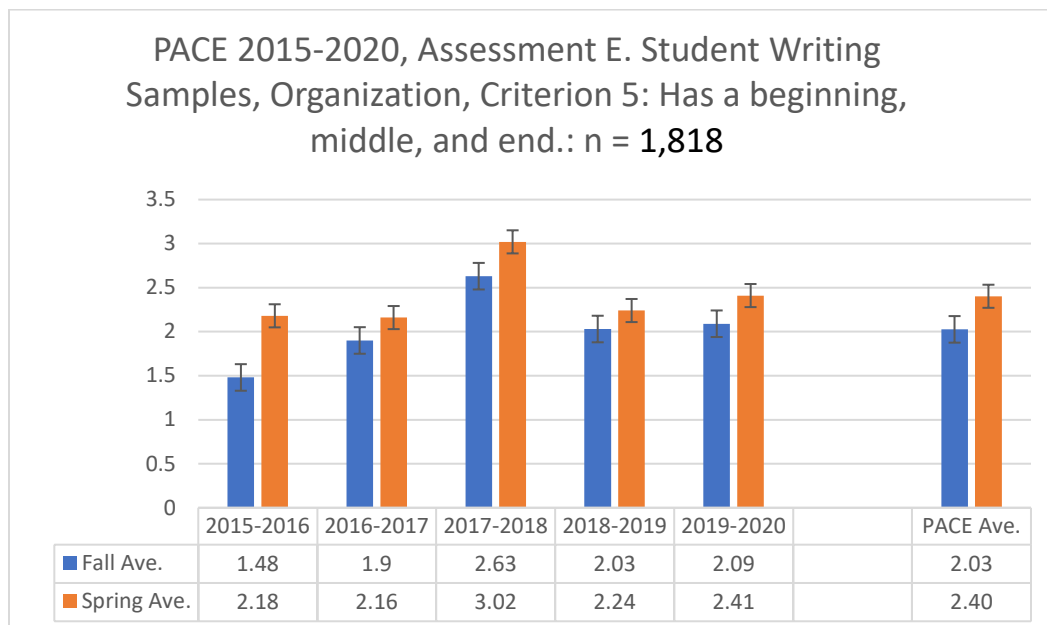
The second item on Assessment E, Student Writing Samples, under the category of Organization examined the degrees to which students' writing samples had a beginning, middle, and ending. Comparisons of PACE 2015-2016 through 2018-2019 assessment results demonstrated that the aggregated fall and spring averages for this period increased from 2.03 to 2.40 respectively or an increase of .37 points (16%) over the duration of the study. A total of 1,818 students completed this item during the pilot period.

Findings from this item show that the aggregated fall averages from the 2017-2018 assessments produced a higher average for this item (2.63) than the 2019-2020 assessments (2.09), the 2018-2019 assessments (2.03), the 2016-2017 assessments (1.90), and the 2015-2016 (1.48) assessments. PACE students improved their aggregated averages on fall

assessments over the course of the study with an overall increase of 1.15 points (44%) over the course of the pilot.

The spring assessment average for 2017-2018 was the highest with 3.02 points followed by the 2019-2020 average of 2.41, the 2018-2019 spring average of 2.24 points, the 2015-2016 spring average of 2.18 points, and the 2016-2017 average of 2.16 points. These averages represented an increase of .86 points (29%) on the spring assessments. This represents a substantial increase in spring average scores for this item.

Schools producing increases for this item experienced modest to good increases from the fall to spring assessments. Increased aggregated averages for this item suggest that PACE students are making very good annual improvements in expressing themselves through a beginning, middle, and ending in their responses to writing prompts about their engagement with the arts discipline in which they were engaged.

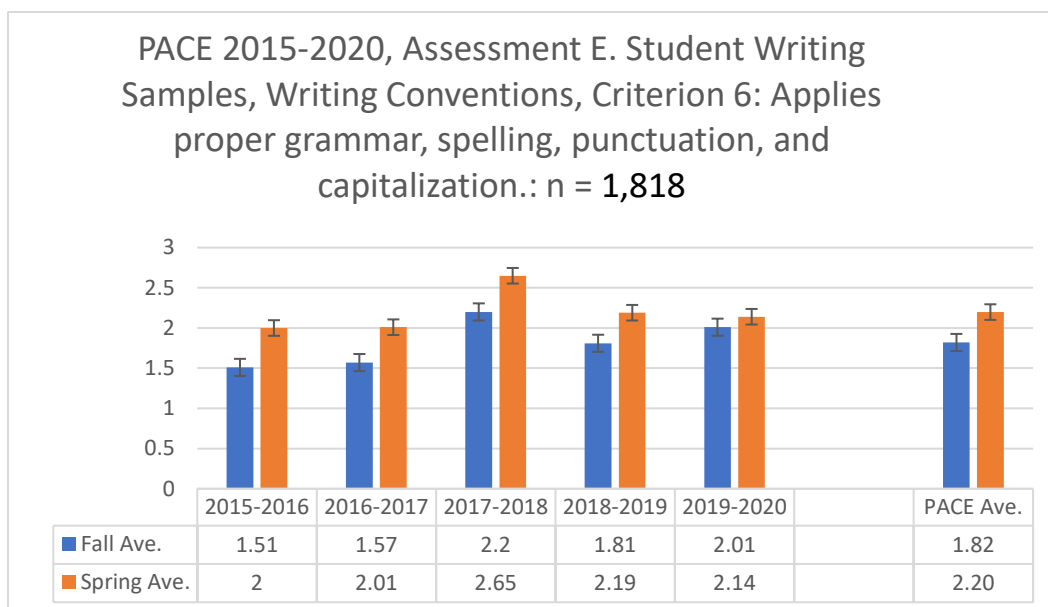


Assessment of 2018-2019 PACE students' writing skills included an item focused on the measurement of writing Conventions which included the correct uses of grammar, punctuation, spelling, and capitalization in their written responses on writing prompts (Item 6). Comparisons of PACE 2015-2016 through 2019-2020 aggregated average scores for these conventions reveal an increase in fall to spring averages for the period of the pilot. The overall fall average of 1.82 rose to 2.20 on the spring assessments. This is an increase of .38 points or 18%. A total of 1,818 students completed this item during this pilot.

Findings for this item on the fall measurements show that the aggregated fall averages from the 2017-2018 assessments produced a slightly higher average (2.2) for this item than the 2019-2020 average (2.01), followed by the 2018-2019 average (1.81), the 2016-2017 average (1.57), and the 2015-2016 (1.51) average. PACE students improved their aggregated averages on fall assessments over the course of the study with an overall increase of .69 points (32%) over the pilot period.

The spring assessment average for 2017-2018 was the highest with 2.65 points followed by the 2018-2019 average of 2.19 points, the 2019-2020 average (2.14), the 2015-2016 average of 2.01 points, and the 2016-2017 average of 2.00 points. These averages produced an increase of .65 points (25%) on the spring assessments of this item for the pilot period. This represents a modest, but acceptable increase in spring average scores for this item.

Schools producing increases for this item experienced good increases from the fall to spring assessments. Findings for this item suggests that PACE students, as a group, are demonstrating good levels of ability in using proper grammar, punctuation, spelling, and capitalization and are improving in their uses of these conventions on responses to the writing prompts implemented for the arts disciplines in which they were engaged.



Comparisons of 2015-2016 through 2018-2019 data from all six items on the Student Writing Skills Assessment, indicate that the combined aggregated averages for all items on the assessment improved from the fall assessments with an aggregated average of 1.96 to 2.35 on the spring assessments. An increased combined aggregated average of .39 points (17%) was produced for this assessment over the period of the study. Acceptable levels of positive growth were demonstrated by scores for all items on this assessment.

Average combined scores among all items included modest levels of variation in performances. Performance rankings of individual items from the fall to spring measurements on this assessment are as follows:

Criterion 3. Includes creative, unique and/or new thoughts and ideas (.43 points or 19%)

Criterion 1. Utilizes arts vocabulary (.40 points or 18%)

Criterion 6. Applies proper grammar, spelling, punctuation, and capitalization (.39 points or 18%),

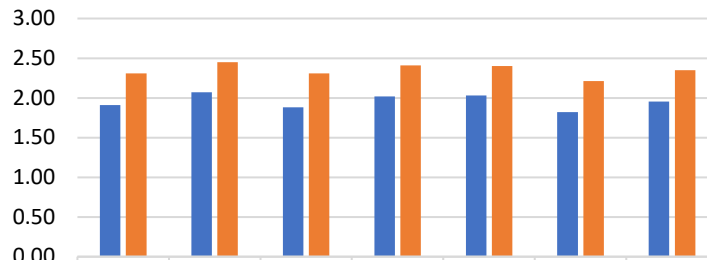
Criterion 4. Expresses ideas in complete sentences (.39 points or 17%),

Criterion 2. Demonstrates understanding of arts activity (.38 points or 16%),

Criterion 5. Has a beginning, middle, and end (.37 points or 16%).

These findings demonstrate that PACE students are producing good to very good improvements in their writing skills over the period of the study for all writing skills assessed and within each of the arts disciplines, among grade levels, and across all participating schools in the PACE program.

PACE 2015-2020, Assessment E. Student Writing Samples, Items 1-6, Combined: n = 1,818

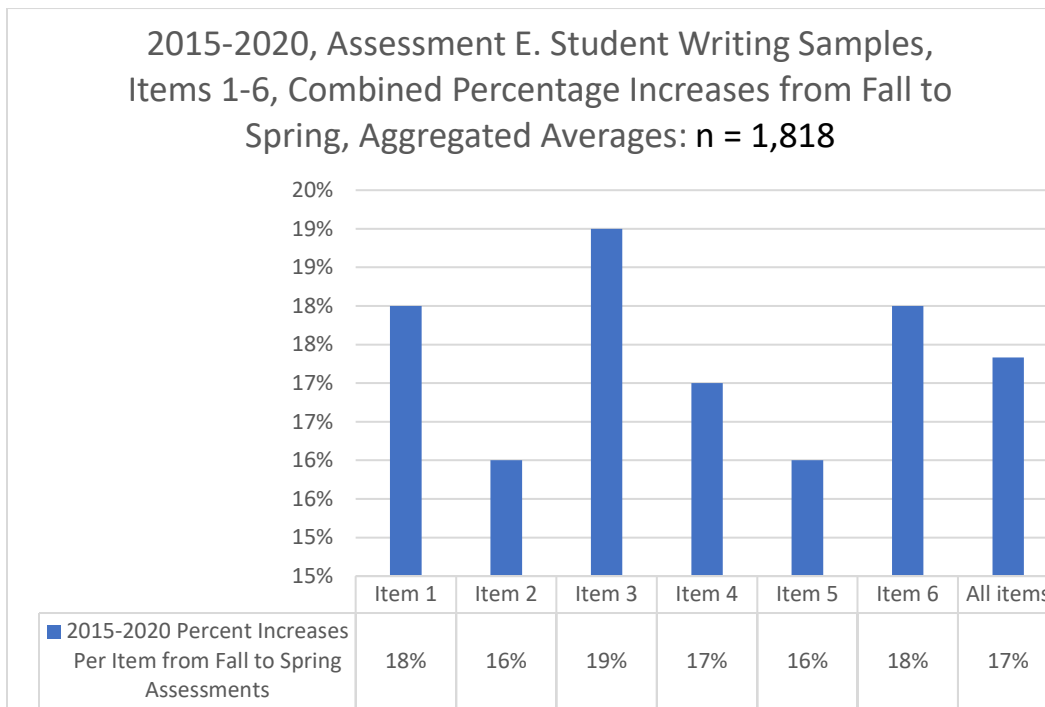


	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	PACE Comb. Ave.
■ PACE Combined Aggregated Fall Ave.	1.91	2.07	1.88	2.02	2.03	1.82	1.96
■ PACE Combined Aggregated Spring Ave.	2.31	2.45	2.31	2.41	2.40	2.21	2.35

2015-2020, Assessment E. Student writing Samples, Items 1-6 Point Value Increases from Fall to Spring Aggregated Averages: n = 1,818



	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	All items
— 2015-2020 Point Value Increases Per Item from Fall to Spring Assessments	0.40	0.38	0.43	0.39	0.37	0.39	0.39



PACE Student Attitudes Report

Measuring what students learn in schools and educational programming, typically focuses on knowledge acquisition and the development of cognitive or physical skills that may manifest themselves in academic performances or products or in higher order thinking and problem-solving capacities. Often, missing from the measurement of learning is the measurement of the affective learning of students (Wilkerson & Lang, 2007). Chief among these

is measurement of the development of attitudes toward learning and more especially the measurement of students' attitudes toward learning in the arts.

Attitudes play an important role in all learning. Educational experiences contribute to attitude formation and development over time (Eisner, 2002). Attitudes fuel students' motivation to learn and to their persistence in learning (Eisner, 2002). Attitudes formed in childhood often persist into adulthood (Mueller, 1986). Actions taken by individuals often are the result of attitudes they hold about a particular issue, topic, or question (Mueller, 1986, Stoop, 1996). Attitudes related to the arts and arts education that are formed by students in elementary school may be a significant indicator of their engagement and continuing education in the arts throughout adulthood (Eisner, 2002).

For these and other reasons, PACE students' attitudes related to the arts and arts education were measured. The focus of the measurement was upon students' attitudes related to (1) engagement in arts learning, (2) implications for developing or building self-esteem and/or self-confidence, and (3) their understanding of the role the arts play in communication and interactions with others.

The *PACE Student Attitude During Art Activities* instrument was developed to focus on attitudes displayed by students during their engagement with arts learning (See Appendix G). Participating artists and teachers observed and evaluated student attitudes between the fall and spring semesters of the 2015-2016 school year; however, due to an administrative decision to decrease the workloads required of arts teachers and teaching artists, this assessment was

not conducted during the 2016-2017 study. It became evident that measurement of student attitudes about their engagement in the PACE program was essential for gauging the short and long-term impact and development of their attitudes about the arts and about their engagement with the PACE program. As a result, this assessment was re-implemented for the 2017-2018 study and was continued for the remainder of the pilot. Data were collected from all schools for this assessment during 2018-2019, with the exception of IPS, School 51 from which no data were collected. Additional data were collected during the 2019-2020 academic year.

Assessment F: Student Attitudes was completed by the arts teachers or teaching artists in each of the piloting schools. Students' attitudes related to (1) *Engagement*, (2) *Self-Esteem/Confidence*, and (3) *Communication/Interaction* were evaluated. A rubric for evaluating these attitudes was provided to participating schools. (See Appendix G.) The rubric included a three-point performance scale. Student attitudes were measured during the fall semester and again in the spring semester.

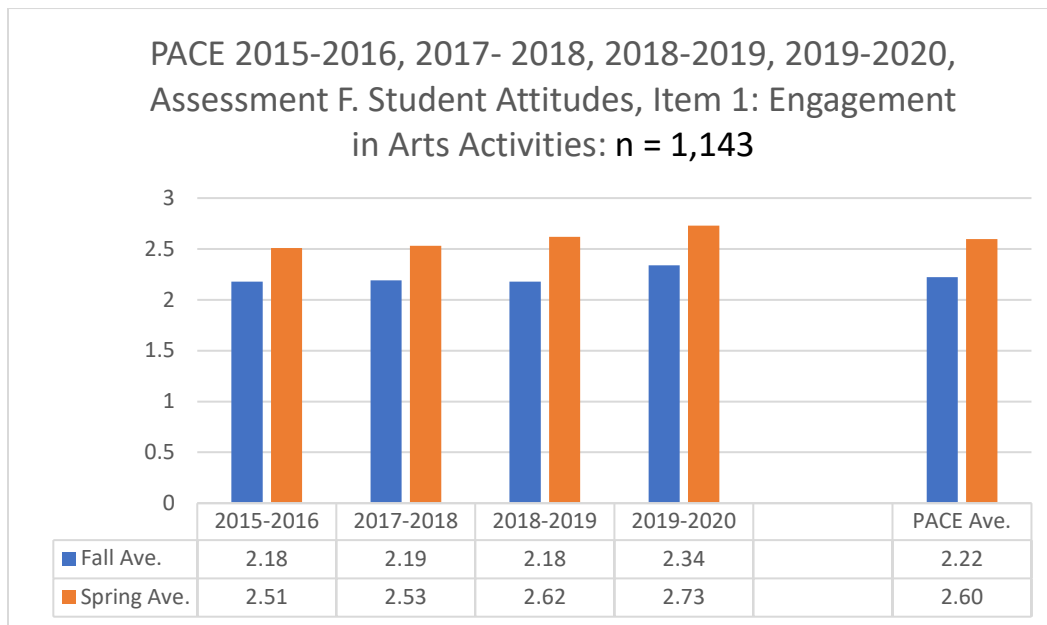
Comparisons of PACE 2015-2016, 2017-2018, 2018-2019, and 2019-2020 aggregated average scores for Student Attitudes, Criterion 1: Engagement in Arts Activities, reveal that the aggregated fall and spring averages for these two periods increased from 2.22 to 2.60 or an increase of .39 points (15%) over the period of the pilot. A total of 1,143 students completed this item during those periods.

Comparisons of findings from this period reveal that the aggregated fall averages from the 2018-2019, 2017-2018 and 2015-2016 assessments were nearly identical (2.18, 2.19, and

2.18 respectively); however, the fall average for 2019-2020 was higher by .16 points at 2.34 points.

The spring aggregated assessment average for 2019-2020 (2.73) was followed by the averages from 2018-2019 (2.62), 2017-2018 (2.53), and 2015-2016 (2.51). The fall to spring averages included increases of .44 points (17%) for the 2018-2019 average, .39 points (15%) for the 2019-2020 assessments, .34 points (14%) for the 2017-2018 aggregated average, and .33 points (14%) for the 2015-2016 aggregated average. These increases represent modest, but acceptable increase in spring average scores for this item.

For all fall and spring assessments and years in the pilot, aggregated averages produced were at the “sufficient” (2.0) or approaching the “strong” (3.0) levels of evidence for this criterion. Schools producing increases for this item experienced modest increases from the fall to spring assessments. Increased aggregated averages on the fall and spring assessments for this item suggest that PACE students’ attitudes related to their engagement in arts activities made good positive annual improvements regarding the arts discipline they studied.



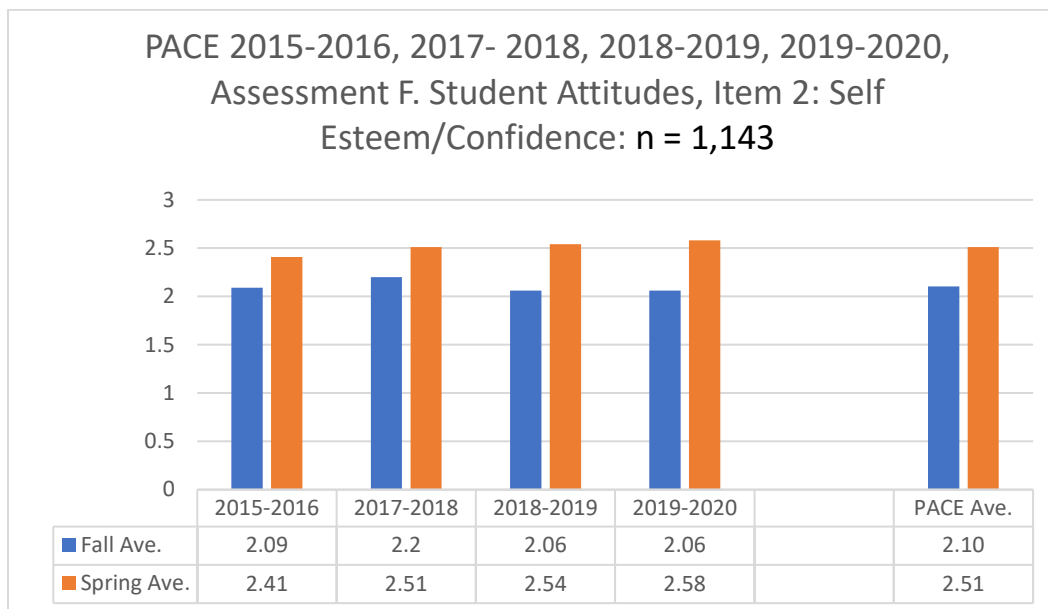
Students attitudes related to their self-esteem and confidence while engaging in arts activities were evaluated by teaching artists and arts educators on Item 2 of Assessment F. The aggregated fall and spring averages for the 2015-2016, 2017-2018, 2018-2019, and 2019-2020 periods increased from 2.10 to 2.51 or an increase of .41 points (15%) over the period of the pilot. This item was completed for 1,143 students during those periods.

Comparisons of findings among fall averages for reporting cohorts, reveal that the highest fall average was reported for the 2015-2016 cohort (2.09). This average was followed by those from the 2018-2019 and 2019-2020 cohorts (2.06 each) and the 2017-2018 cohort (2.2).

The spring aggregated assessment average for 2019-2020 cohort (2.58) was higher than the average for the 2018-2019 cohort (2.54), the 2017-2018 cohort (2.51), and 2015-2016

cohort (2.41) averages. The 2019-2020 aggregated spring average represents an increase of .17 points (7%) from the 2015-2016 aggregated average. This increase represents slight, but acceptable increase in the spring average scores for this item.

For all fall and spring assessments and years in the pilot, aggregated averages produced were at the “sufficient” (2.0) or approaching the “strong” (3.0) levels of evidence for this criterion. Increased aggregated averages on the fall and spring assessments for this item suggest that PACE students’ demonstrated attitudes related to their self-esteem and confidence are making good to very annual improvements with regard to the arts discipline in which they were engaged.

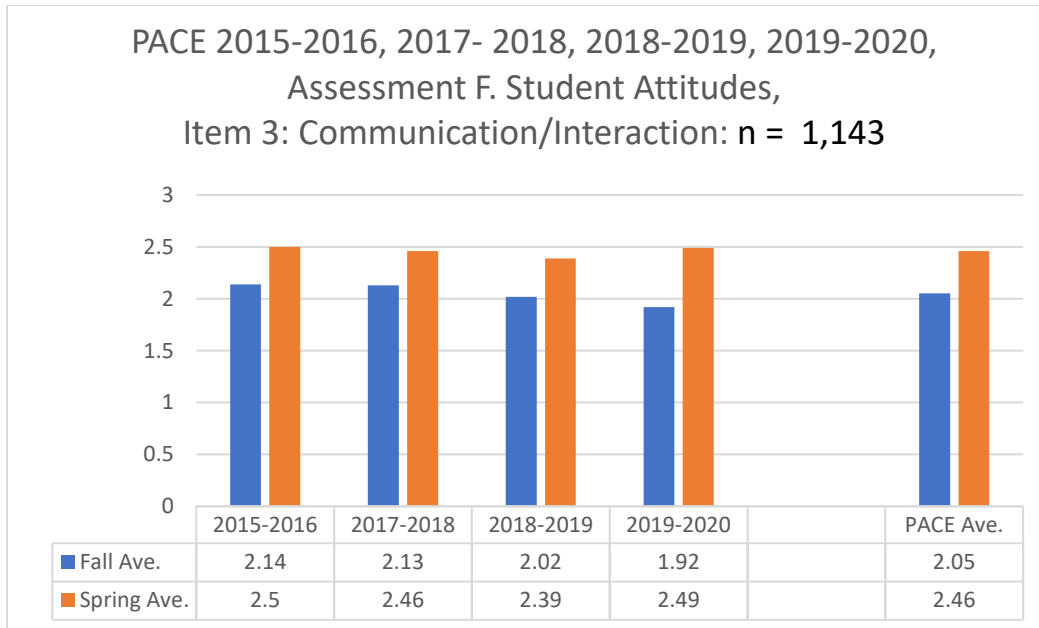


PACE students' attitudes related to their Communication and Interaction with other students and instructors during arts activities (Criterion 3) was assessed. The aggregated fall and spring averages increased from 2.05 points to 2.46 points or an increase of .41 points (17%). This item was completed for 1,143 students.

Findings for participating cohorts reveal that the fall and spring averages from the 2015-2016 cohort was slightly higher (2.14 and 2.50 respectively) than for the 2017-2018 fall and spring averages (2.13 and 2.46 respectively), the 2018-2019 averages (2.02 and 2.39 respectively), or the 2019-2020 averages (1.92 and 2.49 respectively) for this item.

Increases of .57 points (23%) for the fall to spring assessments of the 2019-2020 cohort, .37 points (14%) for the 2018-2019 cohort, .36 points (15%) for the 2015-2016 cohort, and .33 points (14%) for the 2017-2018 fall to spring assessments, represent good rates of increases in the average spring scores for this item.

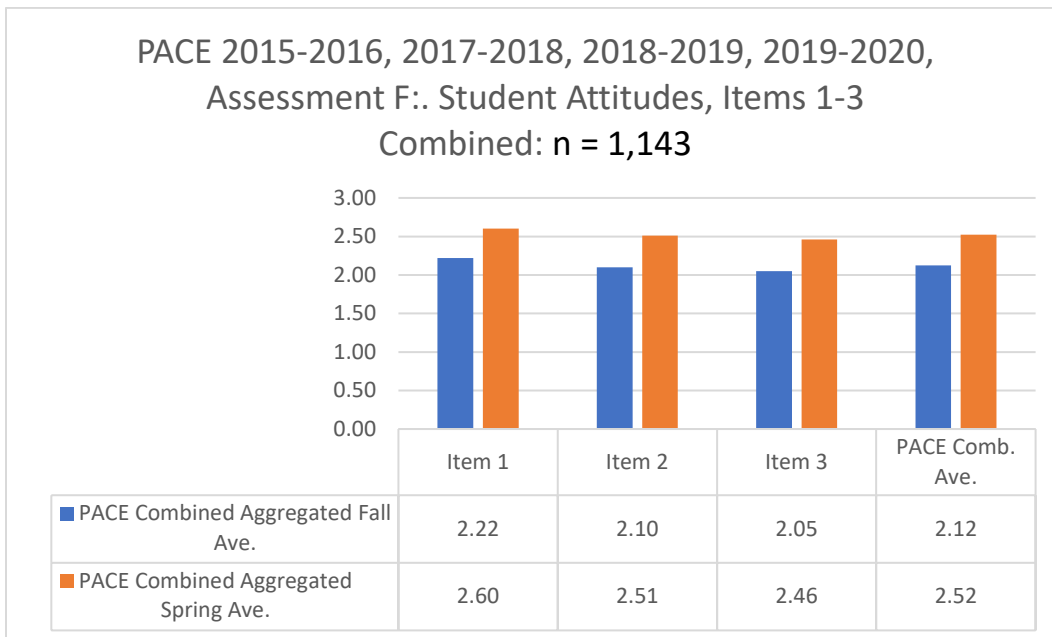
With the exception of a single measurement in the fall for a single school, all other semesters and years produced averages that were at the "sufficient" (2.0) or approaching the "strong" (3.0) levels of evidence for this criterion. Increased aggregated averages on the fall and spring assessments for this item suggest that PACE students demonstrated positive attitudes about communication and interaction while engaged in arts activities and that they are making good annual improvements with regard to the arts discipline in which they were engaged.



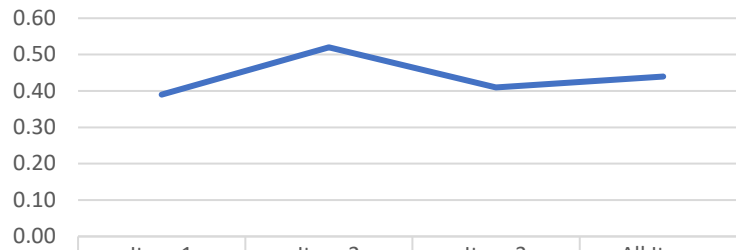
Comparisons of 2015-2016, 2017-2018, 2018-2019 and 2019-2-020 data from all three items on the Assessment F: Student Attitudes, indicate that the combined aggregated averages for all items on the assessment improved from the fall assessments aggregated average of 2.12 points to 2.52 points (16%) on the spring assessments. An increased combined aggregated average of .44 (18%) was produced for this assessment over the pilot period of the study. Acceptable levels of positive growth were demonstrated by scores for all items, in all schools and among all grade levels on this assessment.

Average combined scores among all items included limited variation in levels of performances among the three items. Item 2, Self Esteem and Confidence produced the most improvement (.52 or 21%), followed by Item 3, Communication and Interaction (.41 or 17%) and Item 1, Engagement (.39 or 15%) for the period under study. For all items and all fall and spring

assessments, aggregated average scores were at the “sufficient” to approaching the “strong” evidence levels of performance. These findings suggest that PACE students are exhibiting very good and increasing attitudes about their involvement within each of the arts disciplines in which they are engaged in the PACE program.

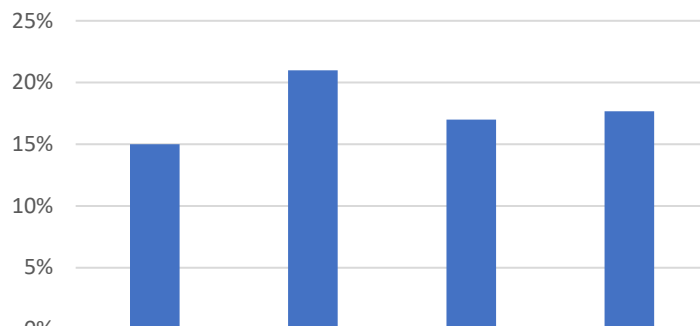


PACE 2015-2016, 2017-2018, 2018-2019, 2019-2020,
Assessment F. Student Attitudes, Items 1-3, Combined,
Point Value Increases Per Item from Fall to Spring
Aggregated Averages:
n = 1,143



	Item 1	Item 2	Item 3	All Items
Point Value Increases Per Item from Fall to Spring Measurements	0.39	0.52	0.41	0.44

PACE 2015-2016, 2017-2018, 2018-2019, 2019-2020,
Assessment F. Student Attitudes, Items 1-3, Combined,
Percent of Spring Increases from Fall Aggregated
Averages: n = 1,143



	Item 1	Item 2	Item 3	All Items
Percent Increases Per Item from Fall to Spring Measurements	15%	21%	17%	18%

PACE Combined Assessments Summary Report

The PACE program utilized five assessments to measure student progress in meeting the goals set for the program. These assessments included the following: Assessment A, B, *PACE Student Survey*; Assessment C, *PACE Student Knowledge Assessment*; Assessment D, *PACE Artist Assessment of Individual Student Skills*; Assessment E, *PACE Student Writing Samples Assessment*; and Assessment F, *PACE Student Attitude During Art Activities Assessment*. These assessments were conducted during each year of the study beginning in the 2015-2016 academic year through the 2019-2020 academic year. The assessments were conducted in all PACE schools, all arts disciplines, and in all participating grade levels during the pilot period. Each of these assessments was implemented during the fall semester and again in the spring semester of each academic year. The *PACE Student Attitude During Art Activities Assessment* was used during the 2015-2016, 2017-2018, and 2018-2019 academic years, but not during the 2016-2017 academic year as previously reported.

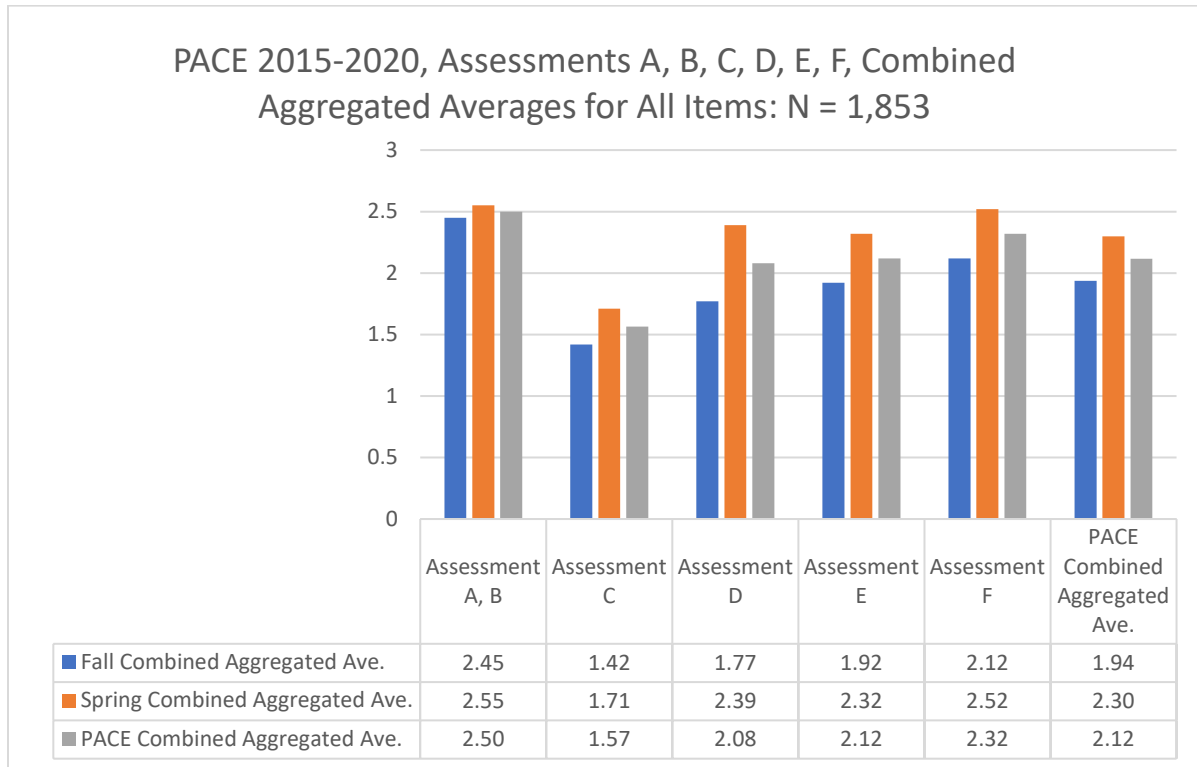
The following includes a report of the combined aggregated performances for these assessments for the period of 2015-2016 through 2019-2020. The combined aggregated fall average from all six assessments (A, B, C, D, E, F) was 1.94. The range of averages was from 2.45 on Assessment A, B, *Student Survey* to 1.42 on Assessment C, *Student Knowledge*. Combined aggregated fall averages from the other assessments in descending order included 2.12 for the

F. *Student Attitudes Assessment*, 1.92 on the E. *Student Writing Sample Assessment*, and 1.77 on the D. *Student Skills Assessment*.

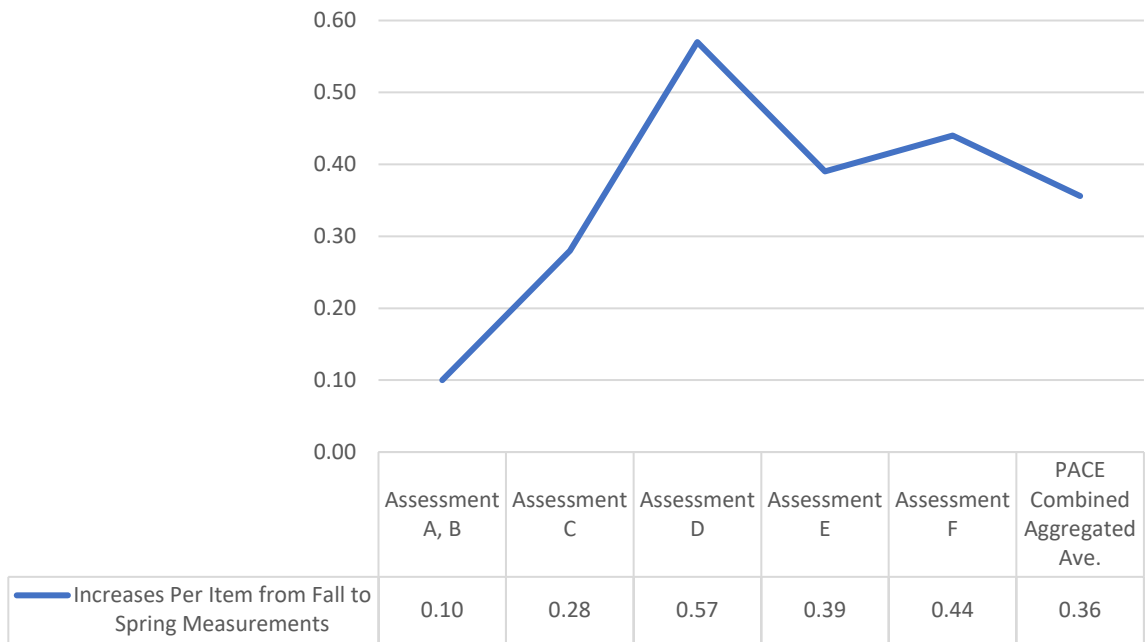
The combined aggregated spring average from all six assessments (A, B, C, D, E, F) increased to 2.30 from the fall combined aggregated average of 1.94 points. This represents an increase of .36 points (16%) from the fall averages for the combined scores from all assessments for the period of the study. The range of improvement for spring averages from fall averages was from 2.39 up from 1.77 (.57 points or 25% or) on Assessment D. *Student Skills Assessment* to the lowest increase from to 2.45 up to 2.55 (.10 points or 5%) on Assessment A, B, *Student Survey* from the fall average. This increase was the smallest increase among all assessments in the PACE program. Combined aggregated spring averages from the other assessments included an increase from 2.12 to 2.52 or an increase of .44 points (18%) on the Assessment F. *Student Attitudes Assessment*, an increase from 1.92 to 2.32 on the Assessment E. *Student Writing Sample Assessment* or an increase of .39 points (17%), and finally an increase from 1.42 to 1.71 or an increase of .28 points (16%) on Assessment C. *Student Knowledge and Vocabulary Assessment*.

Varying levels of performances on the PACE assessments indicate that some areas assessed on the pilot produced richer growth than in other areas as measured by those assessments. All assessments with lower performance levels still produced acceptable levels of improvement to suggest growth in those areas as well. The PACE combined assessment performance results suggest that acceptable levels of improvement were produced on all

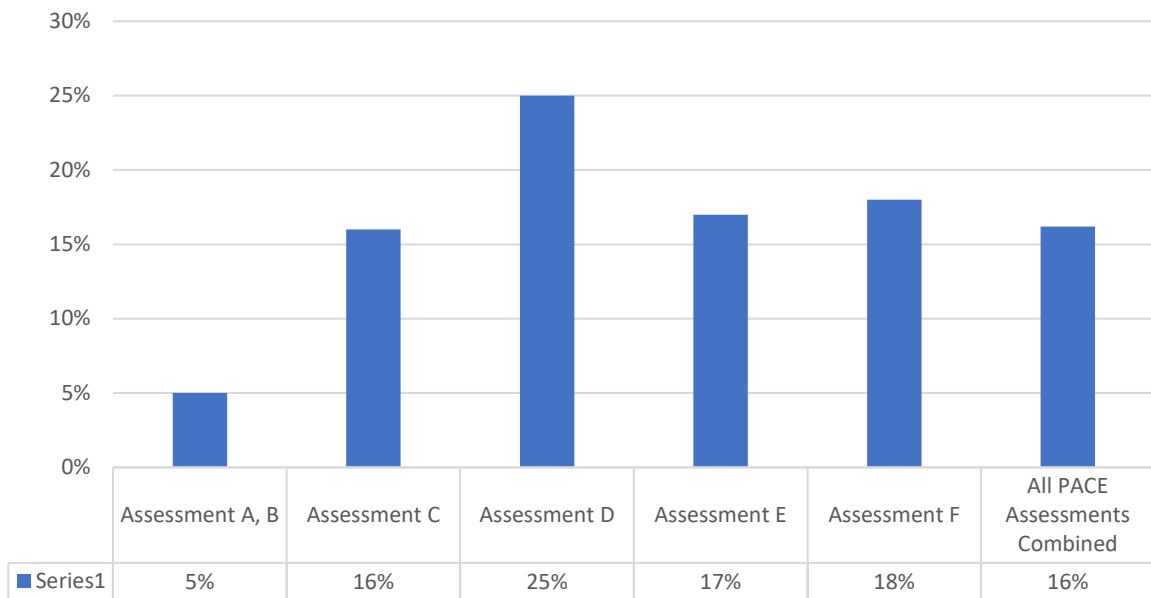
assessments across all disciplines in the program and among all grade levels and participating schools over the course of the pilot study.



PACE 2015-2020, Assessments A, B, C, D, E, F, Fall to Spring
Combined Aggregated Point Increases for All Items: N = 1,853



PACE 2015-2020, Assessments A, B, C, D, E, F, Fall to Spring
Combined Aggregated Percent Increases for All Items:
N = 1,853



DISCUSSION

The PACE program is a comprehensive program for providing an integrated approach to arts education and literacy development in elementary schools. The program included input from arts educators, classroom teachers, teaching artists, and administrators in the schools conducting PACE programs. The program incorporated five assessments that addressed students' general knowledge of the arts, discipline specific knowledge, discipline specific skills, students' writing about the arts, and students' demonstrated attitudes about their involvement in the PACE program.

In the preceding portions of this report, summaries of data for each of these measures were provided. Aggregated statistics were included in order to provide summary markers for understanding how well the PACE program functioned relative to the goals of the program and to determine the overall impact the PACE program has had on students learning and attitudes toward the arts and arts education. The following includes a discussion of the findings for each of the five assessments (See Table 8) and consideration of the impact the PACE program has had on student achievement and learning in the arts. Discussions will be limited to summaries of aggregated findings produced over the pilot period of the program from the 2015-2016 through 2019-2020 academic years in which this study was conducted.

Table 8

2015-2020 PACE Assessments A-B, C, D, E, F Item Performance Summary

Assessment/Item/n value	Fall Ave.	Spring Ave	Point Value Fall to Spring Assessment Increase	% Fall to Spring Assessment Increase
Assessment A/B, Student Survey/ n = 1,849				
Item 1	2.5	2.63	.13	5%
Item 2	2.45	2.54	.09	4%
Item 3	2.35	2.44	.09	4%
PACE Ave.	2.43	2.54	.10	5%
Assessment C, Knowledge/Vocabulary n = 1,821				
Item 1	1.5	1.83	.33	18%
Item 2	1.56	1.85	.29	17%
Item 3	1.73	1.95	.22	12%
Item 4-8 Combined	1.36	1.65	.29	18%
PACE Ave.	1.54	1.82	.28	16%
Assessment D, Student Skills n = 1,845				
Item 1	1.90	2.42	.52	22%
Item 2	1.69	2.36	.67	29%
Item 3	1.76	2.30	.54	24%
Item 4-6 Combined	1.89	2.43	.54	23%
PACE Ave.	1.81	2.38	.57	25%
Assessment E, Writing Sample				

n = 1,818				
Item 1	1.91	2.31	.40	18%
Item 2	2.07	2.45	.38	16%
Item 3	1.88	2.31	.43	19%
Item 4	2.02	2.41	.39	17%
Item 5	2.03	2.40	.37	16%
Item 6	1.82	2.21	.39	18%
PACE Ave.	1.96	2.35	.39	17%
Assessment F, Student Attitudes n = 1,143				
Item 1	2.22	2.60	.39	15%
Item 2	2.10	2.51	.52	21%
Item 3	2.05	2.46	.41	17%
PACE Ave.	2.12	2.52	.44	18%
Assessments A/B, C, D, E, F N = 1,853				
Assessment A/B	2.45	2.55	.10	5%
Assessment C	1.42	1.71	.28	16%
Assessment D	1.77	2.39	.57	25%
Assessment E	1.96	2.35	.39	17%
Assessment F	2.12	2.52	.44	18%
PACE Ave.	1.94	2.30	.36	16%

Student Survey of General Arts Knowledge

An instrument was created for measuring students' general knowledge of the arts, Assessment A, B. PACE *Student Survey* (See Appendix C). Battery A of the assessment was structured for implementation with first grade students and survey sheets with emoji's were provided for student responses to items. Battery B of the assessment included survey sheets

with spaces for students to write their responses. A total of 1,805 students completed this assessment over the course of the study.

In surveying students' general knowledge about the arts, it was clear from the composite findings from this instrument that PACE students, as a group, have very good positive general knowledge about the arts and arts education. They produced responses that were above two points on a three-point scale for all items on the Student Survey. The PACE aggregated average for this assessment rose from 2.43 points on the fall assessment to 2.54 points on the spring assessment. Although modest, this increase demonstrates a positive development of students' general knowledge of the arts across all items this assessment measured. Of all assessments, this assessment had the highest beginning fall average and maintained the highest average among all assessments on the spring assessment. However, its increase was only .10 points or 5% on the spring assessment from the fall assessment, which represents the smallest increase for averages among all other assessments.

A closer look at findings for each item on the survey suggests the following:

(1.) PACE students like to be engaged in arts learning. (Item 1. I like to (make art, dance, make music, act like someone else or something else). This was the highest performing item on this instrument. The aggregated fall and spring averages for this item were the highest of all items on this assessment. This finding suggests that students have a sense of accomplishment, engagement, and enjoyment in their arts learning and that they have heightened interest in ongoing learning about the arts and in participating in learning in the arts.

(2.) Students want to learn more about the arts. (Item 2. I want to learn more about (art, dance, music, acting). Findings for this item revealed that it is the second highest performing item of the three items on this assessment. The positive scores for this item support students' interest in wanting to learn more about the arts. Findings for this item, support the conclusion that PACE students are positively motivated and want to pursue their learning in the arts and want to learn more about the arts.

(3.) Students think that learning in the arts is an important part of school. (Item 3, I think learning about art and making art, dance and dancing, music and making music, and theatre and acting is an important part of school.) On this, the lowest performing item on this assessment, PACE students appear to have positive responses to the importance of arts education in schools. Even though the combined aggregated average produced for this item was the lowest on this assessment, it is among the higher averages among all items on all assessments in the PACE program.

It is unclear from this assessment whether PACE students have made connections with the relationship learning in the arts has with learning in other disciplines in school. It is possible that because of the beginning levels of learning in all subject areas generally present in all elementary school curricula that students have not linked knowledge and skills they acquire through the PACE program with learning in other disciplines. More sophisticated connections, demonstrations, or integration of arts learning with other disciplines may be needed to foster the interconnectedness of learning between the arts and other disciplines among students and

to help students better understand the long-range impact the arts have in their daily lives, occupations, and quality of life.

Responses for all items on the *Student Survey Assessment* showed positive growth when measured over time. These findings collectively support the conclusion that students in PACE programs felt positively about their engagement with arts education and in the PACE programs their schools provided. They also suggest that students' general knowledge of the arts and learning in the PACE program was positive and included increases in scores on all items included on the *Student Survey Assessment*.

Student Knowledge and Vocabulary Survey

Students' discipline specific knowledge of the arts was assessed on the first half of the instrument that included three items, Assessment C, *Student Knowledge and Vocabulary Survey*, (See Appendix D). However, all discipline specific versions of this instrument included items with parallel content and focuses related to students' discipline specific knowledge. The second half of the instrument contained five additional items designed to measure students' understanding of discipline-specific vocabulary related to the arts discipline focus of the school. Vocabulary in each school was identified by the arts educator and teaching artist at each school.

(1.) Findings for 2015-2016 through 2019-2020 on the *Student Knowledge and Vocabulary Survey* assessment, suggest that PACE students' performances for the three Knowledge assessment items increased from the fall to the spring assessments on all three

items, in all grade levels, and in all discipline in the PACE program. Increases in students' art knowledge were consistent across all years of the study. Individual school and grade level performance scores and scores grouped by arts disciplines varied with respect to degrees of improvement, but as a group, all PACE students demonstrated a good levels of improvement in their acquisition of arts knowledge over the course of the study. Combined findings from this assessment suggest that students are increasing their knowledge of the arts through their engagement in PACE.

(2.) Findings for the 2015-2016 through 2019-2020 period on this instrument suggest that as a group, PACE students' ability to describe different kinds of art, dance, music, and theatre (Item 1) increased the most with each advancing year of the program. Combined aggregated averages from this item were the highest performing among Knowledge items, excluding the combined site-specific vocabulary items (Items 4-8) which performed at equal levels to Item 1. Aggregated and combined averages for this item improved with each succeeding year of the study and in each of the arts disciplines. There were modest degrees of variation among school, grade level, and discipline grouped scores for this item and an acceptable range of improvement in PACE students' knowledge acquisition was consistent over the course of the study. Increases in students' ability to describe different kinds of art, dance, music, and theatre suggest that the PACE program is expanding students' exposure to and engagement with an increasing range of learning and experiences in each of the disciplines in the PACE program. One of the key functions of curriculum and learning in elementary schools is to introduce new kinds of learning in each area of the curriculum and to engage students in

freely exploring, experimenting, and developing increasingly sophisticated levels of experience and mastery in each of the disciplines. Findings for this item provide clear evidence that the PACE Program is functioning well in accomplishing this outcome. PACE students are capable of describing different kinds of art, dance, music, and theatre.

(3.) Students knowledge of where they could go to see art and artists, dance and dancers, and/or theatre and actors (Item 2) increased to be the second highest performing item on this Knowledge assessment instrument. The aggregated and combined averages for this item improved with each succeeding year of the study and in each of the arts disciplines. There were modest degrees of variation among school, grade level, and discipline grouped scores for this item; however, an acceptable range of improvement in PACE students' knowledge acquisition for this item was consistent over the course of the study. Students' understanding of where art, dance, music, and theatre are seen may be the result of students' combined PACE arts learning and other social experiences and learning opportunities children have through mass media, digital technology, or other life experiences with the arts in public places and venues. Assessment results for this item suggest that PACE students are increasing their knowledge of where they can go to see art, dance, music, and theatre.

(4.) Students' knowledge of whether people engage in the arts for enjoyment and/or as a job to earn money (Item 3) increased on each successive year of the study. Although combined increases in fall to spring scores for this item were the lowest of the three Knowledge

items on this instrument, the improvements were consistent for each of the years of the study with the biggest increase occurring during the 2017-2018 year of the study.

Students' increasing awareness that artists, dancers, musicians, and actors can be paid for their work and that careers in the arts can be pursued as a profession may be the result of combined learning in the PACE arts programs and learning in other disciplines outside of the arts that are included in the elementary curriculum of participating PACE schools. For students at the elementary level, employment and engagement in a profession in order to earn money is highly abstract and foreign to their experience. Numerous generalizations and misconceptions about the world of work exist in the minds of children.

Career education is embedded in different areas of the curriculum and it is possible that the introduction of arts employment is not central in career education curriculum. Due to their lack of experience and learning about employment and their limited or non-existent experience in the world of work, combined with the pleasurable and personal experiences they have had with the arts and with arts learning to date as expressed in other PACE measures, elementary students may not perceive occupations in the arts as a job or a profession. Instead, they may perceive their involvement with the arts as something that is done merely for pleasure or as a pastime. The evidence supporting students' understanding that people can and do hold jobs in the arts represents a level of sophistication that elementary students are only beginning to achieve. Additional research into this question is needed along with further tracking of students' understanding of this concept over time.

(5.) Each of the arts has vocabulary that is routinely used by those engaged in learning and creating in each of the arts. A fundamental focus of the PACE program is to provide educational experiences that will enhance students' engagement with and learning about key terminology and vocabulary commonly used in the arts. Items included on the Knowledge and Vocabulary assessment measured students' acquisition and use of arts vocabulary (See Table 2.). Findings from this assessment suggest that PACE students are successfully learning arts vocabulary. Findings for this item reveal that the largest increase in acquisition of arts vocabulary occurred during the 2018-2019 academic year. By learning arts specific vocabulary, students' achievement and creative expression in the arts is improved. As a possible related outcome, acquisition of arts specific vocabulary by PACE students may have potential for impacting the content and sophistication of ideas expressed in their writing and other communications about arts learning and experiences in the arts. No correlational studies were done to determine whether increased averages on vocabulary items correlated with increased scores on Assessment E Writing Samples assessment or if improved understanding of arts vocabulary contributed to students' expression of Ideas and Content on that assessment. Further studies designed to investigate possible relationships between students' acquisition of arts vocabulary and their ability to write about the arts hold promise for providing additional understanding of the impact of the PACE program in contributing to language arts learning and learning in and through the visual and performing arts.

Findings from the Knowledge and Vocabulary assessment suggest that the PACE program collectively contributed to improving students' discipline specific knowledge and

understanding of arts vocabulary. This improvement was evident in all schools and among all grade levels. Variations on degrees of improvement existed across grade levels, within schools, and across arts disciplines.

Student Skills Survey

One of the critical areas of an education in any of the arts is in the area of skills and skill development. Each arts discipline has a full range of unique physical as well as cognitive skills that students of the arts must learn, master, and be able to demonstrate. There also are common skills that permeate all of the arts. These skills provide students with the common means to understand each of the arts as well as providing the means to demonstrate their understanding of the various arts forms while creating or responding to all of the arts disciplines.

A selection of skills related to the site-specific discipline being studied at each PACE school was assessed using an instrument, Assessment D: *Individual Student Skills Assessment*, which included six items (See Appendix E). Three of the items included non-discipline specific items that could be applied to all four of the arts disciplines being taught at PACE schools. Three additional discipline specific items were included. These items enabled the teaching artists and arts teachers to identify specific skills related to the arts discipline and for the arts curriculum and lesson plans that would be taught in the participating schools. (See Appendix E for general non-discipline specific skills and Tables 3, 4, 5, and 6 for listings of individual site and discipline

specific skills.) Student skills assessments were conducted during the fall and spring of the school year.

Findings for student skills were clustered by the arts discipline being addressed in the PACE program at the specific schools in the program. Data from each discipline were analyzed to identify various levels of performance based on the discipline and not on the grade levels of PACE classes. Findings from these discipline-specific analyses were aggregated and combined in order to provide a holistic summary and overview of arts skills acquisition within the PACE program.

(1.) Learning in any discipline is in part, based on learning basic skills needed to accomplish learning in the discipline. Students in the PACE program were introduced to basic skills related to the arts discipline featured at their school. Teaching artists and art educators created educational experiences designed to help students learn these skills. Assessment D. Student Skills recorded the highest levels of improvement on fall to spring averages than any of the other PACE assessments. Fall to spring aggregated averages improvements ranged from .67 points (29%) to .52 points (22%).

(2.) The first item on the Student Skills Assessment focused on measuring the basic level of student skills in the arts discipline at their school. This item produced the lowest fall to spring improvement (22%) on this assessment among all skills assessed. Student skills averages on this item moved from “Minimal” on the fall measurement to “Developing” on the spring measurement. Aggregated findings from all four disciplines showed that there were increases

in students' acquisition of basic skills in all four disciplines and at all four schools from the fall to the spring assessments. Levels of basic skills acquisition also were reflective of the grade level of students in them with higher levels of basic skill competency being demonstrated at higher grade levels than of those exhibited at lower instructional levels.

(3.) The second item on the Skills Assessment focused on students' demonstrations of the effective application of practices, tools, or materials in the creative process for the arts discipline. PACE students produced the highest level of improvement on this item in the Skills Assessment with an increase of .67 points or 29% from the fall to spring assessments. Student skills averages on this item moved from "Minimal" on the fall measurement to "Developing" on the spring measurement. As on the previous item, increases were identified at all participating schools for this item from the fall to spring assessment.

Skill development is highly dependent upon having access to tools and materials. However, it also is dependent upon having enough learning time and instruction from certified arts educators and teaching artists in the proper applications and uses of tools and materials in order to develop the requisite skills needed to skillfully communicate in any art form. Numbers of PACE learning sessions and the duration of learning sessions varied among schools and disciplines (See pp. 37-39). Study of the amount of time spent in PACE learning activities and its relationship to the levels of acquisition of arts skills were not performed. No current studies exist regarding optimal time needed for acquisition of basic skills in the arts. Studies of this

question hold potential for informing access to arts education and scheduling questions arts educators routinely face.

(4.) The third skill assessed focused on students' understanding and application of the sequences or processes for creating an activity or work in the arts discipline. This item produced the second highest spring average for skills assessment with an increase of more than half of a point (.54 points or 24%). Student skills averages on this item moved from "Minimal" on the fall measurement to "Developing" on the spring measurement. All schools and all grade levels produced increases for this item. Artistic expression and the safe use of materials and tools requires an understanding of how to follow numbers of steps or procedures in arts activities or works. Data collected from this assessment suggest that students are demonstrating increasing levels of understanding the application of sequences and processes through their involvement in the PACE program.

(5.) Increases in student skill development as described in these three assessment items suggest that PACE students made very good to strong progress in developing their essential arts related skills. These three items were included on the Skills Assessment and were common across all four disciplines. With a combined increase of more than half of a point (.58 points), on a three-point scale, for these three items, this finding suggests that PACE students demonstrated increases in their basic level of skill in each discipline; increases in their ability to effectively apply practices, tools or materials in the creative arts processes; and that PACE students understand and can apply sequences or processes used in creating arts activities or

works in the arts. Of all PACE assessments, improvements in skills assessments were the highest when compared to all other assessments and suggest that the PACE program is significantly contributing to the development of arts skills in all PACE students.

(6.) The remaining three items on the Skills Assessment included site-specific and discipline-specific skills identified by the artists and teachers in participating PACE schools. Among these items the combined averages from all schools produced positive trends in the development of each of the site and discipline specific skills. Compared with the previous three skill items on this assessment, the amount of improvement for the combined measurement of discipline specific skills (Items 4, 5, and 6) produced very good levels of improvement (.54 points or 23%) on the Skills Assessment.

The average increases in scores across all items and among all disciplines demonstrated varying degrees of improvement. Across all disciplines, all items, and all schools, the increase from the fall to spring assessment produced an average of .57 points or an improvement of 25% from the fall to spring assessments. The combined Skills Assessment scores for all schools and grade levels and for all skills, suggest that the PACE program was instrumental in contributing to arts skills development among all students in all schools and in each arts discipline in the PACE program.

[Student Writing Samples Survey](#)

One of the principal focuses of the PACE program is on the development of links between literacy and the arts. All forms of literacy are essential aspects of understanding each

art form and for expressing ideas in and through each of the arts. The concept of arts literacy can be expressed and understood in numerous and varied ways. Being able to watch a play and to understand its meaning and messages is one fundamental form of literacy in the arts. Understanding how all of the various aspects of production and performance collectively contribute to communicating the meaning or message of the play is a different and essential form of literacy in theatre. Being able to articulately express the meaning of the play and the contributions of theatrical production and performance expressed in the play through written or oral forms of communication, while correctly using theatre specific vocabulary and theatrical concepts through the correct use of English, grammar, spelling, capitalization, punctuation and other means through which students can capture and express their broad understanding of a theatrical work, is yet another form of literacy. The PACE program is interested in exploring each of these foci and their roles in the PACE program.

The critical question of whether education in the arts directly contributes to literacy development among participating PACE students is of importance in evaluating and fully understanding the effects of the PACE program on students' learning. Findings from the Student Writing Samples Assessment support a number of conclusions regarding students' improved uses of language arts in understanding and communicating about the arts in written and oral communications. However, the structure of the PACE program and this longitudinal pilot study of the PACE program are not intended to identify how arts education contributes to literacy achievement or to determine whether Language Arts literacy is positively or negatively impacted by learning in the arts through causal or correlational connections. This study was not

structured to measure PACE students' literacy growth as it relates to state and national literacy standards. Such a study is beyond the scope of this ongoing program and of this study. At this point in time, no research-based studies that have established a positive or negative causal relationship between achievement in Language Arts and the visual and performing arts have been conducted by the field. Instead, the PACE program has attempted to identify how students' writing in the arts reflects their arts learning in how they capture their ideas and content, how they organize their responses, and through their use of writing conventions, such as proper grammar, punctuation, spelling, and capitalization, generally associated with Language Arts learning. Although these criteria could be mapped to specific Language Arts standards, such a purpose was not intended for this study.

Students arts learning was assessed through analyses of students' written responses on selected prompts (See Table 7) created by teaching artists and arts educators in PACE schools. Assessment E. the *PACE Student Writing Sample Assessment* was completed in the fall and spring of each year in the study. The following report includes description of findings from the *PACE Student Writing Sample Assessment* for the period of 2015-2016 through 2019-2020 academic years in the study.

Summaries of aggregated scores on the *PACE Student Writing Samples Assessment* reveal that increases in average net scores from the fall to spring assessments were produced in all PACE schools. The fall combined aggregated assessment average was 1.96 for the 2015-2016 through 2019-2020 period of the study. The fall combined aggregated averages for all

items spanned a range from 2.07 (Item 2, Always demonstrates outstanding level of understanding of arts activity) to 1.82 (Item 6, Always applies proper grammar, punctuation, spelling, and capitalization). The spring combined aggregated average for this same period was 2.35, or an increase of .39 points (17%). The fall combined aggregated averages for all items spanned a range from 2.45 (Item 2) to 2.21 (Item 6). All items on the assessment experienced gains and all combined aggregated averages were above the two-point level on a four-point scale. Spring aggregated averages on all items moved from “Minimal” or slightly above minimal to “Average.” Spring averages spanned a range from 2.45 on Item 2, Always demonstrated outstanding level of understanding of arts activity, followed by 2.41 on Item 4, Always expresses ideas in complete sentences, 2.40 on Item 5, Has a beginning, middle, and end, to 2.31 each on Item 3, Includes creative, unique and/or new thoughts and ideas and Item 1, Always utilizes vocabulary appropriately, to 2.21 on Item 6, Applies proper grammar, spelling, punctuation, and capitalization.

Under the general category of Ideas and Content, three criteria were identified. For Criterion 3 (Includes creative, unique and/or new thoughts and ideas) a gain of .43 points (19%) was produced followed by Criterion 1 (Utilizes arts vocabulary) with a gain of .40 points (18%), and Criterion 2 (Demonstrates understanding of the arts activity) a gain of .38 points (16%) between the fall and spring measurements, which were among the largest gains among criteria assessed on students’ writing samples produced between the fall and spring measurements for this item.

Under the second general category of Organization, Criterion 4 (Expresses ideas in complete sentences) produced a gain of .39 points (17%) between the fall and spring measurements. Criterion 5 (Has a beginning, middle, and end) produced a gain of .37 points (16%) from the fall to spring measurement. These findings suggest that PACE students are making acceptable to good gains in organizing their written responses on writing prompts provided. It should be noted that the organization of written responses requires levels of higher order thinking that elementary students may not yet possess at the lower grade levels of the elementary school. Tracking of students' development related to this category of criteria as they progress through the elementary grades may provide more clear insights into the developmental trajectory of this construct over time.

The third and final category of writing criteria measured Writing Conventions. A single criterion was identified for this category. Item 6 (Applies proper grammar, spelling, punctuation, and capitalization) used to assess students' writing samples produced a gain of .39 points (17%) for this item from the fall to spring measurements. This item includes multiple focuses related to an assortment of writing conventions including grammar, spelling, punctuation and capitalization. Data were not collected for each of these individual conventions. It is possible that students' development in the use of each of these conventions may vary with some conventions producing higher or lower performances for each of them. It also must be stated that although arts educators generally include reading, writing, speaking, and other Language Arts activities in their arts classrooms, arts educators are not generally trained in instructional methodology or other pedagogical elements in Language Arts

instruction. As a result, students' writing performances may or may not be directly influenced by art educators' classroom instruction. It is, however, noteworthy, that students' performances under this assessment category included improvements in students' demonstrations of the identified writing conventions.

These combined findings are encouraging and suggest that continuing participation in the PACE program through arts education and literacy integration has produced acceptable levels of increases in writing about arts experiences and learning. Increases in aggregated average scores for the Student Writing Sample Assessment were produced at all schools.

Findings from this assessment suggest that over time, continuing study of the PACE program and its focus on using Language Arts as a means to better understand students' learning in the arts may provide conclusive evidence of a positive long-term relationship between the PACE program and arts literacy development among children. Findings for these assessments provide some intriguing evidence that there may be positive relationships between literacy development and the arts literacy development. However, conclusive evidence of this possibility cannot be supported by the data at this time. It must be acknowledged that some of the scores on student writing samples represented minimal gains; however, the fact remains that increases were produced on all items. Furthermore, sample sizes and the limited numbers of schools and classrooms that participated in the PACE program does not provide conclusive evidence for the generalization that the PACE program or arts instruction generally, contributes to Language Arts development or that linking Language Arts

to arts education contributes to learning in the arts. More extensive testing of these hypotheses is required before irrefutable conclusions can be made about whether the PACE program positively contributes to Language Arts development and arts literacy development.

Student Attitudes Survey

Lifelong engagement with the arts, to a large degree, is influenced by attitudes individuals hold toward the arts. It has been suggested that formation of positive attitudes about the arts begins in the earliest stages of cognitive and artistic development of children (Eisner, 2002; Jensen, 2001; Sabol, 2013). Attitudes formed during this time tend to provide students with motivation to continue learning and engagement in the arts while in school, which may lead to ongoing involvement with the arts throughout adulthood. For this reason, the PACE program chose to measure the development of students' attitudes about the arts as one of its focuses.

The assessment of student attitudes was conducted during the 2015-2016 academic year. Following that assessment, an administrative decision was made to discontinue this assessment in an attempt to decrease the workloads of the teaching artists and arts educators in PACE programs. This decision was revisited in the spring of 2017, because of the importance attitudes about the arts plays in lifelong engagement with the arts. As a result, the assessment of student attitudes was re-introduced during the 2017-2018 academic year and also for the 2018-2019 and 2019-2020 academic years. An instrument, Assessment E. *Student Attitude During Arts Activities*, was created for the purpose of measuring student attitudes related to

their experiences in arts education. The instrument contained three items, one of each focused on the attributes of Engagement, Self Esteem/Confidence, and Communication/Interaction. A rubric, that included qualitative descriptions of each of these attributes on a three-point scale, was provided for use by evaluating teaching artists and art educators in the study (See Appendix G). They evaluated each student's attitudes as demonstrated by the student during arts activities. The assessment was done in the fall and spring semesters. A total of 1,143 students were assessed over the four-year period the assessment was conducted.

Students' combined aggregated average attitude scores from the four samples improved from 2.12 on the fall assessments to 2.52 on the spring assessments for an increase of .44 points (18%) for all three items. This finding suggests that, as a group, students involved in the PACE program are acquiring positive attitudes about their involvement with the arts and arts education related to the three attributes measured on the instrument. Students' attitudes about Self Esteem and Confidence improved by .52 points (21%) from the fall to spring measurements. Students' attitudes related to their Communication and Interaction with the teaching artist and classmates during arts activities increased by .41 points (17%) from the fall to spring assessments. Finally, Students attitudes about their Engagement as measured by their levels of attention, interest, curiosity, motivation, and perseverance in arts activities increased by .39 points (15%) from the fall to spring measurements. These results suggest that students' attitudes have improved over time and for all three attitude attributes assessed.

Variation in the degree of improvement exists among students' attitudes in each of the arts disciplines. Based on measurements of students' attitudes, music produced the highest combined increase with an increase of .39 points (18%) followed by visual arts with an increase of .38 points (17%), theatre with a combined increase of .15 points (8%), and dance with an increase of .15 points (6%).

This assessment was dependent upon teaching arts' and art educators' assessment of individual student's demonstrated attitudes during their engagement in arts learning experiences and activities. Although this is an acceptable method for determining students' apparent attitudes, inaccuracies or misinterpretations by evaluators of students' actions or behaviors as expressions of their attitudes are highly possible when using this methodology. It may be more informative and accurate to permit students to express their own qualitative evaluations of their attitudes. Perhaps the *PACE Student Attitude Assessment* instrument could be expanded to include a number of Likert-style items focused on student attitudes and how they relate to their involvement in the PACE program. These items could be completed by students during the fall and spring semesters. Findings from such an expansion of the measurement of student attitudes holds potential for providing more in-depth understanding of children's attitude about their engagement with the PACE program, their engagement with the arts in general, and their attitude formation about the arts over time. In addition, such a measurement could enhance students' metacognition about their attitudes toward experiences with the arts and lead to establishing a long-term practice of heightened awareness about their attitudes about the arts over time. Developing such an awareness in PACE students could

potentially fuel ongoing development of positive attitudes toward the arts as they progress through adult life.

With additional data collection more clear indications of the growth of student attitudes about the arts may be possible. Additional study of factors that may influence attitude formation should be considered. Access to arts education, length of instructional periods, arts instructional activity selection, instructional feedback to students, peer discussions about the arts, parental attitudes toward the arts, and various other factors may combine to influence the maintenance and growth of attitudes toward the arts over time in students. Such studies may provide insights for creating curriculum specifically focused on development of positive attitudes about the arts in the general fields in arts education. It appears as if the PACE program has created positive attitudes about the arts and engagement with the arts in all PACE students. It also has laid a solid foundation for creating positive attitudes about the arts and engagement with them, as well as for developing and sustaining these positive attitudes over time.

A Few More Things

On nearly all assessments, the degrees of improvements for the 2018-2019 assessments were slightly lower than the results from the previous four years. Combined aggregated scores from 2017-2018, which represented the third year for the PACE program, were typically at slightly higher levels than those from 2018-2019 and 2019-2020. In reviewing the data, it appears as if some of the lower scores from 2018-2019 and from 2019-2020 may have been influenced by the addition of new schools into the PACE program for those academic years.

Second grade students in music at Kendall Elementary School and third grade students in theatre at Lowell (IPS School #51) were participating in the PACE program in their initial year in 2018-2019 and Boulevard STEM and Jones participated for the first time in 2019-2020. In previous years, student learning in theatre was measured in PACE. With the addition of Kendall Elementary in 2018-2019, music education became part of the PACE program for the first time. Because Kendall Elementary and Lowell (IPS, # 51) were in their first year of the PACE program, scores from these schools represented base-line scores and are at comparable levels produced by other participating schools during their first year of participation in the PACE program. Similar scores were produced for Boulevard and Jones in their first year of participation (2019-2020). Schools (Pine, Madison, McKinley, Meadows, South Wayne, and Van Buren) that completed their three-year funded commitment to the PACE program had scores that incrementally improved with each year of participation. Scores from assessments at these schools produced increases over the three-year period of their involvement in the PACE program. Assessment scores from Kendall and IPS, School 51 were tracked for the two-year period of their participation. Second year scores from both of those schools showed improvement over those from the initial year of participation. It is possible that student familiarity with the PACE program and knowledge of expectations for their participation in it may have positively influenced their participation in it and the resulting scores on the assessments. They also may have been influenced by retention of previous instruction and learning that resulted from their engagement with the PACE program and the overall impact on the combined aggregated assessment results for all disciplines in the PACE program. It is of

special note to report that although some of the fall scores were lowest from schools participating in their initial year of the program, some of the largest improvement in fall to spring assessment scores also were produced at those schools.

Preliminary suggestions that student retention of arts learning in the PACE program are evident in a number of assessments. All of the PACE assessments included fall and spring measurements. Over the course of the study, and on a number of assessments, the average fall (pre-test) scores were higher than average scores from the previous spring (post-test). This occurred with some degree of regularity on the PACE assessments and within PACE schools. Higher fall scores than the previous spring scores suggests that PACE students may be retaining arts learning from year to year or expanding their learning in the arts between spring and fall assessments. Longitudinal study of all students' retention of arts learning after they complete the PACE program may reveal additional factors that can contribute to retention of arts learning in the form of effective teaching methodologies, articulated curriculum, and performance-based assessments needed that support long term acquisition of knowledge and learning in the arts and attitude development toward the arts and arts education over time.

CONCLUSION

The arts have been a part of the development of humankind since the earliest of times. The role the arts play in the daily lives of all people cannot be ignored or denied. In order to understand and meaningfully participate the increasingly complex nature of the world, an education in the arts is more vital and important than at any time in human history. Living in the contemporary age demands that all people be educated in the uses of skills and thinking processes the arts are based upon and promote. The arts provide the essential links to what makes people human. The arts provide the common language that transcends time, space, class, and culture. The arts are at the center of what makes human being who we are.

In order to fully utilize the benefits of the arts in understanding our place in the world and to support our contributions to it, a comprehensive education in the arts is essential. Such an education not only leads to benefits for all humankind, but perhaps more importantly an education in the arts provides the tools and habits of mind that provide meaning and substance in the lives of every person that benefits from having received a balanced education that includes the arts.

The PACE program has provided glimpses of what a focused education in the arts could provide for learners over time. Findings from the five-year study of the impact the PACE program is having on students' learning demonstrated clear growth and a positive impact on

the overall development of the arts education and attitudes of young people involved in the program. Although the levels of growth were modest in a few cases, nonetheless, growth was consistently positive and suggests that the PACE program made measurable progress in moving toward accomplishing its goals and the vision created for the program. Comparisons of findings from the 2015-2016, through 2019-2020 PACE program provide an emerging and intriguing portrait of how the PACE program is providing consistent growth and advancement of students' knowledge and skills in the arts. Based on these conclusions, continuation of the program, expansion and further development of it, and maintaining ongoing support for it, holds undeniable potential for enhancing the development of a comprehensively educated population in Indiana that is highly literate in the arts.

Moreover, the PACE program is ideally positioned to contribute to the artistic literacy development of students engaged in the program. It is widely known that providing a comprehensive education in the arts, that includes all of its varied forms and the full array of disciplines, contributes to developing positive attitudes, instilling knowledge and skills, and creating capacities of students that persist into adulthood, when provided during the earliest stages of children's development and education. This outcome is being pursued through the PACE program. With expansion and development of the PACE program, the Indiana Arts Commission will position itself as an institution that has enabled the citizens of Indiana to pursue their individual potentials and to enjoy aspects of their lives and occupations that the arts capture, celebrate, and preserve for all time and for all people.

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APPENDICES

Appendix A: PACE Program Description



PACE

Partnering Arts, Communities and Education

Program Description

PACE was developed to assist elementary schools and artists/arts organizations in establishing long-term, in-depth, and sustainable partnerships for the purpose of impacting student growth and achievement through extended and connected arts and literacy experiences. Qualified applicants will be asked to develop a balanced and effective partnership plan and implement the program with the intention to continue and expand the initiative in successive academic years.

Expectations

Arts experiences should be planned to occur at frequent and regular intervals throughout the entire school year, align with the academic curriculum, and include related classroom literacy activities both preceding and following each arts experience.

The program should include necessary and appropriate initial and ongoing teacher and artist professional development.

Family and community awareness and engagement is an important component of the program, as is increased student community understanding and involvement.

Annual end-of-year reports will indicate program progress and fulfillment. Student success will be measured by an evaluation process formulated for use in all participating partnerships and as a means of data collection and analysis.

Eligibility

Proposals for partnerships will be reviewed for acceptance and funding by an advisory committee comprised of representatives from both the educational and arts communities. Either a 501c3 arts organization or eligible school may submit the proposal.

Current eligible schools will be:

- Indiana elementary public, private, parochial, or charter schools
- Schools performing below the state average passing rate on the most recent state standardized assessments in English/Language Arts and Math and having a Free/Reduced Meal rate above 55%
- Representative of urban, rural, and underserved populations

Programs should not be continuations or expansions of existing partnerships but may include schools that have had limited arts experiences outside of the regular arts classroom.

Appendix B: Procedures for Creating a Sample Group for Assessment



3. PROCEDURES FOR CREATING A SAMPLE GROUP FOR ASSESSMENT

Would you like to only do assessments for some of the group instead of all?

We can do that, but....it will be a little complex.

A few key items:

- The sample will be selected by pulling representatives from high, medium, and low achieving categories (speaking in 'traditional academic measures')
- We will need 3 students minimum from each of these groups – 9 students total (minimum)
- AND we will need 51% of the students - more than half. May be up to 15 students.
- 51% of students in each class OR 9 students, whichever is the bigger number

Now, how will we identify the sample high, medium, low?

- Using the assessments we're already giving – Use the writing sample as a benchmark
- Give the writing sample to all students and use rubric for all writing samples

- Sort by score total on writing sample rubric – Low=6-11, Medium=12-17,
High=18-24

- Triangulate with the teacher’s assessment of the students using new tool –
“teacher sample group identification tool”










- Select the sample group (9 students or 51%) from those who meet the criteria
on both writing sample and teacher tool. Continue with the rest of the
assessments with only these students.

Appendix C: PACE Student Survey, Assessment A. B.

B.1.1 PACE Student Survey Questions, Grade 1

(Survey is to be given two times during year by artist or teacher. Questions are delivered orally and students mark answer page of emoticons.)

1. I like to (make art, dance, make music, act like someone or something else).
2. I want to learn more about (art/art making, dance/dancing, music/making music, theatre/acting).
3. I think learning about (art/making art, dance/dancing, music/making music, theatre/acting) is an important part of school.

	3 Totally agree	2 Agree	1 Not really
1			
2			
3			

B. 1.2.
PACE
Student
Survey
Responses,
Grade 1

Date _____

Student _____

B. 2. PACE Student Survey Responses, Grade 2-5

Date _____

Name _____

Place a check mark () in the box for your answer.

	Totally agree (4)	Agree (3)	Not really (1)
1. I like to (make art, dance, music, act like someone or something else).			
2. I want to learn more about (art, dance, music, acting).			
3. I think learning about (art/making art, dance/dancing, music/making music, theatre/acting) is an important part of school.			

Appendix D: PACE Student Knowledge and Vocabulary Survey, Assessment C

C1. Dance - Student name/number _____

Date _____

	Question	My answer	Score (0-2)		
1	Describe some different kinds of dance.				
2	Where could you go to see dancers?				
3	Do people dance just for enjoyment, or can dancing also be a job to earn money?				
	Give the meaning of these dance words:	My answer	Score (0-2)		
4					
5					
6					
7					
8					

C2. Music - Student name/number _____

Date _____

	Question	My answer	Score (0-2)		
1	Describe some different kinds of music.				
2	Where could you go to hear music?				
3	Do people make music just for enjoyment, or can making music also be a job to earn money?				
	Give the meaning of these music words:	My answer	Score (0-2)		
4					
5					
6					
7					
8					

Total score _____

Total score _____

C3.Theatre - Student name/number _____

Date _____

	Question	My answer	Score (0-2)		
1	Describe some different kinds of theatre.				
2	Where could you go to see theatre?				
3	Is theatre just for enjoyment, or can acting and theatre work also be a job for people to earn money?				
	Give the meaning of these theatre words:	My answer	Score (0-2)		
4					
5					
6					
7					
8					

Total score _____

C4. Visual Arts - Student name/number _____

Date _____

	Question	My answer	Score (0-2)		
1	Describe some different kinds of art.				
2	Where could you go to see artwork?				
3	Do people make art just for enjoyment, or can making art also be a job to earn money?				
	Give the meaning of these art words:	My answer	Score (0-2)		
4					
5					
6					
7					
8					

Total score _____

Appendix E: PACE Artist Assessment of Individual Student Skills, Assessment D

D. 1. PACE Artist Assessment of Individual Student Skills: Skills 1, 2, and 3

Date _____

Student name/number _____

Scores: 1st Assessment _____ 2nd Assessment _____ 3rd Assessment _____

	Skill Levels Applied to Any Discipline	Minimal (1)	Developing (2)	Advanced (3)
1.	Basic level of demonstrated student skill in the art discipline			
2.	Demonstration of effective application of practices, tools, or materials in the creative process for the art discipline			
3.	Understanding and application of the sequence/process for creating an activity or work in the art discipline			
	Discipline Specific Skills Determined by Artist	Minimal (1)	Developing (2)	Advanced (3)
4.				
5.				
6.				

Comments (optional): Use this space to indicate factors that could affect the individual student performance in comparison to the overall group (if known) such as supplemental instruction in the art form, private or advanced training in the art form, high rate of absence, enrollment in school later in the year, identified learning or physical challenges, etc.

Appendix F: PACE Student Writing Samples Prompts and Rubric, Assessment E

E. 1. Possible Prompts/Guiding Questions for Student Writing Samples Following Arts Activities

(One of the questions below could be used for a single writing sample, or the artist may have a definite topic or writing prompt they would like students to address. There should be a specific prompt for each of the three writing samples.)

Did you enjoy the activity? Why? Why not?

What did you learn?

What more would you like to know?

What happened during the activity?

Would you like to do it again? Why? Why not?

Was the activity easy? Why? Why not?

Do you like to work alone or in a group? Why?

Describe what you made or did during the activity.

If you performed something, describe what you did.

Describe what you did at the beginning, middle and end of the activity.

How did you feel during the activity, and what made you feel that way? Explain.

E. 2. PACE Student Writing Sample Assessment Rubric

Date _____

Student name/number _____ 1st Sample ____ 2nd Sample ____ 3rd Sample ____

Criteria	Strong—4	Very Good—3	Average—2	Minimal—1
Ideas and Content	1. Always utilizes arts vocabulary appropriately	1. Usually utilizes arts vocabulary appropriately	1. Occasionally utilizes arts vocabulary	1. Rarely utilizes arts vocabulary
	2. Always demonstrates outstanding level of understanding of arts activity	2. Usually demonstrates high level of understanding of arts activity	2. Occasionally demonstrates some level of understanding of arts activity	2. Rarely demonstrates understanding of arts activity
	3. Always includes creative, unique and/or new thoughts and ideas	3. Usually includes creative, unique and/or new thoughts and ideas	3. Occasionally includes creative, unique and/or new thoughts and ideas	3. Rarely expresses creative, unique, and/or new thoughts and ideas
Organization	4. Always expresses ideas in complete sentences	4. Usually expresses ideas in complete sentences	4. Occasionally tries to express ideas in complete sentences	4. Rarely uses short phrases and complete sentences
	5. Always has well-defined beginning, middle, and end	5. Usually beginning, middle, and end are evident	5. Occasionally beginning, middle, and end are evident.	5. Rarely are beginning, middle, and end evident
Writing Conventions	6. Always applies proper grammar, punctuation, spelling and capitalization	6. Usually applies proper grammar, punctuation, spelling and capitalization	6. Occasionally grammar, punctuation, spelling and capitalization are adequate	5. Rarely are grammar, punctuation, spelling and capitalization used

Appendix G: PACE Student Attitudes During Arts Activities, Assessment F

F. PACE Student Attitude During Arts Activities Assessment

Student Attitude	Strong evidence—3	Sufficient evidence—2	Limited evidence—1
Engagement	Student consistently demonstrates a high level of attention, interest, and curiosity during arts activities and high levels of motivation and perseverance in carrying out the activity.	Student usually demonstrates attention, interest, and curiosity during arts experiences and adequately demonstrates perseverance in carrying out the activity.	Student rarely demonstrates attention, interest and curiosity during arts activities and is often inattentive and lacks motivation and perseverance in carrying out the activity.
Self Esteem/ Confidence	Student consistently demonstrates a high levels of self-esteem and confidence during arts experiences.	Student usually demonstrates adequate levels of self-esteem and confidence during arts experiences.	Student rarely demonstrates a sense of self-esteem and confidence during arts experiences.
Communication/ Interaction	Student consistently demonstrates high levels of communication and interaction with the artist and classmates and expresses thoughts and ideas freely and with clarity.	Student usually demonstrates appropriate levels of communication and interaction with the artist and classmates and adequately expresses thoughts and ideas.	Student rarely demonstrates communication and interaction with the artist and classmates and rarely expresses thoughts and ideas.

Appendix H: Indiana Art Commission Regions Receiving PACE Grants, 2015-2020

