



Partnering Arts, Communities & Education (PACE):

2017-2018 Project Report



Submitted by

F. Robert Sabol, Ph. D.

Purdue University,

West Lafayette, Indiana

May 2019

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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 the McKinley Primary Center and the Robinson Community Learning Center at the University of Notre Dame, the Meadows Elementary School and the Indiana State University's Community School of the Arts, Pine Elementary School and Young Audiences Indiana, Inc., South Wayne Elementary and the Fort Wayne Dance Collective, Inc., and Van Buren Elementary School with 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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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 unprecedeted 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. 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; Pink, 2006; 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 a clearly 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)

Schools interested in participating in the PACE program submitted proposals that were reviewed by the IAC. Five elementary schools were selected to receive funding for the 2017-2018 school year. One school discontinued involvement in the PACE program from the previous year. Selected schools and participating community arts organizations included the McKinley Primary Center and the Robinson Community Learning Center at the University of Notre Dame, the Meadows Elementary School and the Indiana State University's Community School of the Arts, the Pine Elementary School and Young Audiences Indiana, Inc., South Wayne Elementary and Fort Wayne Dance Collective, Inc., and the Van Buren Elementary School and the Brown County Art Guild, Inc.. Arts educators, classroom teachers, teaching artists, and administration in the schools worked closely to create curriculum and to implement assessments for their programs.

The following includes a report of findings from assessments these schools conducted to gauge the affect and impact of the PACE program on students' learning in their schools. Findings from the data analysis will be reported in aggregated statistics that include the

combined performances from all participating schools in the PACE program since its inception in 2015 through 2018. Additional findings from the five participating schools in the 2017-2018 PACE program will be included as well.

METHODOLOGY

This study utilized quantitative research methodology. Assessment instruments were created to gather information about students' engagement in the PACE program regarding their attitudes about the arts, discipline specific arts knowledge and vocabulary, arts discipline skills, and writing skills, about the PACE program. Data were collected from all participating schools. Descriptive statistics were used to summarize findings produced from analysis of the empirical data collected from the instruments. Summaries of findings will be reported below.

Participants

Participants in the 2017-2018 PACE program included McKinley Primary Center in partnership with the Robinson Community Learning Center at the University of Notre Dame in South Bend, Indiana, Meadows Elementary School in partnership with Indiana State University's Community School of the Arts in Terre Haute, Indiana, Pine Elementary School in partnership

with Young Audiences Indiana, Inc. in Michigan City, Indiana, South Wayne Elementary School in partnership with the Fort Wayne Dance Collective, Inc., and Van Buren Elementary School in partnership with the Brown County Art Guild, Inc.. The South Wayne and Van Buren Elementary Schools were added to the cohort of participating schools for the 2016-2017 study. A total of 480 students participated in the PACE program in 2017-2018 compared with 584 students who participated in the 2016-2017 program, and 333 students who participated in the 2015-2016 PACE program. This represents a decrease of 104 students or 18% fewer students from 2016-2017 to 2017-2018. The decrease occurred due to a single school in the theatre program that chose to discontinue its involvement in the PACE program from the 2016-2017 school year to the 2017-2018 school year. The decrease also is the result of having one school in the theatre program elect to only assess a stratified sample of students from each class involved in the PACE program at that school, instead of assessing all students in that program. A total of 77 students participated in PACE at this school; however, only 27 of them were assessed. Assessment results from each of these students was included in analyses of assessments for the PACE program in 2017-2018 and in the aggregated summary of PACE performances for 2015 through 2018. Procedures for selecting sub-groups that would be assessed in this school were provided by the IAC (See Appendix B.). Students were to be given the PACE writing assessment and scored using the *PACE Writing Sample Assessment Rubric*. Based on scores from this assessment, students were clustered into three performance levels including high, medium, and low. The three performance groups were to include a minimum of three students per performance level per class, for a total of nine students per class, or at least 51% of all students

in each class, depending on which number is larger. A total of 27 students, representing the three participating classes, were included in all assessments from this school.

The PACE program at McKinley Primary Center, *The Play's the Thing! – Drama in the Classroom*, included a total of 27 students in 2017-2018 down from 70 students in 2016-2017 or a decrease of 56%. As previously noted, assessments of learning were conducted for these 27 students, while a total of 77 Students in three 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 147 students in 2017-2018. This number is up from 97 students in 2016-2017 and up from 62 students in 2015-2016. The increase from 2016-2017 to 2017-2018 represents an increase of 58%. Students in three first grade classes, two second grade classes, and two 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 121 students in 2017-2018. This number is down from 131 students in 2016-2017 and up from 70 students in 2015-2016 school year. The decrease from 2016-2017 to 2017-2018 represents a decrease of 8%. Students in two fifth grade classes and three fourth 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 grade students.

The PACE program at South Wayne Elementary School, *D is for Dancing*, included a total of 116 students in 2017-2018. This number is up from 59 students in 2016-2017. The increase from 2016-2017 to 2017-2018 represents an increase of 49%. Students in two first grade classes and two second grade classes received instruction in dance. Instruction was provided by a resident dance artist during 30 weekly class sessions of 45 minutes each. South Wayne Elementary school was added to the PACE program during the 2016-2017 academic year.

The PACE program at Van Buren Elementary School, *Art Colony*, included a total of 69 students in the 2017-2018 school year. This number is up from 42 students in the 2016-2017 school year. The increase from 2016-2017 to 2017-2018 represents an increase of 39%. Students from two first grade classes and two second grade classes received instruction in visual arts. Instruction was provided by a resident artist during 15 weekly classes of 60 minutes each. Van Buren Elementary School was added to the PACE program during the 2016-2017 academic year.

During the 2015-2016 PACE program, a total of 333 students from four elementary schools participated in the 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 students increased to 584 students or an increase of 43%. In the 2017-2018 PACE program, a total of 480 students from five elementary schools participated in the program or a decrease of 18%. An explanation for this decrease was given above.

Table 1

PACE 2015-2018 Arts Disciplines, Participating Schools, and Numbers of Students: N = 1,397

Arts Discipline	School	2015-2016		2016-2017		2017-2018		Total
		Students	%	Students	%	Students	%	
		N = 333		N = 584		N = 480		N = 1,397
Dance	Pine	70	21%	131	22%	121	25%	322
	South Wayne	0	0	59	10%	116	24%	175
	Total	70	21%	190	33%	237	49%	497
Theatre	Madison	116	35%	185	32%	0	0%	301
	McKinley	85	26%	70	12%	27	6%	182
	Total	201	60%	255	44%	27	6%	483
Visual Arts	Meadows	62	19%	97	17%	147	31%	306
	Van Buren	0	0%	42	7%	69	14%	111
	Total	62	19%	139	24%	216	45%	417

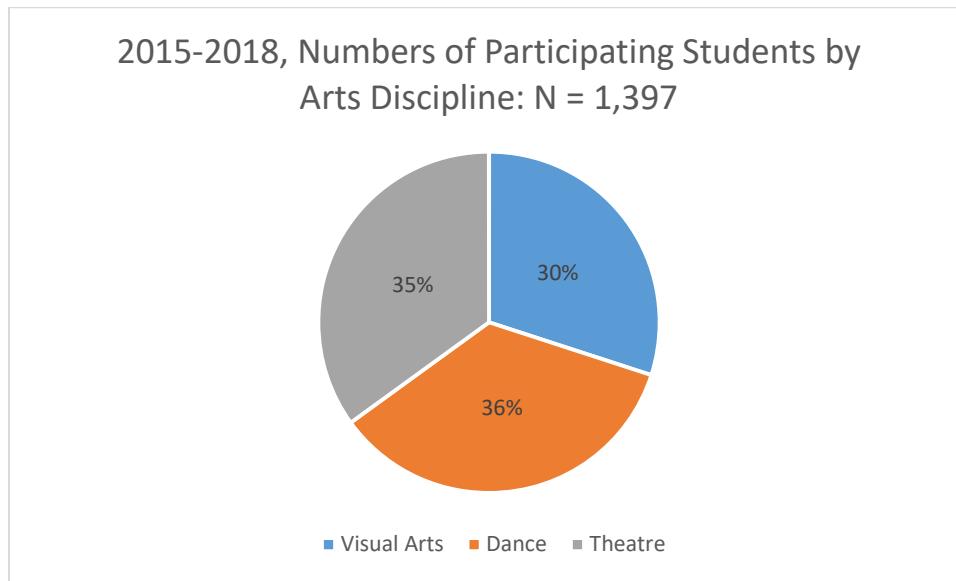
In the 2015-2016 PACE program two schools represented theatre and single schools represented dance and visual arts each. The addition of South Wayne and Van Buren elementary schools for the 2016-2017 academic year contributed to balancing representation of the arts disciplines among the schools in the study with two schools per discipline for all three participating disciplines. Students in all schools who participated on the 2015-2016 PACE

programs continued their participation in the 2016-2017 PACE program. With the loss of a single school, involved in the PACE theater program, the previous balance among schools in each discipline shifted from having two schools per discipline to having two schools participating in dance and visual arts and a single school participating in theatre in 2017-2018.

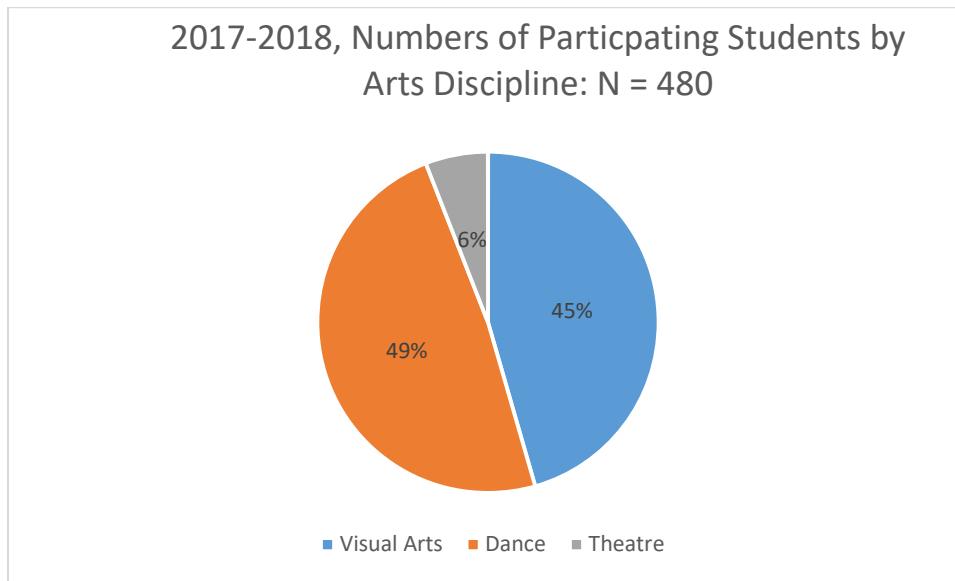
Comparisons of individual students' performances from the 2015-2016, 2016-2017, and 2017-2018 assessments were not conducted. The inability to maintain intact class groupings from year to year and changes in individual student identity code numbers from one year to the next prevented the researcher from tracking individual student performances on assessments over the course of their involvement in the PACE program.

The 2017-2018 PACE program included a total of five elementary schools. Of these, two schools (Pine and South Wayne) with a total of 237 students, studied dance; one school (McKinley) with a total of 27 students, studied theatre; and two schools (Meadows and Van Buren) with a total of 216 students, studied visual arts. A total of 480 students from these five schools participated in the 2017-2018 PACE program including 49% in dance, and 46% in visual arts, and 6% in theatre.

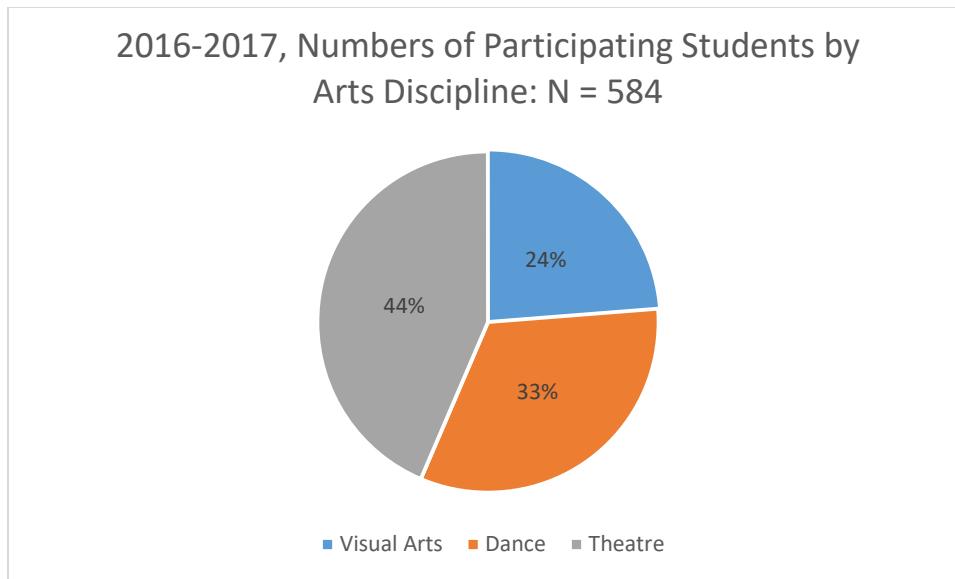
Over the three year period of this study, a total of 1,397 students from six elementary schools participated in the PACE program. Students involved in each of the arts disciplines (visual arts, dance, and theatre) have included 35% or 483 students in theater, 36% or 497 students in dance, and 30% or 417 students in visual arts.



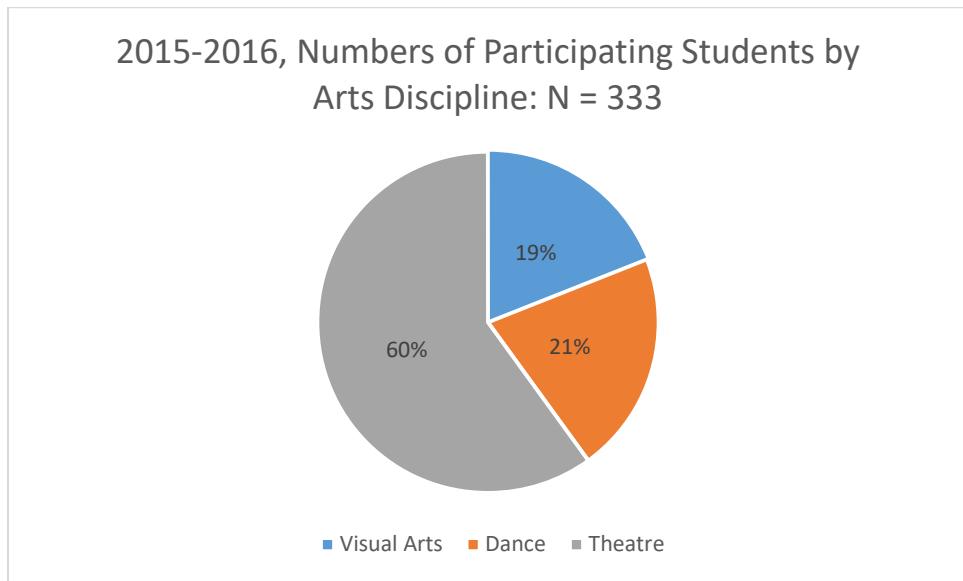
The 2017-2018 PACE program included a total of five elementary schools. Of these, two schools (Pine and South Wayne), with a total of 237 students (49%), participated in studying dance; two schools (Meadows and Van Buren), with a total of 216 students (45%), participated in studying visual arts; and one school (McKinley), with a total of 27 students (6%), participated in studying theatre. Across the three arts disciplines (dance, theatre, and visual arts), a total of 480 students participated in the 2017-2018 PACE program.



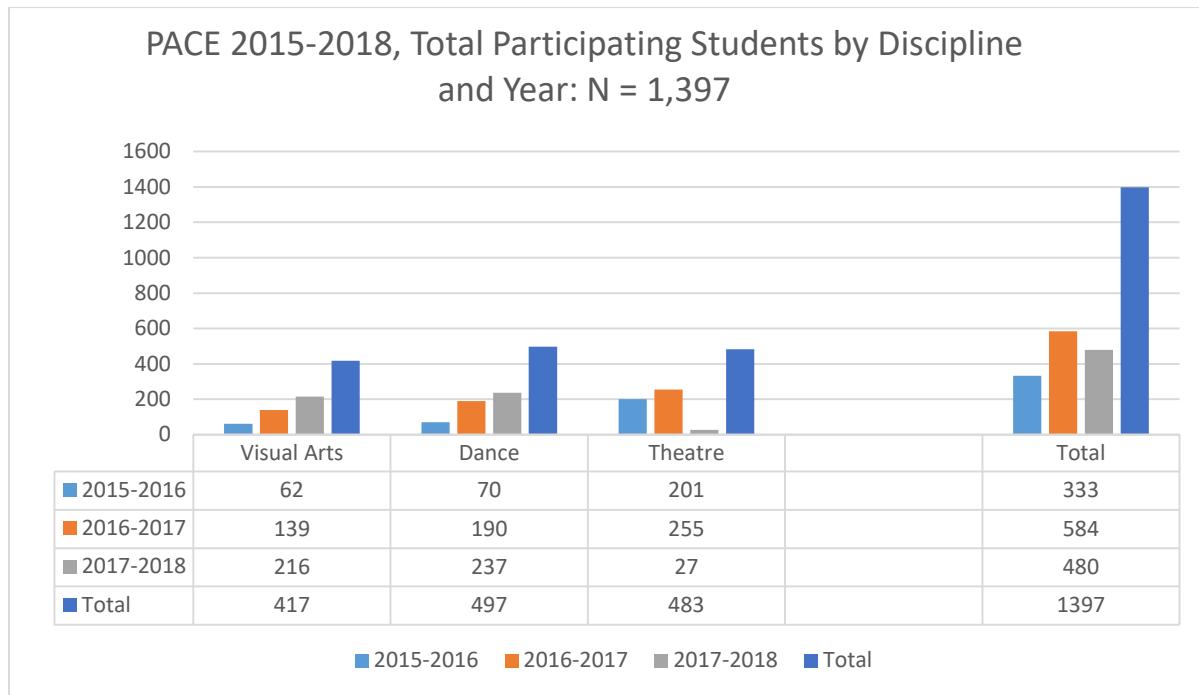
A total of 584 students from six schools participated in the 2016-2017 PACE program with 44% who studied theatre, 33% who studied dance, and 24% who studied visual arts.



A total of 333 students from four schools participated in the 2015-2016 PACE program. Of those 60% studied theatre, 21% studied dance, and 19% studied visual arts.



Although music education is included in the PACE program model, none of the participating schools in the 2015-2016, 2016-2017, or 2017-2018 programs included music education as part of their PACE arts discipline focus.



Data Sources

Data from the PACE program were collected by the five participating schools during the 2017-2018 academic year. Complete data sets from each of the schools were provided to the principal investigator by the Indiana Arts Commission for analysis. 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 program.

The measures included discipline specific content related to dance, 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. Although measures were created for music, no schools to date have participated in the PACE program in music. Piloting schools selected assessment instruments with the arts discipline content that matched the arts discipline on which their individual schools focused. All identifying information about participating students was removed from data and coded in order to protect the identities and

privacy rights of all students. Data sets provided to the principal investigator for analysis had no identifying information for subjects.

The first measure, the *PACE Student Survey* (See Appendix C), included three items about students' awareness and understanding of the arts discipline selected by the participating school. The Survey was given two times (fall and spring) during the school year by the teaching artist or arts teacher. Questions on the first grade instrument were delivered orally by teachers and students provided their answers on a response sheet that included assorted emoticons to record their responses. 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 Assessment* (See Appendix D), was targeted toward measuring student's knowledge about the specific arts discipline (dance, 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* (See Appendix E). The instrument included a total of six items. The first three items were similar on the measures created for the three 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 Rubric* (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 created school and discipline specific writing prompts (See Appendix G, and Table 7.)

During the 2017-2018 PACE program, one additional assessment was reintroduced, *the PACE Student Attitude During Art Activities* (See Appendix H). 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 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 assessment, the *PACE Student Attitude During Art Activities* instrument was re-implemented for the 2017-2018 study. 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 H). Student attitudes were measured during the fall semester and again in the spring semester.

Procedure

Descriptive statistics were used to summarize analyses of data sets. Data from the five school subgroups were aggregated and analyzed. Reports of findings from each of the five measures are provided below in this report. Descriptive statistics were used to summarize aggregated findings for the variables being studied within the six school groups. In addition to discussion of the findings, graphs, tables, and figures of key findings are included to illustrate information in this report.

REPORT OF FINDINGS

This report of findings for the PACE program is descriptive in nature. It includes reports for items contained on five assessment instruments created to measure student

achievement and learning in the program. Descriptions of the meaning and interpretation of the findings is included in the Discussion section of this report.

Findings in the report are clustered into the following groups including students' general interest in 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 five participating schools 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.

Data from each of the separate schools' reports were combined to create aggregated data banks for the 2017-2018 PACE program. Additional combined data banks were created for data collected from all participating schools for the full duration of the PACE program from 2015 through 2018. Findings from aggregated PACE data for each of the five assessment tools were analyzed and will be reported for the 2017-2018 academic year. Analysis of aggregated findings for each assessment tool also will be reported separately for all six participating schools for the combined 2015-2018 PACE program. The report of findings follows.

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. 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:

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

Question 2: I want to learn more about (art, dance, theatre).

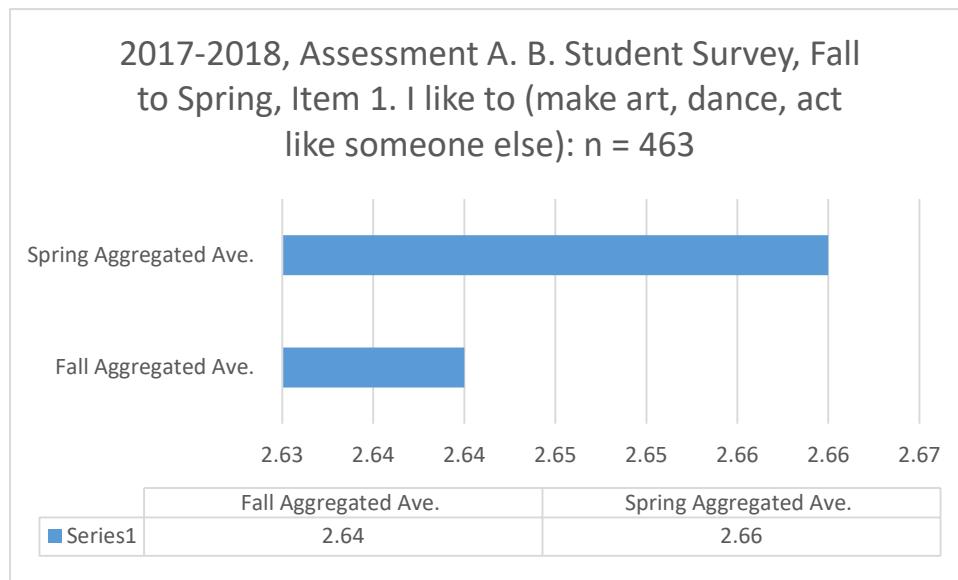
Question 3: I think learning about (art/making art, dance/dancing, theatre/acting) is an important part of school.

Students were asked to respond to each item using a three-point scale from "Totally Agree," "Agree," to "Not Really." An aggregated number of 463 students from the five participating schools responded to these items in 2017-2018.

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

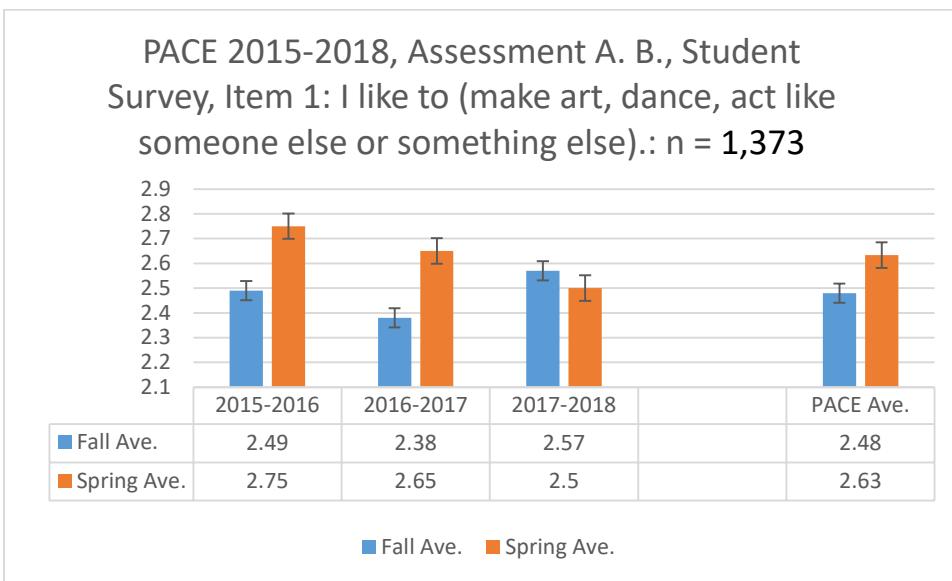
The 2017-2018 aggregated average score for this item went from 2.64 during the fall semester to 2.66 in the spring. This item produced ranges from 2.38 to 2.91 in the fall semester

and from 2.32 to 2.88 in the spring semester. McKinley Primary Center experienced the largest increase on this item with an increase of .50 points from the fall to spring assessments. South Wayne Elementary experienced a decrease of .22 points on this item in scores between the fall and spring assessments.



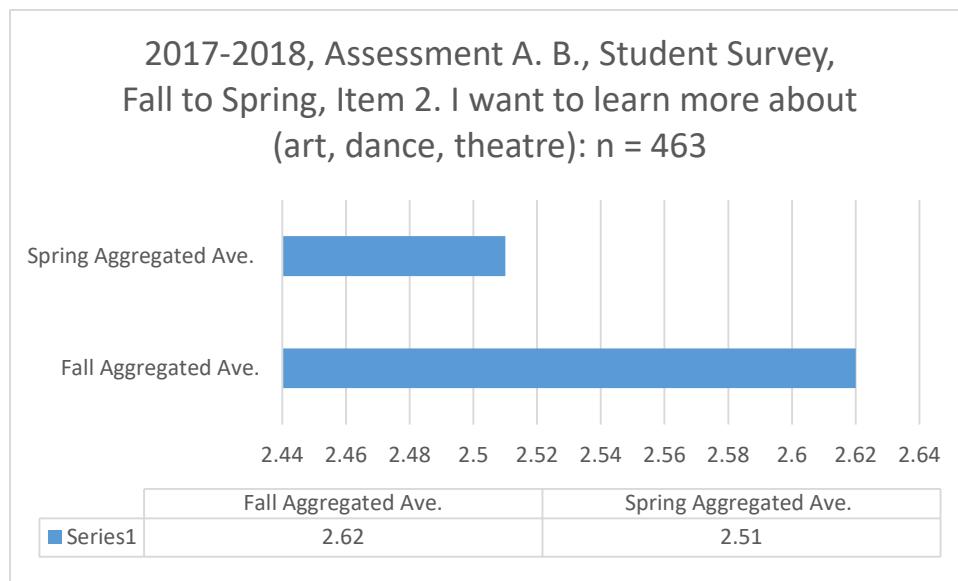
Comparisons of PACE 2015-2016 through 2017-2018 aggregated average scores for this item, reveal that the aggregated fall average for this period rose from 2.48 to 2.63 for an increase of .15 points (6%). A total of 1,373 students completed this item for this period. The average for this item from the 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. It is of note that the average fall scores from 2015-2016 to 2017-2018 experienced fluctuations during each year.

of the study with the 2017-2018 cohort producing the highest average fall score of 2.57 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 consistent declines from the 2015-2016 (2.75) cohort through the 2016-2017 and 2017-2018 cohorts (2.65 and 2.57 respectively). Decreases in the spring aggregated averages for this item are not significant. Average aggregated scores for this item during the period from 2015-2016 through 2017-2018 remained positive and consistent across all three sets of subjects and among all grade levels over the period of the study. These performances suggest that PACE students like to make art, act like someone else, or dance.



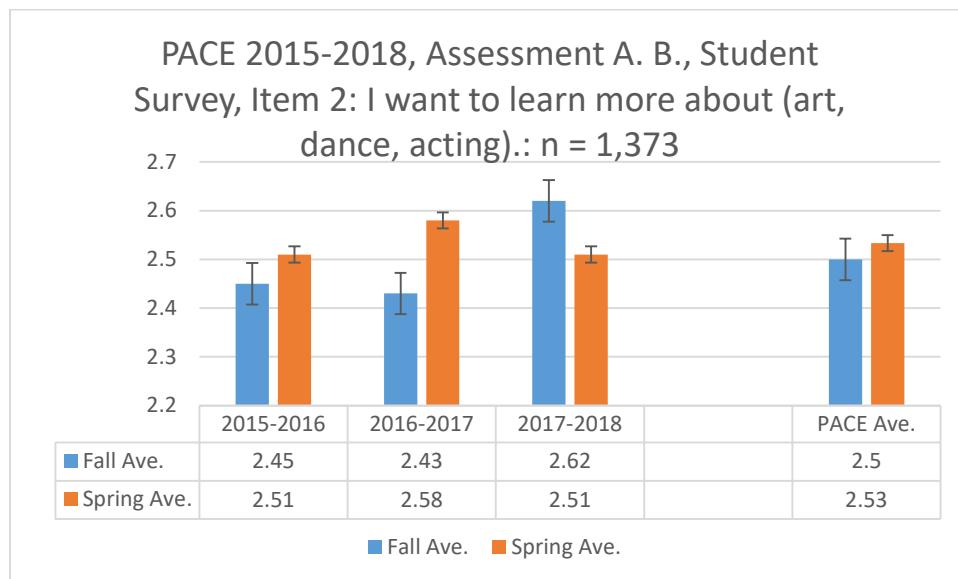
Students were asked if they wanted to learn more about either art, dance, or theatre (Question 2). The 2017-2018 aggregated average score for this item fell from 2.62 during the fall semester to 2.51 in the spring semester. This item produced ranges from 2.25 to 2.80 in the fall semester and from 1.97 to 2.88 in the spring semester. McKinley Primary Center

experienced the largest increase on this item with an increase of .19 points from the fall to spring assessment. Pine Elementary School experienced a decrease of .28 points on this item for scores between the fall and spring measurements.



Comparisons of PACE 2015-2016 through 2017-2018 aggregated average scores for this item, reveal that the aggregated fall and spring averages for the PACE program over the course of this study remained stable at 2.50 and 2.53 points respectively. A total of 1,373 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 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 average fall scores for this item from 2015-2016 and 2016-2017 cohorts were stable (2.45 and 2.43 respectively); however, the 2017-2018 fall aggregated

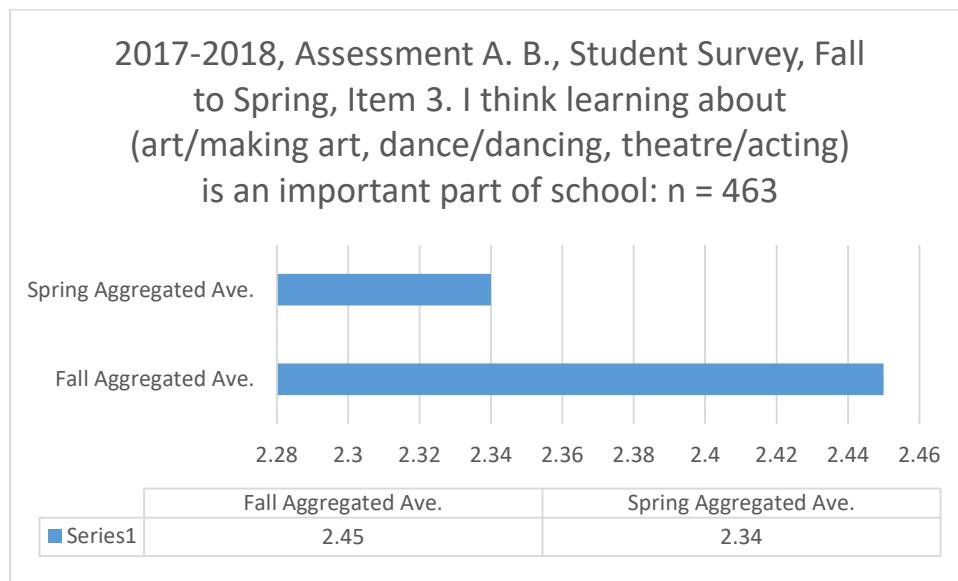
average was higher (2.62) than the fall averages produced by either of the previous cohorts. In addition the average aggregated spring score for this item produced identical aggregated spring averages (2.51) in both the 2015-2016 and 2017-2018 cohorts. The spring decrease of .11 points from the fall to spring average in the 2017-2018 cohort is not significant. Findings for the period from 2015-2016 through 2017-2018 suggest that students' interest in wanting to learn more about dance, art, theatre/acting remained positive and consistent across all three sets of subjects and among grade levels over the period of the study.



Students were asked if they think learning about art and making art, dance and dancing, and theatre and acting is an important part of school (Question 3). The 2017-2018 aggregated average score for this item fell from 2.45 during the fall semester to 2.34 in the spring semester for a decrease of .11 points. This item produced ranges from 2.68 to 1.86 in the fall semester and from 1.76 to 2.64 in the spring semester. Van Buren Elementary School was the single school experiencing an increase in its aggregated averages for this item, with a minor increase

from 2.53 on the fall assessment to 2.58 on the spring assessment or an increase of .05 points.

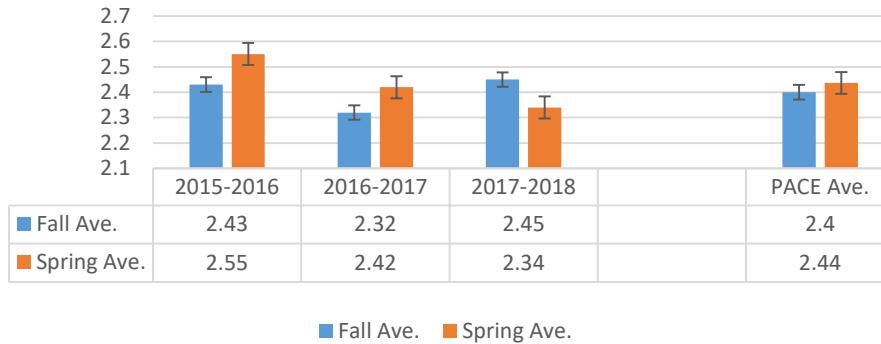
All other schools experienced minor decreases in aggregated scores for this item. The largest decrease from 2.48 points on the fall assessment to 2.08 points on the spring assessment or a decrease of .40 points occurred at South Wayne Elementary School. Decreases at the other schools were smaller with a range from .02 points at McKinley Primary Center, .05 points at Meadows Elementary School, and .11 points at Pine Elementary School. Decreases at these schools were minor and are not statistically significant.



Comparisons of PACE 2015-2016 through 2017-2018 aggregated average scores for this item, reveal that the aggregated fall and spring averages for this period remained stable at 2.39 and 2.42 points respectively. A total of 1,373 students completed this item during this period. Comparisons of findings from the 2015-2016 through the 2017-2018 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) and the 2015-2016

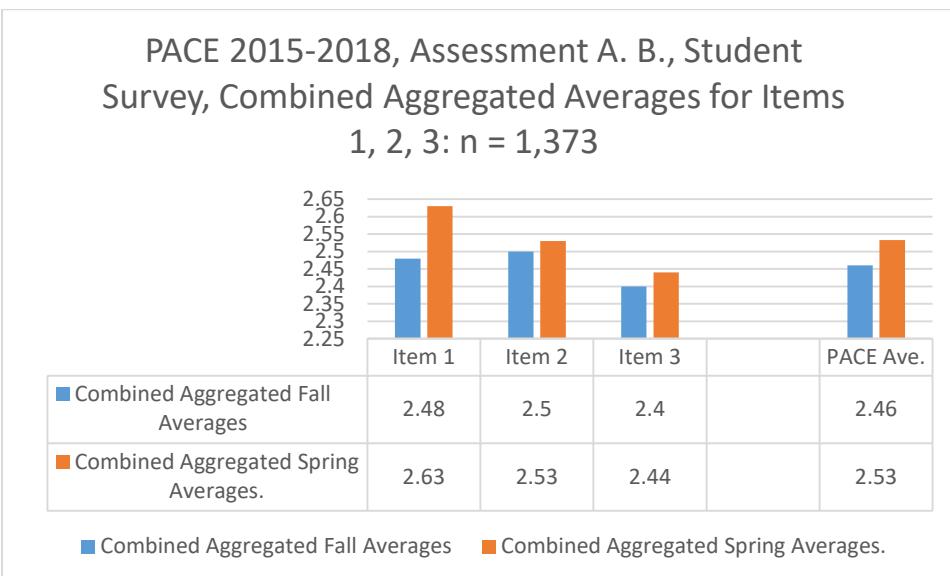
assessments (2.40). Spring assessment averages reveal that the 2015-2016 spring average was 2.50 followed by the 2016-2017 average of 2.42 and the 2017-2018 average of 2.34. These averages suggest a decline of -.16 points (7%) across the three year period for this item. This negative trend does not suggest significant shifts in students' overall responses for this item. The differences between these scores (-.16 points) are not statistically significant. These findings suggest that students' responses about whether learning about art and making art, dance and dancing, and theatre and acting is an important part of school are positive and consistent within the PACE project and across grade levels over the three-year duration of the study.

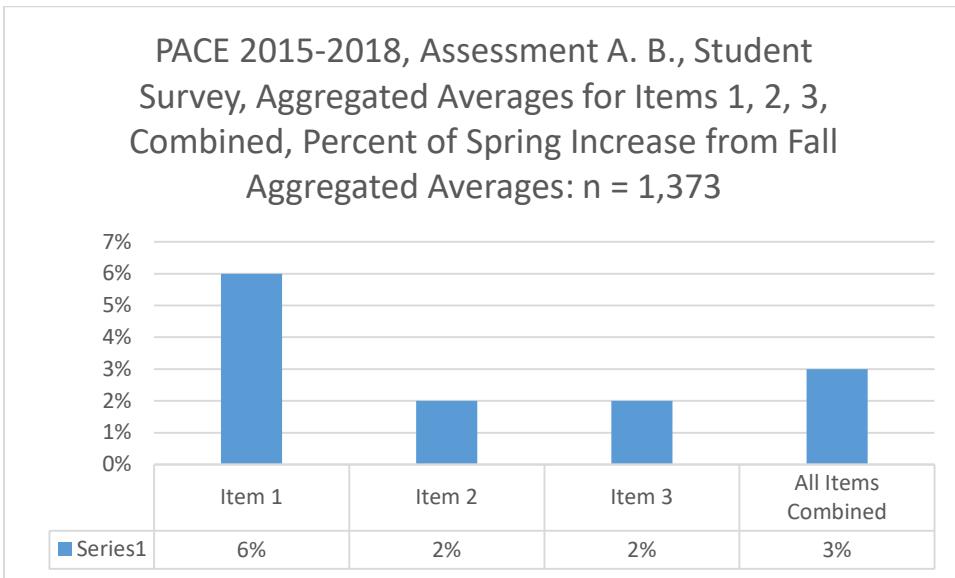
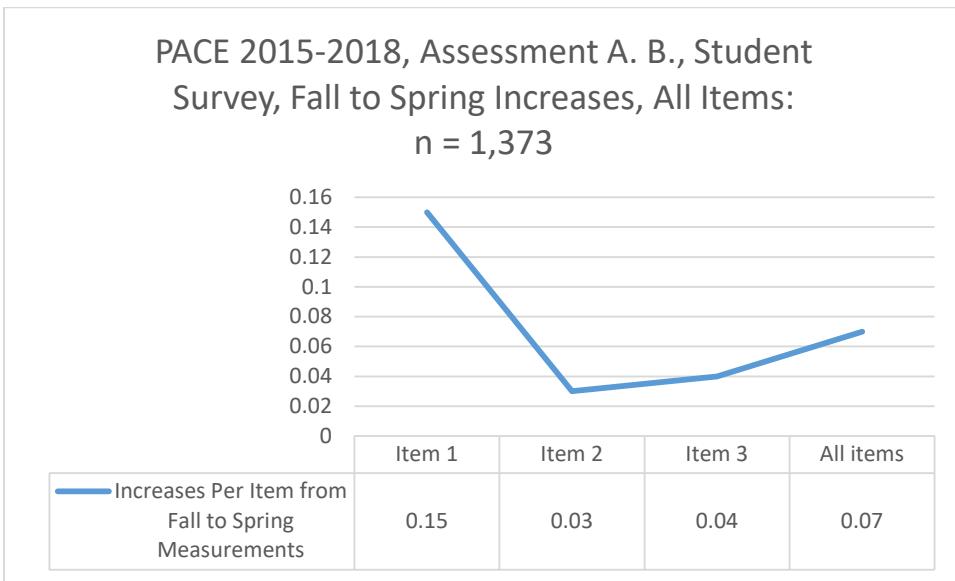
PACE 2015-2018, Assessment A. B., Student Survey, Item 3: I think learning about (art/making art, dance/dancing, theatre/acting) is an important part of school.: n = 1,373



Comparisons of the fall and spring aggregated average scores across all items on the Student Survey instrument and from all assessments from participating schools for the period of 2015-2016, 2016-2017, and 2017-2018, reveal that the fall aggregated average of 2.46 points for all items on the instrument rose on the spring assessment to 2.53 points or .07 points (3%). The largest increase was experienced for Item 1, I like to (make art, dance, act like someone

else or something else) with an increase of .15 points (6%). This was followed by an increase of .04 points (2%) on Item 3, I think learning about (dance, art/making art, acting) is an important part of school and an increase of .03 points (2%) on Item 2, I want to learn more about (art, dance, acting). Although minimal, positive growth was demonstrated by scores from all three assessments on each item, scores remained stable and positive for the period under study.





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 Assessment consists of 8 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 eight items used in all PACE schools to measure students' arts knowledge:

Question 1: Describe some different kinds of (art, dance, theatre).

Question 2: Where would you go to see (artwork, dancers, theatre)?

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

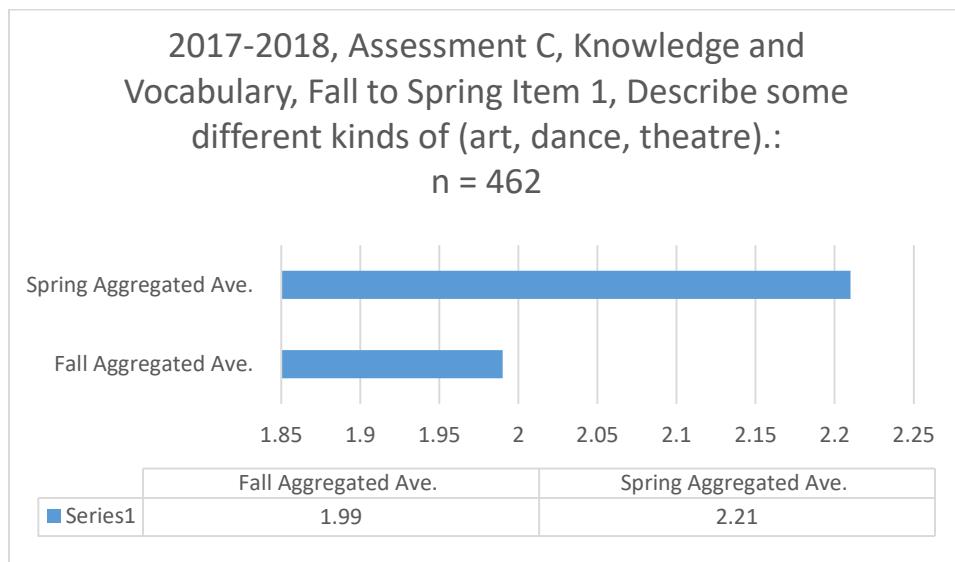
The remaining five items on the instruments permitted the visiting artists and arts teachers in each school site and arts discipline to select specific vocabulary terms that would be taught to students and used by them. These terms also would become markers to be identified and tracked in student writing 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).

PACE 2017-21018 students were asked to describe some different kinds of art, dance, or theatre (Question 1). Their average aggregated fall response was 1.99, indicating a better than average (1.50) knowledge about these arts disciplines. The range of fall scores was from 2.58 at Van Buren Elementary school to 1.43 at Meadows Elementary School. The spring PACE aggregated average score was 2.21. This is an increase of .22 points (10%) from the fall assessment. The range of spring scores was from 2.69 at Pine Elementary school to 1.76 at McKinley Primary Center. The largest increase was produced by Pine Elementary school with an increase of .49 points from the fall to spring assessments, followed with increases by Meadows

Elementary School (.47), McKinley (.13), and South Wayne (.04). Van Buren was the single school, to produce negative score (-.04) between the fall and spring assessments for this item.

Average aggregated scores by discipline for this item included an increase from 2.16 on the fall assessment to 2.42 on the spring assessment (.26 points or 11%) for dance; an increase from the fall assessment of 2.01 to 2.22 on the spring assessment (.21 points or 10 %) for visual arts, and an increase on the fall assessment from 1.63 to 1.76 on the spring assessment (.13 points or 8%) for theatre.

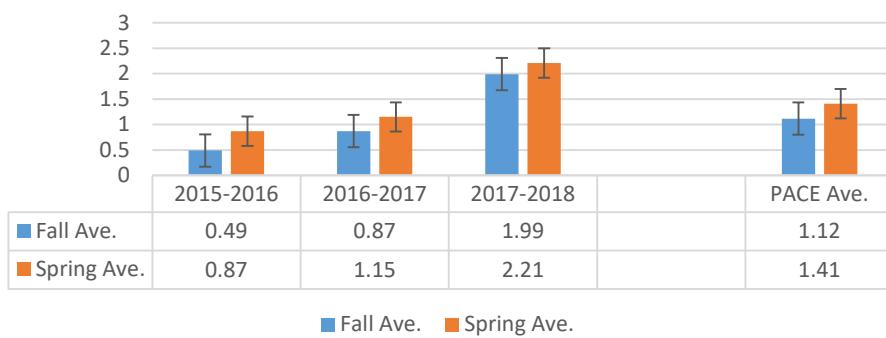
Schools producing increases for this item experiencing modest increases from the fall to spring assessments. All spring averages for this item were above 2.00 levels and varied among disciplines.



Comparisons of PACE 2015-2016 through 2017-2018 aggregated average scores for Item 1, Describe some different kinds of (art, dance, theatre) reveal that the aggregated fall and spring averages for this period increased from 1.12 to 1.41 or an increase of .29 points (21%). A

total of 1,359 students completed this item during this period. Comparisons of findings from this period reveal that the aggregated averages from the 2017-2018 assessments produced a slightly higher average for this item (1.99 points) than the 2016-2017 assessments (.87 points) and the 2015-2016 assessments (.49 points). This finding suggests that PACE students' knowledge of different kinds of art, dance, and theatre on all three of the fall assessments has increased each year over the duration of the study for this item. Spring assessment averages over the duration of the study reveal that the 2015-2016 spring average was 2.50 followed by the 2016-2017 average of 2.42 and the 2017-2018 average of 2.34. These averages suggest a decline of -.16 points or -9% across the three year period for this item. This negative trend does not suggest significant shifts in students' overall responses for this item. The differences between these scores (-.16 points) are not statistically significant. These findings suggest that students' responses about whether learning about art and making art, dance and dancing, and theatre and acting is an important part of school remain positive and consistent within the PACE project and across all grade levels over the three-year duration of the study.

PACE 2015-2018, Assessment C. Knowledge and Vocabulary, Fall to Spring, Item 1, Describe some different kinds of (art, dance, theatre).:
n = 1,359

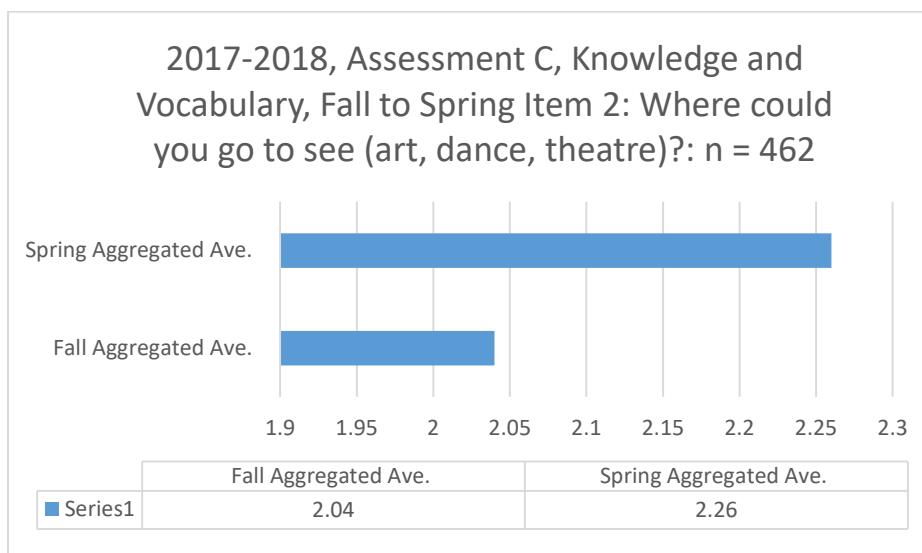


PACE 2017-2018 students were asked where they could go to see art and artists, dance and dancers, or theatre and actors (Question 2). Their average aggregated fall response was 2.04, indicating a better than average (1.50) knowledge about where students could go to see artwork, dance, or theatre. The range of fall scores was from 1.76 at McKinley Primary Center to 2.64 at Van Buren Elementary School. The spring PACE aggregated average score was 2.26. This is an increase of .22 points (10%) from the fall assessment. The range of spring scores was from 1.80 at McKinley Primary Center to 2.77 at Pine Elementary School. The largest increase was produced by Meadows Elementary School with an increase of .34 points from the fall to spring assessments, followed with increases by McKinley Elementary School (.14), South Wayne (.06), and Van Buren (.02). Pine Elementary School was the single school, to produce negative score (-.04) between the fall and spring assessments for this item.

Average aggregated scores by discipline for this item included an increase from 2.07 on the fall assessment to 2.38 on the spring assessment (.31 points or 14%) for dance; an increase

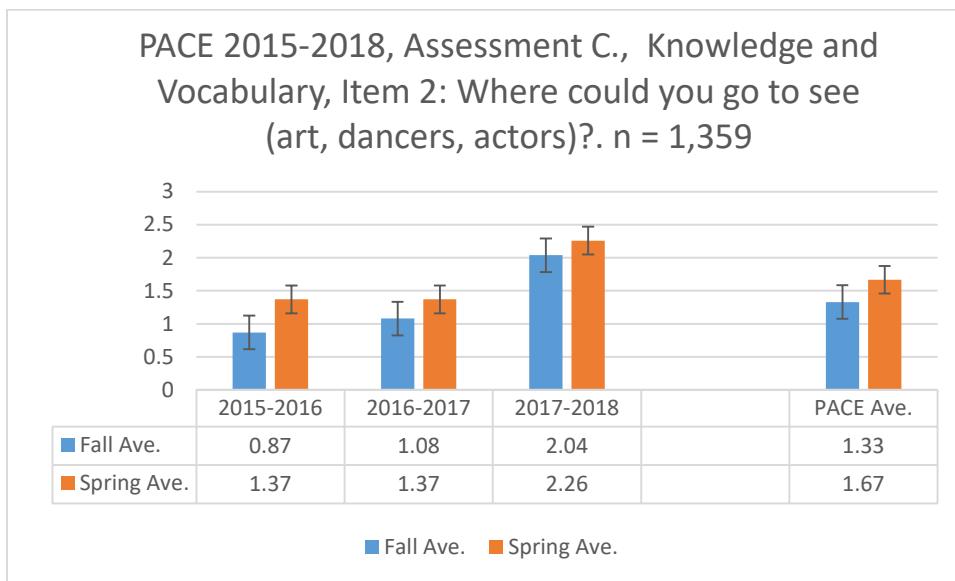
from the fall assessment of 2.20 to 2.38 on the spring assessment (.18 points or 8%) for visual arts, and an increase on the fall assessment from 1.66 to 1.80 on the spring assessment (.14 points or 8%) for theatre.

Schools producing increases for this item experiencing modest increases from the fall to spring assessments. The single school producing negative growth did not produce a level of decline that is of significance for this item.



Comparisons of PACE 2015-2016 through 2017-2018 aggregated average scores for this item, reveal that the aggregated fall and spring averages for this period increased from 1.33 to 1.67 respectively or an increase from fall to spring assessments of .34 points or 20%. A total of 1,372 students completed this item during this period. Comparisons of findings from this period reveal that the aggregated averages from the 2017-2018 assessments produced nearly a full point higher average for this item (2.04) than the 2016-2017 assessments (1.08) and the 2015-2016 assessments (.87). This finding suggests that PACE students' knowledge of where they

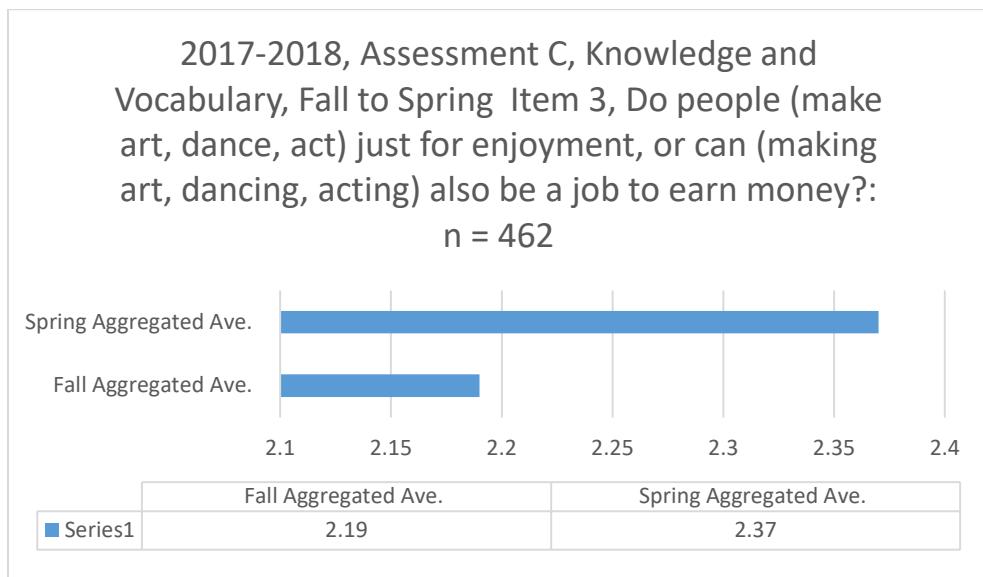
could go to see art, dancers, or theatre on all three of the fall assessments has steadily increased each year over the duration of the study for this item. Spring assessment averages over the duration of the study reveal that the 2018-2017 spring average was 2.26 followed by the 2016-2017 and the 2015-2016 average of 1.37 each. These averages produced an increase of .89 points (40%) across the three year period for this item. This increase represents the second highest area of growth for the period of the study on Assessment C, Knowledge and Vocabulary. These findings suggest that students' responses about where they could go to see art, dance, or theatre are positive, consistent, and demonstrate growth across grade levels over the three-year duration of the study of the PACE project.



PACE 2017-2018 students were asked if people (make art, dance, or act) just for enjoyment or whether (making art, dancing, acting) can also be a job to earn money (Question 3). Their average aggregated fall response was 2.19, indicating a better than average (1.50) knowledge about whether making art, dancing, or acting was just for enjoyment or if it could be

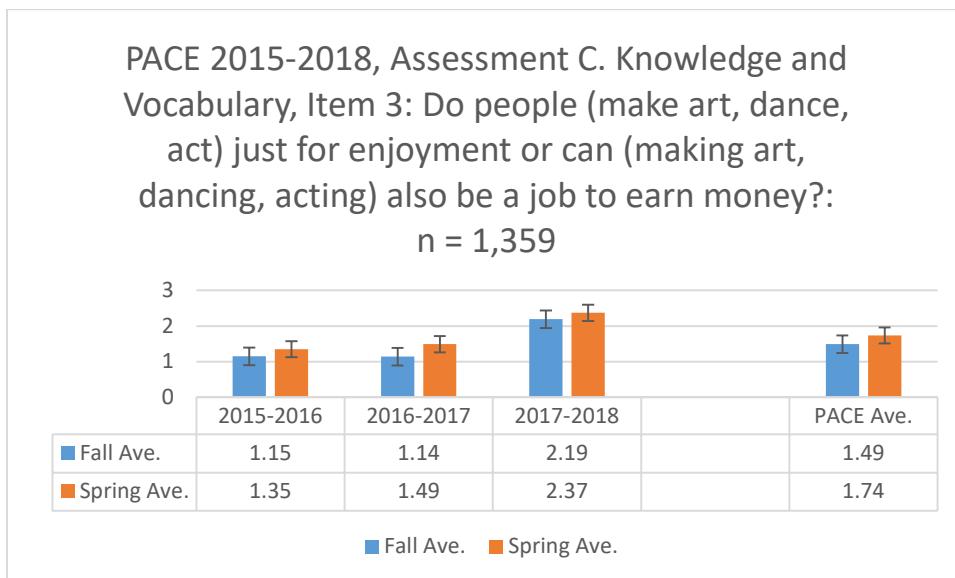
a source of earning money. The range of fall scores was from 1.62 at South Wayne Elementary school to 2.73 at Pine Elementary School. The spring PACE aggregated average score was 2.37. This is an increase of .18 points (8%) from the fall assessment. The range of spring scores was from 1.90 at South Wayne Elementary School to 2.82 at Pine Elementary School. The largest increase was produced by Meadows Elementary School with an increase of .29 points from the fall to spring assessments, followed with increases by South Wayne Elementary School (.28), McKinley Primary Center (.25), Pine Elementary School (.09), and Van Buren Elementary School (.02). All schools demonstrated a range of positive growth for this item.

Average aggregated scores by discipline for this item included an increase from 1.68 on the fall assessment to 1.93 on the spring assessment (.25 points or 13%) for theatre; an increase from the fall assessment of 2.18 to 2.36 on the spring assessment (.18 points or 8%) for dance, and an increase on the fall assessment from 2.45 to 2.61 on the spring assessment (.16 points or 7%) for visual arts. Although visual arts produced the smallest improvement for this item from the fall to spring assessments, it held the highest fall and spring aggregated averages (2.45 and 2.61 respectively) for this item, when compared to the same aggregated averages from dance (2.18 and 2.36 respectively) and theatre (1.68 and 1.93 respectively).



Comparisons of PACE 2015-2016 through 2017-2018 aggregated average scores for this item, reveal that the aggregated fall and spring averages for this period increased from 1.49 to 1.74 respectively or an increase from fall to spring assessments of .25 points (15%). A total of 1,359 students completed this item during this period. Comparisons of fall to spring assessments for this item findings from this period reveal that the aggregated averages increased in descending order from the 2016-2017 assessments (.35 points), the 2015-2016 assessments (.20 points), and from the 2017-2018 assessments (.18 points). Although the 2017-2018 increase was the smallest (.18 points) for the three year period, it also included the highest fall and spring aggregated averages (2.19 and 2.37 respectively) for this item over the course of the study. Spring assessment averages over the duration of the study reveal that the 2018-2017 spring average was 2.37 followed by the 2016-2017 (1.49) and the 2017-2018 (1.15) averages. These averages produced an increase of 1.02 (52%) points across the three year period for this item. This increase represents the highest area of growth for the period of the

study on Assessment C, Knowledge and Vocabulary. This finding suggests 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 growth across grade levels over the three-year duration of the study of the PACE project.



Artists and teachers at PACE schools were asked to provide site-specific and discipline – specific vocabulary to be included in PACE arts instruction. 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 for each grade level (See Table 2.). These terms were included on the corresponding vocabulary assessment for each grade level. Knowledge of the vocabulary terms was measured during the fall and again in the spring semesters.

Table 2

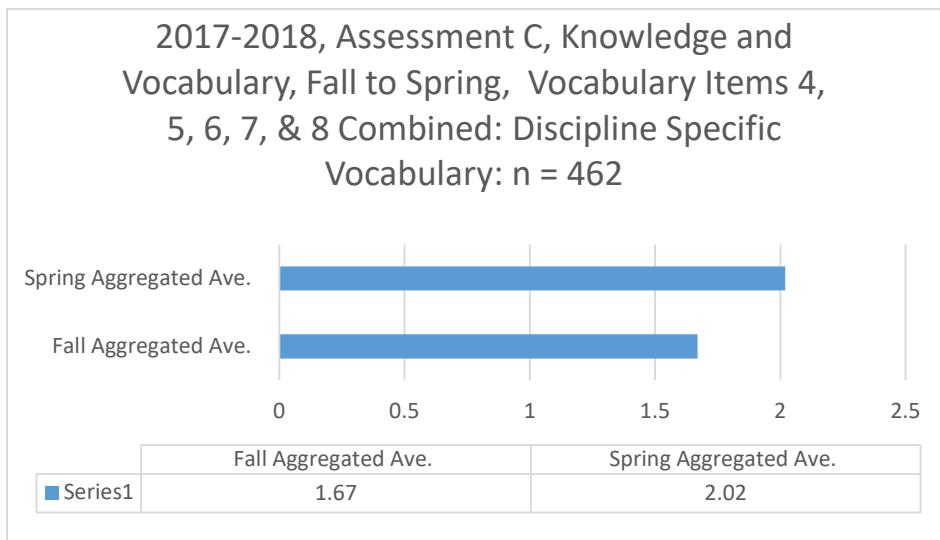
2015-2018, Knowledge of Arts Vocabulary/Terms, Meadows, Van Buren, South Wayne, Pine, and McKinley: n = 1,022

School/Vocabulary Terms	2015-2016	2016-2017	2017-2018
	n = 201	n = 359	n = 462
Meadows Elementary			
Line	Three-dimensional		Primary Colors
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 Expressionism		Abstract
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
			Good and Services
South Wayne Elementary			
	No Data	Locomotor	Locomotor
		Non-locomotor	Non-locomotor
		Shape	Shape

	Levels Pathways Improvise Qualities Dynamics Time Size Unison Groupings (solo/duet/ trio/quartet ensemble)	Levels Pathways Improvise Qualities Dynamics
Pine Elementary		
Focus	Focus	Focus
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
McKinley Elementary		
Actor	Actor	Actor
Acting	Acting	Acting
Gestures	Gestures	Gestures
Drama	Drama	Drama
Fluency	Fluency	Dialogue
Expression	Expression	
Blocking	Blocking	
Ensemble	Ensemble	
Imagination	Imagination	
Articulation	Articulation	
Character	Character	
Dialogue		

Aggregated averages from all schools for the 2017-2018 fall and spring vocabulary measurements were calculated. The PACE fall aggregated school averages for the vocabulary

items 1 through 5 was 1.67 The PACE spring aggregated averages from these schools was 2.02 or an increase of .35 points (18%). Improvements were produced on all vocabulary-related items from the fall to spring assessments and in all schools. The largest increases produced between the fall and spring vocabulary assessments were at South Wayne (.58 points) with a fall aggregated average of 1.29 and a spring average was 1.87. Pine (.51 points), increased its fall aggregated average of 2.04 to 2.55 on the spring aggregated average. Additional aggregated average increases were produced for Meadows (.46) and for McKinley (.22). A single school (Van Buren) produced a lower aggregated average for the spring assessment (2.22) than from the fall assessment (2.25). Aggregated averages indicate that students understanding of vocabulary terms taught in their schools and within their respective disciplines are beginning to approach proficient levels of learning of the terms.



Vocabulary within each PACE program is selected for each advancing year of the program by the arts educators and teaching artists in participating schools. Vocabulary may vary within schools and arts disciplines each year. Arts curricula scaffold from year to year and

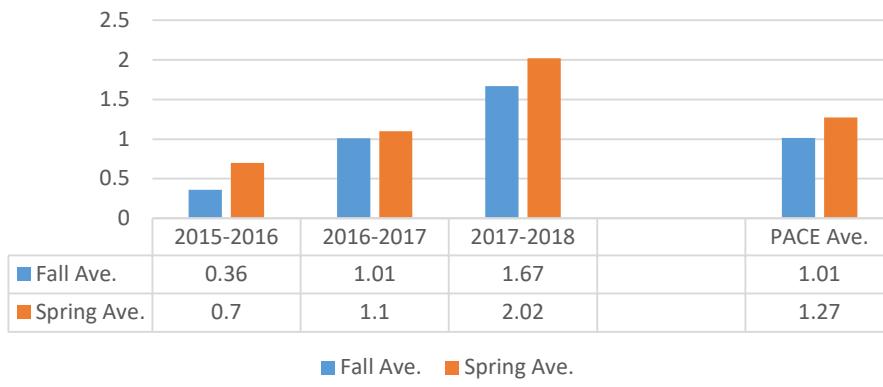
as cohorts enter more advanced grade levels, new or more complex vocabulary or terminology may be identified to match more complex learning and understanding of arts concepts and ideas. In some cases, the list of terms within a given discipline may not change from year to year. A total of 127 terms were identified among the three arts disciplines over the three-year period of the study (See Table 2.). Knowledge of vocabulary terms was measured during the fall and spring semesters. Over the three-year 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. A review of vocabulary repeated within PACE programs from the initial year (2015-2016) through the current year (2017-2018), revealed that 22 vocabulary terms were repeated across this three-year period.

Comparisons of aggregated averages for vocabulary terms (items 4 through 8) from the 2015-2016 through 2017-2018 assessments, show improvement on both the fall and spring assessments. The PACE aggregated fall average for this period was 1.01 and rose to 1.27 on the aggregated spring assessment for these items. The aggregated average from the fall 2017-2018 assessment was 1.67 for all schools followed by the 2016-2017 aggregated average of 1.01 and .36 for the 2015-2016 assessment. Over the course of the three-year period of the program the average aggregated fall vocabulary score rose 1.31 points (79%). The aggregated spring average

from the 2017-2018 assessment was 2.02 which was followed by the 2016-2017 assessment of 1.10 points and the spring 2015-2016 assessment aggregated average of .70 points. Over the course of the three-year period of the program the average aggregated spring vocabulary score rose 1.95 points (66%). Fall (1.31 or 79%) and spring (1.95 or 66%) increases for this item represent the largest increase among all items on Assessment C, Knowledge and Vocabulary. With an increase of nearly 2 points on a three point scale over a three year period, it appears as if students in the PACE program are demonstrating clear evidence of acquiring vocabulary being taught about the arts in all three disciplines currently included in the PACE program.

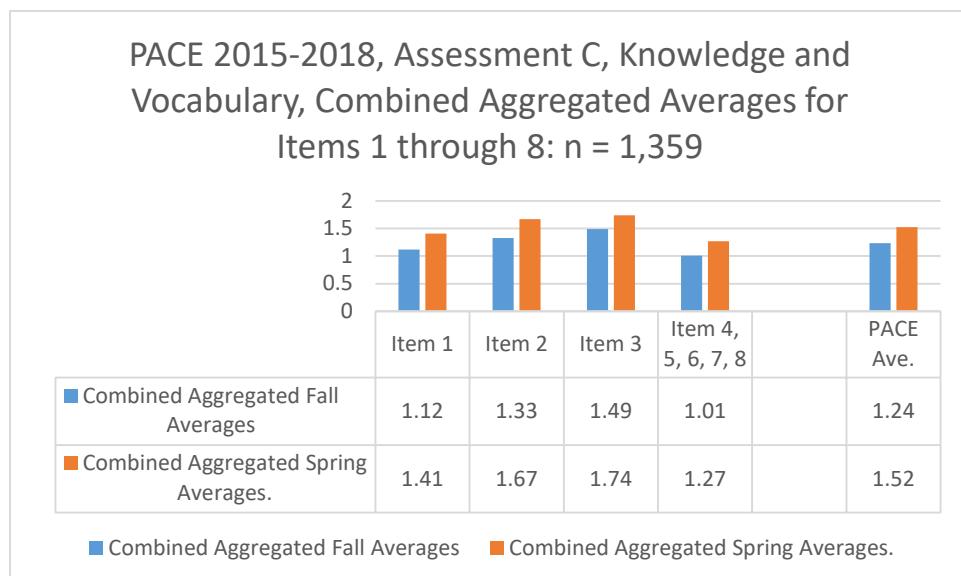
PACE 2015-2018, Assessment C. Knowledge and Vocabulary, Vocabulary Items 4, 5, 6, 7, 8:

$n = 1,359$

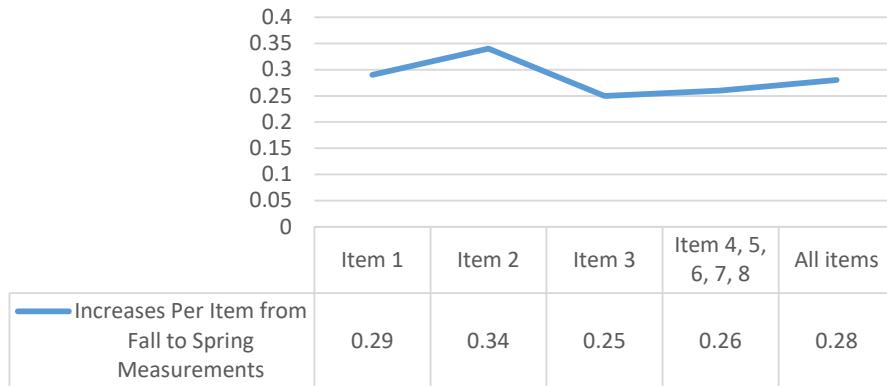


Comparisons of the fall and spring aggregated average scores across all items on the Assessment C: Knowledge and Vocabulary, instrument and from all assessments from participating schools for the period of 2015-2016, 2016-2017, and 2017-2018, reveal that the

fall aggregated average of 1.24 points for the instrument rose on the spring assessment to 1.52 points or .28 (19%). The largest increase was experienced for Item 2, Where could you go to see (art, dancers, theatre)? with an increase of .34 points (21%). This was followed by an increase of .29 points (15%) on Item 1, Describe some different kinds of (dance, art, theatre) and an increase of .26 points (21%) on Items 4, 5, 6, 7, and 8, Vocabulary, and finally with an increase of .25 points (35%) on Item 3, Do people (make art, dance, act) just for enjoyment or can (making art, dancing, or acting) also be a job to earn money? 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 specific to learning in the arts.



PACE 2015-2018, Assessment C, Knowledge and Vocabulary, Fall to Spring Increases, All Items:
 $n = 1,359$



PACE 2015-2018, Assessment C, Knowledge and Vocabulary, Items 1-8 Combined, Percent of Spring Increase from Fall Aggregated Averages:
 $n = 1,359$



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, *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 three 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:

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

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

Question 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.

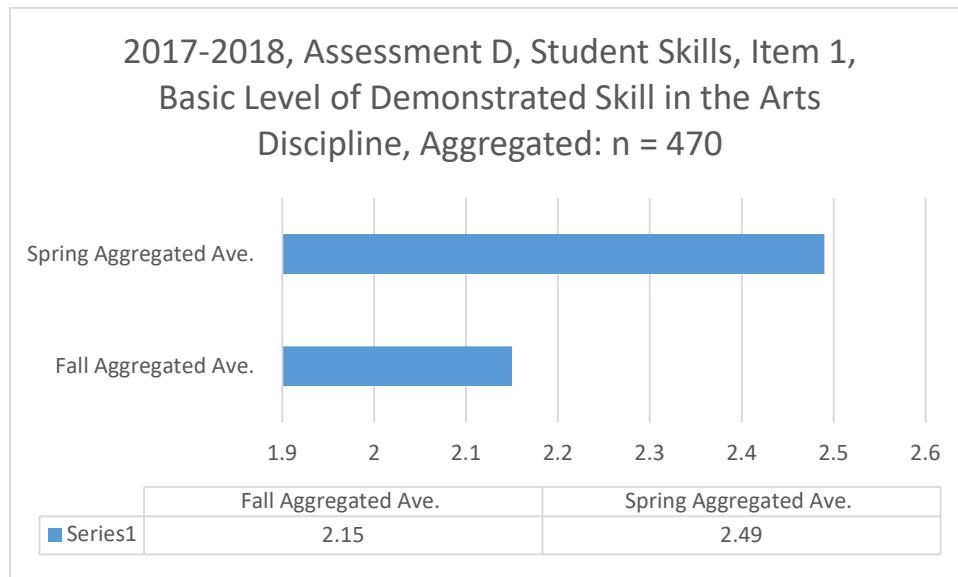
The assessment tool included a three-point scale for determining skill development. The scale consisted of a single point for "minimal" skill, two points for "developing" skill, and three points for "advanced" skills. The assessments were done during the fall semester and in the spring semester. A total of 470 students were assessed with this instrument during the 2017-2018 school year. The following report will provide separate aggregated findings based on the three identical items used in the three arts disciplines in the PACE program, including dance, theatre, and visual arts. The report also includes combined findings for students' arts skills as clustered within each of the arts disciplines and among schools focused on the same discipline. Summaries of findings will be reported separately for each of the arts disciplines (art, dance, theatre).

PACE students skills were assessed by arts educators and teaching artists using the *PACE Individual Student Skills Assessment* (See Appendix E). Students' basic level of demonstrated skill in the arts discipline was evaluated (Item 1). The fall aggregated average was 2.15. The range of scores was from 2.58 at McKinley Elementary School to 1.87 at Van Buren Elementary School. The aggregated spring average was 2.49. This is an increase of .34 points (17%) from the fall average for this item. The range of spring scores was from 2.88 at McKinley to 2.00 at South Wayne. The largest increase in demonstrated student skills in the arts discipline was at Van Buren Elementary School with an increase of over three-quarters of a point (.78) from the fall to spring assessments. Increases at other schools included Pine (.34), McKinley (.30) and Meadows (.29). A single school, South Wayne student skills demonstrated no growth with scores of 2.00 for the fall and spring assessments.

Average aggregated scores by discipline for this item included an increase from 1.90 on the fall assessment to 2.43 on the spring assessment (.53 points or 22%) for visual arts; an increase from the fall assessment of 2.58 to 2.88 on the spring assessment (.30 points or 11%) for theatre, and an increase on the fall assessment from 2.19 to 2.36 on the spring assessment (.17 points or 8%) for dance.

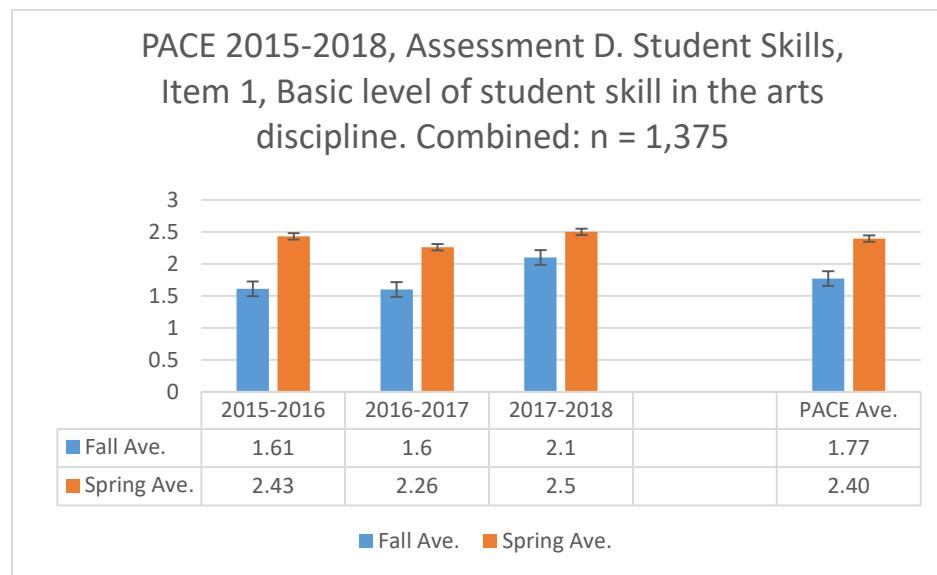
Schools producing increases for this item experiencing fair to good increases from the fall to spring assessments. All schools performed at the 2.0 or higher range for this item on the spring assessment. This finding suggests that PACE students, as a group, are demonstrating better than a basic level of skills in their arts disciplines. A single school produced no growth between the fall and spring assessments; however, its fall and spring score of 2.00 suggests that

students in this school are demonstrating an acceptable level of skill in the arts discipline in their school.



Comparisons of PACE 2015-2016 through 2017-2018 aggregated average scores for Student Skills, Item 1, Basic level of student skill in the art discipline, reveal that the aggregated fall and spring averages for this period increased from 1.77 to 2.40 respectively or an increase of .63 points (27%) over the duration of the study. A total of 1,375 students completed this item during this period. Comparisons of findings from this period reveal that the aggregated fall averages from the 2017-2018 assessments produced a higher average for this item (2.1) than the 2015-2016 assessments (1.61) and the 2016-2017 assessments (1.6). This finding suggests that PACE students' basic level of skill for this item produced stable scores between 2015-2016 and 2016-2017 with an increase of .50 points on the 2017-2018 fall assessment. Spring assessment averages over the duration of the study reveal that the 2017-2018 aggregated spring average was the highest with an aggregated average of 2.50 points followed by the 2015-

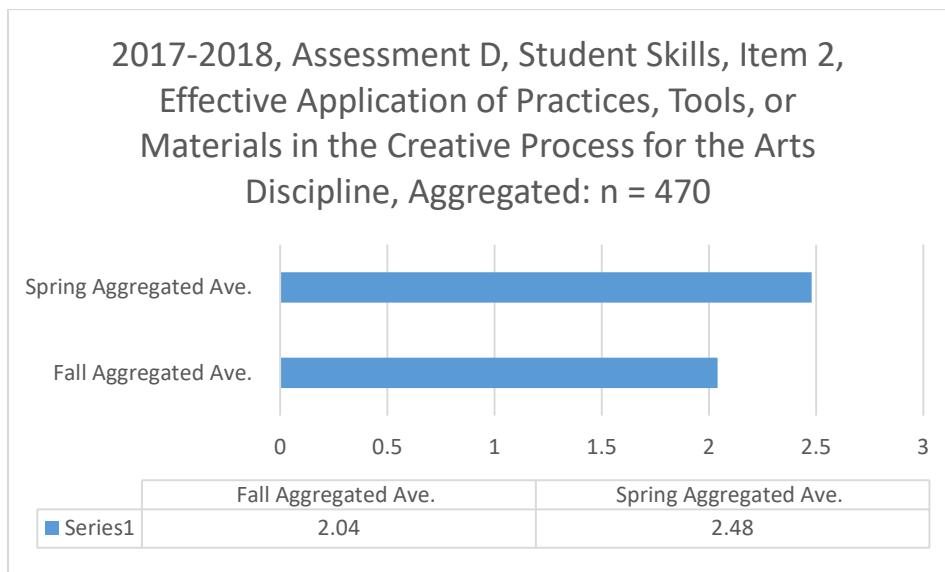
2016 spring average of 2.43 points and the 2016-2017 average of 2.26. These averages produced an increase of .24 points (10%) across the three year period for this item.



Students' demonstration of effective application of practices, tools, or materials in the creative process for the arts discipline being studied at their school (Item 2) was assessed. The aggregated fall average for all disciplines was 2.04. The range of scores was from 2.50 at McKinley Elementary School to 1.74 at South Wayne Elementary School. The aggregated spring average was 2.48. This is an increase of .44 points (25%) from the fall assessment for this item. The range of spring scores was from 2.69 at Pine Elementary school to 2.00 at South Wayne. The largest increase in demonstrated student skills in the arts discipline from the fall to spring assessments was at Van Buren Elementary School with an increase of nearly a full point (.90 points). Increases at other schools included Meadows (.34 points), McKinley and Pine (.31 points each) and South Wayne (.26 points).

Average aggregated scores by discipline for this item included an increase from 1.79 on the fall assessment to 2.46 on the spring assessment (.67 points or 28%) for visual arts; an increase from the fall assessment of 2.50 to 2.81 on the spring assessment (.31 points or 12%) for theatre, and an increase on the fall assessment from 2.06 to 2.34 on the spring assessment (.28 points or 12%) for dance.

Schools producing increases for this item experiencing good to very 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. 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.

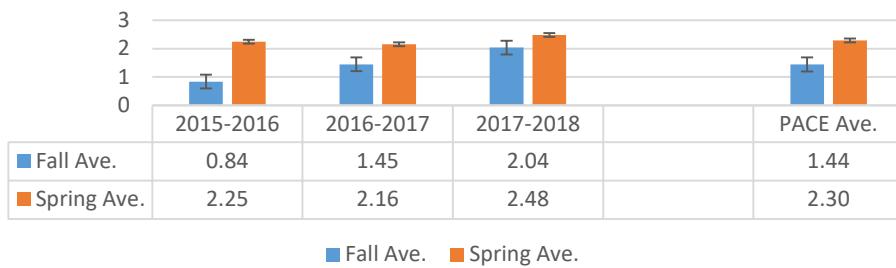


Comparisons of PACE 2015-2016 through 2017-2018 aggregated average scores for Student Skills, Item 2: Demonstration of effective application of practices, tools, or materials in the creative process of the arts discipline, reveal that the aggregated fall and spring averages

for this period increased from 1.44 to 2.30 respectively or an increase of nearly a full point (.86 points or 38%) over the duration of the study. A total of 1,375 students completed this item during this period. Comparisons of findings from this period reveal that the aggregated fall averages from the 2017-2018 assessments produced a higher average for this item (2.04) than the 2016-2017 assessments (1.45) and the 2015-2016 assessments (.84). PACE students' annually improved their aggregated averages on fall assessments over the course of the study with an overall increase of 1.2 points over the three-year period. The spring assessment average for 2017-2018 was the highest with 2.48 points followed by the 2015-2016 spring average of 2.25 points and the 2016-2017 average of 2.16 or an increase of .32 points (13%) on the spring assessments of this item over the three year period. Increased aggregated averages on the fall and spring assessments for this item suggest that PACE students are making annual improvements in their application of practices, tools, or materials in the creative process in their arts disciplines.

PACE 2015-2018, Assessment D. Student Skills, D. Student Skills, Item 2: Demonstration of Effective Application of Practices, Tools, or Materials in the Creative Process of the Arts Discipline, Combined:

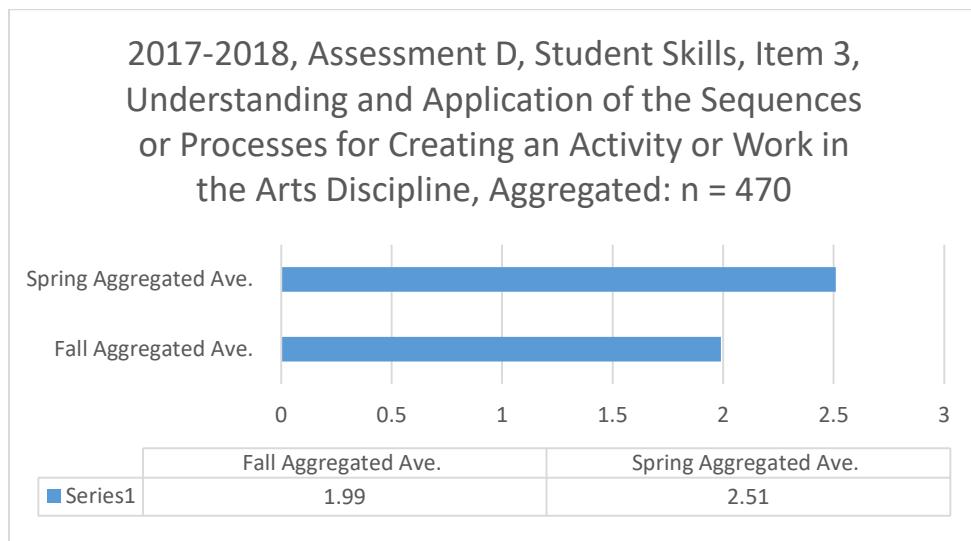
$n = 1,375$



Students' understanding and application of the sequence or process for creating an activity or work in their arts discipline (Item 3) was assessed in 2017-2018. The aggregated fall average for all disciplines was 1.99. The range of scores was from 2.71 at McKinley Elementary School to 1.16 at South Wayne Elementary School. The aggregated spring average was 2.51. This is an increase of .52 points (21%) from the fall assessment for this item. The range of spring scores was from 2.88 at McKinley to 2.00 at South Wayne. The largest increase in demonstrated student skills in the arts discipline was at Van Buren Elementary School and South Wayne with increases approaching a full point (.85 and .84 respectively) from the fall to spring assessments. Increases at other schools included Meadows (.39), Pine (.35), and McKinley (.17).

Average aggregated scores by discipline for this item included an increase from 1.89 on the fall assessment to 2.46 on the spring assessment (.62 points or 24%) for visual arts; an increase on the fall assessment from 1.77 to 2.37 on the spring assessment (.60 points or 26%) for dance, and an increase from the fall assessment of 2.71 to 2.88 on the spring assessment (.17 points or 6%) for theatre.

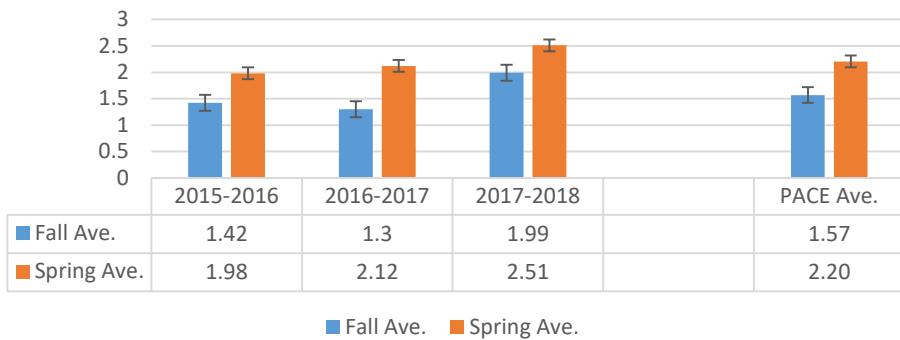
Schools producing increases for this item experienced good to very good increases from the fall to spring assessments. All schools performed at the 2.0 or higher range for this item on the spring assessment. This finding suggests that PACE students, as a group, are demonstrating better than a basic level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



Comparisons of PACE 2015-2016 through 2017-2018 aggregated average scores for Student Skills, Item 3: Understanding and application of the sequences or processes for creating an activity or work in the arts discipline, reveal that the aggregated fall and spring averages for this period increased from 1.57 to 2.20 respectively or an increase of .63 points (29%) over the duration of the study. A total of 1,375 students completed this item during this period. Comparisons of findings from this period reveal that the aggregated fall averages from the 2017-2018 assessments produced a higher average for this item (1.99) than 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 .69 points (29%) over the three-year period. The spring assessment average for 2017-2018 was the highest with 2.51 points followed by the 2016-2017 spring average of 2.12 points and the 2015-2016 average of 1.98 or an increase of .53 points on the spring assessments of this item over the three year period. Increased aggregated averages on the fall and spring assessments for this item suggest that PACE students are making very good annual

improvements in understanding and applying the sequences or processes for creating an activity or work in their arts discipline.

PACE 2015-2018, Assessment D, Student Skills,
Item 3: Understanding and Application of the
Sequence/Process for Creating an Activity or
Work in the Arts Discipline, Combined: n = 1,375



The remaining three items on *Assessment D, Student Skills* included assessments of site-specific and discipline-specific skills. Because of the distinctive nature of each of these skills and the variations of these skills within the arts disciplines, a cross cases comparison of findings for these items would not provide indications of how students performed within the arts discipline featured within their schools. Therefore, the following report will include reports of findings for the three remaining Student Skills items as clustered within each of the arts disciplines (visual art, dance, and theatre) in the PACE program.

Dance Skills Findings

Dance was taught at South Wayne Elementary School with first and second grade students and at Pine Elementary School with fourth and fifth grade students. A total of 237

students were taught dance. Aggregated findings for the arts discipline of dance will be provided next. On the first item of the Skills Assessment, teachers and artists in the PACE program evaluated students' basic levels of skill demonstrated in dance. The aggregated PACE average for this item was 2.36 or "developing" on three points scale. Pine produced the higher score with an average of 2.72 points, while South Wayne produced the lower score with 2.0 points.

Item two addressed students' effective demonstration of practices, tools, or materials in the creative process of dance. The aggregated PACE average for this item was 2.2 points. Pine produced the higher average for this item with 2.69 points and South Wayne produced the lower average for this item with 2.0 points.

Item three focused on students' understanding and application of the sequence or processes of creating an activity or work in dance. The aggregated PACE average for this item was 2.07 points. The higher average for this item was produced by Pine with 2.39 points. The lower average for this item was produced by South Wayne with an average of 1.16 points. Of all six items on the Dance Skills Assessment, this item, produced the lowest average score when compared with averages from the other items.

The remaining three dance skill items were school specific. Artists and teachers identified these skills for students' in their schools. The aggregated averages for items four (2.27), five (2.21) and six (2.16) produced an aggregated average of 2.21. The combined average for all six items on the Dance Skills Assessment is 2.20, which is slightly above the "developing"

skill level for dance skills by the end of the assessment; however, this statistic indicates a very good overall level of skill development within dance education.

Table 3

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

School	Skills
Pine	<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>4. Demonstrates ability to follow directions.</p> <p>5. Demonstrates elements of dance.</p> <p>6. Demonstrates body awareness.</p>

Theatre Skills Findings

Theatre was taught at McKinley Primary Center with fourth grade students. A total of 77 students were taught theatre; however, only 27 students were assessed. Aggregated findings

for the arts discipline of theatre will be provided next. On the first item of the Skills Assessment, teachers and artists in the PACE program evaluated students' basic levels of skill demonstrated in theatre. The aggregated PACE average for this item was 2.73 or very good on a three-point scale.

Item two addressed students' effective demonstration of practices, tools, or materials in the creative process of theater. The aggregated average for this item was 2.66 points. This item produced the lowest aggregated average when compared to all six items on the instrument.

Item three focused on students' understanding and application of the sequence or processes of creating an activity or work in theatre. The aggregated average for this item was 2.80 points. Of all six items on the Dance Skills Assessment, this item, produced the second highest average score when compared with averages from the other items.

The remaining three theatre skill items were school specific. Artists and teachers identified these skills for students' in their schools. The aggregated averages for items four (2.76), five (2.82) and six (2.76) produced an aggregated PACE average of 2.78. Item Five, Uses appropriate expressions (e.g. sad when sad, happy when happy, etc.), produced the highest aggregated average of 2.82 among all six assessment items for theatre. The combined average of all six items on the Theatre Skills Assessment was 2.75 which indicates an "approaching mastery" level of skill development within theater education.

Table 4

Theatre: Site Specific Skills 4, 5, and 6

School	Skills
McKinley	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.

Visual Arts Skills Findings

Visual Arts was taught at Meadows Elementary School with first, second, and third grade students and at Van Buren Elementary School with first and second grade students. A total of 216 students were taught visual arts. Aggregated findings for the arts discipline of visual arts will be provided next. On the first item of the Skills Assessment, art teachers and teaching artists in the PACE program evaluated students' basic levels of skill demonstrated in visual arts.

The aggregated PACE visual arts average for this item was 2.17 or “developing” on three points scale. Van Buren produced the higher score with an average of 2.26 points, while Meadows produced the lower average score with 2.07 points.

Item two addressed students’ effective demonstration of practices, tools, or materials in the creative process of visual arts. The aggregated average for this item was 2.13 points. Van Buren produced the higher average for this item with 2.23 points and Meadows produced the lowest average for this item with 2.02 points.

Item three focused on students’ understanding and application of the sequence or processes of creating an activity or work in visual arts. The aggregated average for this item was 2.15 points. This aggregated average is at the “developing” skill level for this skill. The higher average for this item was produced by Van Buren with an average of 2.22 points. The lower average for this item was produced by Meadows with 2.09 points.

The remaining three visual arts skill items were school specific. Teaching artists and art teachers identified these skills for students’ in their schools. The aggregated averages for items four (2.40), five (2.38) and six (1.89) produced a combined average of 2.21. Item six produced the lowest average (1.89) among all items on the Visual Arts Skills Assessment. The aggregated average for all six items on the Visual Arts Skills Assessment was 2.18, which is at the “developing” skill level for visual arts skills by the end of the assessment.

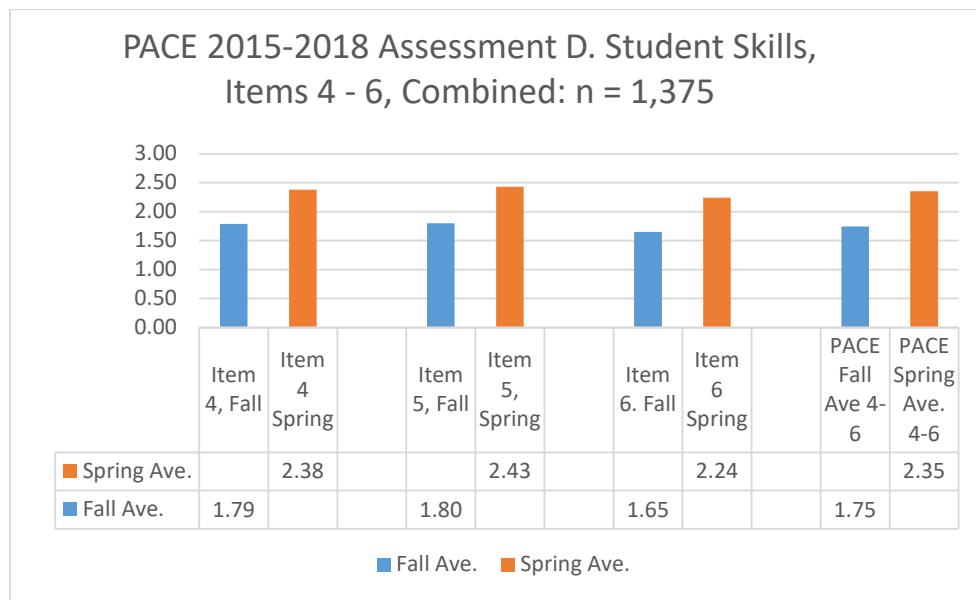
Table 5

Visual Arts: Site Specific Skills 4, 5, 6

School	Skills
Meadows	<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><u>1st Grade Visual Arts Skills</u></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>

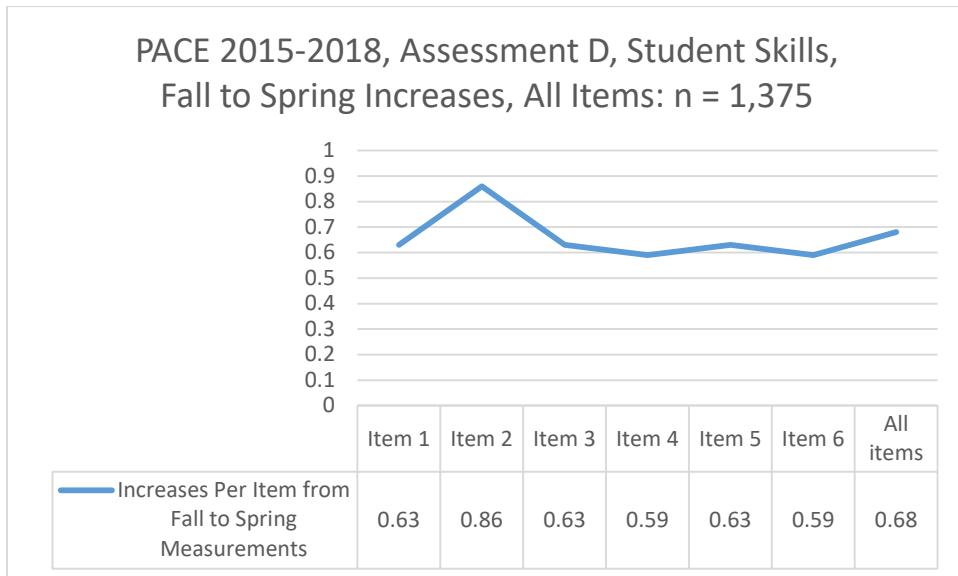
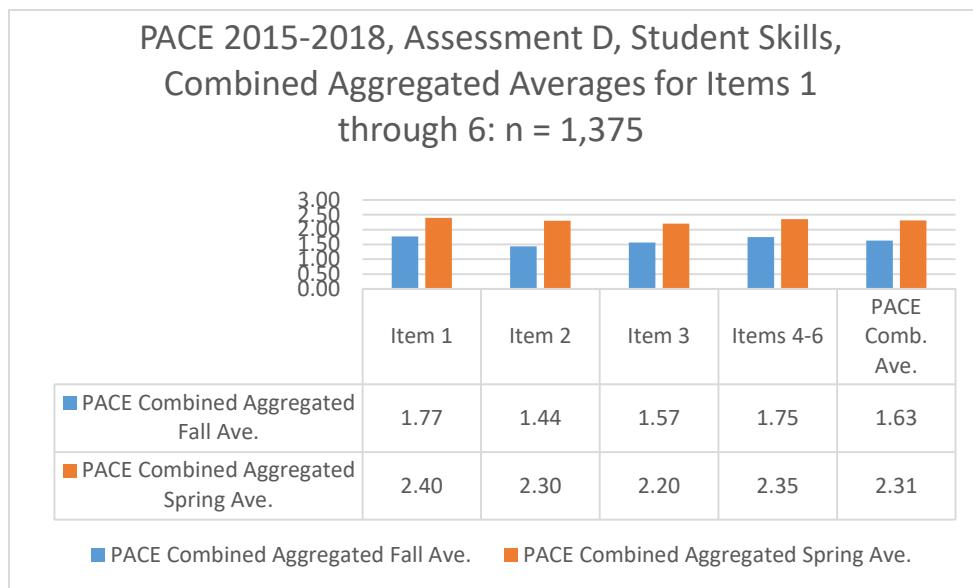
	<p><u>2nd Grade Visual Arts Skills</u></p> <p>4. Students will be able to comprehend what the art project is about as described by the artist, with the ability to verbally interact with the artist as they go through the process.</p> <p>5. Students will be able to use instruction and materials to create – 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>
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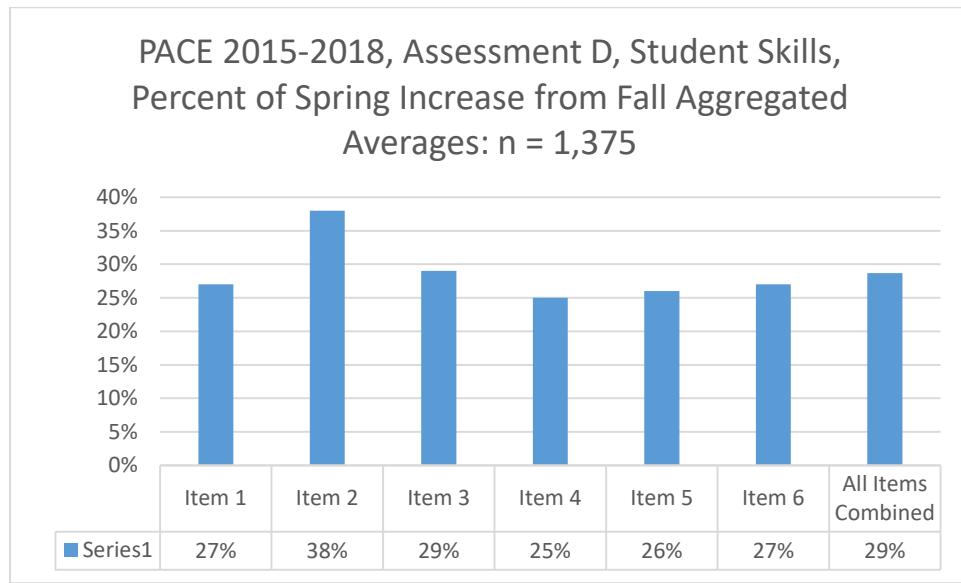
Items four through six on Assessment D, Student Skills were discipline and school specific as previously reported. A comparison of 2015-2016 through 2017-2018 aggregated averages for items four through six was conducted in order to identify how these skills items performed as a combined group in the PACE program. Student performances across all disciplines and grade levels for these items produced a combined aggregated fall average of 1.75 and a combined aggregated spring average of 2.35 or an increase across all disciplines of .60 points (26%) for the three-year period of the study.



Comparisons of 2015-2016 through 2017-2018 data from all six items on the Skills Assessment, indicate that the combined aggregated averages for all items on the assessment improved from the fall assessments (1.63) to the spring assessments (2.31). An increased combined aggregated average of .68 points (30%) was produced for this assessment over the three-year 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 with Item 2, Demonstration of effective application of practices, tools, or materials in the creative process of the art discipline demonstrating the most improvement (.86 points or 38%) followed by Items 1, Basic level of student skill in the arts discipline and Item 3, Understanding and application of the sequence/process for creating an activity or work in the art discipline with improvements of .63 points each (27% and 29% respectively) for the period under study. An improvement of .60 points (26%) was produced for the combined Items four through six including improvements of .59 points (25%) on Item 4, .63

points (26%) on Item 5, and .59 points (27%) on Item 6. These findings demonstrate that PACE students are 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 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 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 opportunity to create school specific prompts for creating student writing samples. The list of writing prompts used by PACE school follows (See Table 6):

Table 6

2017-2018 PACE Site Specific Writing Prompts

School	Writing Prompt
Pine, Dance ARTS FOR LEARNING	<p>1. Fall writing prompt: Please describe the last scene you created in dance using as much dance vocabulary as possible.</p> <p>2a. Spring writing prompt, Fourth Grade: 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: 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>
South Wayne, Dance FORT WAYNE DANCE COLLECTIVE	<p>Fall Writing Prompt: First grade - Class A: Did you enjoy the activity? First grade - Class B: What did you learn in dance class? Second Grade - Class C: Did you enjoy the activity? 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>
McKinley, Theatre ROBINSON COMMUNITY LEARNING CENTER	<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>
Meadows, Visual Arts INDIANA STATE UNIVERSITY COMMUNITY SCHOOL OF THE ARTS	<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>
Van Buren, Visual Arts BROWN COUNTY ART GUILD	<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>

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.

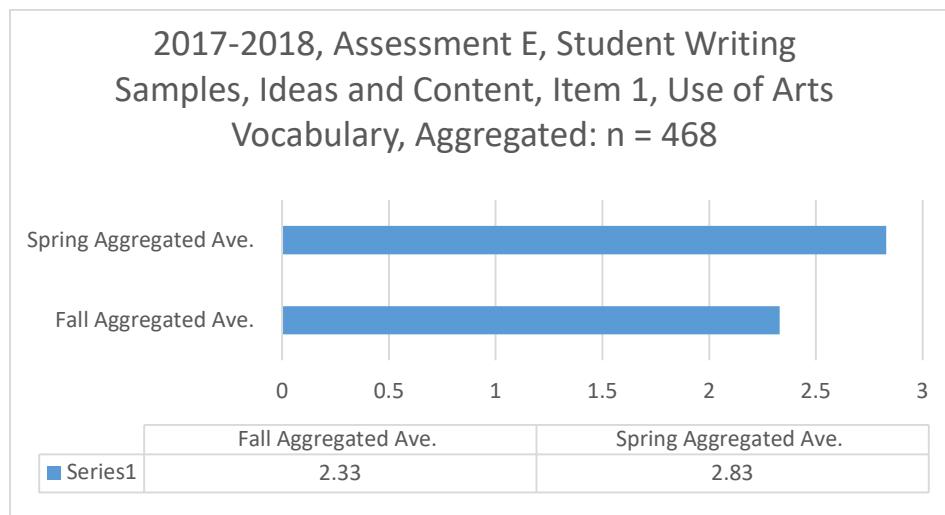
A four-point rating scale was used to score student responses. Summaries of composite findings for the three disciplines in the PACE program, including dance, theatre, and visual arts will follow.

PACE 2017-2018 students' arts writing skills were assessed by arts educators and teaching artists using the *PACE Student Writing Sample Assessment*. A total of 448 students completed this assessment. Students' use of arts vocabulary from the arts discipline was evaluated (Item 1). The aggregated fall average for all disciplines was 2.33. The range of scores was from 3.01 at McKinley Elementary School to 2.10 at Pine, South Wayne, and Meadows. The aggregated spring average was 2.83. This is an increase of .50 points (26%) from the fall assessment for this item. The range of spring scores was from 3.63 at McKinley to 2.31 at South Wayne. The largest increase in students' use of arts vocabulary was at Meadows with an

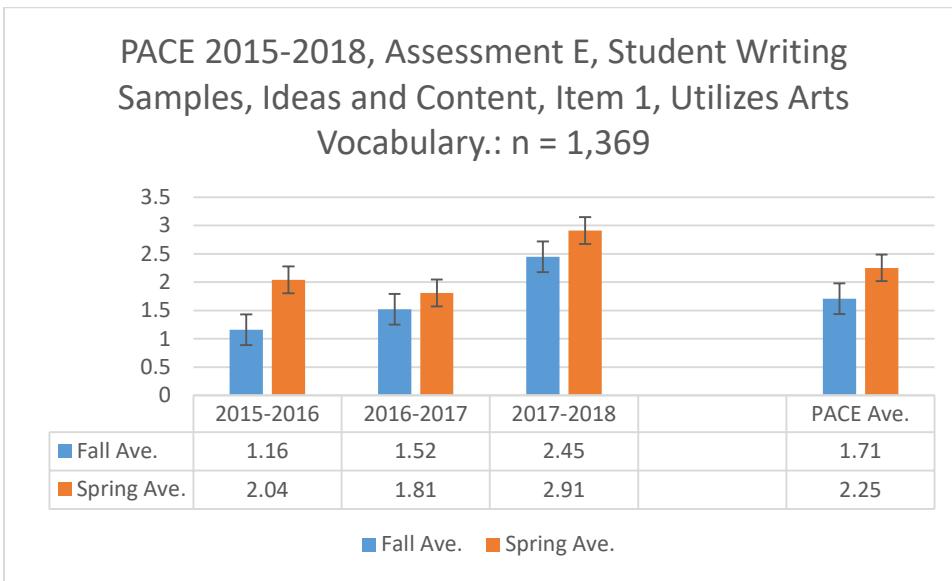
increase of .72 followed by increases at McKinley (.62), Pine (.56), Van Buren (.38), and South Wayne (.21).

Average aggregated scores by discipline for this item included an increase from 3.01 on the fall assessment to 3.63 on the spring assessment (.62 points or 18%) for theatre; an increase from the fall assessment of 2.22 to 2.77 on the spring assessment (.55 points or 20%) for visual arts, and an increase on the fall assessment from 2.10 to 2.49 on the spring assessment (.39 points or 16%) for dance.

Schools producing increases for this item experiencing good to very good increases from the fall to spring assessments. All schools performed at the 2.0 or higher range for this item on both the fall and spring assessments with one school performing at the 3.00 level and higher on both the fall (3.01) and spring (3.63) assessments. Findings for this item suggests that PACE students, as a group, are utilizing arts vocabulary at acceptable levels in writing samples within their disciplines.



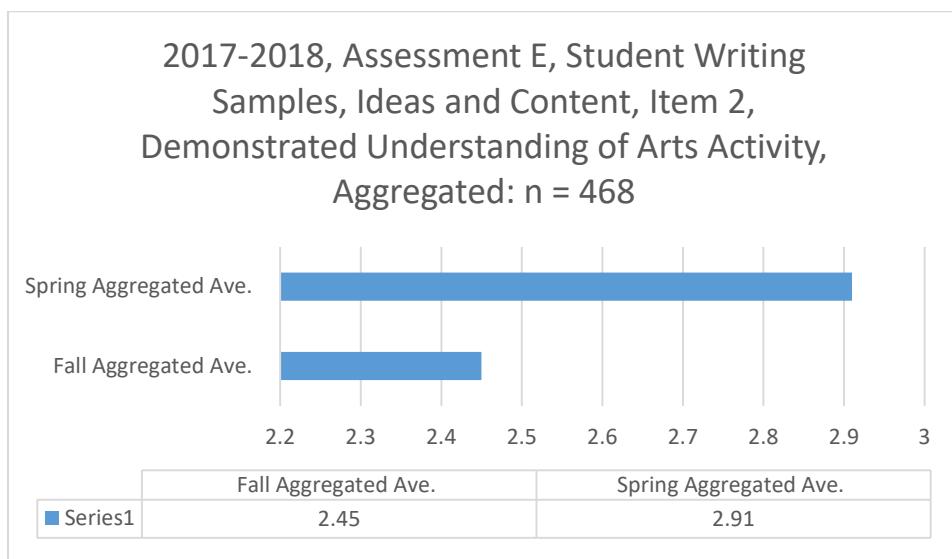
Comparisons of PACE 2015-2016 through 2017-2018 aggregated average scores for Student Writing Sample, Item 1: Utilizes arts vocabulary, reveal that the aggregated fall and spring averages for this period increased from 1.71 to 2.25 respectively or an increase of .54 points (24%) over the duration of the study. A total of 1,369 students completed this item during this period. Comparisons of findings from this period reveal that the aggregated fall averages from the 2017-2018 assessments produced a higher average for this item (2.45) than the 2016-2017 assessments (1.52) and the 2015-2016 assessments (1.16). PACE students' annually improved their aggregated averages on fall assessments over the course of the study with an overall increase of .71 points (53%) over the three-year period. The spring assessment average for 2017-2018 was the highest with 2.91 points followed by the 2015-2016 spring average of 2.04 points and the 2016-2017 average of 1.81 or an increase of 1.10 points (38%) on the spring assessments of this item over the three year period. 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 good annual improvements in using arts vocabulary in their writing about arts experiences.



PACE 2017-2018 students' arts writing skills focusing on their descriptions of their understanding of arts activities was evaluated (Item 2). A total of 468 students completed this item. The aggregated fall average for all disciplines was 2.45. The range of scores was from 3.29 at McKinley Elementary School to 2.06 at South Wayne. The aggregated spring average was 2.91. This is an increase of .46 points (16%) from the fall assessment for this item. The range of spring scores was from 3.68 at McKinley to 2.23 at South Wayne. The largest increase in students' understanding of arts activities was at Pine with an increase of .69 points followed by increases at Meadows (.62), Van Buren (.44), McKinley (.39), and South Wayne (.17).

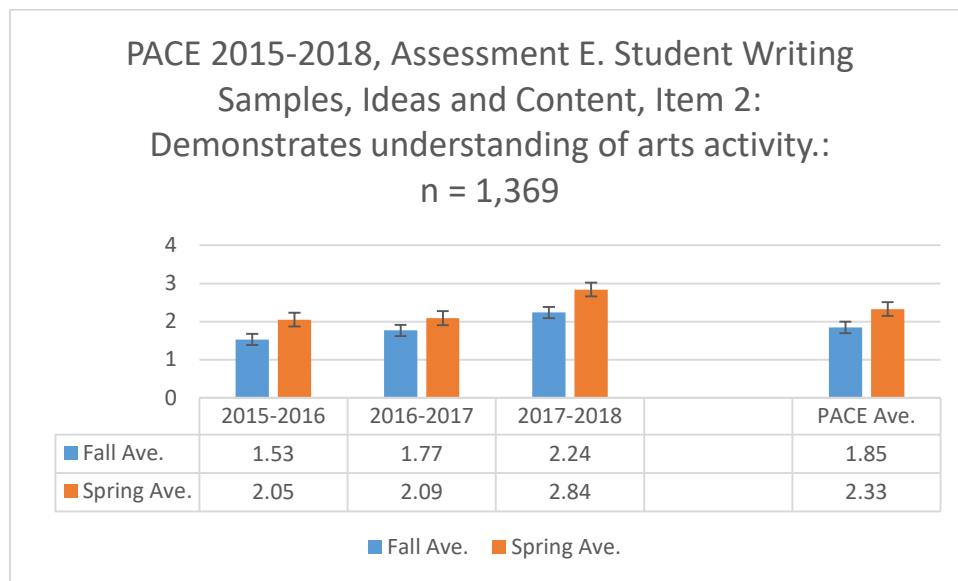
Average aggregated scores by discipline for this item included an increase from the fall assessment of 2.36 to 2.88 on the spring assessment (.52 points or 19%) for visual arts, an increase on the fall assessment from 2.13 to 2.56 on the spring assessment (.43 points or 17%) for dance, and an increase from 3.29 on the fall assessment to 3.68 on the spring assessment (.39 points or 11%) for theatre.

Schools producing increases for this item experiencing fair to good increases from the fall to spring assessments. All schools performed at the 2.0 or higher range for this item on both the fall and spring assessments with one school performing at the 3.00 level and higher on both the fall (3.29) and spring (3.68) assessments. Findings for this item suggests that PACE students, as a group, are demonstrating acceptable levels of understanding about the arts activities for the disciplines in which they are engaged.



Comparisons of PACE 2015-2016 through 2017-2018 aggregated average scores for Student Writing Sample, Item 2: Demonstrates understanding of the arts activity reveal that the aggregated fall and spring averages for this period increased from 1.85 to 2.33 respectively or an increase of .48 points (21%) over the duration of the study. A total of 1,369 students completed this item during this period. Comparisons of findings from this period reveal that the aggregated fall averages from the 2017-2018 assessments produced a higher average for this item (2.24) than 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 .71 points (51%) over the three-year period. The spring assessment average for 2017-2018 was the highest with 2.84 points followed by the 2016-2017 spring average of 2.09 points and the 2015-2016 average of 2.05 or an increase of .79 points (28%) on the spring assessments of this item over the three year period. 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 good annual improvements in demonstrating their understanding of the arts activities in which they are engaged.

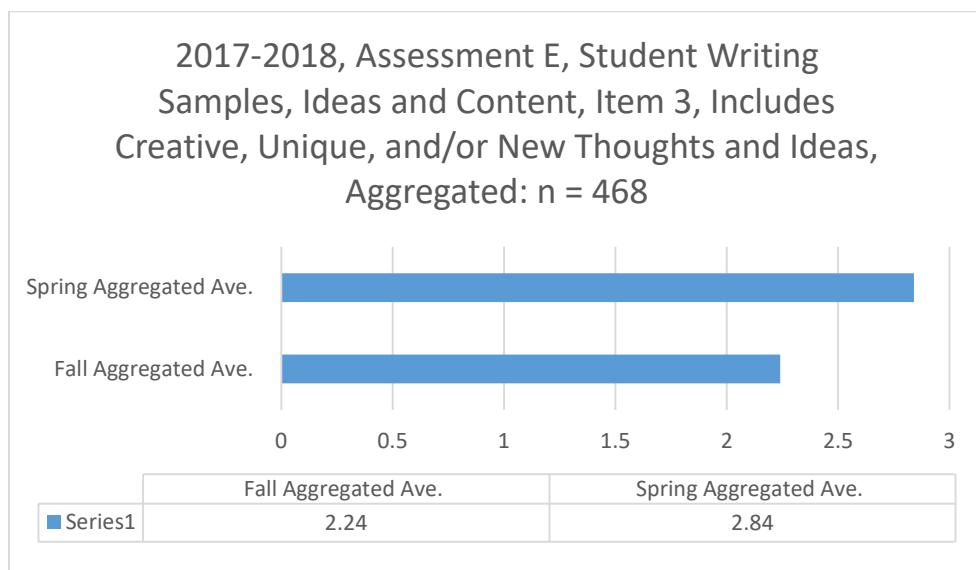


PACE 2017-2018 students' arts writing skills focusing on their inclusion of creative, unique, and/or new thoughts and ideas was evaluated next (Item 3). A total of 468 students completed this item. The aggregated fall average for all disciplines was 2.24. The range of scores was from 2.77 at McKinley Elementary School to 1.84 at Meadows. The aggregated

spring average was 2.84. This is an increase of .60 points (22%) from the fall assessment for this item. The range of spring scores was from 3.55 at McKinley to 2.19 at South Wayne. The largest increase in students' fall to spring demonstrated writing ability for this item was at Meadows with an increase of nearly a full point (.91), followed by increases at Pine (.80), McKinley (.78), and Van Buren (.38), and South Wayne (.14).

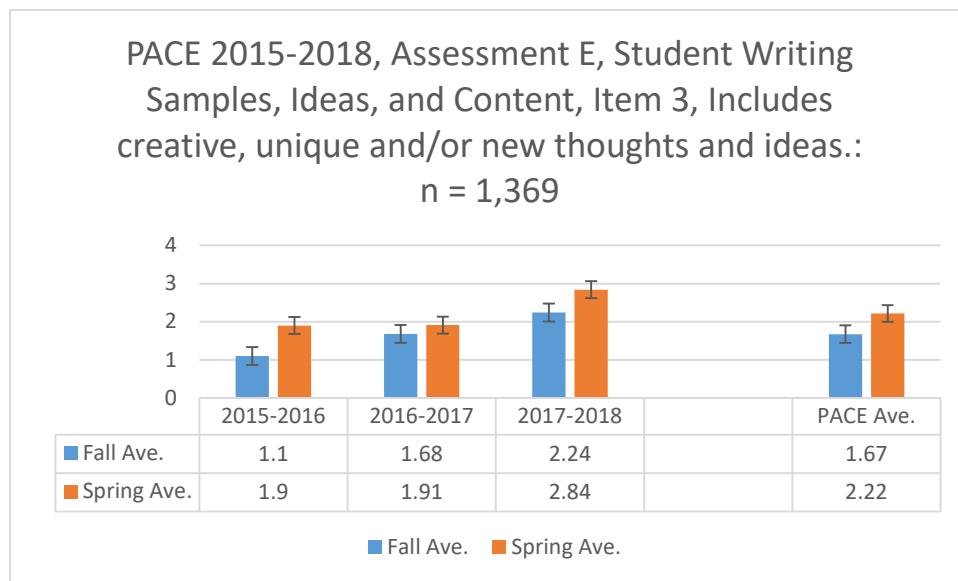
Average aggregated scores by discipline for this item included an increase from 2.77 on the fall assessment to 3.5 on the spring assessment (.78 points or 22%) for theatre, an increase from the fall assessment of 2.10 to 2.75 on the spring assessment (.68 points or 24%) for visual arts, and an increase on the fall assessment from 2.11 to 2.58 on the spring assessment (.47 points or 19%) for dance.

Schools producing increases for this item experiencing good to very good increases from the fall to spring assessments. All schools performed at the 2.0 or higher range for this item on both the fall and spring assessments with one school increasing its fall (1.84) average to spring average (2.75) by .91 points. This increase was the highest amount of increase for all items and among all disciplines. Findings for this item suggests that PACE students, as a group, are demonstrating acceptable to high levels of ability in including creative, unique, and/or new thoughts and ideas about their experiences in the art forms in which they are engaged.



Comparisons of PACE 2015-2016 through 2017-2018 aggregated average scores for Student Writing Sample, Item 3: Includes creative, unique, and/or new thoughts and ideas reveal that the aggregated fall and spring averages for this period increased from 1.67 to 2.22 respectively or an increase of .55 points (25%) over the duration of the study. A total of 1,369 students completed this item during this period. Comparisons of findings from this period reveal that the aggregated fall averages from the 2017-2018 assessments produced a higher average for this item (2.24) than the 2016-2017 assessments (1.68) and the 2015-2016 (1.10) assessments. PACE students' annually improved their aggregated averages on fall assessments over the course of the study with an overall increase of 1.14 points (51%) over the three-year period. The spring assessment average for 2017-2018 was the highest with 2.84 points followed by the 2016-2017 spring average of 1.91 points and the 2015-2016 average of 1.90 points or an increase of .94 points (34%) on the spring assessments of this item over the three year period. 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

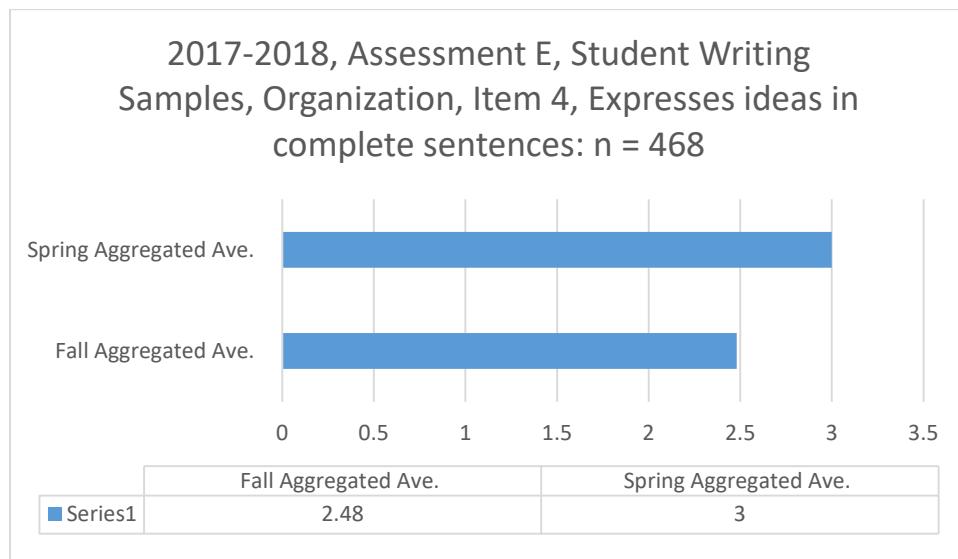
students are making good annual improvements for including creative, unique, and/or new thoughts and ideas in their writing about the arts discipline in which they are engaged.



Assessment of 2017-2018 PACE students' writing skills included criteria focused on the measurement of students' organization of their written responses on writing prompts. Item 4, dealt with the expression of ideas in complete sentences. A total of 468 students completed this item. The aggregated fall average for all disciplines was 2.48. The range of scores was from 2.76 at Pine Elementary School to 2.06 at Meadows Elementary School. The aggregated spring average was 3.00. This is an increase of .52 points (18%) from the fall assessment for this item. The range of spring scores was from 3.32 at McKinley to 2.42 at South Wayne. The largest increase in students' fall to spring demonstrated writing ability for this item was at Meadows with an increase of nearly a full point (.85), followed by increases at McKinley (.70), and Van Buren (.52), Pine (.51), and South Wayne (.04).

Average aggregated scores by discipline for this item included an increase from 2.62 on the fall assessment to 3.32 on the spring assessment (.70 points or 22%) for theatre, an increase from the fall assessment of 2.33 to 2.99 on the spring assessment (.66 points or 23%) for visual arts, and an increase on the fall assessment from 2.57 to 2.84 on the spring assessment (.27 points or 10%) for dance.

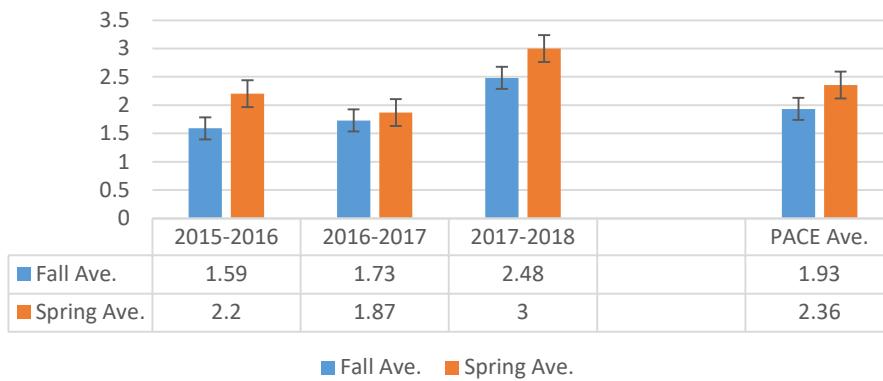
Schools producing increases for this item experiencing good to very good increases from the fall to spring assessments. All schools performed at the 2.0 or higher range for this item on both the fall and spring assessments. Findings for this item suggests that PACE students, as a group, are demonstrating good to very good levels of ability in expressing their ideas in complete sentences about the art form in which they are engaged.



Comparisons of PACE 2015-2016 through 2017-2018 aggregated average scores for Student Writing Sample, Item 4: Expresses ideas in complete sentences reveal that the aggregated fall and spring averages for this period increased from 1.93 to 2.36 respectively or

an increase of .43 points (19%) over the duration of the study. A total of 1,369 students completed this item during this period. Comparisons of findings from this period reveal that the aggregated fall averages from the 2017-2018 assessments produced a higher average for this item (2.48) than the 2016-2017 assessments (1.73) and the 2015-2016 (1.59) assessments. PACE students' annually improved their aggregated averages on fall assessments over the course of the study with an overall increase of .89 points (36%) over the three-year period. The spring assessment average for 2017-2018 was the highest with 3.00 points followed by the 2015-2016 spring average of 2.20 points and the 2016-2017 average of 1.87 points or an increase of 1.13 points (38%) on the spring assessments of this item over the three year period. 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 expressing their ideas in complete sentences about arts activities and learning in which they are engaged.

PACE 2015-2018, Assessment E. Student Writing Samples, Organization, Item 4: Expresses ideas in complete sentences.: n = 1,369

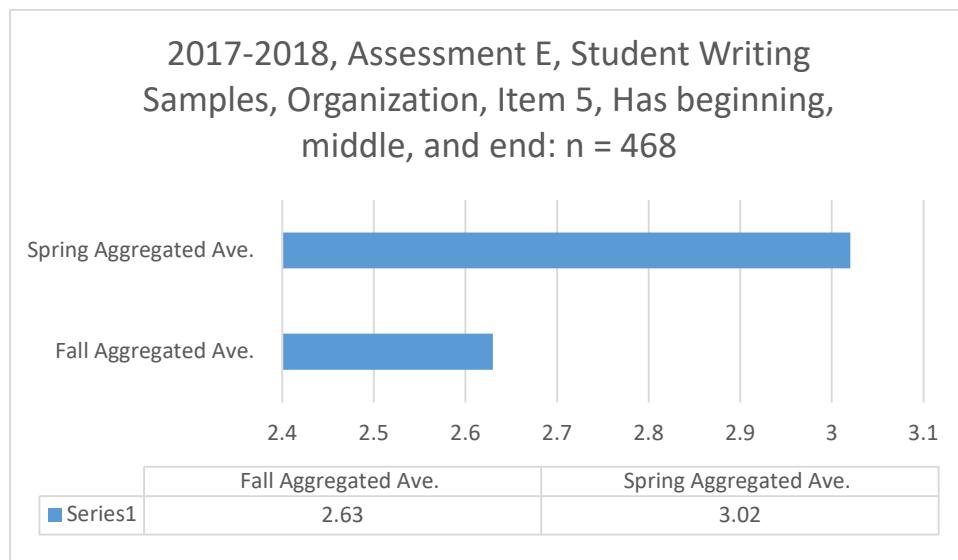


Assessment of 2017-2018 PACE students' writing skills included an item focused on the measurement of students' organization of their written responses on writing prompts. Item 5, focused on students' writing and the degrees to which it had a beginning, middle, and ending. A total of 468 students completed this item. The aggregated fall average for all disciplines was 2.63. The range of scores was from 3.58 at McKinley Elementary School to 2.10 at Meadows Elementary School. The aggregated spring average was 3.02. This is an increase of .39 points (13%) from the fall assessment for this item. The range of spring scores was from 3.89 at McKinley to 2.40 at South Wayne. The largest increase in students' fall to spring demonstrated writing ability for this item was at Meadows with an increase of nearly a full point (.80), followed by increases at Pine (.54), McKinley (.31), and Van Buren (.27), and South Wayne (.05).

Average aggregated scores by discipline for this item included an increase from the fall assessment of 2.38 to 2.91 on the spring assessment (.53 points or 19%) for visual arts, an increase from 3.58 on the fall assessment to 3.89 on the spring assessment (.31 points or 8%) for theatre, and increase on the fall assessment from 2.41 to 2.70 on the spring assessment (.29 points or 11%) for dance.

Schools producing increases for this item experienced good to very good increases from the fall to spring assessments. All schools performed at the 2.0 or higher range for this item on both the fall and spring assessments. One school functioned at the strong level with fall (3.58) and spring (3.89) averages approaching the 4.0 maximum point value for this item. Findings for this item suggests that PACE students, as a group, are demonstrating good to very good levels

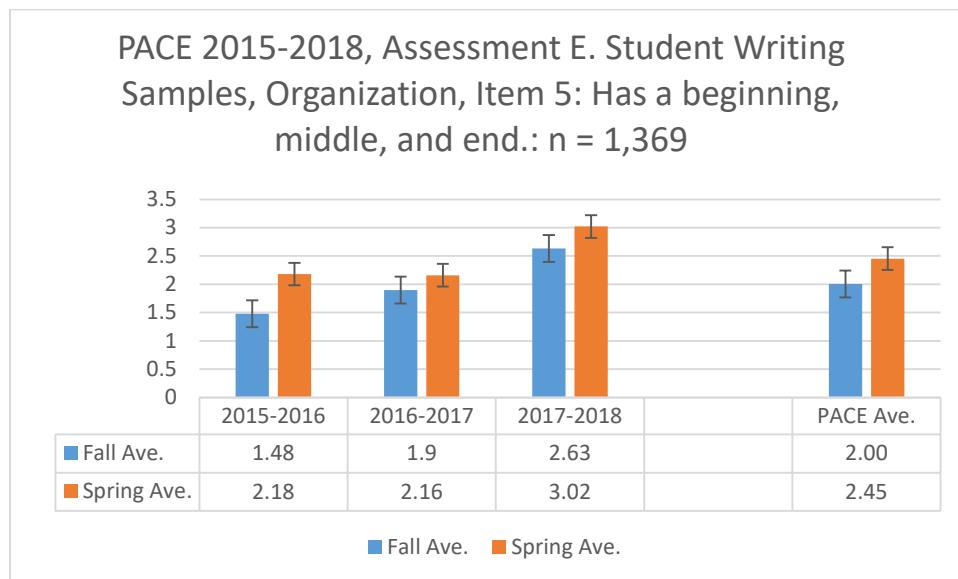
of ability in expressing their ideas by including a beginning, middle, and end on their written work in the arts discipline in which they are engaged.



Comparisons of PACE 2015-2016 through 2017-2018 aggregated average scores for Student Writing Sample, Item 5: Has a beginning, middle and end for writing prompts reveal that the aggregated fall and spring averages for this period increased from 2.00 to 2.45 respectively or an increase of .45 points (19%) over the duration of the study. A total of 1,369 students completed this item during this period. Comparisons of findings from this period reveal that the aggregated fall averages from the 2017-2018 assessments produced a higher average for this item (2.63) than the 2016-2017 assessments (1.90) and the 2015-2016 (1.48) assessments. PACE students' annually improved their aggregated averages on fall assessments over the course of the study with an overall increase of 1.15 points (44%) over the three-year period. The spring assessment average for 2017-2018 was the highest with 3.02 points followed by the 2015-2016 spring average of 2.18 points and the 2016-2017 average of 2.16 points or an

increase of .86 points (29%) on the spring assessments of this item over the three year period.

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 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.

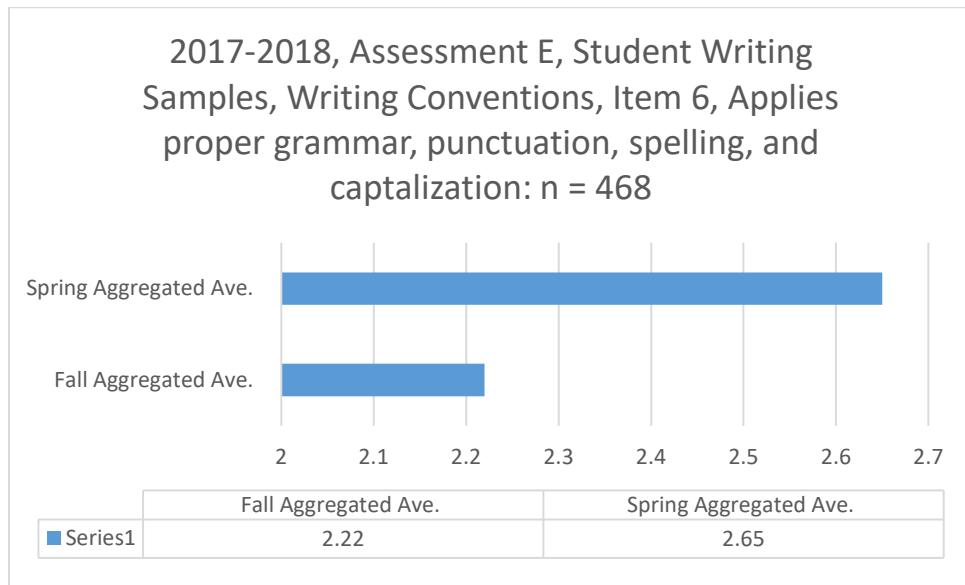


Assessment of 2017-2018 PACE students' writing skills included an item focused on the measurement of writing conventions or the correct uses of grammar, punctuation, spelling, and capitalization in their written responses on writing prompts (Item 6). A total of 468 students completed this item. The aggregated fall average for all disciplines was 2.22. The range of scores was from 2.54 at Pine Elementary School to 1.97 at Meadows Elementary School. The aggregated spring average was 2.65. This is an increase of .43 points (17%) from the fall average for this item. The range of spring scores was from 2.94 at Pine to 2.16 at South Wayne. The

largest increase in students' fall to spring demonstrated writing ability for this item was at Meadows with an increase of nearly a full point (.89), followed by increases at McKinley (.52), Pine (.40), Van Buren (.22), and South Wayne (.07).

Average aggregated scores by discipline for this item included an increase from 2.18 on the fall assessment to 2.77 on the spring assessment (.59 points or 22%) for theatre, an increase from the fall assessment of 2.14 to 2.69 on the spring assessment (.58 points or 21%) for visual arts, and increase on the fall assessment from 2.31 to 2.55 on the spring assessment (.24 points or 10%) for dance.

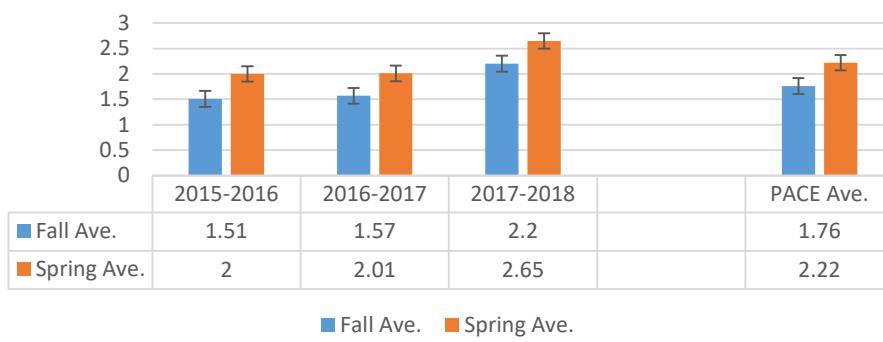
Schools producing increases for this item experienced good increases from the fall to spring assessments. With the exception of a single school (Meadows, 1.97), all schools performed at the 2.0 or higher range for this item on both the fall assessments. On the spring assessment, all schools performed above the 2.00 level. Although spring averages were in the acceptable range, they were at lower levels than for all other items on the Student Writing Skills instrument. 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 in responses to the writing prompts implemented for the arts disciplines in which they were engaged.



Comparisons of PACE 2015-2016 through 2017-2018 aggregated average scores for Student Writing Sample, Writing Conventions, Item 6: Applies proper grammar, punctuation, spelling, and capitalization reveal that the aggregated fall and spring averages for this period increased from 1.76 to 2.22 respectively or an increase of .46 points (21%) over the duration of the study. A total of 1,369 students completed this item during this period. Comparisons of findings from this period reveal that the aggregated fall averages from the 2017-2018 assessments produced a higher average for this item (2.20) than the 2016-2017 assessments (1.57) and the 2015-2016 (1.51) assessments. PACE students' annually improved their aggregated averages on fall assessments over the course of the study with an overall increase of .69 points (32%) over the three-year period. The spring assessment average for 2017-2018 was the highest with 2.65 points followed by the 2015-2016 spring average of 2.01 points and the 2016-2017 average of 2.00 points or an increase of .65 points (25%) on the spring assessments of this item over the three year period. This represents a modest, but acceptable

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 fair annual improvements in using the writing conventions of grammar, spelling, punctuation, and capitalization in their responses to writing prompts about their engagement with the arts discipline in which they were engaged. This item produced lower increases than the other five items on the assessment. However, acceptable levels of increases were produced from the fall to spring assessments for this item.

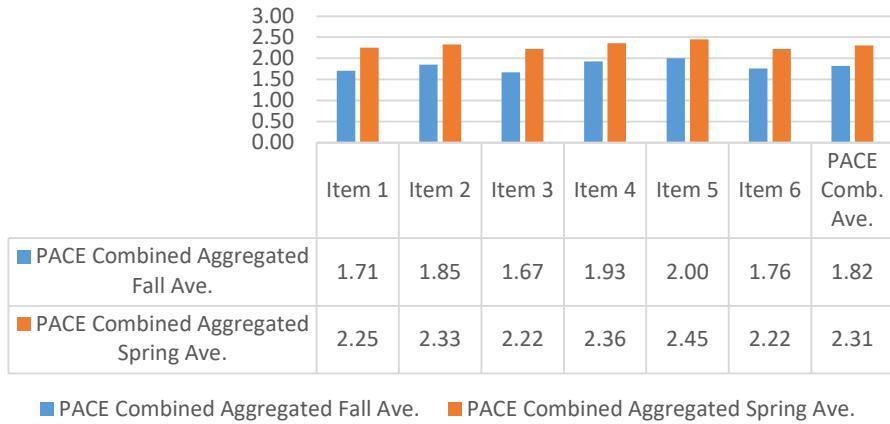
PACE 2015-2018, Assessment E, Student Writing Samples, Writing Conventions, Item 6, Applies proper grammar, spelling, punctuation, and capitalization.: n = 1,369



Comparisons of 2015-2016 through 2017-2018 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 score of 1.82 to 2.31 on the spring assessments. An increased combined aggregated average of .49 points (22%) was produced for this assessment over the three-year 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. Item 3, Includes creative, unique and/or new thoughts and ideas demonstrated the most improvement (.55 or 25%) followed by Item 1, Utilizes arts vocabulary (.54 or 25%), Item 2, Demonstrates understanding of arts activity (.48 or 21%), Item 6, Applies proper grammar, spelling, punctuation, and capitalization (.46 or 21%), Item 5, Has a beginning, middle, and end (.45 or 19%), and Item 4, Expresses ideas in complete sentences (.43 or 19%) for the period under study. These findings demonstrate that PACE students are producing acceptable, but modest improvements in their writing skills over the period of the study for all writing skills assessed and within each of the arts disciplines in the PACE program.

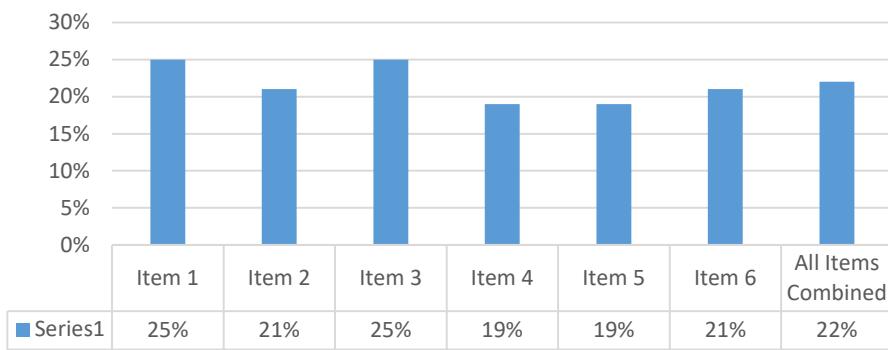
PACE 2015-2018, Assessment E. Student Writing Samples, Items 1-6, Combined: n = 1,369



PACE 2015-2018, Assessment E, Student Writing
Samples, Fall to Spring Increases, All Items: n =
1,369



PACE 2015-2018, Assessment E, Student Writing
Samples, Items 1-6, Combined Percent of Spring
Increase from Fall Aggregated Averages:
n = 1,369



PACE Student Attitudes Report

In coming to terms with what students learn in schools and educational programming, measurement of learning 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. The assessment was completed by the arts teachers or teaching artists.

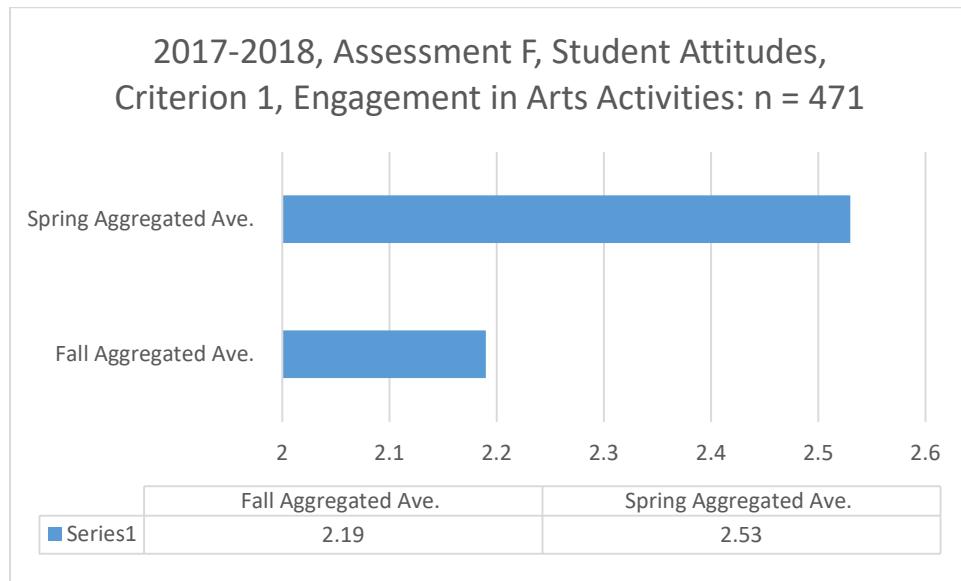
Students' attitudes related to (1) *Engagement*, (2) *Self-Esteem/Confidence*, and (3) *Communication/Interaction* were evaluated. A rubric for evaluating these attitudes was provided to participating schools. (See Appendix G.) The rubric included a three-point performance scale. Student attitudes were measured during the fall semester and again in the spring semester.

Assessment of 2017-2018 PACE students' attitudes related to their Engagement during arts activities (Criterion 1) was completed. A total of 471 students were assessed with this criterion. The aggregated fall average for all disciplines was 2.19. The range of scores was from

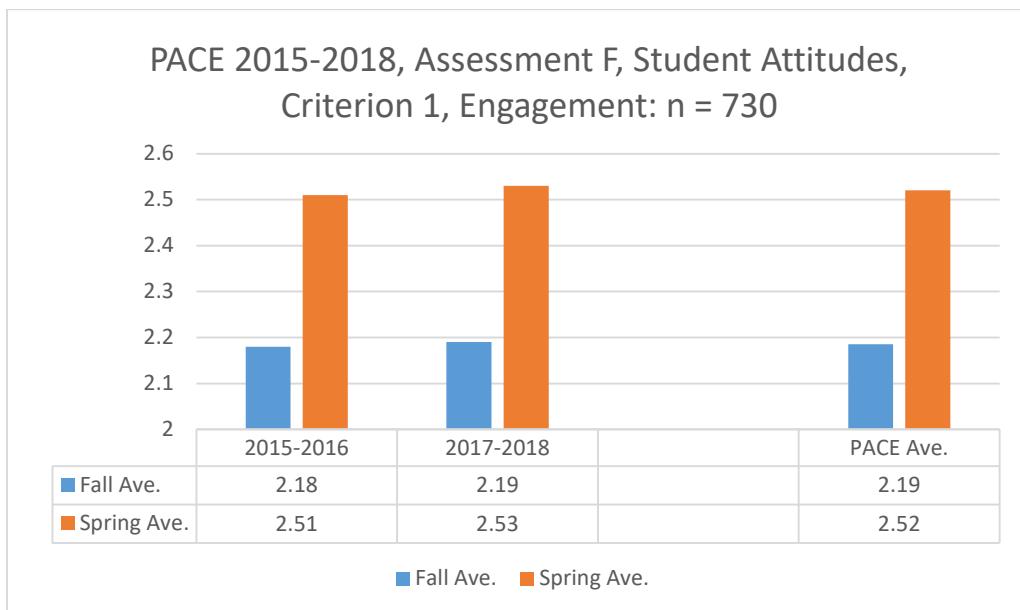
2.40 at Pine Elementary School to 1.99 at South Wayne Elementary School. The aggregated spring average was 2.53. This is an increase of .34 points (14%) from the fall average for this item. The range of spring scores was from 2.84 at Van Buren Elementary school to 2.16 at South Wayne. The largest increase in students' attitude for this item was at Van Buren with an increase of more than three-quarters of a point (.79), followed by increases at McKinley (.42), Pine (.19), South Wayne (.17), and Meadows (.10).

Aggregated average scores by discipline for this item included an increase from 2.38 on the fall assessment to 2.88 on the spring assessment (.50 points or 18%) for theatre, a slight decrease from the fall assessment of 2.89 to 2.87 on the spring assessment (- .02 points or 1%) for visual arts, and decrease on the fall assessment from 2.53 to 2.35 on the spring assessment (-.18points or 8%) for dance.

Schools producing increases for this item experienced modest increases from the fall to spring assessments. With the exception of a single school (South Wayne, 1.99), all schools performed at the 2.0 or higher range for this item on the fall assessments. On the spring assessment, all schools performed above the 2.00 level. Spring averages were in the acceptable range, with a single school producing a significant increase of more than three-quarters of a point. Findings for this item suggest that PACE students, as a group, are demonstrating good attitudes about their engagement in arts activities for the arts disciplines in which they participated.



Comparisons of PACE 2015-2016 and 2017-2018 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 2.19 to 2.52 or an increase of .33 points (14%) for those periods. A total of 730 students completed this item during those periods. Comparisons of findings from this period reveal that the aggregated fall averages from the 2017-2018 and 2015-2016 assessments were nearly identical (2.19 and 2.18 respectively). The spring aggregated assessment average for 2017-2018 (2.53) and the 2015-2016 spring average (2.51) also were nearly identical. The increase from the 2017-2018 aggregated average increased by .34 points (14%), while the 2015-2016 aggregated average increased by .33 points (14%). These increases represents modest, but acceptable increase in spring average scores for this item. Increased aggregated averages on the fall and spring assessments for this item suggest that PACE students' attitudes related to their engagement in arts activities are making good annual improvements with regard to the arts discipline in which they were engaged.

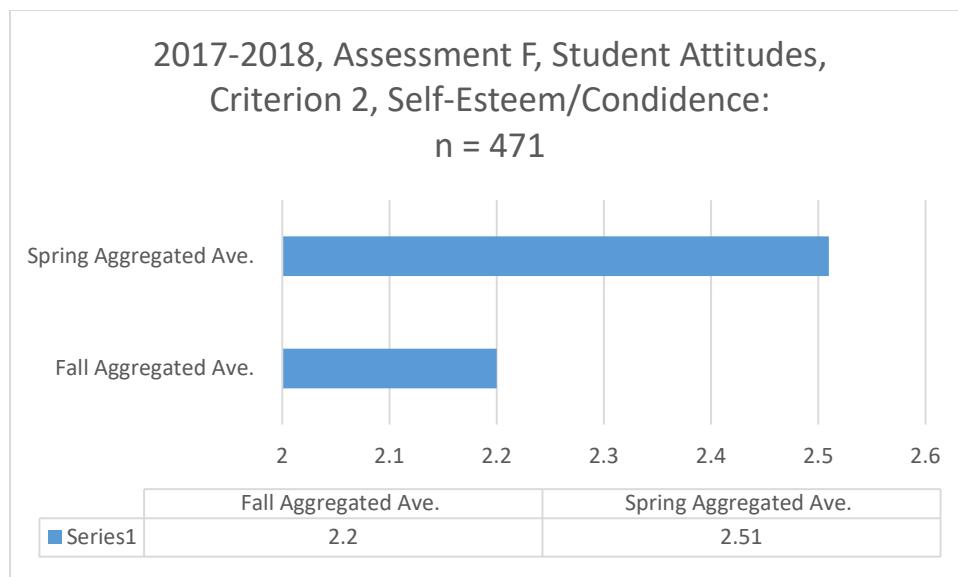


Assessment of 2017-2018 PACE students' attitudes related to their Self Esteem and/or Confidence during arts activities (Criterion 2) was completed. A total of 471 students were assessed with this criterion. The aggregated fall average for all disciplines was 2.20. The range of scores was from 2.66 at McKinley Primary Center to 1.89 at Meadows Elementary School. The aggregated spring average was 2.51. This is an increase of .31 (13%) from the fall average for this item. The range of spring scores was from 2.88 at McKinley Primary Center to 2.11 at South Wayne Elementary School. The largest increase in students' attitude for this item was at Van Buren (.66), followed by increases at Meadows (.28), McKinley (.22), Pine (.19), and South Wayne (.15).

Aggregated average scores by discipline for this item included an increase from 2.69 on the fall assessment to 2.88 on the spring assessment (.19 points or 7%) for theatre, a slight decrease from the fall assessment of 2.77 to 2.69 on the spring assessment (- .08 points or -3%)

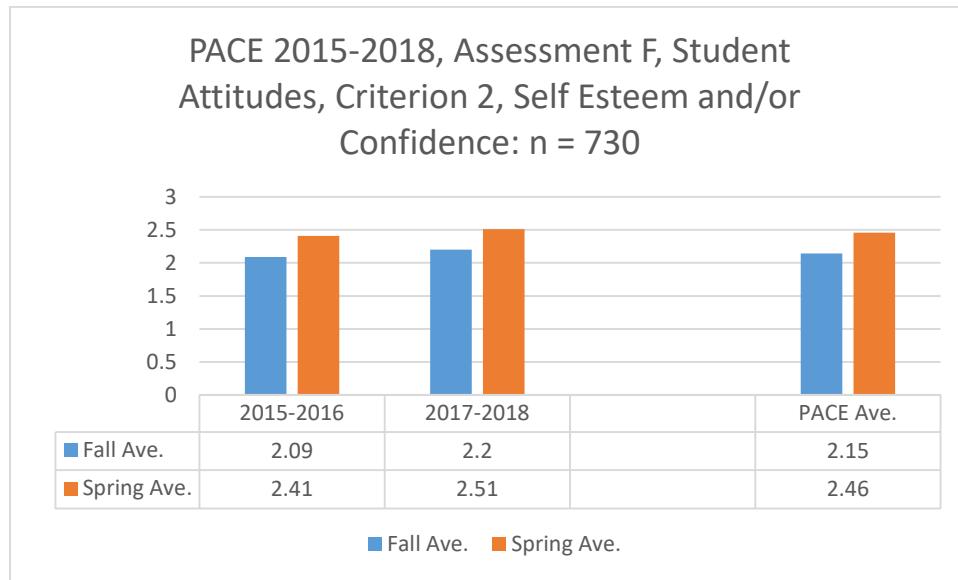
for visual arts, and a decrease on the fall assessment from 2.44 to 2.15 on the spring assessment (-.29 points or -12%) for dance.

Schools producing increases for this item experienced modest increases from the fall to spring assessments. All schools performed at the 2.0 or higher range for this item on the fall assessments. On the spring assessment, all schools, with the exception of a single school (Pine, 1.97) performed above the 2.00 level. Spring averages were in the acceptable range. Findings for this item suggest that PACE students, as a group, are experiencing slight improvement in attitudes about self-esteem and confidence in arts experiences for the arts disciplines in which they were engaged.



Comparisons of PACE 2015-2016 and 2017-2018 aggregated average scores for Student Attitudes, Criterion 2: Self Esteem and/or Confidence while engaging in Arts Activities, reveal that the aggregated fall and spring averages for these two periods increased from 2.15 to 2.46

or an increase of .31 points (13%) for those periods. A total of 730 students completed this item during those periods. Comparisons of findings reveal that the aggregated fall averages from the 2017-2018 was slightly higher (2.20) than the 2015-2016 aggregated average (2.09) or a difference of .11 points (5%). The spring aggregated assessment average for 2017-2018 (2.51) was slightly higher than the 2015-2016 spring average (2.41). The 2017-2018 aggregated average represents an increase of .34 (4%) from the 2015-2016 aggregated average. This increase represents slight, but acceptable increase in the spring average score for this item. An 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 fair annual improvements with regard to the arts discipline in which they were engaged.

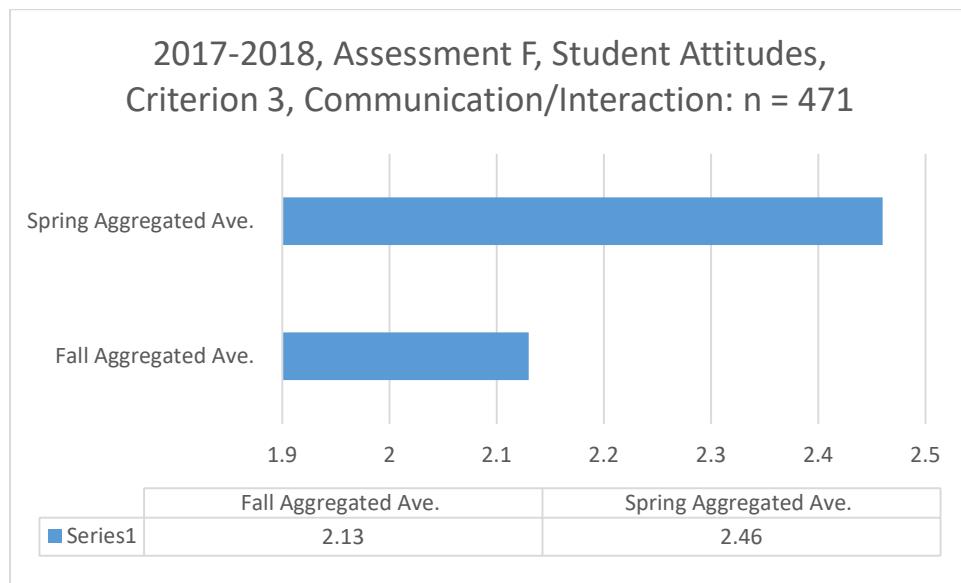


Assessment of 2017-2018 PACE students' attitudes related to their Communication and Interaction with other students and instructors during arts activities (Criterion 3) was

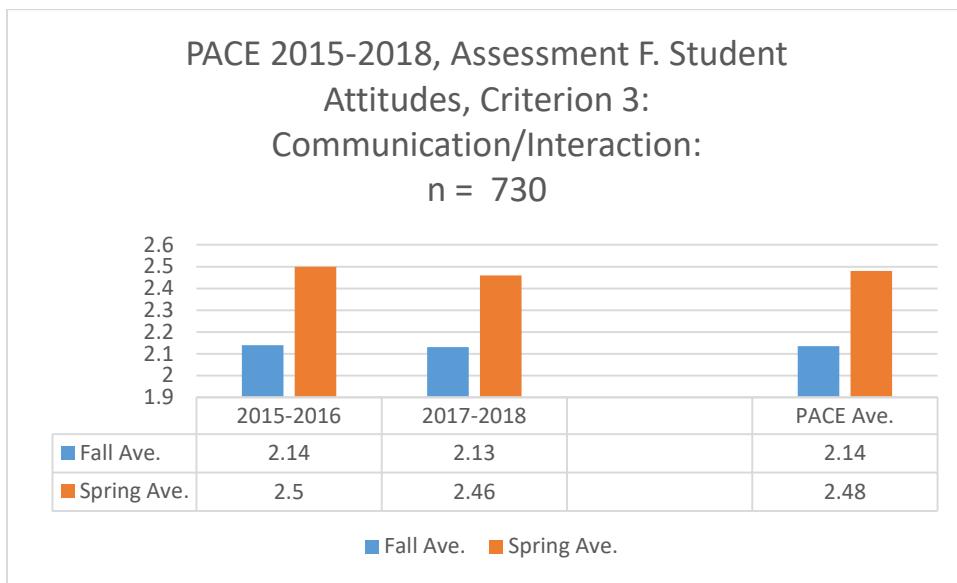
completed. A total of 471 students were assessed with this criterion. The aggregated fall average for all disciplines was 2.13. The range of scores was from 2.66 at McKinley Primary Center to 1.89 at Meadows Elementary School. The aggregated spring average was 2.46. This is an increase of .36 points (14%) from the fall average for this item. The range of spring scores was from 2.82 at Van Buren Elementary school to 2.09 at Meadows Elementary School. The largest increase in students' attitude for this item was at Van Buren (.76), followed by increases at McKinley (.35), Meadows (.26). Pine (.18), and South Wayne (.16).

Aggregated average scores by discipline for this item included no change in aggregated scores on the fall and spring assessment (2.60 points, or 0%) for visual arts, a slight decrease from the fall assessment of 2.66 to 2.64 on the spring assessment (- .02 points or -1%) for theatre, and a decrease on the fall assessment from 2.18 to 1.92 on the spring assessment (-.26 points or -12%) for dance.

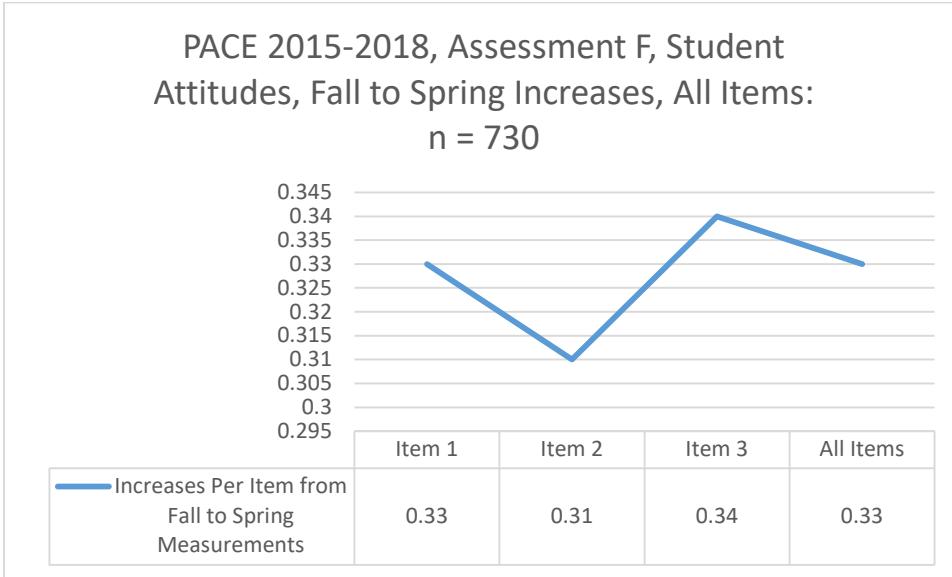
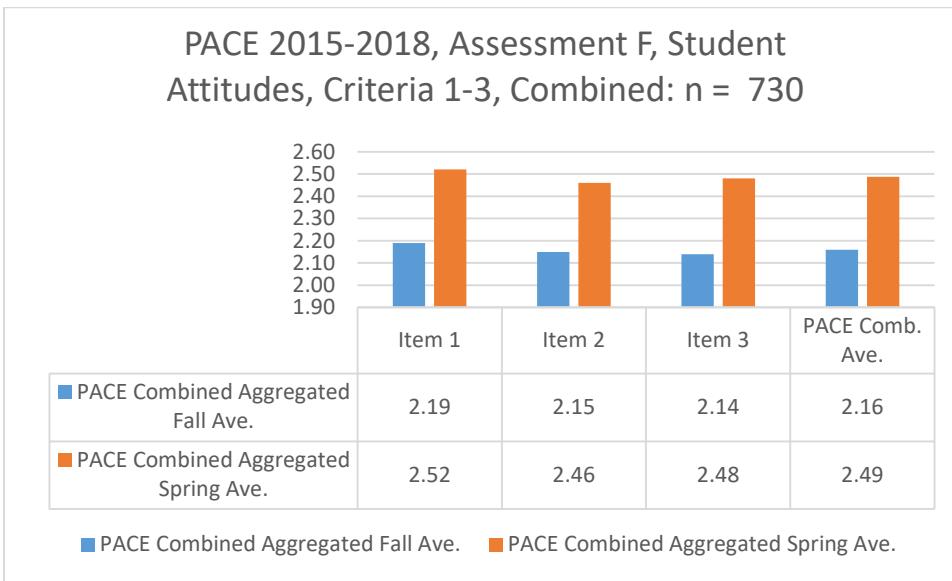
Schools producing increases for this item experienced modest increases from the fall to spring assessments. Four schools performed at the 2.0 or higher range for this item on the fall assessments with two other performing at lower levels (South Wayne, 1.99 and Meadows, 1.83) respectively . On the spring assessment, all schools, performed above the 2.00 level. Spring averages were in the acceptable range with a single school (Van Buren, 2.82) performing at an elevated level for this item. Findings for this item suggest that PACE students, as a group, are demonstrating modest to good improvement in their communications and interactions in arts experiences for the arts disciplines in which they were engaged.



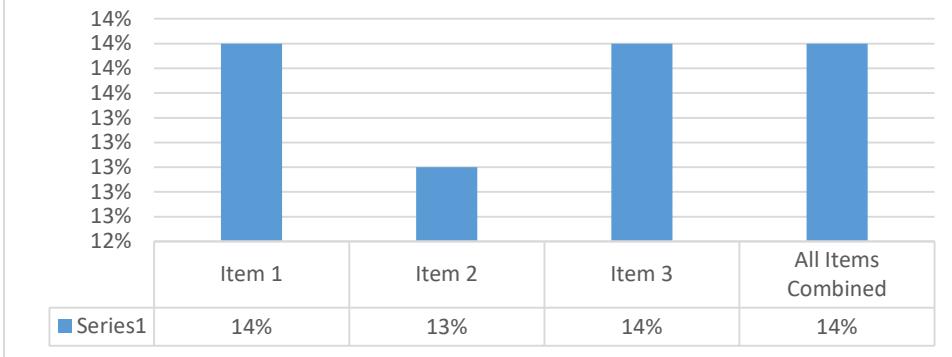
Comparisons of PACE 2015-2016 and 2017-2018 aggregated average scores for Student Attitudes, Criterion 3: Communication and Interaction while engaging in in Arts Activities, reveal that the aggregated fall and spring averages for these two periods increased from 2.14 points to 2.48 points or an increase of .34 points (14%) for those periods. A total of 730 students completed this item. Comparisons of findings reveal that the aggregated fall and spring averages from the 2015-2016 study was slightly higher (2.14 and 2.50 respectively) than the 2017-2018 aggregated fall and spring averages (2.13 and 2.46 respectively). Increases of .36 (15%) for the 2015-2016 fall to spring assessments and the increase of .33 points (14%) for the 2017-2018 fall to spring assessments represent modest, but acceptable increases in the spring average score for this item. An increased aggregated averages on the fall and spring assessments for this item suggest that PACE students' demonstrated attitudes about communication and interaction while engaged in arts activities are making fair annual improvements with regard to the arts discipline in which they were engaged.



Comparisons of 2015-2016 through 2017-2018 data from all three items on the Student Attitudes Assessment, indicate that the combined aggregated averages for all items on the assessment improved from the fall assessments (2.16) to the spring assessments (2.49). An increased combined aggregated average of .33 (14%) was produced for this assessment over the two measurements in the study. Acceptable levels of positive growth were demonstrated by scores for all items on this assessment. Average combined scores among all items included nearly no variation in levels of performances among the three items. Item 3, Communication and Interaction demonstrated the most improvement (.34 or 14%) followed by Item 1, Engagement (.33 or 13%), and Item 2, Self Esteem and Confidence (.31 or 13%) for the period under study. These findings suggest that PACE students are exhibiting slightly increasing attitudes about their involvement within each of the arts disciplines in which they are engaged in the PACE program.



PACE 2015-2018, Assessment F, Student
Attitudes, Criteria 1-3, Combined Percent of
Spring Increases from Fall Aggregated Averages:
n = 730



PACE COMBINED ASSESSMENTS SUMMARY REPORT

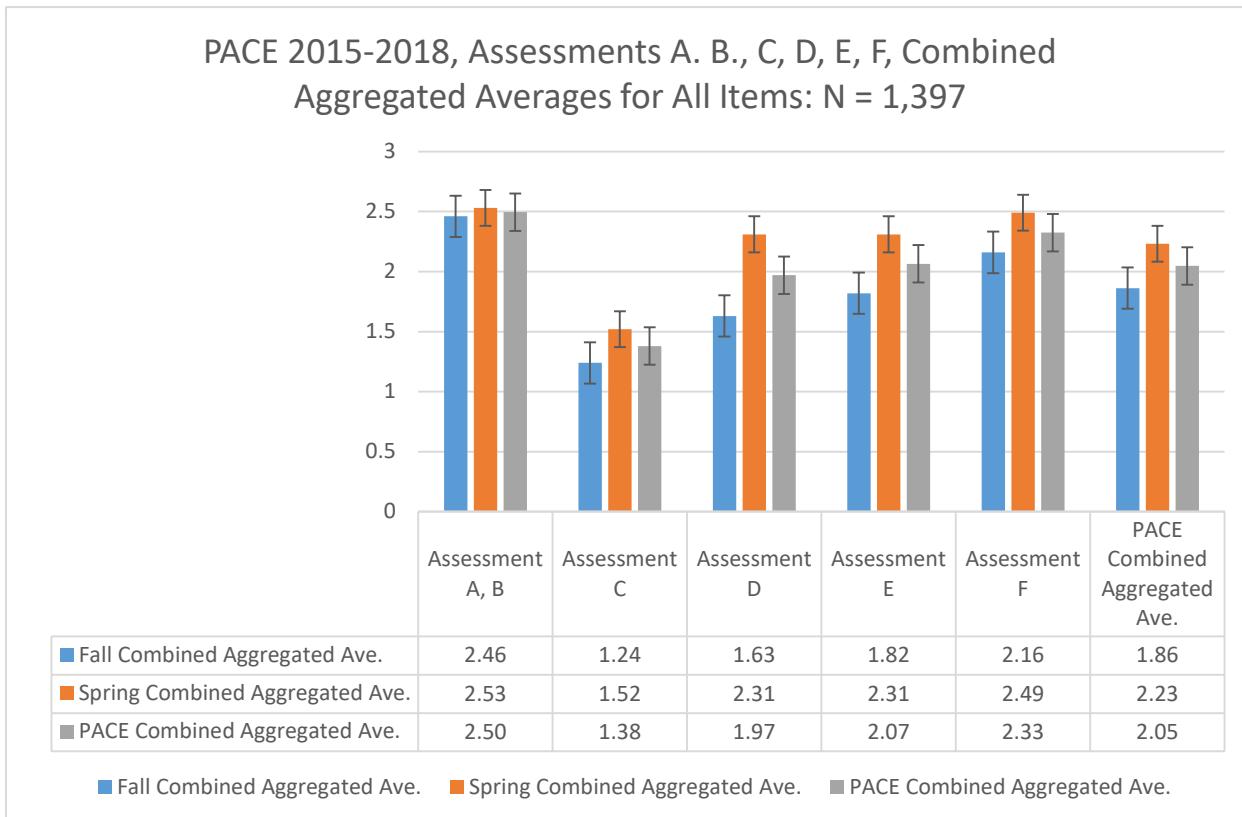
The PACE program utilized five assessments to measure student progress in meeting the goals set for the program. These assessments included the following: A, B, *PACE Student Survey*, C. *PACE Student Knowledge Assessment*, D. *PACE Artist Assessment of Individual Student Skills*, E. *PACE Student Writing Samples Assessment*, and 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 2017-2018 academic year. The assessments were conducted in all PACE schools, all arts disciplines, and in all participating grade levels during this period. The *PACE Student Attitude During Art Activities Assessment* was used during the 2015-2016 and 2017-2018 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 2017-2018. The combined aggregated fall average from all six assessments (A, B, C, D, E, F) was 1.86. The range of averages was from 2.46 on Assessment A, B, *Student Survey* to 1.24 on Assessment C, *Student Knowledge*. Combined aggregated fall averages from the other assessments in descending order included 2.16 for the F. *Student Attitudes Assessment*, 1.82 on the E. *Student Writing Sample Assessment*, and 1.63 on the D. *Student Skills Assessment*.

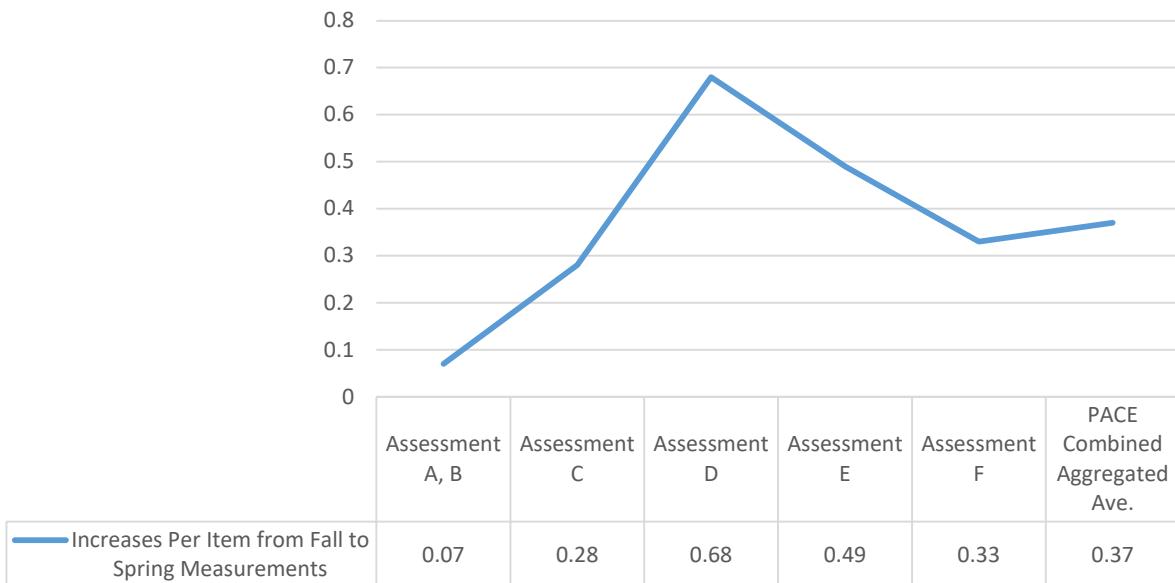
The combined aggregated spring average from all six assessments (A, B, C, D, E, F) was 2.23 or an increase of .37 points (17%) from the fall averages for the combined scores from all assessments for the three-year period of the study. The range of spring averages was from the highest of 2.53 on Assessment A, B, *Student Survey* or an increase of .07 points (3%) from the fall average, which was the smallest increase among all assessments in the PACE program, to 1.52 on Assessment D, *Student Skills* or an increase of .68 points (30%), which was the largest increase. Combined aggregated spring averages from the other assessments in descending order included 2.49 for the F. *Student Attitudes Assessment* or an increase of .33 points (14%), 2.31 on the E. *Student Writing Sample Assessment* or an increase of .49 points (22%), and 2.31 on the C. *Student Skills Assessment* or an increase of .28 points (19%).

The PACE combined aggregated averages for each assessment instrument for the three-year period of the study spanned a range from 2.50 Assessment A, B *Student Survey* to 1.38 on Assessment C. *Student Knowledge*. The PACE combined aggregated averages for the additional assessments included in descending order, Assessment F. *Student Attitudes Assessment* with a

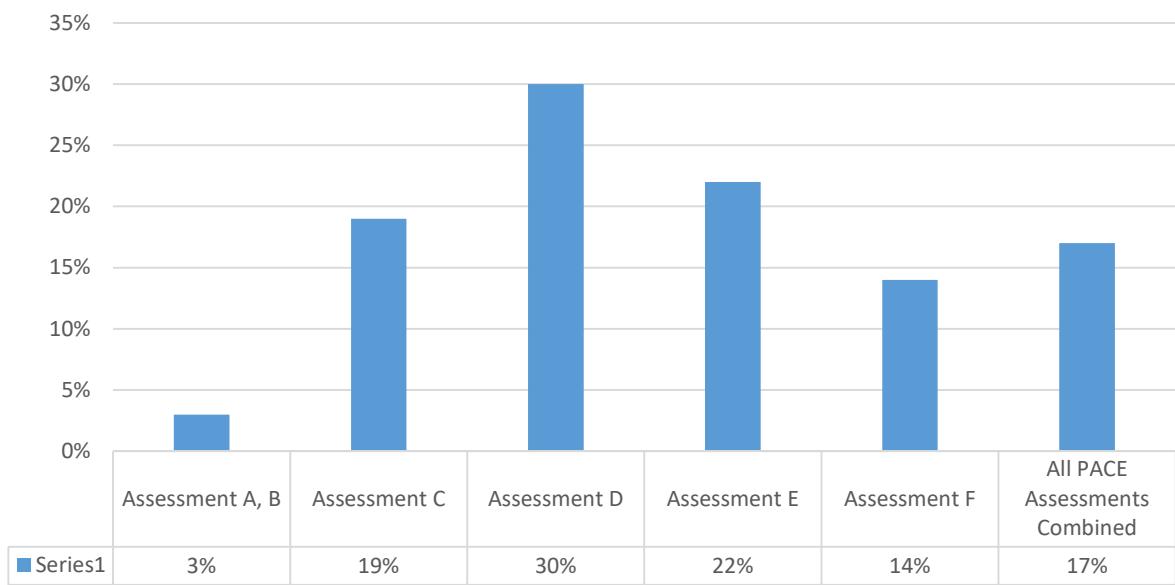
combined average of 2.33, followed by Assessment E, *Student Writing Sample Assessment* with a combined average of 2.07, and Assessment D, *Student Skills Assessment* with a combined average of 1.97. The PACE Combined aggregated average for all assessments for the three-year period of the study was 2.05.



PACE 2015-2018, Assessments A, B, C, D, E, F, Combined, Fall to Spring Increases for All Items: N = 1,397



PACE 2015-2018, Assessments A, B, C, D, E, F, Combined, Percent of Fall to Spring Increases for All Items: N = 1,397



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 and consideration of the impact the PACE program has had on student achievement and learning in the arts. Discussions will be limited to the summaries of aggregated findings produced over the three-year duration of the 2015-2016 through 2017-2018 academic years in which this study was conducted.

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 1,373 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 positive general knowledge about the arts and arts education. They produced responses that were above 2 points on a three-point scale for all items on the Student Survey. The PACE aggregated average for this assessment rose from 2.46 points on the fall assessment to 2.53 points or 3% 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.

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, 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, acting). Findings for this item revealed that it is the third highest performing item of the three items on this assessment; however, 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 art and making art, dance and dancing, 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 2017-2018 on the *Student Knowledge and Vocabulary Survey* instrument, 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 three 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 modest, but acceptable level 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.) Students knowledge of where they could go to see art and artists, dance and dancers, and/or theatre and actors increased the most on this Knowledge assessment item compared to increases on the other two Knowledge items on this 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, 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, and theatre.

(3.) Findings for the 2015-2016 through 2017-2018 period on this instrument suggest that as a group, PACE students' ability to describe different kinds of art, dance, and theatre increased with each advancing year of the program. Combined aggregated averages from this item were the second highest performing among Knowledge items. As with the previous items, 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, 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, and theatre.

(4.) Students' knowledge of whether people engage in the arts for enjoyment and/or as a job to earn money 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 three years of the study with the biggest increase occurring during the most recent year of the study. Students' increasing awareness that artists, dancers, 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. Findings from that assessment suggest that PACE students are successfully learning arts vocabulary. Findings from this assessment reveal that the largest increase in acquisition of arts vocabulary occurred during the 2017-2018 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.

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, *Individual Student Skills Assessment*, which included six items. Three of the items included non-discipline specific questions that could be applied to

all three 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 at the schools to identify specific skills related to the arts discipline and for lesson plans that would be taught in the schools. (See Appendix E for general non-discipline specific skills and Tables 2, 3, 4, and 5 for listings of individual site 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 PACE 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.

(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. 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 highest spring aggregated average among all skills assessment items. Aggregated findings from all three disciplines showed that there were increases in students' acquisition of basic skills in all three disciplines and at all five schools from the fall to the spring assessments. Levels of basic skills 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.

(2.) 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 .86 points or 38% from the fall to spring assessments. As on the previous item, increases were identified at all five schools for this item from the fall to spring assessment. Skill development is highly dependent upon having access to tools and materials, but it also is dependent upon having enough time and instruction 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.

(3.) 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 two-thirds of a point (.68 points or 30%). 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. It appears as if PACE students are demonstrating increasing levels of understanding the application of sequences and processes through their involvement in the PACE program.

(4.) Increases in student skill development as described in these three assessment items suggest that PACE students made good progress in developing their essential arts related skills. These three items were included on the Skills Assessment and were common across all three disciplines. With a combined increase of nearly three-quarters of a point (.70 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.

(5.) 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 the second highest level of improvement (.60 points or 25%) 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 .68 points or an improvement of 30% 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 linkages 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

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 their uses of 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 literacy standards, such a purpose was not intended for this study.

Students arts learning was assessed through analyses of students' written responses on selected prompts 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 2017-2018 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 1.82 for the 2015-2016 through 2017-2018 period of the study. The fall combined aggregated averages for all items spanned a range from 1.67 (Item 3, Includes creative, unique, and/or new thoughts and ideas) to 2.00 (Item 5, Has a beginning, middle, and end). The spring combined aggregated average for this same period was 2.31, or an increase of .49 points (22%). All items on the assessment experienced gains and all combined aggregated averages were above the two point level with a range of spring averages spanning 2.22 (Item 2, Demonstrates understanding of the arts activity and Item 6, Applies proper grammar, spelling, punctuation, and capitalization) up to 2.45 (Item 5, Has a beginning, middle, and end).

Under the general category of Ideas and Content, three variables were measured. For Variable 1 (Utilizes arts vocabulary) a gain of .54 points (25%) was produced between the fall and spring measurements, which was the second largest gain among criteria assessed on students' writing samples. For Variable 2 (Demonstrates understanding of the arts activity) a gain of .48 points (21%) was produced between the fall and spring measurements for this item. For Variable 3 (Includes creative, unique, and/or new thoughts and ideas) a gain of .55 points (25%) between the fall and spring measurements. This gain was the largest among all items used to assess students' writing in the arts. Variable 4 (Expresses ideas in complete sentences) produced a gain of .43 points (19%) between the fall and spring measurements. Of all criteria examined on this assessment, this criterion produced the lowest amount of improvement. Variable 5 (Has a beginning, middle, and end) produced a gain of .45 points (19%) from the fall to spring measurement, which was the second lowest gain for this assessment. These combined

findings suggest that PACE students are improving in the expression of ideas and content related to learning in the arts.

Under the second general category of variables, Organization, two variables were assessed. Variable 4 (Expresses ideas in complete sentences) produced a gain of .43 points (19%) between the fall and spring measurements. Of all criteria examined on this assessment, this criterion produced the lowest amount of improvement. Variable 5 (Has a beginning, middle, and end) produced a gain of .45 points (19%) from the fall to spring measurement, which was the second lowest gain for this assessment. These findings suggest that PACE students are making modest 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 variable 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 variables measured Writing Conventions. A single variable was assessed for this category. Item 6 (Applies proper grammar, spelling, punctuation, and capitalization) used to assess students' writing samples produced a gain of .46 points (21%) 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. To date only two

years of data have been collected about the development of student attitudes toward the arts while in the PACE program. An instrument, Assessment E. *Student Attitude During Arts Activities*, was created for the purpose of measuring student attitudes. 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 730 students were assessed.

Students' combined aggregated average attitude scores from the two samples improved from 2.16 on the fall assessments to 2.49 on the spring assessments for an increase of .33 points (14%) 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 related to the three attributes measured on the instrument. Students' attitudes about Communication and Interaction during arts activities improved by .34 points (14%) from the fall to spring assessments. This was the largest improvement among the three items on this assessment. The second highest performing item dealt with students' attitudes related to their Engagement during arts activities. This item produced an increase of .33 points (14%) from the fall to spring assessments. PACE students' attitudes related to their Self-Esteem and Confidence increased by .31 points (13%) from the fall to spring assessments. 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 two years of measurements of students' attitudes, visual arts with 278 students, produced the highest combined increase with .36 points, followed by theatre, with 112 students, produced a combined increase of .32 points, and dance with 307 students, produced an increase of .06 points.

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 of students' actions or behaviors as expressions of their attitudes by evaluators 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. At this point, it appears as if the PACE program has created positive attitudes about the arts and engagement with the arts in 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.

One More Thing

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 three-year 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. Longitudinal study of students' retention of arts learning 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.

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 three-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 some cases, nonetheless, they were consistently positive and suggest that the PACE program is moving toward accomplishing its goals and the vision created for the program. Comparisons of findings from the 2015-2016, 2016-2017, and 2017-2018 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, 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 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, act like someone or something else).

2. I want to learn more about (art/art making, dance/dancing, theatre/acting).

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

B.1.2.
PACE
Student
Survey
Responses,
Grade 1

	3 Totally agree	2 Agree	1 Not really
1			
2			
3			

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, act like someone or something else).			
2. I want to learn more about (art, dance, acting).			
3. I think learning about (art/making art, dance/dancing, 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					

Total score _____

C2.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 _____

C3. 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.

