



Partnering Arts, Communities & Education (PACE): 2016-2017 Project Report

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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, Paige Sharp, Director of Programs, and Adrian Starnes, Grants, Research, & Information Technology Manager enhanced communications and discussion that led to input and support necessary for 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, artists, parents, and students in the Madison Primary Center and the South Bend Civic Theatre, 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. Their artistic creations 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.

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Introduction

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

All communities develop identities and a heritage that makes them unique. Communities consist of physical, cultural, political, economic, and social environments. Supporting these environments are numbers of systems that provide services and opportunities for members of the communities that enable them to thrive and prosper. As with all living things, communities grow and change over time to meet changing needs and to support their growth and development. As communities evolve, they act to preserve that which they value most highly and to embrace change that will insure their vitality and places in the future.

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

Arts education is going through a period of unprecedented change (Sabol, 2013). Schools are faced with demands from the public, government, and business that have created a climate of urgency about education and preparing students to be productive members of society. 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 of 55%; 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. Six elementary schools were selected to receive funding for the 2016-2017 school year. Selected schools and

participating community arts organizations included the Madison Primary Center and the South Bend Civic Theatre, 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 of the six schools in the 2016-2017 PACE program.

Methodology

This study utilized quantitative research methodology. Assessment instruments were created to gather information about students' general arts knowledge, discipline specific arts knowledge, arts skills, and writing samples, and about parents' attitudes 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 2016-2017 PACE program included Madison Primary Center in partnership with the South Bend Civic Theatre in South Bend, Indiana, 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 584 students participated in the PACE program in 2016-2017 compared with 333 students who participated in the 2015-2016 PACE program. This represents an increase of 251 students or 43% more students from 2015-2016 to 2016-2017.

The PACE program at Madison Primary Center, Literacy Live at Madison, included a total of 186 students in 2016-2017 up from 116 students in 2015-2016 or an increase of 38%. Students in five first grade classes or a total of 106 students and students from four second grade classes or 80 students, received theatre instruction. Instruction was provided by a resident theatre artist during 24 weekly class periods of 35 minutes each.

The PACE program at McKinley Primary Center, The Play's the Thing! – Drama in the Classroom, included a total of 70 students in 2016-2017 down from 85 second grade students in 2015-2016 or a decrease of 18%. Students in four third 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 97 students in 2016-2017 up from 62 students in 2015-2016, which represents an increase of 36%. Students in two first grade classes and three second 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 134 students in 2016-2017, up from 70 students in 2015-2016, which represents an increase of 48%. Students in three third 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 59 students from two first grade classes. 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 42 students from two first grade classes. 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%. (See Table 1.)

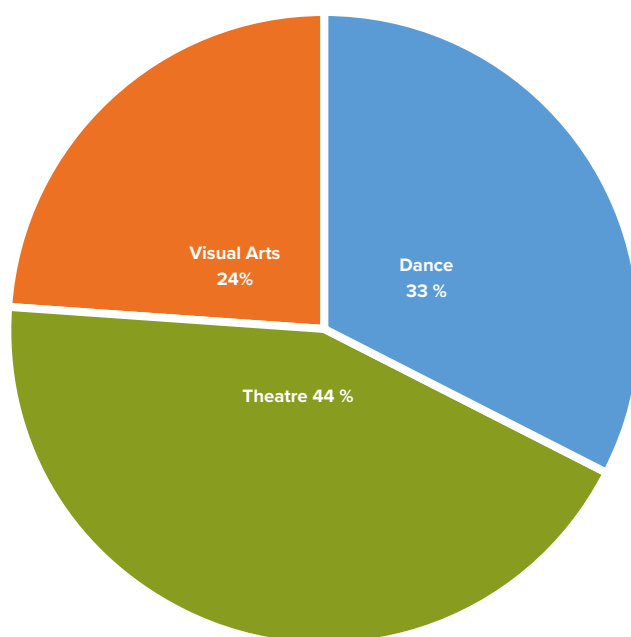
In the 2015-2016 PACE program two schools represented theatre and single schools represented dance and visual arts each. The addition of South Wayne and Van Buren elementary schools for the 2016-2017 academic year contributed to balancing representation of the arts disciplines among the schools in the 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. Comparisons of these students' performances from the 2015-2016 and 2016-2017 assessments were not conducted, because changes in individual student identity code numbers from one year to the next prevented the researcher from tracking individual student performances on assessments.

The 2016-2017 PACE program included a total of six elementary schools. Of these, two schools (Pine and South Wayne) with a total of 190 students, studied dance; two schools (Madison and McKinley) with a total of 255 students, studied theatre; and two schools (Meadows and Van Buren) with a total of 139 students, studied visual arts. A total of 584 students from these six schools participated in the 2016-2017 PACE program including 44% in theater, 33% in dance, and 24% in visual arts.

PACE 2016 – 2017, Participating Students by Arts Discipline

N = 584

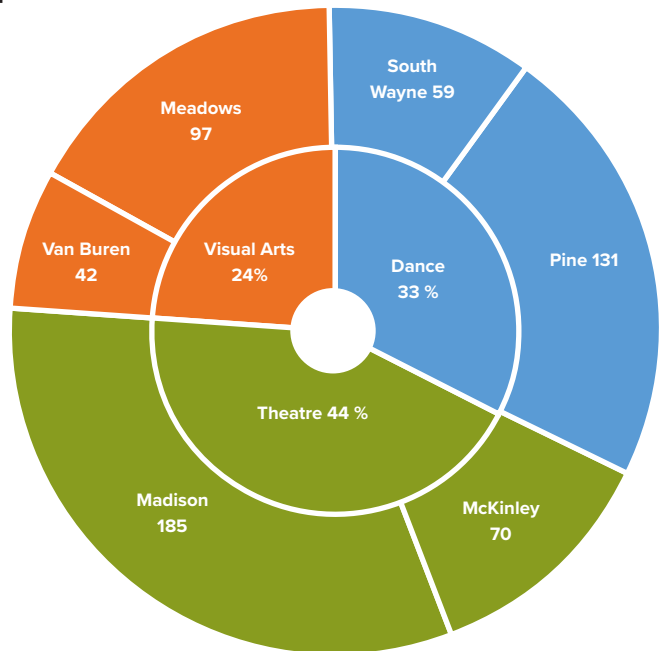
- Visual Arts
- Dance
- Theatre



PACE 2016 – 2017, Participating Students by Arts Discipline and School

N = 584

- Visual Arts
- Dance
- Theatre

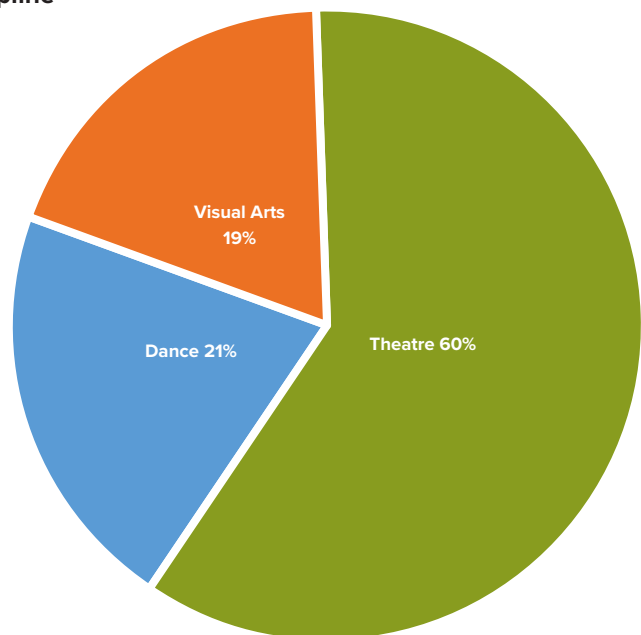


The 2015-2016 PACE program included a total of four elementary schools. Of these one school (Pine) with a total of 70 students, participated in studying dance; two schools (Madison and McKinley) with a total of 201 students, participated in studying theatre; and one school (Meadows) with a total of 62 students, participated in studying visual arts. Across the three arts disciplines (dance, theatre, and visual arts), a total of 333 students participated in the 2015-2016 PACE program. A total of 333 students participated in the 2015-2016 PACE program. Within this group 60% studied theatre, 21% studied dance, and 19% studied visual arts.

PACE 2015 – 2016, Participating Students by Arts Discipline

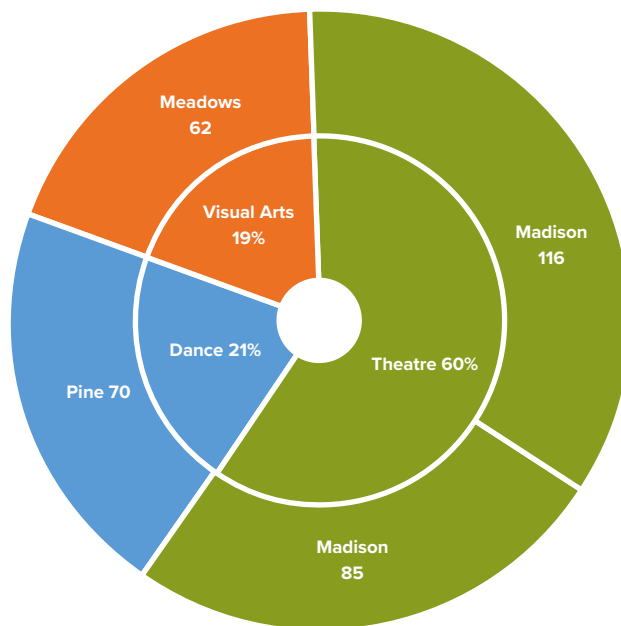
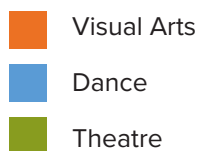
N = 333

- Visual Arts
- Dance
- Theatre



PACE 2015 – 2016, Participating Students by Arts Discipline and School

N = 333



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

PACE 2015 – 2017 Arts Disciplines, Participating Schools, and Numbers of Students

Table 1

Discipline	School	2015-2016 Students	% of Total	2016-2017 Students	% of Total
Dance	Pine	70	21%	131	22%
	South Wayne	0	0	59	10%
	Total	70	21%	190	33%
Theatre	Madison	116	35%	185	32%
	McKinley	85	26%	70	12%
	Total	201	60%	255	44%
Visual Arts	Meadows	62	19%	97	17%
	Van Buren	0	0	42	7%
	Total	62	19%	139	24%

Data Sources

Data from the PACE program were collected by the six participating schools during the 2016-2017 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 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, music, theatre, or visual arts; however, the themes and structures of the measures were replicated in all measures to enable cross-discipline comparisons of data produced by the measures. 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 B), included eight items about students' awareness and understanding of the arts discipline selected by the piloting school. The Survey was given two times (fall and spring) during the school year by the teaching artist or 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 C), was targeted toward measuring student's knowledge about the specific arts discipline (dance, theatre, or visual arts) featured at the participating school. The instrument featured 20 items. The first eight items focused on general knowledge related to the featured discipline. The remaining 12 items measured students' knowledge of vocabulary or terms identified by the teaching artist and art 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 D). The instrument included a total of six items. The first three items were similar on the measures created for the four arts disciplines and focused on students' demonstrations of arts specific skills, application of practices, tools, or materials in the creative process, and understanding and application of the sequence/process for creating an activity or work in the discipline. Three additional skills that the teaching artist and piloting school's arts teacher identified were added to the instrument and assessed independently from those identified at other participating PACE schools.

Student writing skills were evaluated as the fourth assessment in the PACE program. Student writing samples were facilitated through use of a list of sample PACE writing prompts and evaluated using the Student Writing Samples Rubric (See Appendix E). Criteria for evaluating student writing samples were clustered under the categories of Ideas and Content, with four 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.

The final instrument, the PACE Parent Survey, (See Appendix F) was a tool developed to gather information

about of attitudes of parents or guardians of participating students in the PACE program. The survey was distributed to parents in the fall and spring of the academic year. The instrument includes nine Likert-style items that focus on parents' or guardians' attitudes about the impact of the PACE program on their child's growth and achievement through extended and connected arts and literacy experiences featured in the PACE program at their child's school. A number of these items are parallel and correspond to similar items included on the Student Survey. Parents were sent the instrument and asked to return the completed instrument to their child's teacher.

During the 2015-2016 PACE program, one other assessment was used, the PACE Student Attitude During Art Activities. This assessment was completed by the teachers or artists. Students' attitudes related to (1) participation, (2) engagement, (3) self-esteem/confidence, and (4) communication/interaction were evaluated. Due to administrative time constraints and artists' and teachers' recommendations, this assessment was discontinued in the 2016-2017 study.

Procedure

Descriptive statistics were used to summarize analyses of data sets. Data from the six 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. Summaries of aggregated findings for first grade students and for second through fourth grade students have been provided. Where possible, student performances on the assessments from the 2016-2017 and 2015-2016 PACE assessments have been provided with accompanying analyses of comparisons or findings. In addition to discussion of the findings, graphs, tables, and charts 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 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, discipline specific skills, student writing skills about the art form they studied, and parent attitudes related to arts learning and arts engagement by their children.

Aggregated PACE Program Report

Data collected from each of the six 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.

Summary findings from each of the separate schools' reports were combined to create aggregated or composite data banks for the full PACE program. Combined PACE data for each of the five assessment tools were analyzed. Analysis of aggregated findings for each assessment tool will be reported separately as composite findings for the PACE program. The report of findings follows.

PACE Student Survey Report

All students in the PACE program were asked to respond to eight 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 on the questionnaire included the following:

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

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

Question 3: I can be (an artist, an actor, a dancer).

Question 4: I feel like (an artist, an actor, a dancer).

Question 5: I want to become a better (artist, actor, dancer).

Question 6: I like to learn about (art, dancing, theatre/acting) with my friends.

Question 7: I like to (show my artwork, act, perform dancing).

Question 8: I think learning about (art/making art, dance and dancing, acting) is an important part of school.

Students were asked to rate themselves on each item using a three-point scale from “Totally Agree,” “Agree,” to “Not Really.” An aggregated number of 584 students from the six participating schools responded to these items.

Students were asked whether they like to either make art, act like someone or something else, or dance (Question 1). The following responses are clustered into first grade responses and grades two through four responses for this item. Aggregated first grade responses for the item asking about students’ interest in making art, acting like someone else or something else, or dance produced the aggregated fall average of 2.32 points out of three points for this item. This average rose to 2.69 on the spring assessment. The range of fall responses from first graders on this item was from 1.37 to 2.8. The range of spring responses was from 2.48 to 2.97.

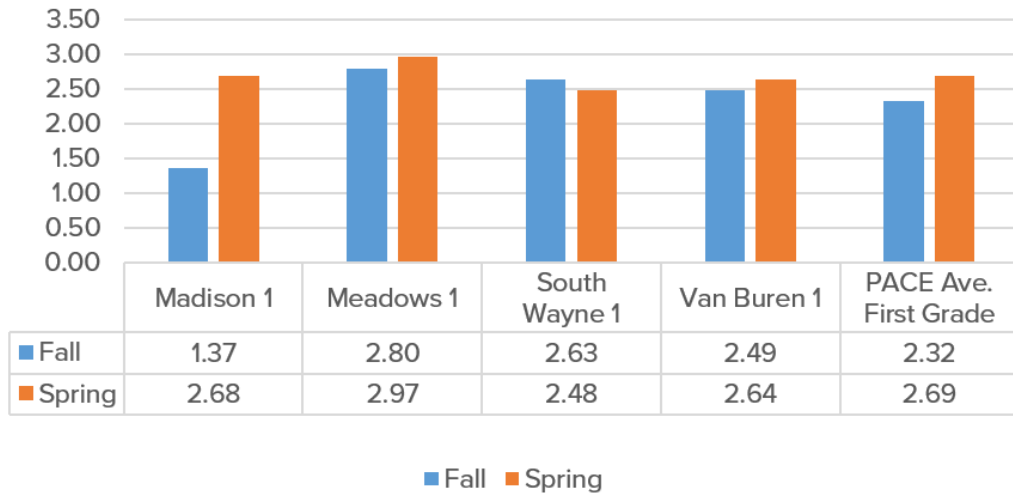
The second through fourth grade average aggregated response for this item was 2.43 in the fall and rose to 2.62 on the spring assessment. The aggregated fall average for second through fourth grade students was higher (2.43) than the aggregated average for first graders (2.32) on this item. The spring aggregated averages for first grade and second through fourth grade increased from the fall assessment. However, the spring aggregated average for first graders (2.69) was higher than that of the spring average for second through fifth grade students (2.62). The range of fall responses for this item was from 2.02 to 2.81. The range of responses from the spring assessment was from 2.44 to 2.82.

These statistics suggest that the first graders showed slightly higher interest (.37) in making art, acting like someone else or in dancing than second through fifth graders (.19). Although not significant, these statistics suggest that there is slightly higher interest in arts learning among first graders than in second through fourth graders. It must be noted that the numbers of second through fourth grade subjects (353) was higher than the number of subjects in first grade (231), which may have contributed to producing a slightly lower aggregated average for second through fourth grade subjects.

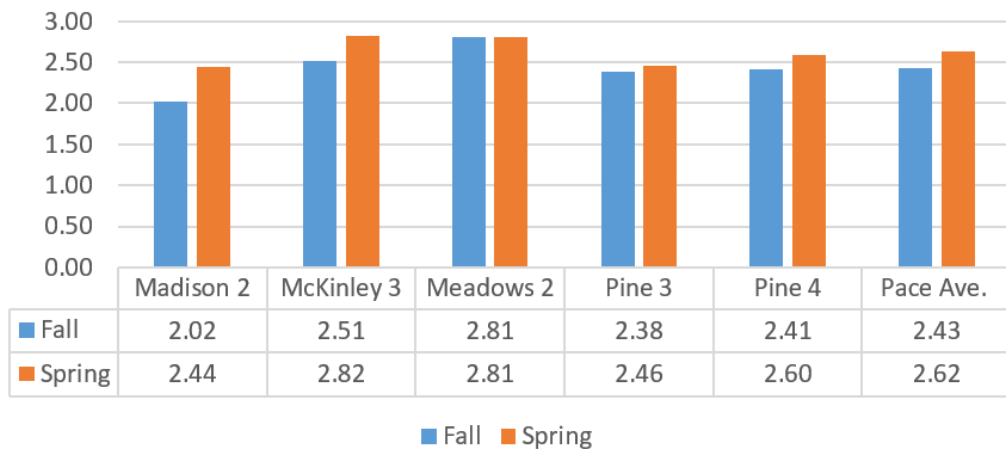
The aggregated average score for this item went from 2.38 during the fall semester to 2.65 in the spring, which is an increase of .27 points. This item produced ranges from 1.37 to 2.81 in the fall semester and from 2.46 to 2.97 in the spring semester. Madison Primary Center first grade experienced the largest increase on this item with an increase of 1.31 points. South Wayne Elementary first grade experienced a decrease of .15 points on this item, while Meadows Elementary School experienced no increase in scores between the fall and spring measurements.

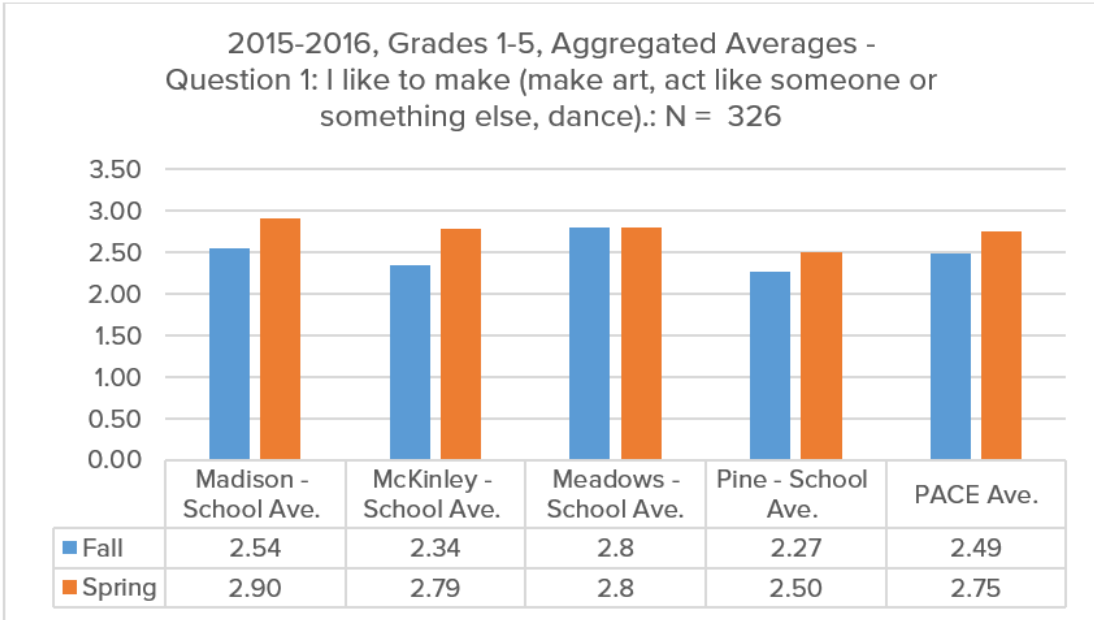
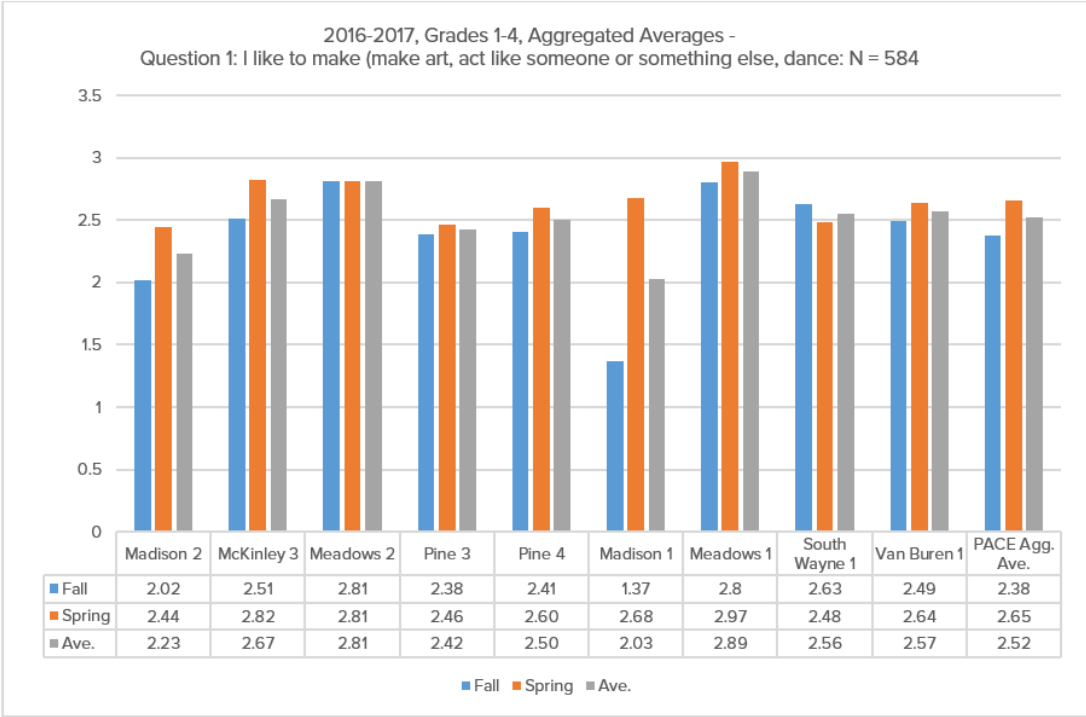
Comparisons of 2016-2017 to 2015-2016 aggregated averages for this item, reveal that the average aggregated fall average from the 2015-2016 study was 2.49, while the aggregated fall average from the 2016-2017 study was 2.38 or .11 points lower than the 2015-2016 fall aggregated average. The 2015-2016 spring average was 2.75 and the 2016-2017 spring average was 2.65 or .10 points lower than the 2015-2016 spring average. The 2015-2016 aggregated PACE average for this item was 2.62 and the 2016-2017 aggregated average for this item was 2.52 or a decrease of .10 points. Decreases in the 2016-2017 aggregated averages for this item, when compared to the 2015-2016 aggregated averages, are not significant and may be accounted for in the wider spread of scores for this item, as reported earlier, and the increased numbers of students participating in the study from 2015-2016 to 2016-2017 from 326 to 584 students.

First Grade - Question 1: I like to make (make art, act like someone or something else, dance).: n = 231



Second - Fourth Grades - Question 1: I like to make (make art, act like someone or something else, dance): n = 353





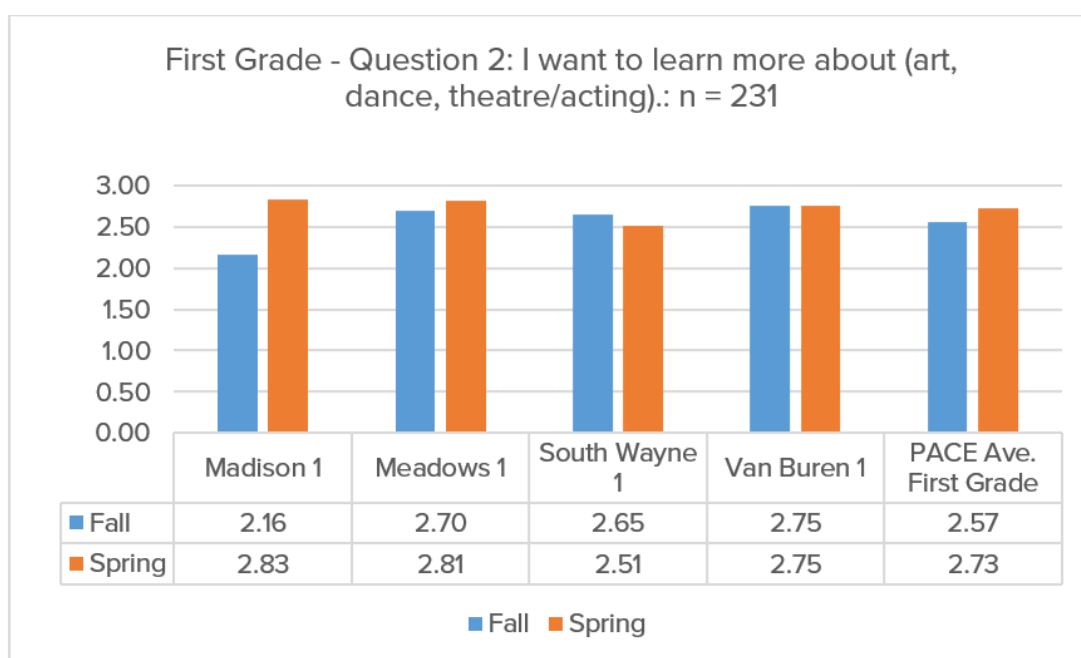
Students were asked if they wanted to learn more about either art, dance, or theatre and acting (Question 2). The aggregated first grade responses for this item produced an average of 2.57 for the fall data collection. The average rose to 2.73 on the spring data collection. The range of responses on this item during the fall assessment were from 2.16 to 2.75. The range of responses for this item on the spring assessment was from 2.51 to 2.83.

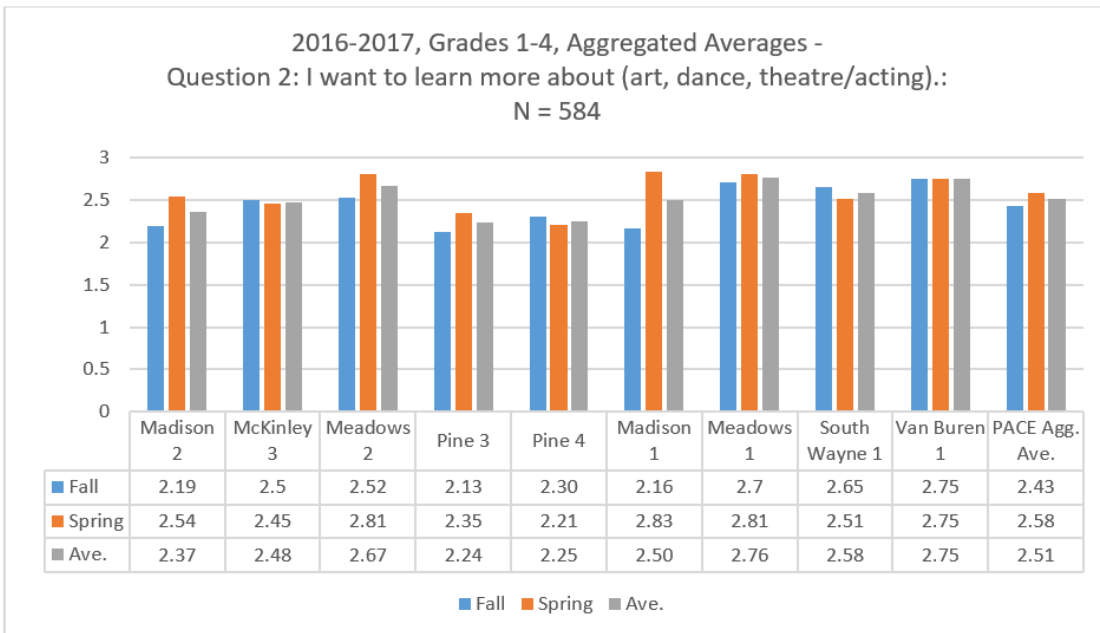
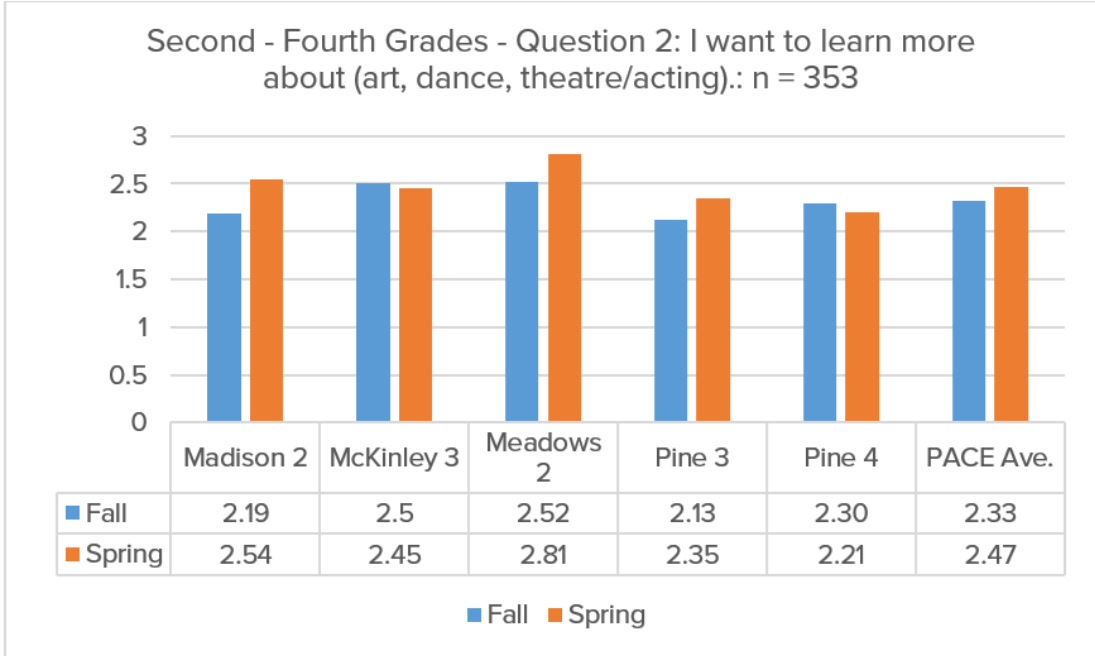
The second through fourth grade aggregated average for fall was 2.33 and rose to 2.47 on the spring assessment. The range of responses from this group of subjects was from 2.13 to 2.52 on the fall assessment and from 2.21 to 2.81 on the spring assessment.

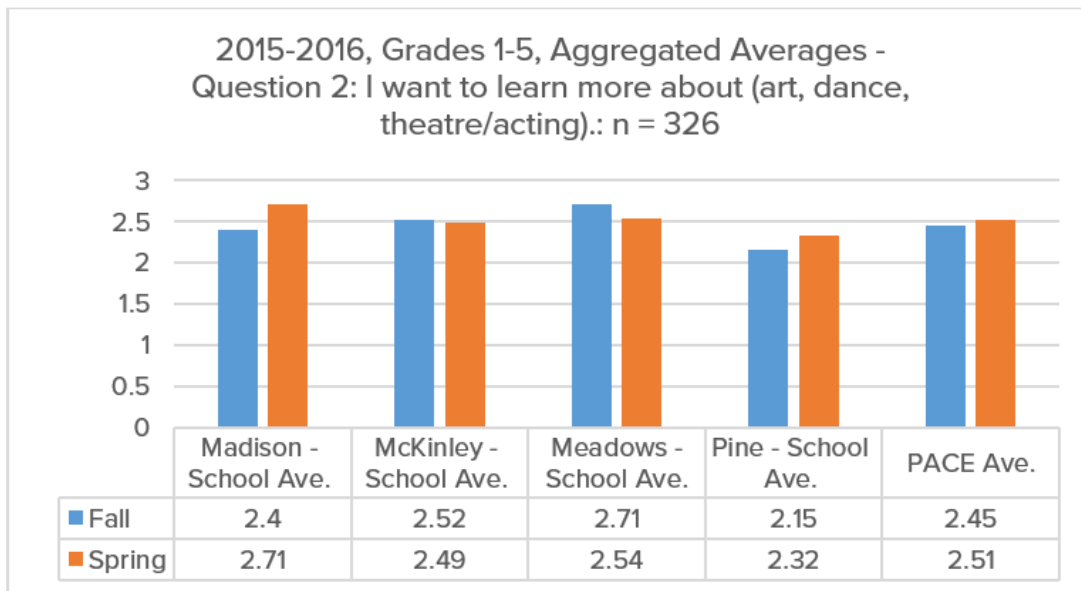
The aggregated second through fourth grade fall average (2.33) for this item was lower than the fall aggregated average for first graders (2.57). The spring aggregated averages increased in both the first grade sample (.16) and in the second through fourth grade sample (.14). Although modest, the level of interest in learning more about art, dance, and theatre/acting was only slightly lower among second through fourth graders than among first graders. It must be noted that the higher number of subjects in second through fourth grade (353) than the number of subjects in first grade (231) may account for this slightly lower average.

The aggregated average score for all subject (first grade through fifth grade) for this item went from 2.43 during the fall semester to 2.58 in the spring, which is an increase of .15 points. This item produced ranges from 2.13 to 2.75 in the fall semester and from 2.21 to 2.83 in the spring semester. The average from Madison Primary Center first grade increased the most (.67) from fall to spring on this item, while averages from Pine Elementary (.17) and South Wayne Elementary (.14) decreased the most from fall to spring on this item. Van Buren Elementary school was the single school that produced no change in the averages from the fall assessment (2.75) to the spring assessment (2.75).

Comparisons of the 2016-2017 to 2015-2016 aggregated averages for this item, reveal that the aggregated fall average from the 2016-2017 assessment was 2.43, while the aggregated fall average from the 2015-2016 assessment was 2.45 or .02 points higher than the 2016-2017 average. These aggregated averages are not significant and suggest that responses from both groups are comparable or generally stayed the same.







Students were asked if they felt they could be an artist, an actor, or a dancer (Question 3). Responses for this item from first grade subjects produced an aggregated fall average of 2.29. Responses for this group ranged from 1.82 to 2.63. The aggregated average rose to 2.43 on the spring assessment or an increase of .14 points. Responses on the spring assessment ranged from 2.31 to 2.55.

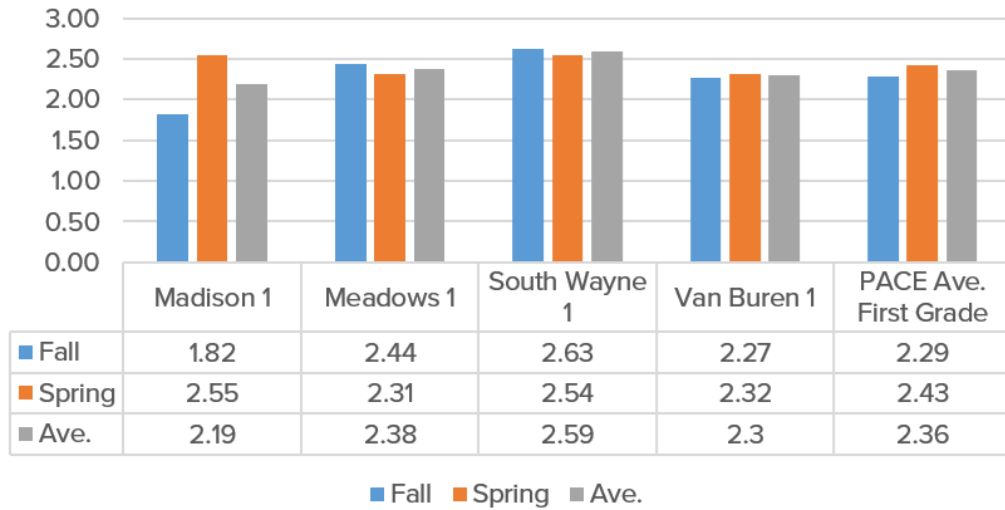
The second through fourth grade responses for this item rose from 2.28 on the fall assessment to 2.42 on the spring assessment or an increase of .14 points. Ranges of responses for this group were from 1.88 to 2.52 on the fall assessment and from 2.13 to 2.68 on the spring assessment.

Responses for this item from both the first grade subjects and second through fourth grade subjects were nearly identical and suggest highly similar positive opinions among all students about whether they can be an actor, artist, or dancer.

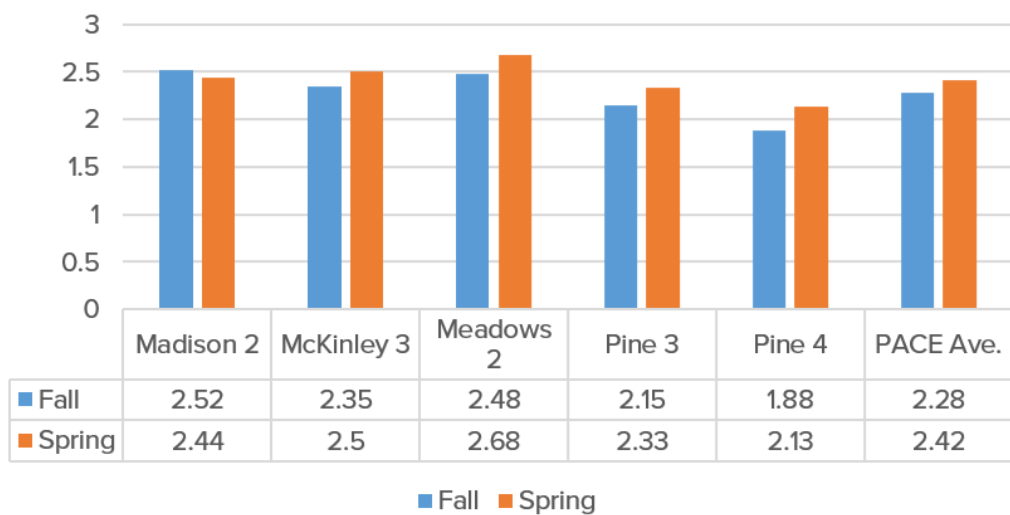
The aggregated average score for all subjects, first grade through fifth grade, for this item went from 2.28 during the fall semester to 2.42 in the spring, which is an increase of .14 points. This item produced ranges from 1.82 to 2.63 in the fall semester and from 2.13 to 2.68 in the spring semester. Averages from Madison Primary Center first grade (.73), Pine fourth grade (.25) increased the most on this item, while the average from Meadows Elementary first grade (.13) and South Wayne Elementary first grade (.09) decreased the most on this item.

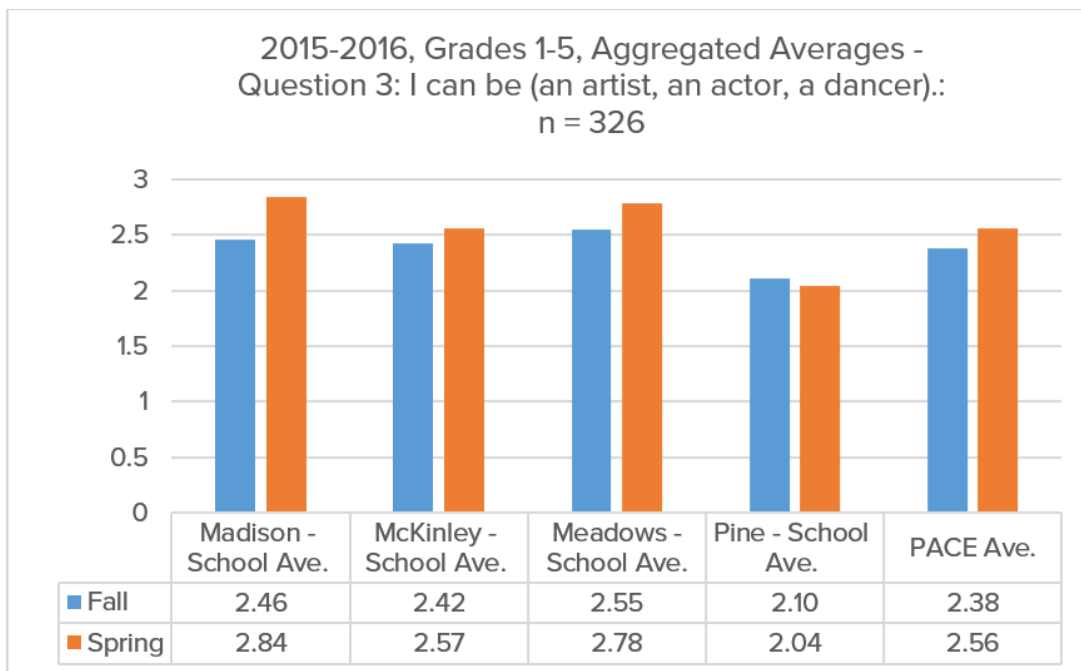
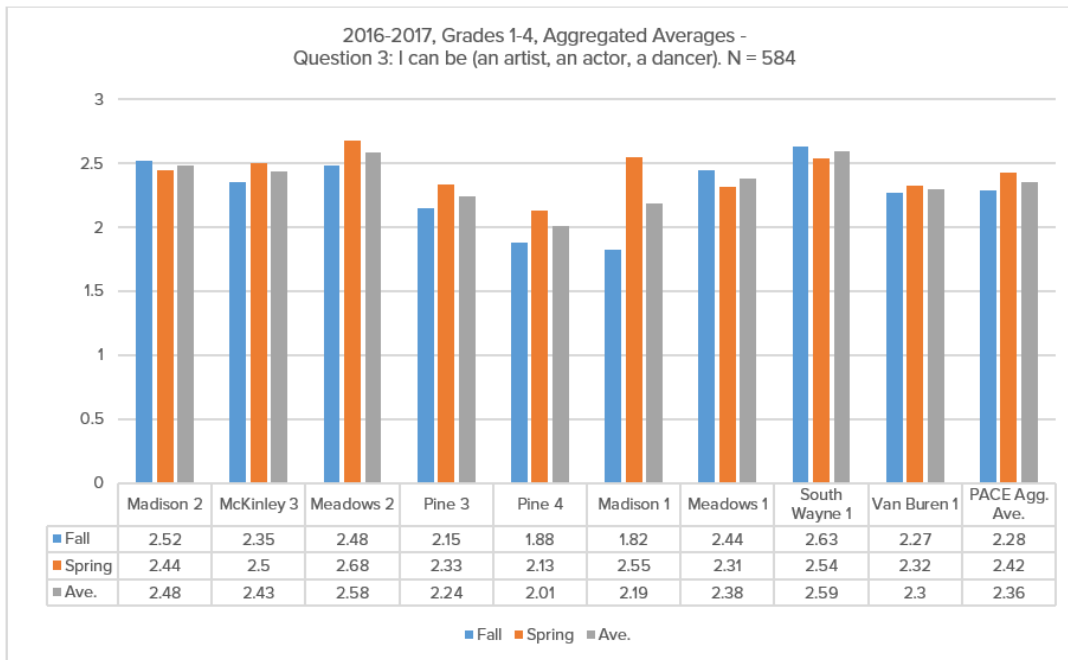
Comparison of responses from the 2016-2017 study and the responses from the 2015-2016 assessment reveal that the aggregated fall average for this item from the 2015-2016 assessment was 2.38 and 2.28 from the 2016-2017 study or .10 points higher during the 2015-2016 assessment. Similar findings were produced for the spring assessment in which the aggregated spring average for this item was 2.56 in the 2015-2016 study compared to 2.42 for the 2016-2017 study or .14 points higher on the in the 2015-2016 study. The aggregated PACE average from the 2015-2016 assessment was 2.47 points compared with 2.36 points for the 2016-2017 assessment or .11 points higher on the 2015-2016 assessment. As with other items on this assessment, the higher numbers of students (584) included in the 2016-2017 assessment when compared with the lower number of subjects (326) in the 2015-2016 assessment, may account for the somewhat slightly lower average for this item.

First Grade - Question 3: I can be (an artist, an actor, a dancer): n = 231



Second - Fourth Grades - Question 3: I can be (an artist, an actor, a dancer). n = 353





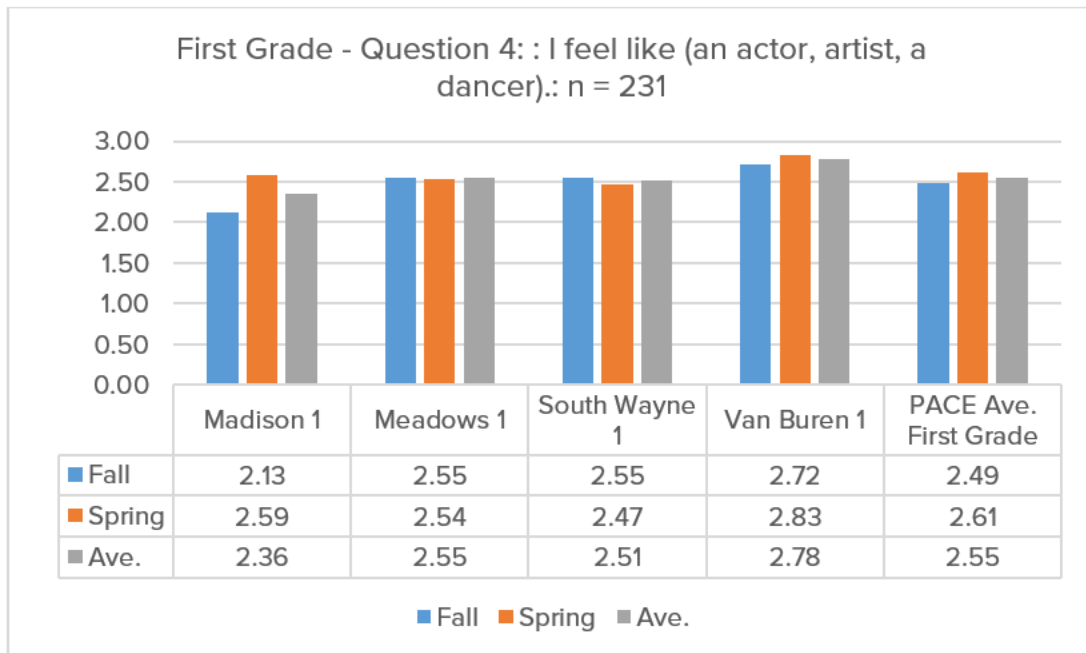
Students were asked if they feel like an actor, an artist, or a dancer (Question 4). First graders' responses to this item produced a fall aggregated average of 2.49 with a range of 2.13 to 2.72. The spring assessment aggregated average rose .12 points to 2.61 with a range of 2.47 to 2.83.

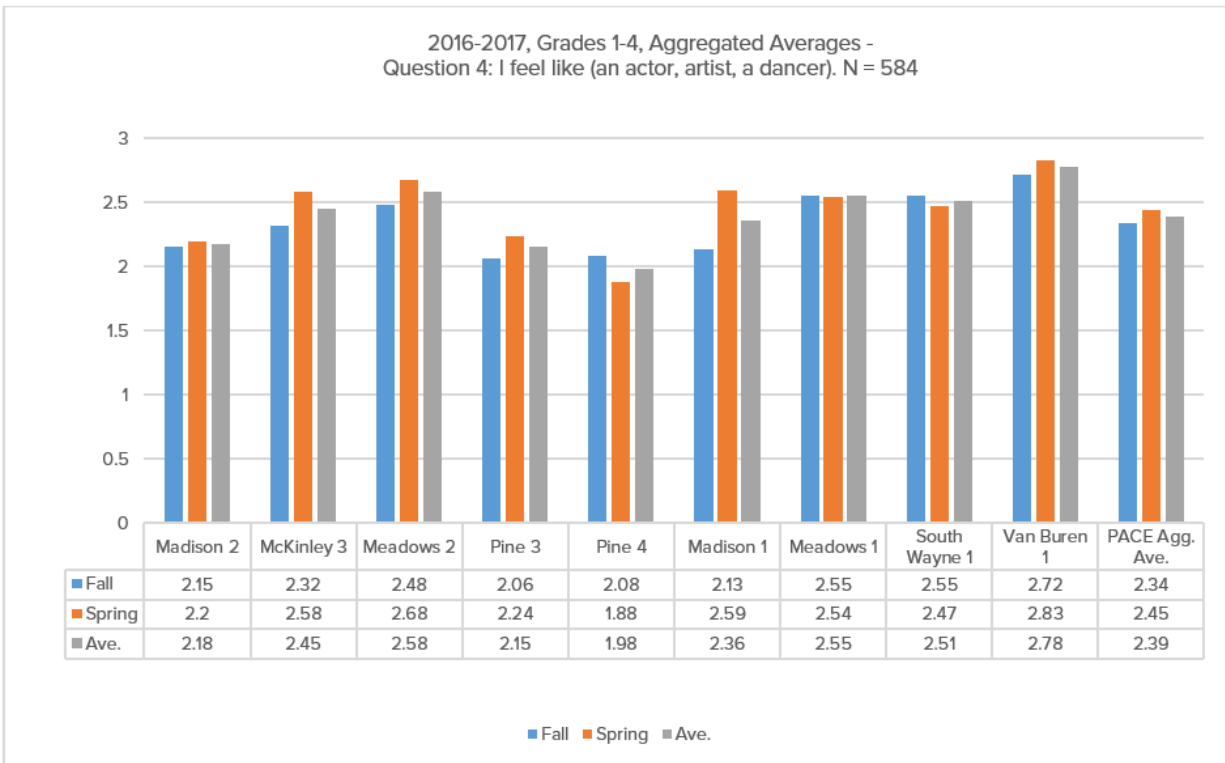
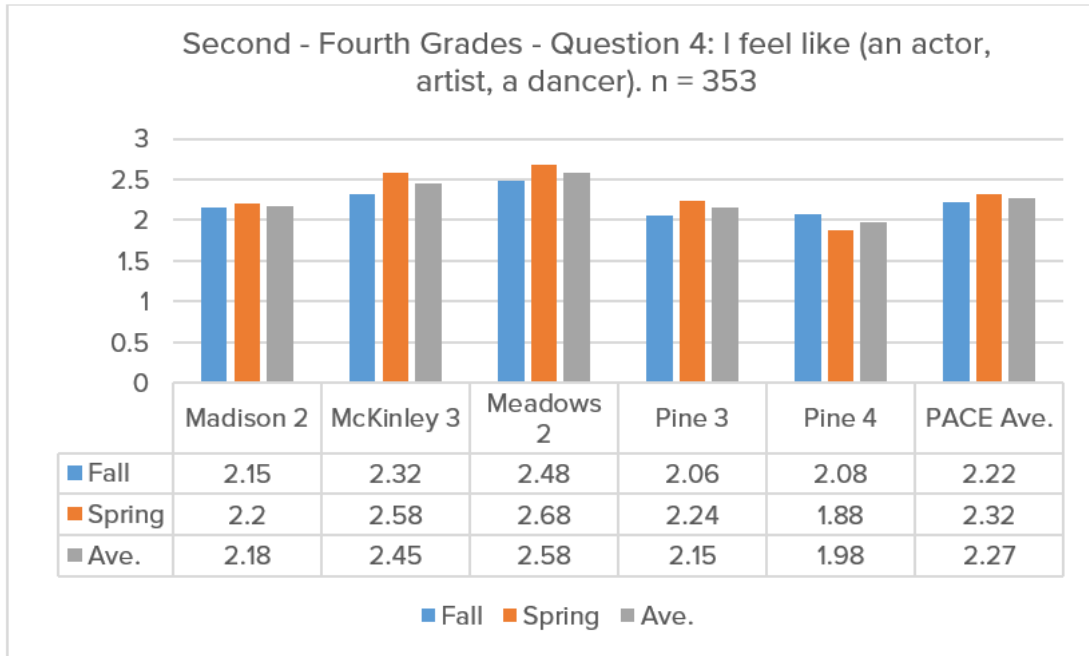
The second through fourth grade responses for this item rose from 2.22 on the fall assessment to 2.32 on the spring assessment or an increase of .10 points. Ranges of responses for this group were from 2.06 to 2.48 on the fall assessment and from 1.88 to 2.68 on the spring assessment.

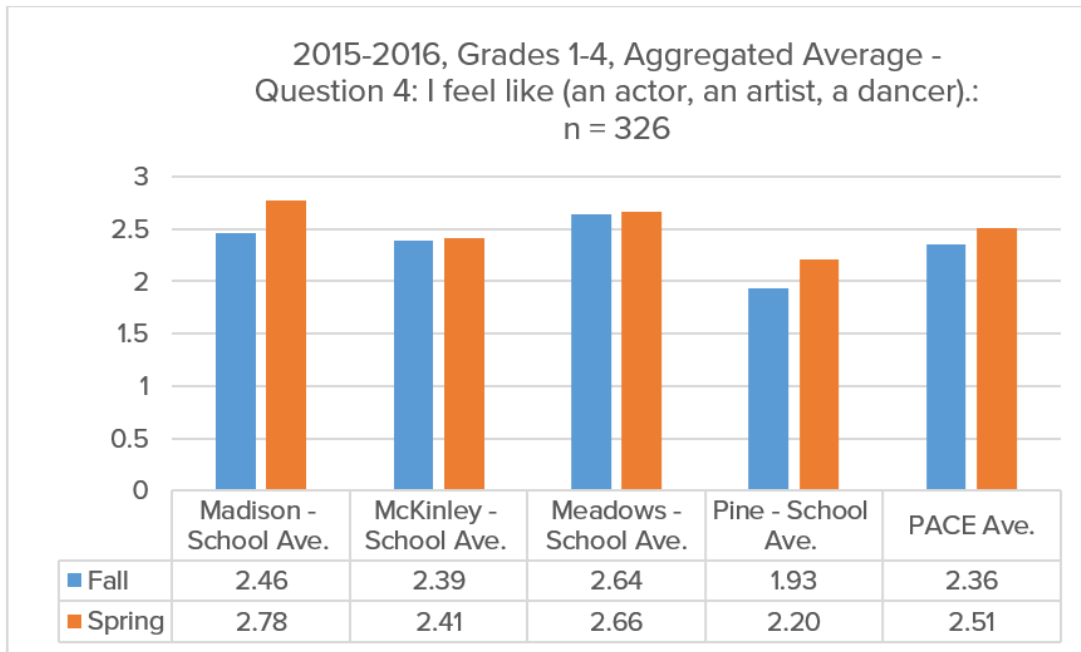
Responses on this item for first grade subjects were higher on both the fall and spring assessments than the averages produced by the second through fourth grade subjects. The overall average for first grade subjects was 2.55 from the fall and spring assessments and 2.27 from the fall and spring assessments for fifth grade subjects or .28 points higher for first grader subjects than for second through fourth grade subjects.

The aggregated average score from all groups for this item went from 2.34 on the fall assessment to 2.45 on the spring assessment, which is an increase of .11 points. This item produced ranges from 2.08 to 2.72 in the fall semester and from 1.88 to 2.83 in the spring semester. Averages from Madison Primary Center first grade (.46) and McKinley Primary Center third grade (.26) increased the most on this item, while the average from Pine Elementary fourth grade (.20) and South Wayne Elementary first grade (.08) decreased the most.

Comparisons of findings from the 2016-2017 assessment with findings from the 2015-2016 assessments for this item reveal that aggregated averages from the 2015-2016 assessment of this item were higher (2.36, fall; 2.51, spring) than those produced on the 2016-2017 (2.34, fall; 2.45 spring) assessments. However, the differences between these averages are not significant and represent consistent performances for this item across both of these sets of subjects.







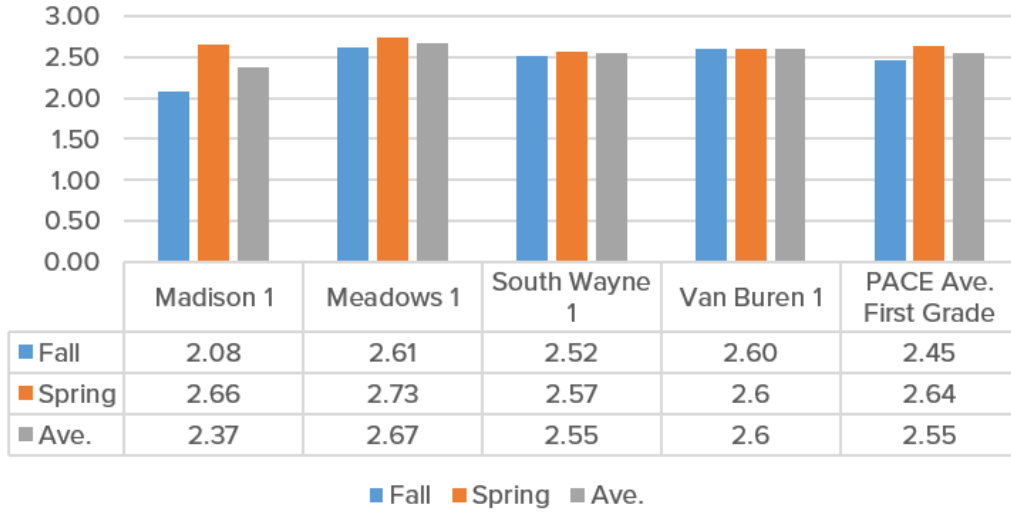
Students were asked if they wanted to become a better artist, actor, or dancer (Question 5). Responses for this item from first grade subjects during the fall assessment produced an aggregated average of 2.45 with a range of 2.08 to 2.61. The spring assessment aggregated average increased to 2.64 or an increase of .19 points.

The second through fourth grade fall responses for this item produced an aggregated average of 2.37 with a range of 1.81 to 2.67. The spring assessment for this group produced an aggregated average of 2.45 with a range of 2.27 to 2.83. The increase of the spring aggregated average when compared with the fall aggregated average represents an increase of .08 points.

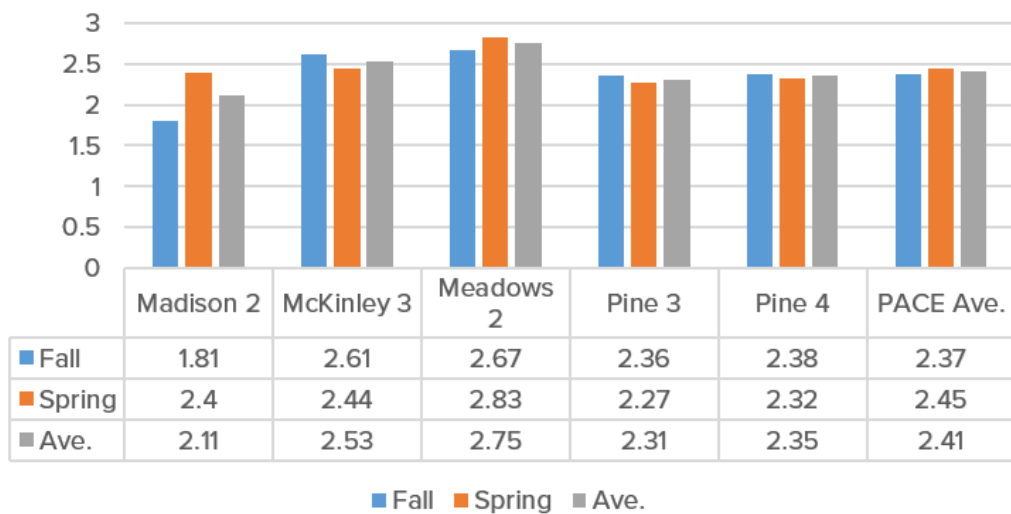
The aggregated average score for all groups for this item went from 2.40 during the fall semester to 2.54 in the spring, which is an increase of .14 points. This item produced ranges from 1.81 to 2.67 in the fall semester and from 2.27 to 2.83 in the spring semester. Averages from Madison Primary Center grade two (.59) and grade one(.58) increased on this item, while the averages from McKinley Primary Center (.17) and Pine Elementary third grade (.09) and fourth grade (.06) decreased on this item.

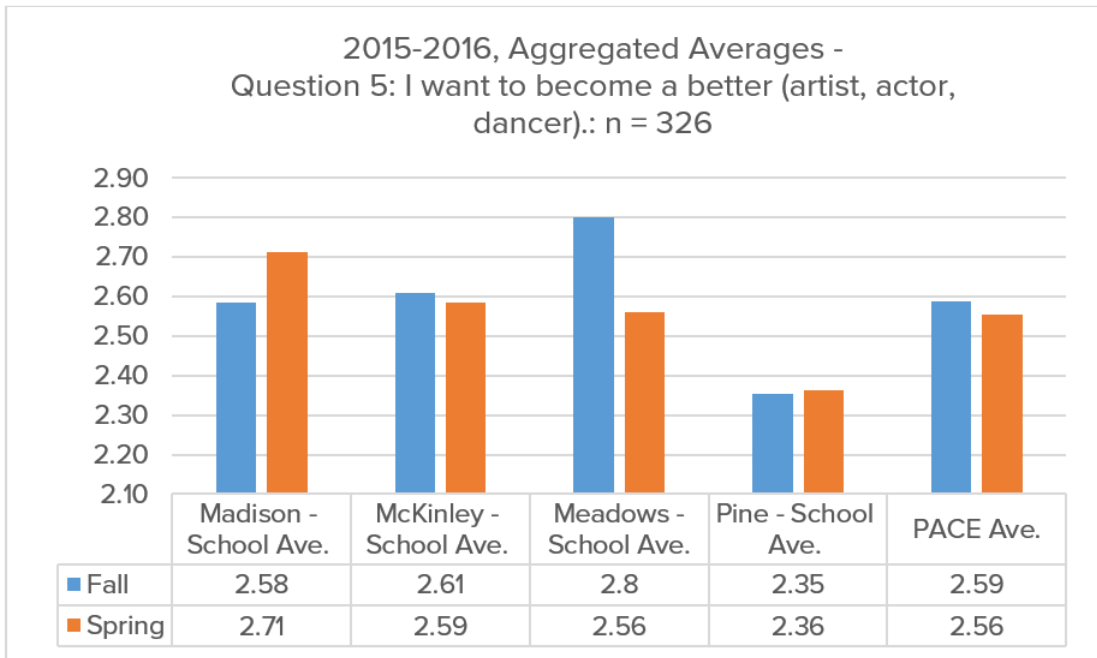
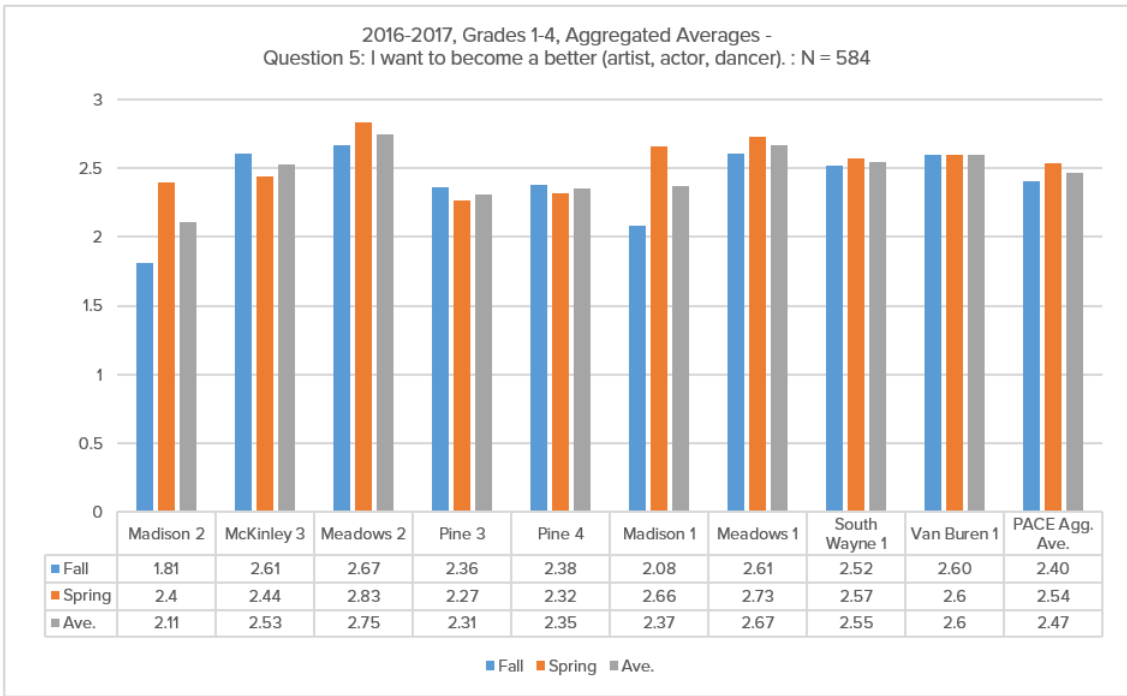
Comparisons of findings from the 2015-2016 and 2016-2017 findings revealed that the fall aggregated average for the fall assessment from the 2015-2016 assessment (2.59) was higher than the fall aggregated average from the 2016-2017 assessment (2.40). The spring aggregated averages from the 2015-2016 (2.56) and 2016-2017 (2.54) assessments were virtually equal with no statistical differences. The aggregated PACE averages for the 2015-2016 assessment (2.57) and the 2016-2017 assessment (2.47) differed by .10 of a point.

First Grade - Question 5: I want to become a better (artist, actor, dancer): n = 231



Second - Fourth Grades- Question 5: I want to become a better (artist, actor, dancer). : n = 353



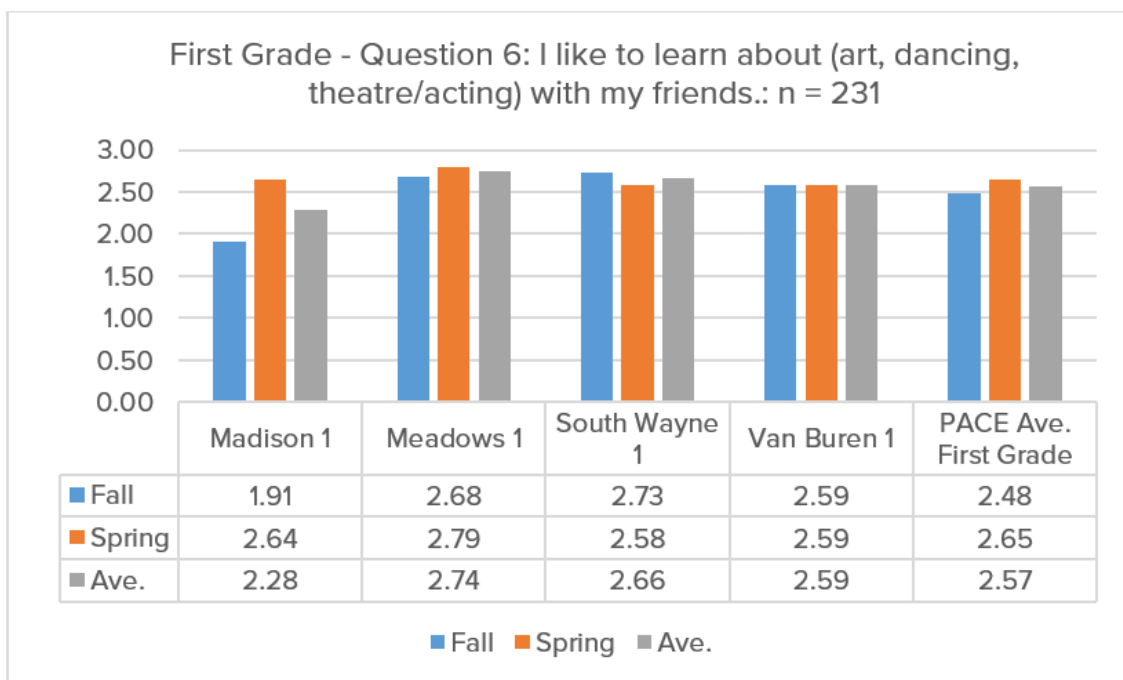


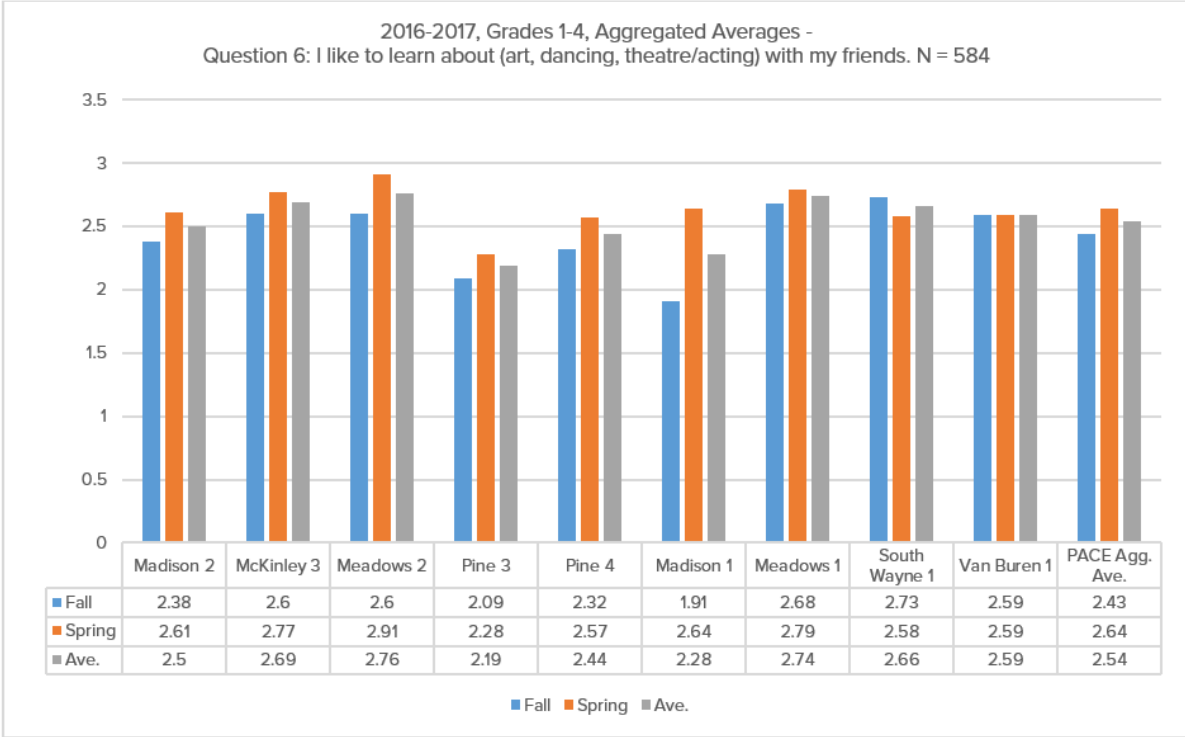
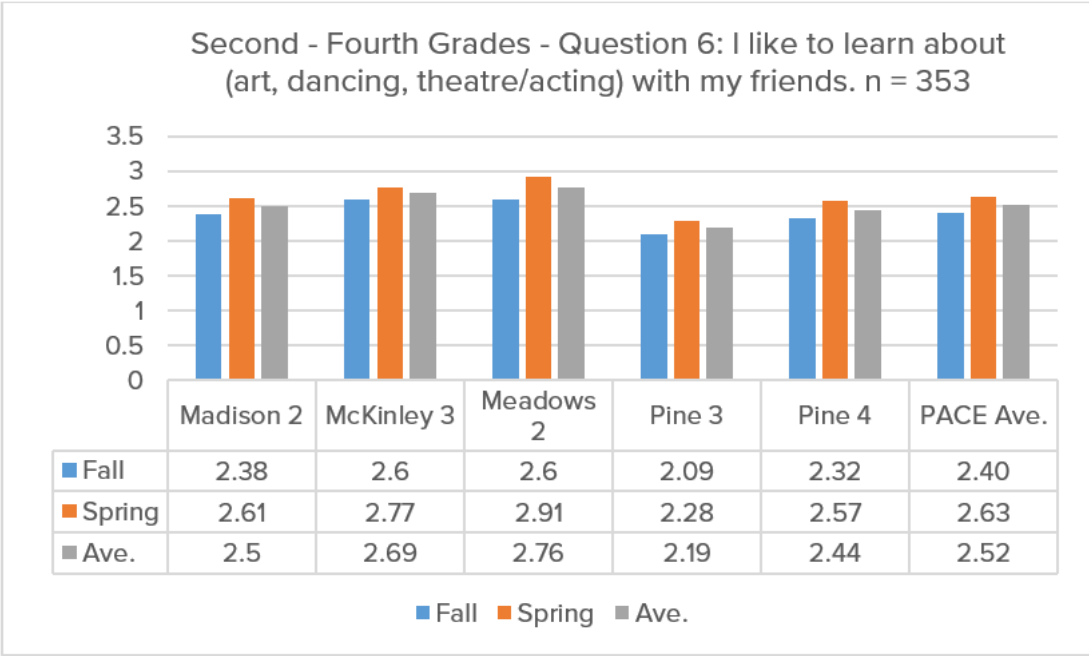
When asked whether they liked to learn about art, dancing, and theatre or acting with their friends or classmates (Question 6), the first grade aggregated average for this item improved from the fall assessment (2.48) to the spring assessment (2.65) with an improvement of .17 points. The range of responses for this item was from 1.91 to 2.73.

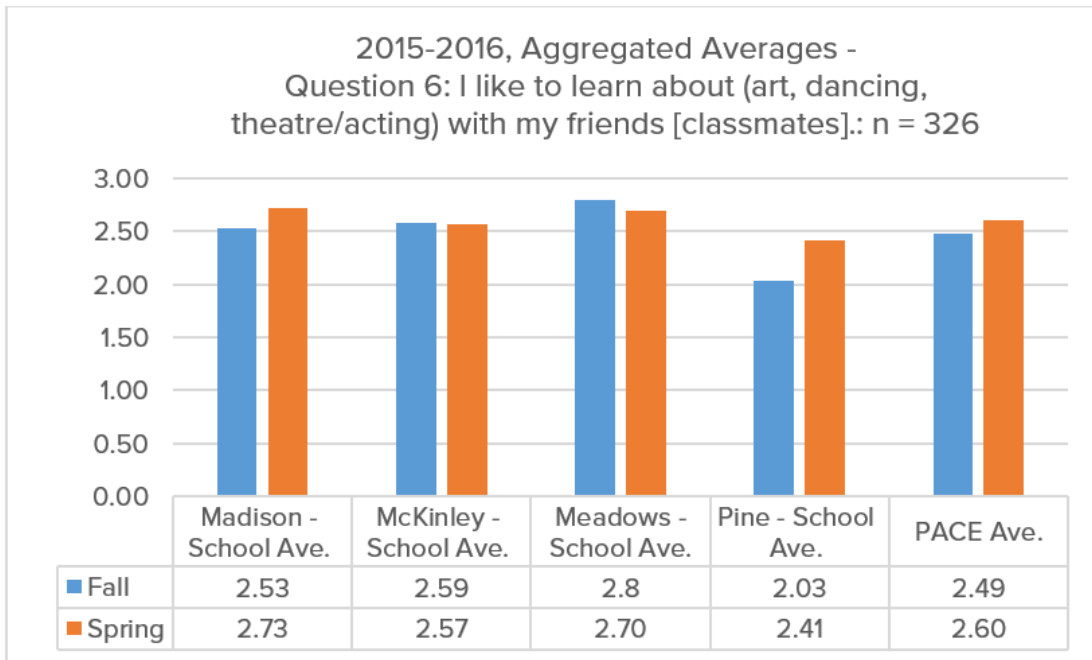
The second through fourth grade responses for this item produced an aggregated fall average of 2.40 with a range of scores from 2.09 to 2.60. The spring assessment aggregated average for this item was 2.63 or an increase of .23 points from the fall assessment. The range of responses for this item was from 2.28 to 2.91 points.

This item, for all groups, produced an aggregated average of 2.43 for the fall assessment with a range of 1.91 to 2.73. The aggregated average for all groups from the spring assessment rose to 2.64 or an increase of .21 points from the fall assessment with a range of 2.57 to 2.91. Averages from Madison Primary Center first grade (.73) increased on this item, while the average from South Wayne Elementary decreased (.15) on this item. All other schools produced modest increases for this item.

Comparisons of findings from the 2016-2017 and the 2015-2016 assessments for this item, reveals that the 2015-2016 fall assessment aggregated average was higher (2.49) than the 2016-2017 fall aggregated average (2.43). However, the spring aggregated average from the 2016-2017 assessment (2.64) was higher than the 2015-2016 aggregated average (2.60). The statistical proximity of these averages suggest that the responses for this item remained positive and consistent across the two assessments for this item.





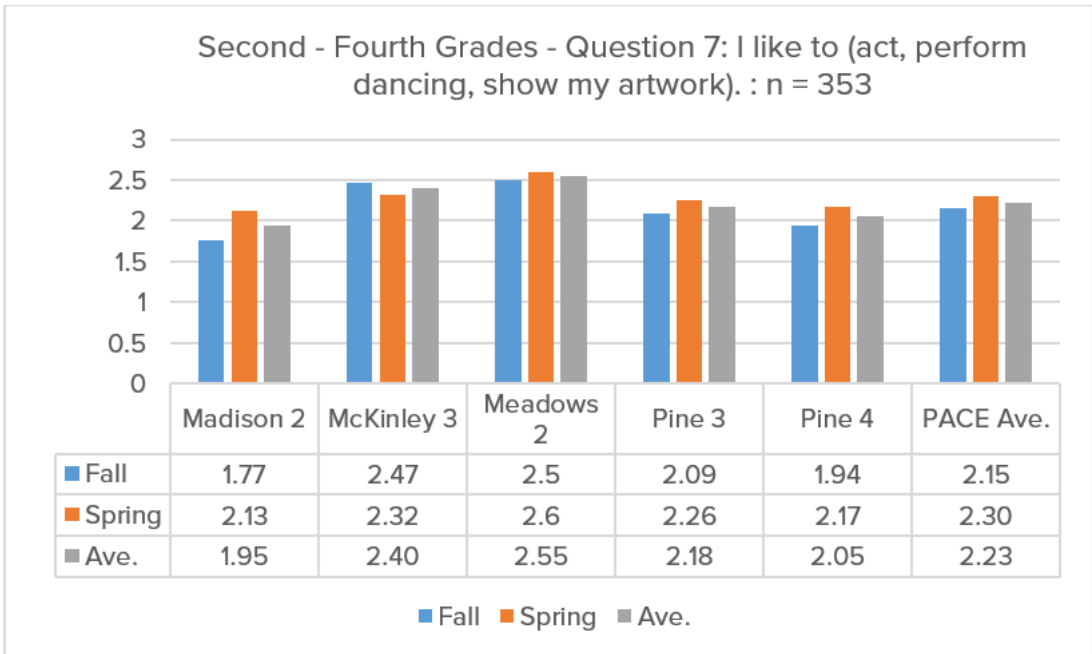
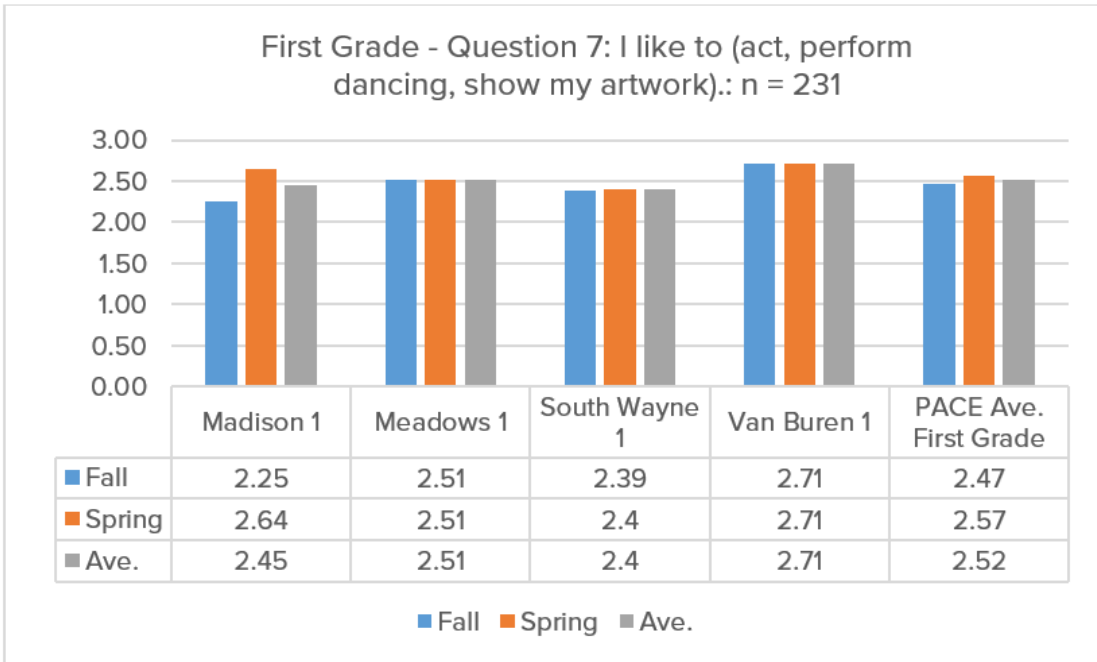


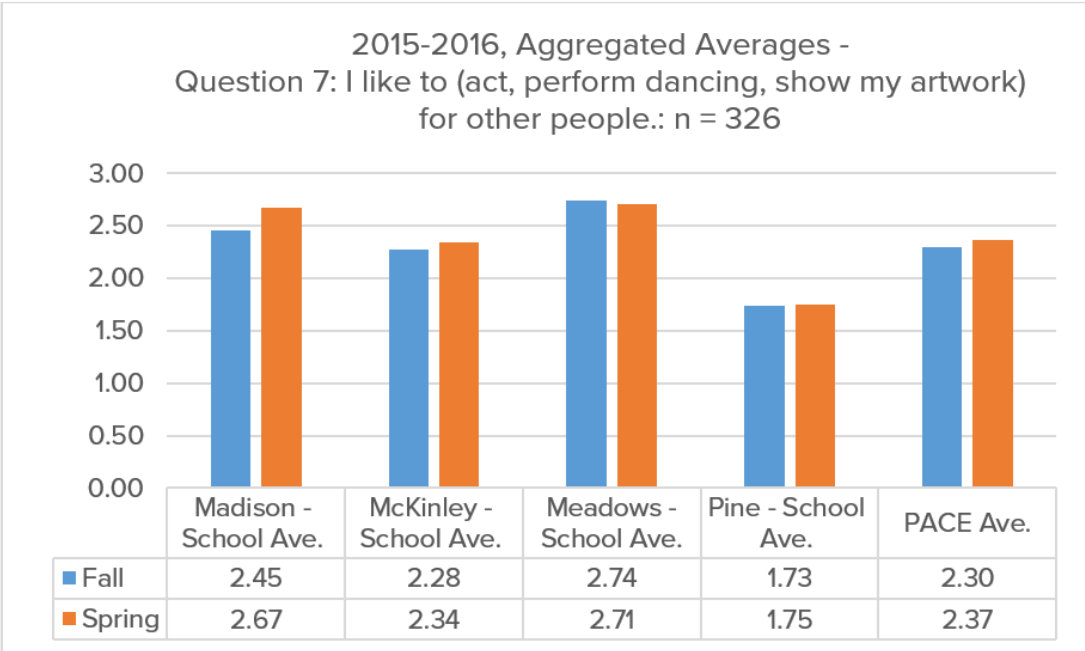
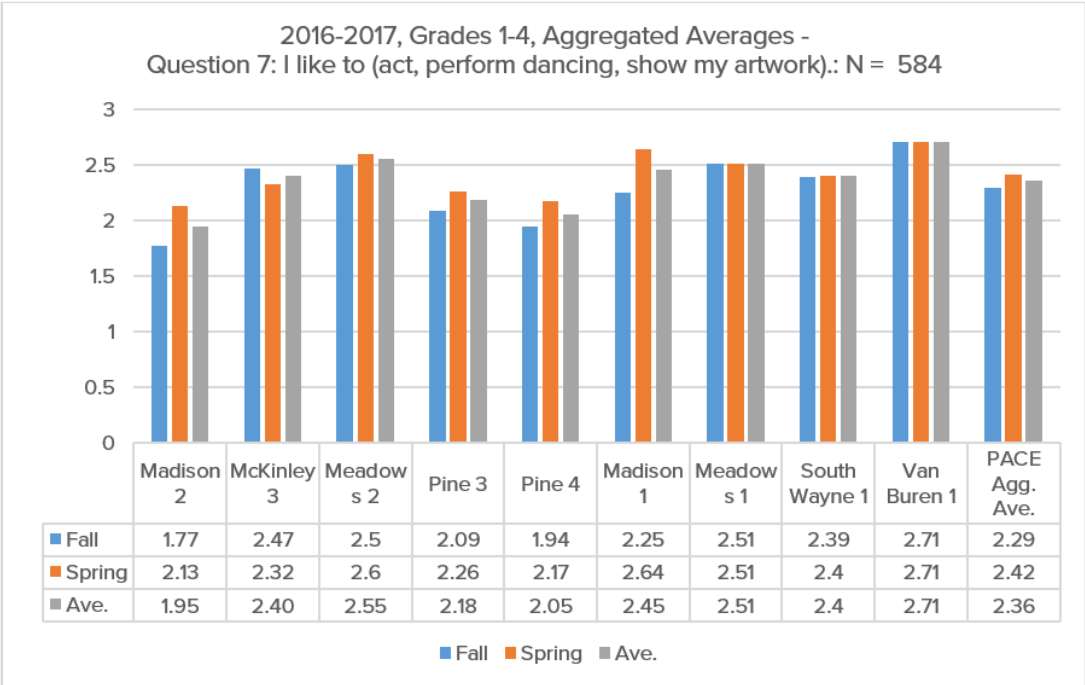
Students were asked if they like to act, perform dancing, or show my artwork for other people (Question 7). The aggregated first grade average for the fall assessment was 2.47 with a range of 2.25 to 2.71. The spring aggregated average rose by .10 points to 2.57 with a range of 2.40 to 2.71 points.

The second through fourth grade responses for this item produced an aggregated fall assessment average of 2.15 with a range of scores from 1.77 to 2.47. The spring assessment aggregated average for this item was 2.30 or an increase of .15 points with a range of 2.13 to 2.60.

The aggregated average score for all groups for this item went from 2.29 during the fall semester to 2.42 in the spring, which is a decrease of .13 points. This item produced ranges from 1.77 to 2.71 in the fall semester and from 2.13 to 2.71 in the spring semester. Averages from Madison Primary Center grade one (.39) and grade two (.36) increased the most on this item, while the averages from McKinley Primary Center grade three (.15) decreased on this item. Aggregated scores from the fall assessments did not change on spring assessments for Meadows Elementary (2.51) and Van Buren Elementary (2.71) schools.

Comparisons of findings from the 2016-2017 and the 2015-2016 assessments for this item demonstrate proximity. The 2016-2017 fall aggregated assessment for all groups on this item was 2.29 compared to 2.30 for all groups on the 2015-2016 fall assessments. The spring aggregated averages for this item were similar with the 2016-2017 aggregated average of 2.42 and 2.37 for the 2015-2016 assessments. Proximity of these responses suggest consistent levels of positive attitudes about liking to act, perform dancing, showing my artwork for other people for these two groups of subjects over time.



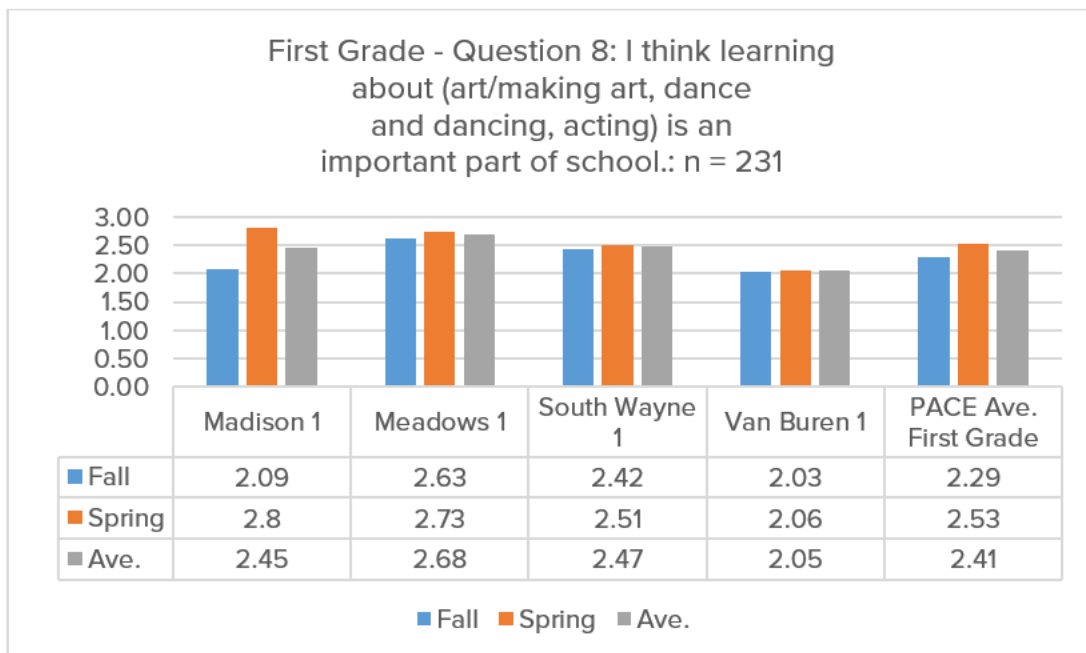


Students were asked if they think learning about art and making art, dance and dancing, and acting is an important part of school (Question 8). The first grade responses for this item from the fall assessment produced an aggregated average of 2.29 with a range from 2.03 to 2.63. Response to this item on the spring assessment rose to 2.53 or .24 of a point. The range of response from this item on the spring assessment was 2.06 to 2.68. These averages suggest that students' in first grade improved their attitude about learning about art, dance, and acting as being an important part of school over the course of the study.

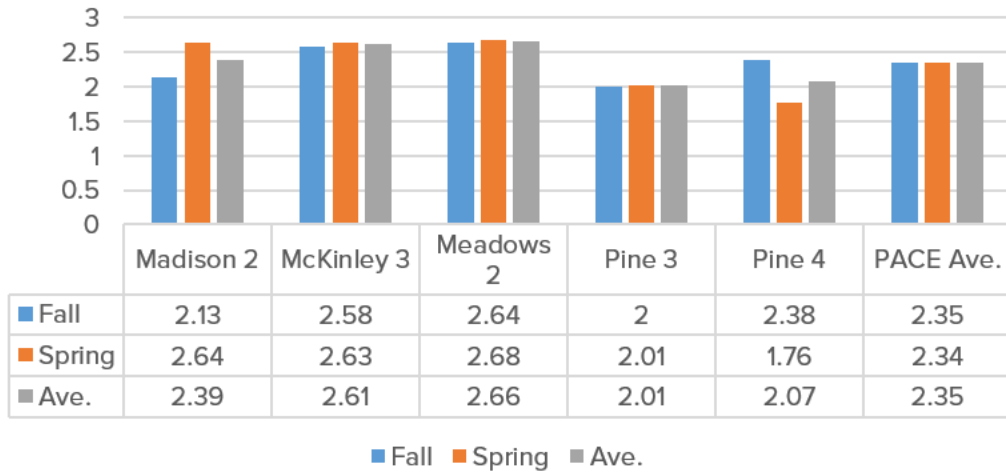
The second through fourth grade responses for this item on the fall assessment produced an aggregated average of 2.35 with a range of 2.00 to 2.64. The spring assessment for this group decreased by .01 of a point to 2.34 with a range of 2.01 to 2.66. These averages suggest that students' attitudes about learning about art, dance, and acting as an important part of school remained consistent and did not change, but were positive over the course of the study.

The aggregated average score for all groups for this item went from 2.32 during the fall semester to 2.42 in the spring, which is a decrease of .10 points. This item produced ranges from 2.0 to 2.64 in the fall semester and from 1.76 to 2.8 in the spring semester. Averages from Madison Primary Center grade one (.71) and grade two (.51) increased the most on this item, while the average from Pine Elementary grade four (.62) decreased on this item.

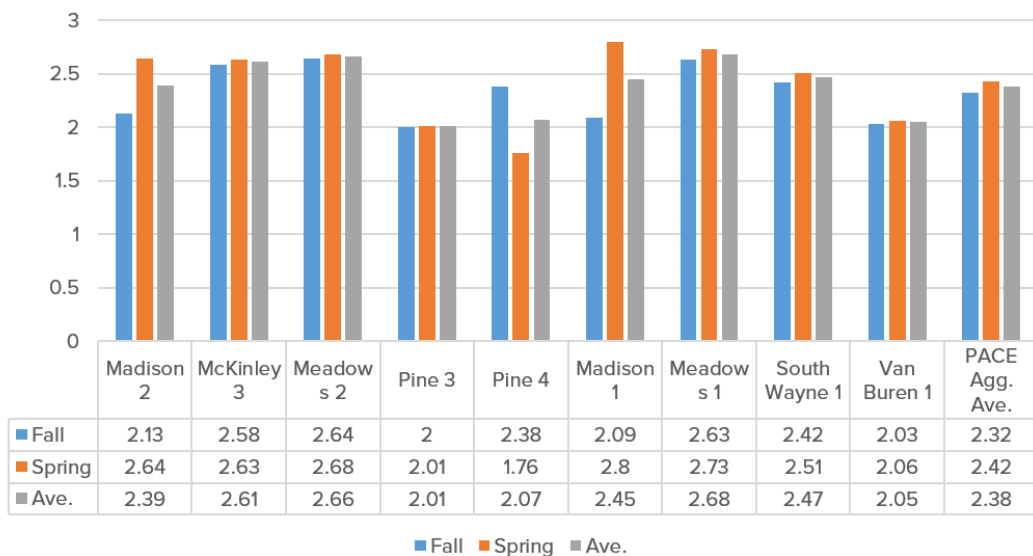
Comparisons of findings from the 2015-2016 assessments with the 2016-2017 assessments reveal that the aggregated averages from the 2015-2016 assessments produced a slightly higher average (2.40) than the 2016-2017 assessments (2.32). However, the differences between these scores are not statistically significant. Comparison of the spring assessment aggregated averages reveal a similar range of differences between the 2015-2016 assessment (2.50) and the 2016-2017 assessments (2.42). These findings suggest that students attitudes about the importance of learning about art, dance, and acting as an important part of school are positive and consistent across both sets of subjects and among grade levels over the period of the study.

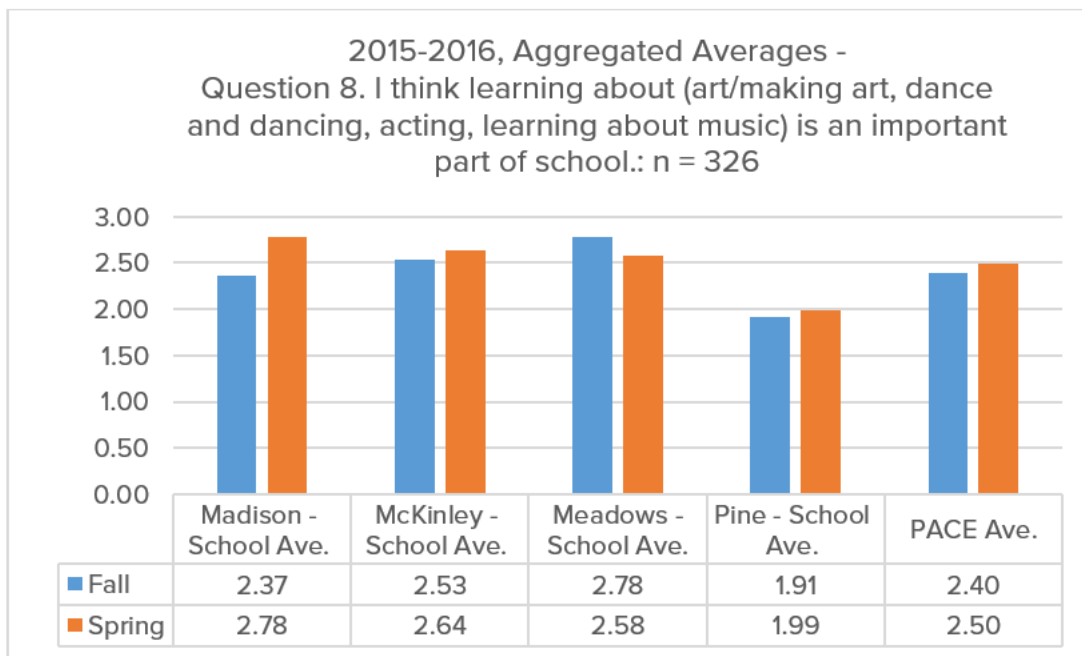


Second - Fourth Grades - Question 8: I think learning about (art/making art, dance and dancing, acting) is an important part of school.: n = 353



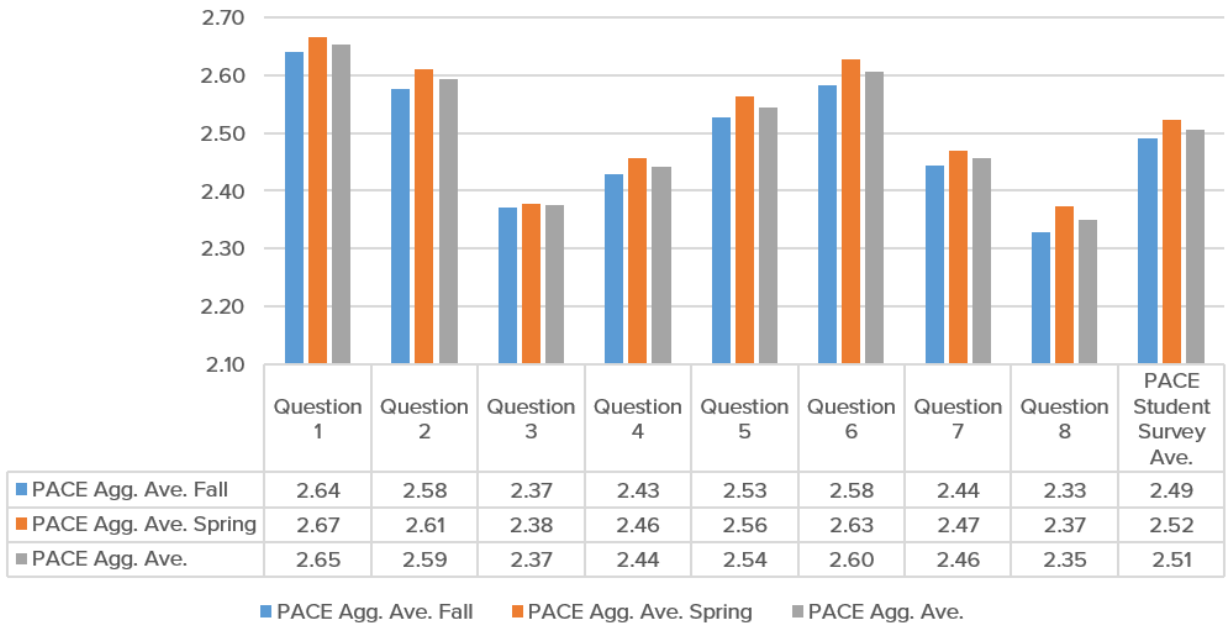
2016-2017, Grades 1-4, Aggregated Averages - Question 8: I think learning about (art/making art, dance and dancing, acting) is an important part of school. N = 584



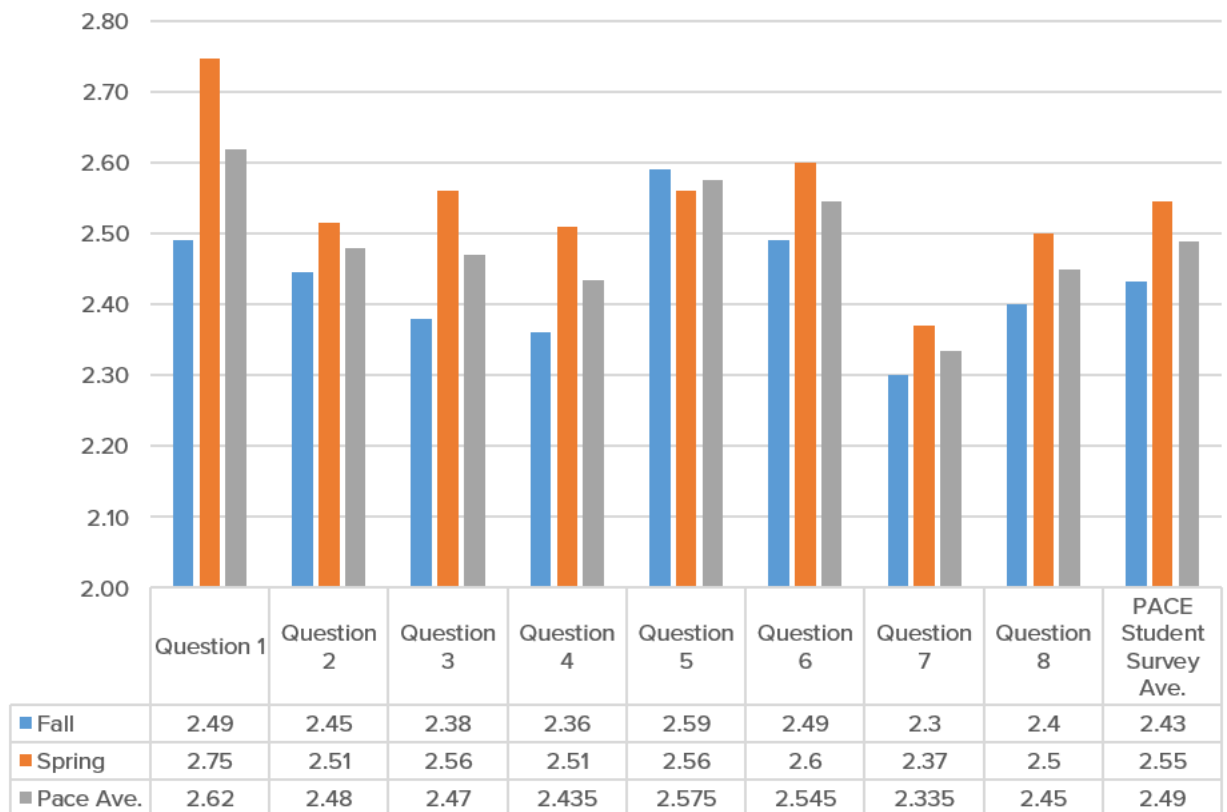


Comparisons of the fall and spring aggregated average scores for all participating schools from the 2016-2017 and 2015-2016 assessments and for all items included on this assessment suggest that the aggregated average from the 2015-2016 students' general knowledge increased from 2.43 in the fall to 2.55 in the spring (.12 points). Aggregated fall average scores from the 2016-2017 students' general knowledge increased from 2.49 to 2.52 on the spring assessment (.03). Although these are modest improvements, they demonstrate growth in general knowledge among participants for these periods. With the exception of the aggregated average on a single 2015-2016 item (Item 5: I want to become a better (artist, actor, dancer), positive growth was demonstrated by scores from both assessments on each item in the aggregated measurements.

2016-2017, Aggregated PACE Student Survey Average Scores: N = 584



2015-2016, Aggregated PACE Student Survey Average Scores: n = 326



PACE Knowledge Survey Report

The arts have discipline specific knowledge and skills that can be taught and learned (Eisner, 2002; Sabol, 2010, 2013). Comprehensive education in the arts depends upon enabling students to receive instruction in the arts and in providing educational experiences that require students to learn and use various kinds of knowledge and skills identified by the various arts disciplines (Drake, 1998; Sabol, 2009, 2010). Measuring what students know and can do in the arts is central for understanding learning and achievement in the arts and for creating, implementing, and revising curriculum and instruction 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 C). The PACE Knowledge Assessment consists of 20 items that were scored on a 0 to 2-point scale. The first eight 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 eight items, phrasing of the items varied to include 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, "What is dance?" while Item 1 on the Visual Arts Knowledge Assessment instrument read, "What is 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: What is (art, dance, theatre)?

Question 2: Describe some different kinds of (art, dance, theatre).

Question 3: Where would you go to see (artwork, dancers, theatre)?

Question 4: Where or when have you seen (artwork, a dance performance, theatre)?

Question 5: Are (actors, artists, dancers) young, older, or both?

Question 6: Can (actors, artists, dancers) be male, female, or both?

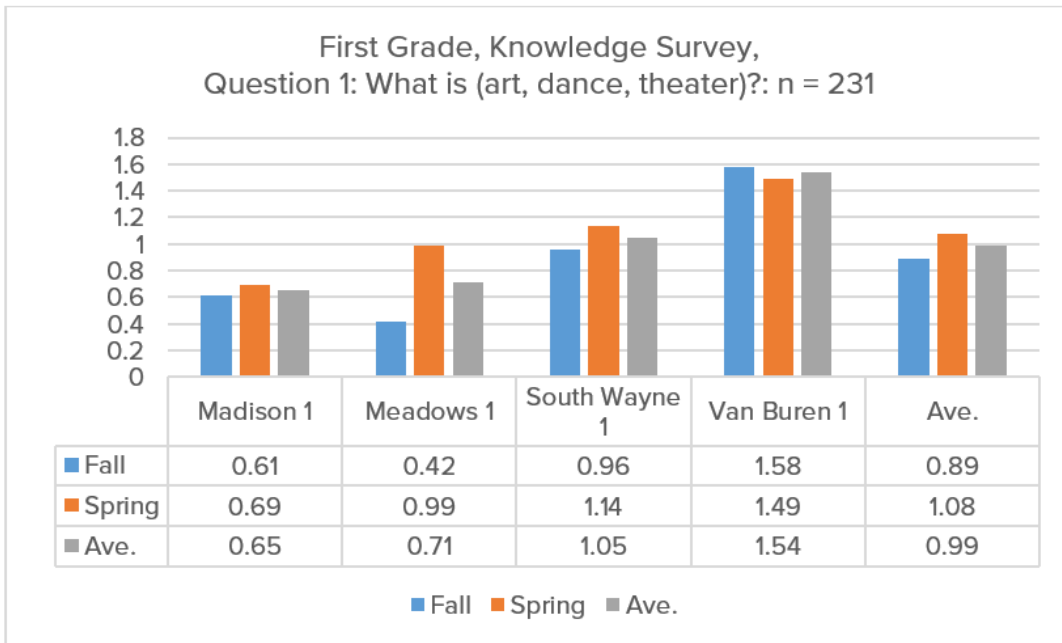
Question 7: Do people (make art, dance,) just for enjoyment, or can (making art, dancing,) also be a job to earn money?

Is theatre just for enjoyment, or can acting also be a job to earn money?

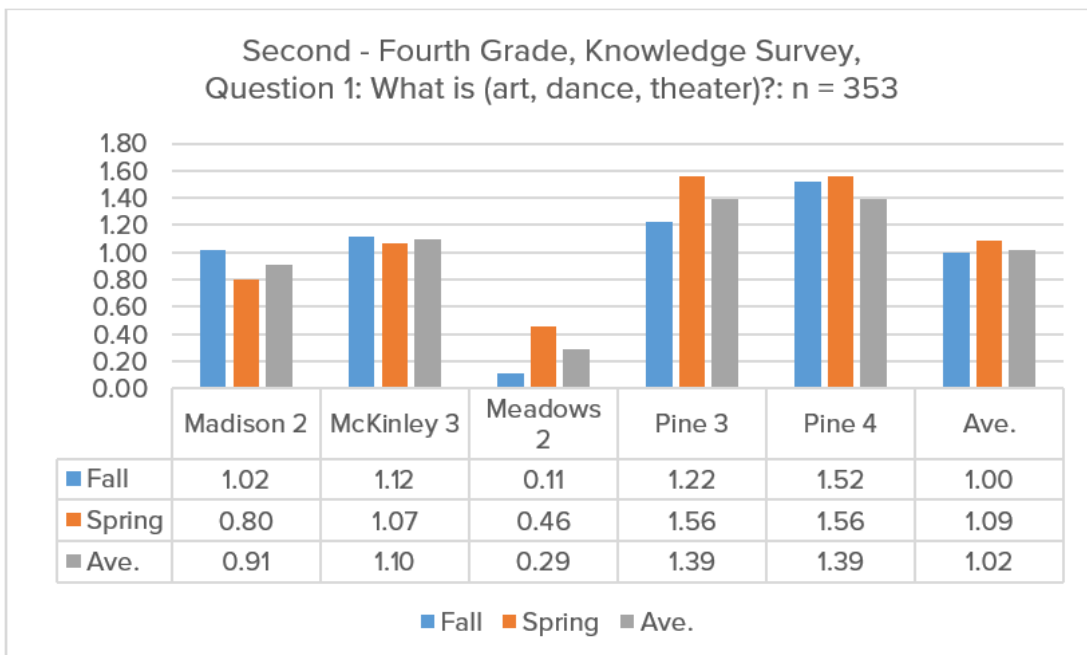
Question 8: Name some well-known/famous (actors, artists, dancers)

The remaining 12 items on the instruments permitted the visiting artists and 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 E).

When first grade students were asked what is dance, theatre, or art, (Question 1) their responses demonstrated low levels of knowledge about or understanding of these art forms. The aggregated fall average for responses to this item was .89 with a range of .42 to 1.58. The spring aggregated average rose to 1.08 with a range of .69 to 1.49, which is an increase of .19 points from the fall to spring assessments. The school making the largest average increase was Meadows with an increase of .57 points. Van Buren's average decreased from 1.58 in the fall to 1.49 in the spring.

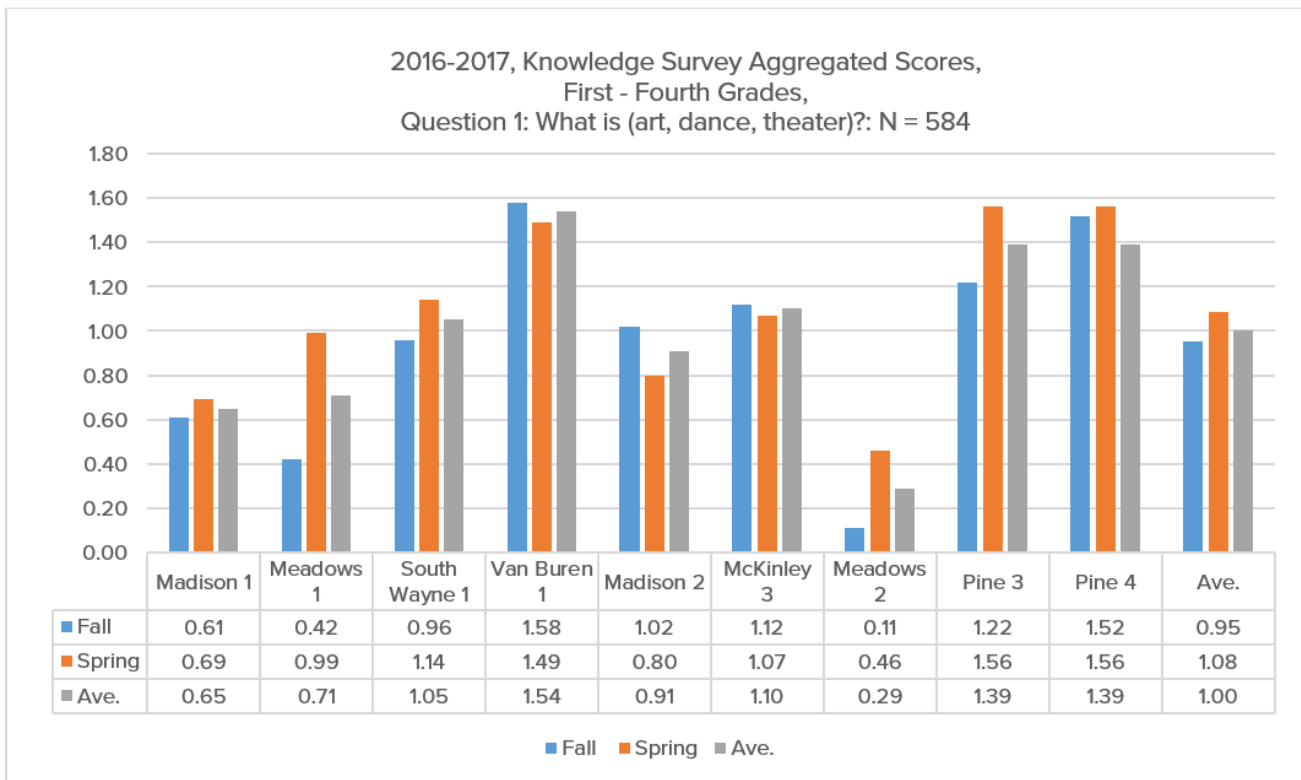


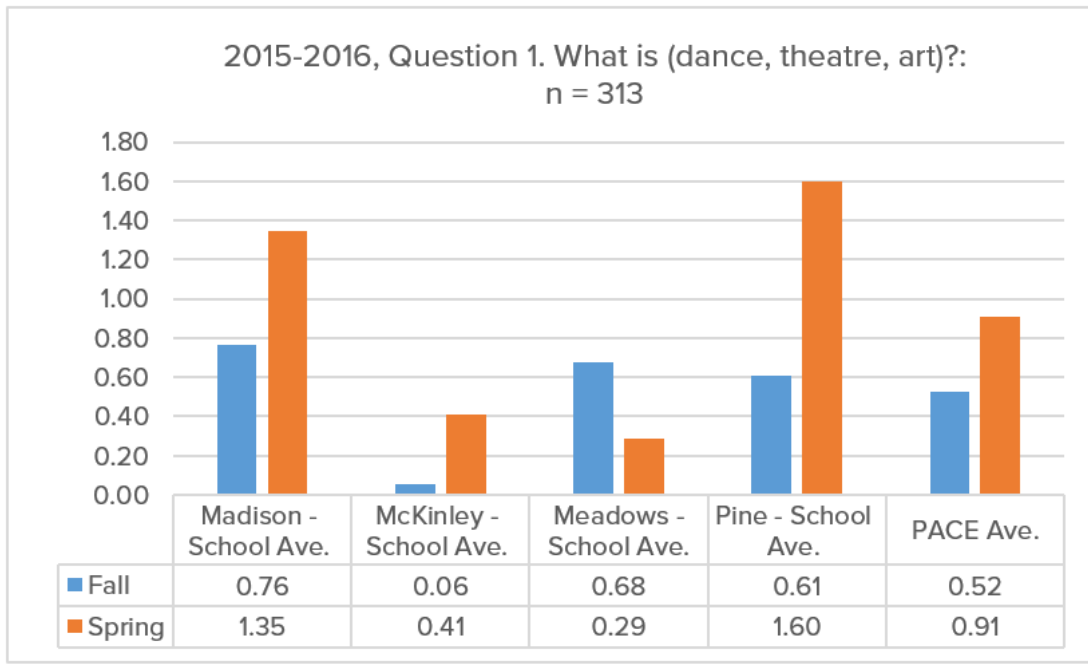
When second through fourth grade students were asked what is dance, theatre, or art, (Question 1) their responses demonstrated an average level of knowledge about or understanding of these art forms. The aggregated fall average for responses to this item was 1.00 with a range of .11 to 1.52. The spring aggregated average rose to 1.09 with a range of .46 to 1.59, which is an increase of .19 points from the fall to spring assessments. The school with the largest average increase was Meadows with an increase of .35 points. McKinley’s average decreased from 1.52 in the fall to 1.07 in the spring.



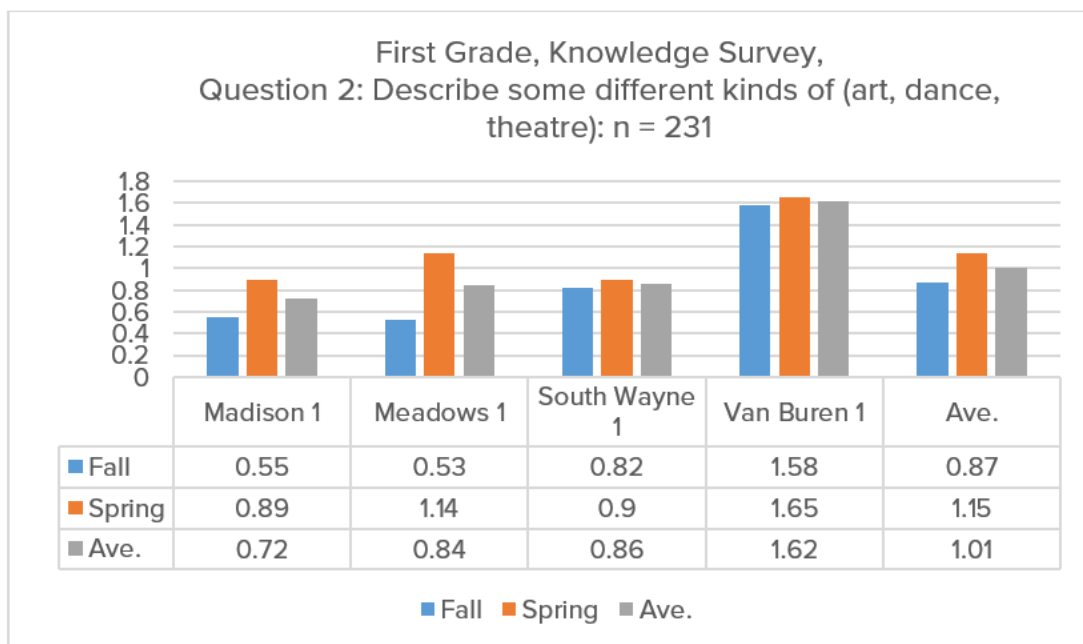
The aggregated average score for all groups for this item went from .95 during the fall semester to 1.08 in the spring, which is a decrease of .13 points. This item produced ranges from .11 (Meadows 2) to 1.58 (Van Buren 1) in the fall semester and from .46 (Meadows 2) to 1.56 (Pine 4) in the spring semester. The average from Meadows Elementary School grade one (.57) increased the most on this item, while the average from Madison Primary Center grade two decreased by .22 points on this item.

Comparisons of findings from the fall 2015-2016 assessments with the 2016-2017 assessments reveal that the aggregated averages from the 2015-2016 assessments produced a lower average (.52) for this item than the 2016-2017 fall assessments (.95). Comparison of the spring assessment aggregated averages reveal a similar range of differences between the 2015-2016 assessment (.91) and the 2016-2017 assessments (1.08). These findings suggest that students' understanding of what art, dance, and theatre are, is slightly higher during the 2016-2017 study than in the 2015-2016 study. Including scores from second through fourth grade students' accounts for this difference, due to higher fall scores for this item than those produced by first grade students from both years of the study.

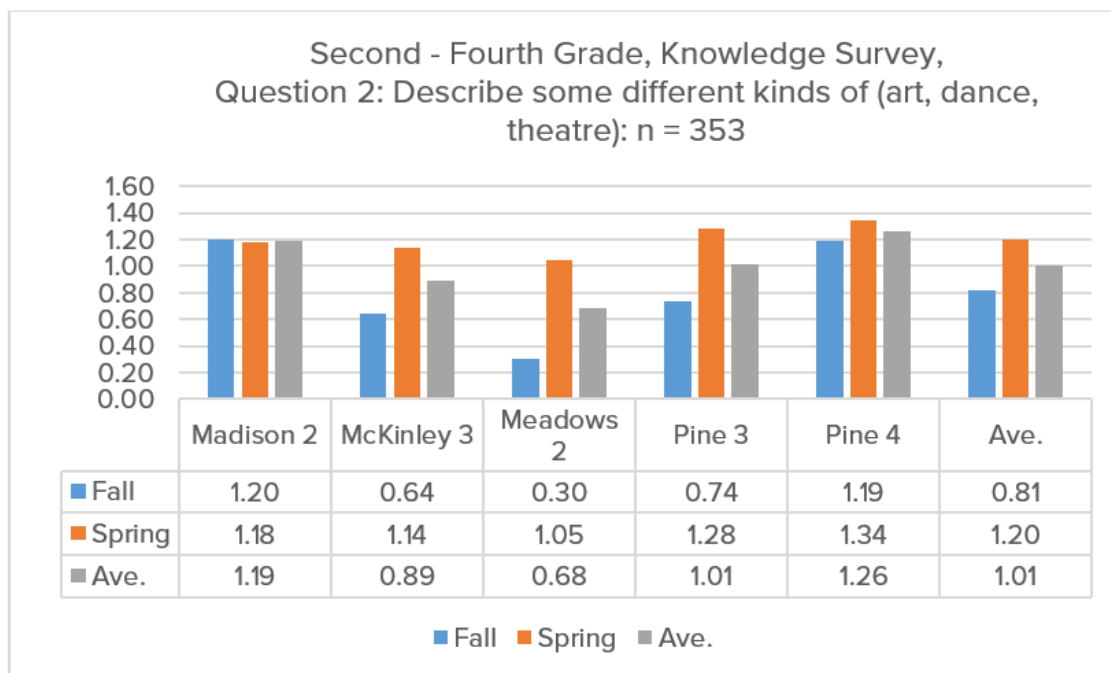




First grade students were asked to describe some different kinds of art, dance, or theatre (Question 2). Their average aggregated fall response was .87, indicating a slightly lower than average knowledge about these arts disciplines. The range of fall scores was from .53 at Meadows to 1.58 at Van Buren. The spring PACE aggregated average score was 1.15. This is an increase of .28 points from the fall assessment. The range of spring scores was from .89 at Madison to 1.65 at Van Buren. Largest increases in average scores came from Meadows with an increase of .61 points. The smallest increase was produced by Van Buren with only .07 points. All schools experienced increases for this item with two (South Wayne and Van Buren) experiencing modest to minor increases from the fall to spring assessments.



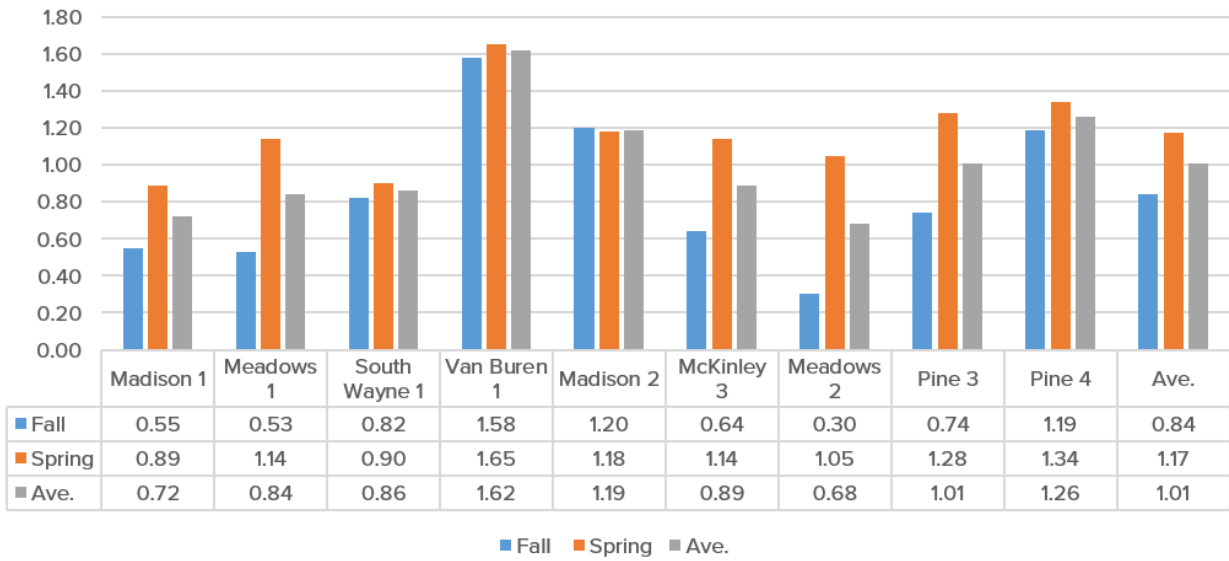
Second through fourth grade students were asked to describe some different kinds of art, dance, and theatre (Question 2). Their average aggregated fall response was .81 points with a range of from .30 (Meadows 2) to 1.20 (Madison 2). This range suggests somewhat widely varying degrees of students' knowledge of different kinds of art, dance, and theatre. The average aggregated spring response on this item was 1.20 with a range of 1.05 (Meadows 2) to 1.34 (Pine 4). The largest increase in scores for this item was produced at Meadows 2 with an increase of .75 points from the fall to the spring assessment. The score from Madison 2 decreased from the fall level of 1.20 to the spring level of 1.18 for this item.



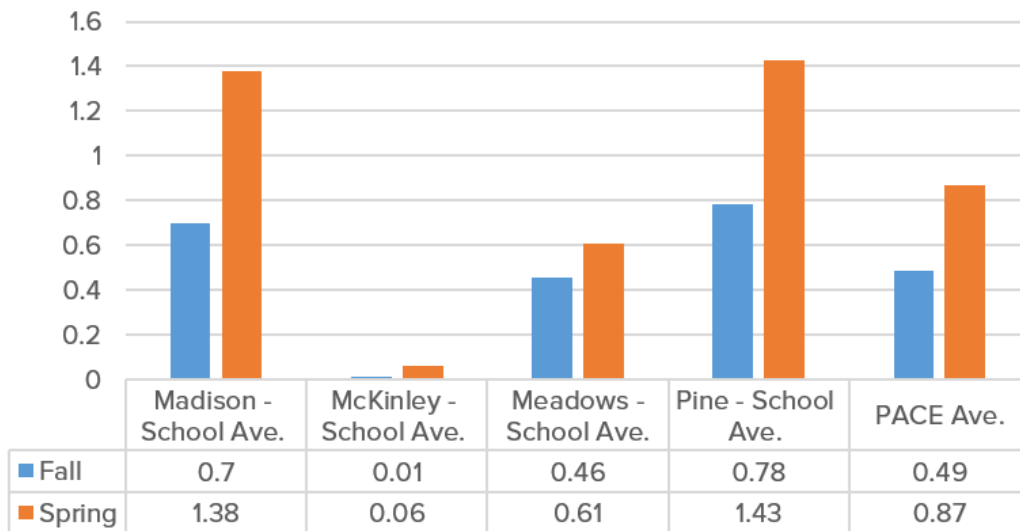
The aggregated fall average for all grade levels for this item was .84. This average rose to 1.17 on the spring assessment. This represents an increase of .33 points from the fall to the spring assessment. The average school range for this item went from a low of .72 at Madison 1 to a high of 1.62 at Van Buren 1. With the exception of a single school (Madison 2) all schools produced increases in performances for this item from the fall to spring assessment.

Comparisons of findings from the 2016-2017 and 2015-2016 assessments reveal that both the fall and spring aggregated averages from the 2016-2017 study were higher (.35 and .30 points respectively) for this item when compared with the aggregated averages for the 2015-2016 study. The aggregated average for this item for all grade levels during the 2016-2017 study was 1.01 and .68 for the 2015-2016 study or an increase of .33 points for the 2016-2017 study. The increase may be due to the addition of the scores produced by the third and fourth grade students; however, the highest performance for this item was at Van Buren 1 with scores of 1.58 (fall) and 1.65 (spring) compared with 1.34 (fall) and 1.34 (spring) at Pine 4.

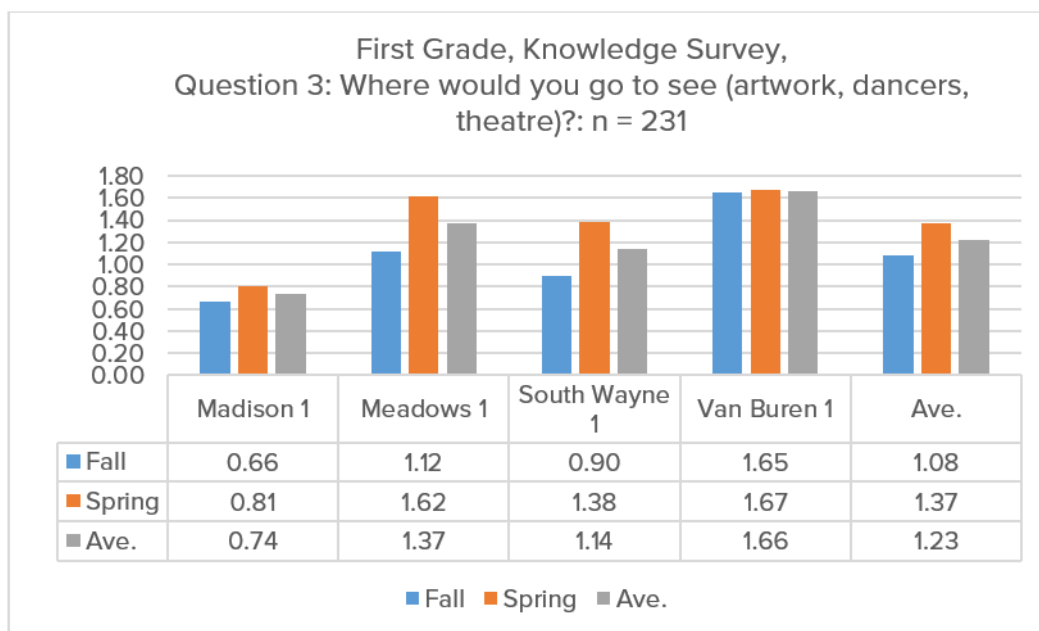
2016-2017, Knowledge Survey Aggregated Scores,
 First - Fourth Grades,
 Question 2: Describe some different kinds of (art, dance, theatre): N = 584



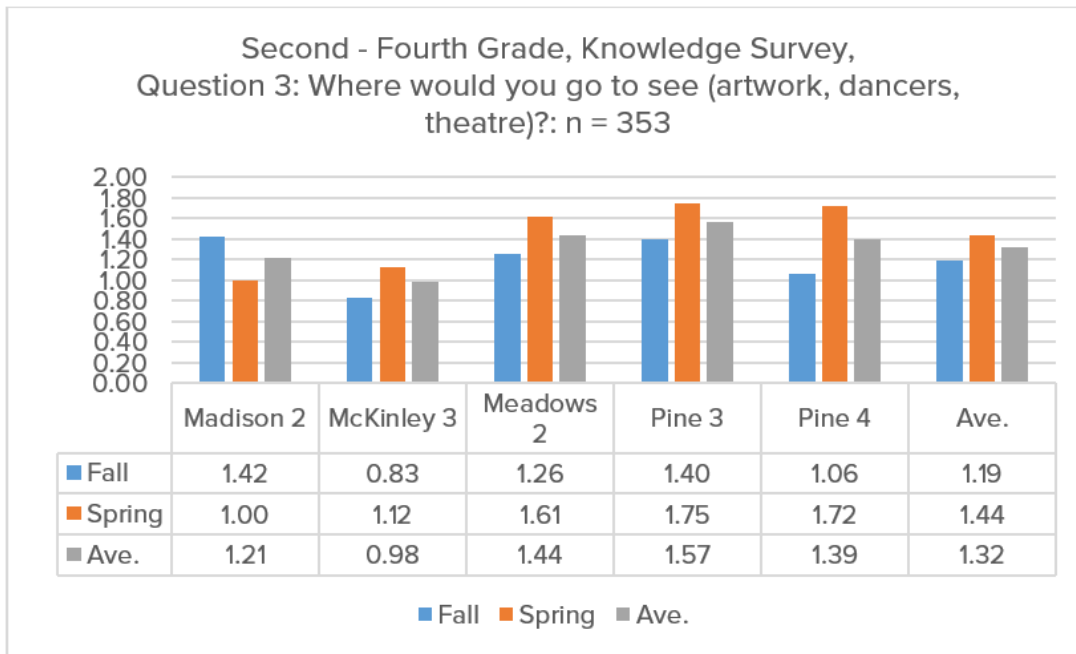
2015-2016, Question 2. Describe some different kinds of
 (art, dance, theatre): n = 313



The fall first grade aggregated point average, when asked where they could go to see artwork, dancers, or the theatre (Question 3) was 1.08. The range of scores was from .66 at Madison to 1.65 at Van Buren. The first grade aggregated average for spring was 1.37 or an increase of .29 points from the fall aggregated average. The range of scores for the spring measurement was from .81 points from Madison to 1.67 points from Van Buren. The largest average increases in scores for this item came from Meadow with an increase of .50 points and South Wayne with an increase of .48. The lowest average increase came from Van Buren with an average increase from fall to spring of .02 points.



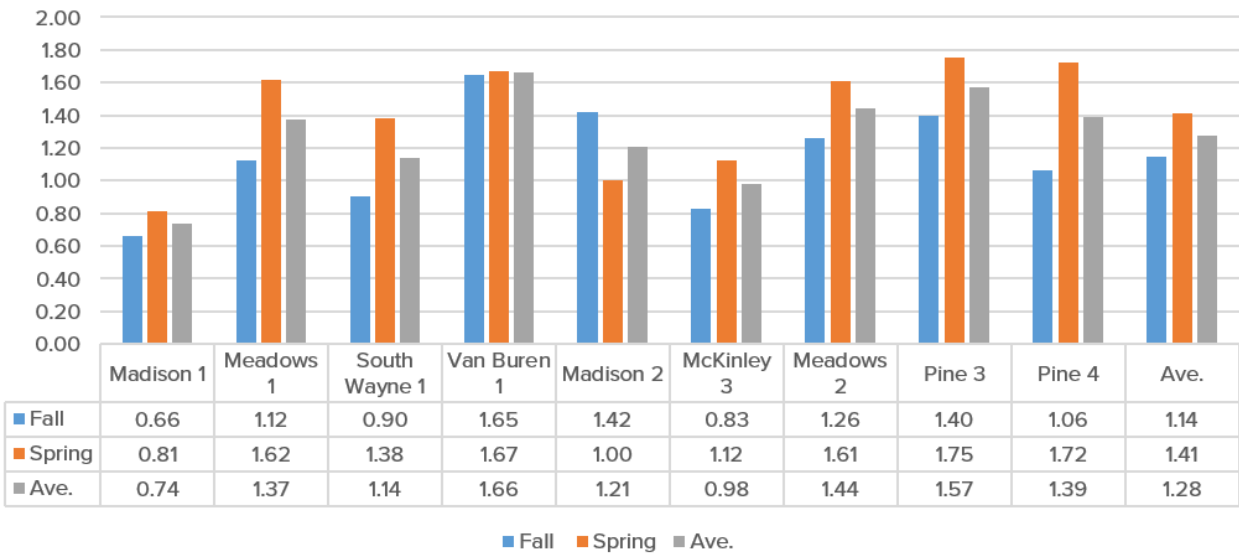
Second through fourth grade students fall aggregated average score for this item was 1.19. The range was from .83 (McKinley 3) to 1.42 (Madison 2). The aggregated spring average for this item was 1.44 or an increase of .25 points over the fall aggregated average. The range of scores for the spring assessment was from 1.0 (Madison 2) to 1.75 (Pine 3). The largest increase was from Pine 4 with an increase of .66 points. The lowest increase for this item was from McKinley 3 (.29 points).



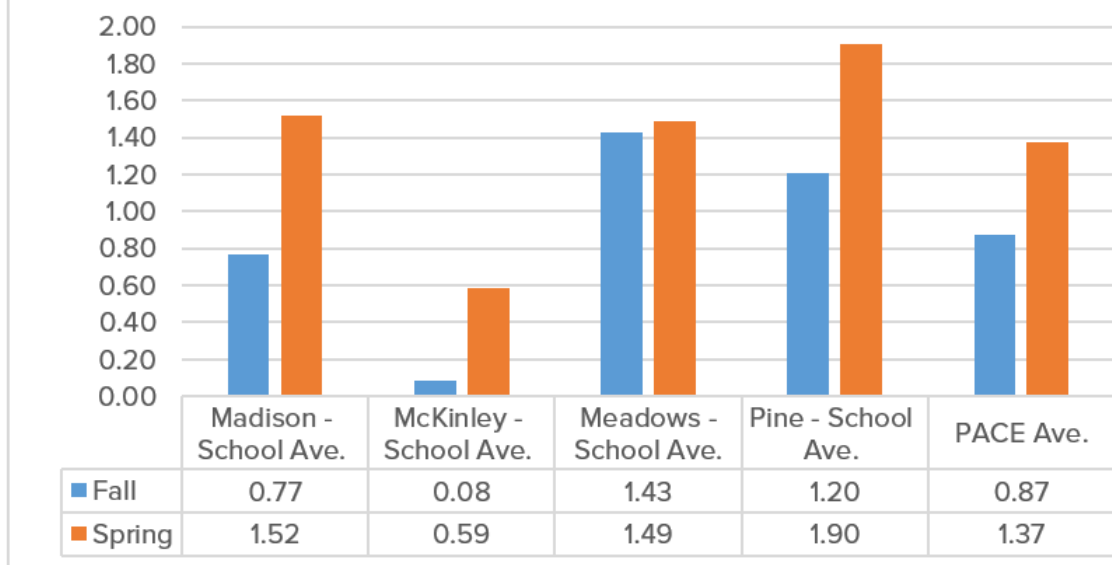
The aggregated fall average for this item from all grade levels was 1.14 which rose to 1.41 in the spring. The range of scores for the fall assessment was from .66 (Madison 1) to 1.65 (Van Buren 1). The spring assessment range was from .81 (Madison 1) to 1.75 (Pine 3). The composite average for all scores from both the fall and spring assessments was 1.28 points. This statistic suggests that students in PACE have an average understanding of where to go to see artwork, dancers, and theatre.

Comparisons of findings from the 2016-2017 and 2015-2016 assessments for this item revealed that both the fall (1.14) and spring (1.41) aggregated scores were higher in the 2016-2017 assessments than in the 2015-2016 fall (.87) and spring (1.37) assessments. The low range of scores from the 2015-2016 assessment (.08) was .58 points lower than the lowest average (.66) from the 2016-2017 assessment. However, the highest average score on the spring assessment for this item was produced at Pine (1.90) during the 2015-2016 assessment compared with the highest average score (1.75) produced by Pine 3 on the 2016-2017 assessment. With the exception of a single school (Madison 2, 2016-2017), all schools on both fall and spring assessments from both years of this study produced improved scores during the spring assessment for this item.

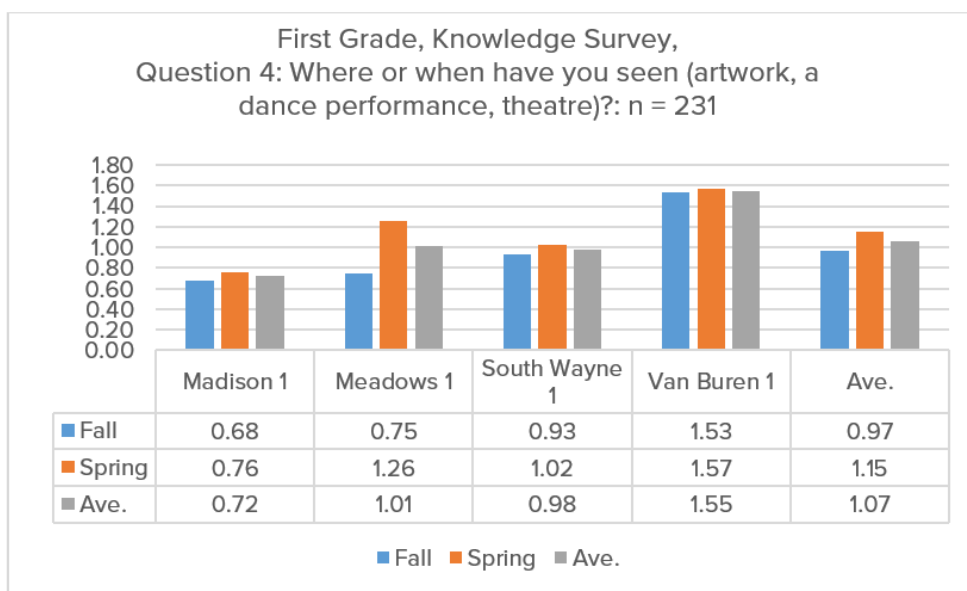
2016-2017, Knowledge Survey Aggregated Scores,
 First - Fourth Grades,
 Question 3: Where would you go to see (artwork, dancers, theatre)?:
 N = 584



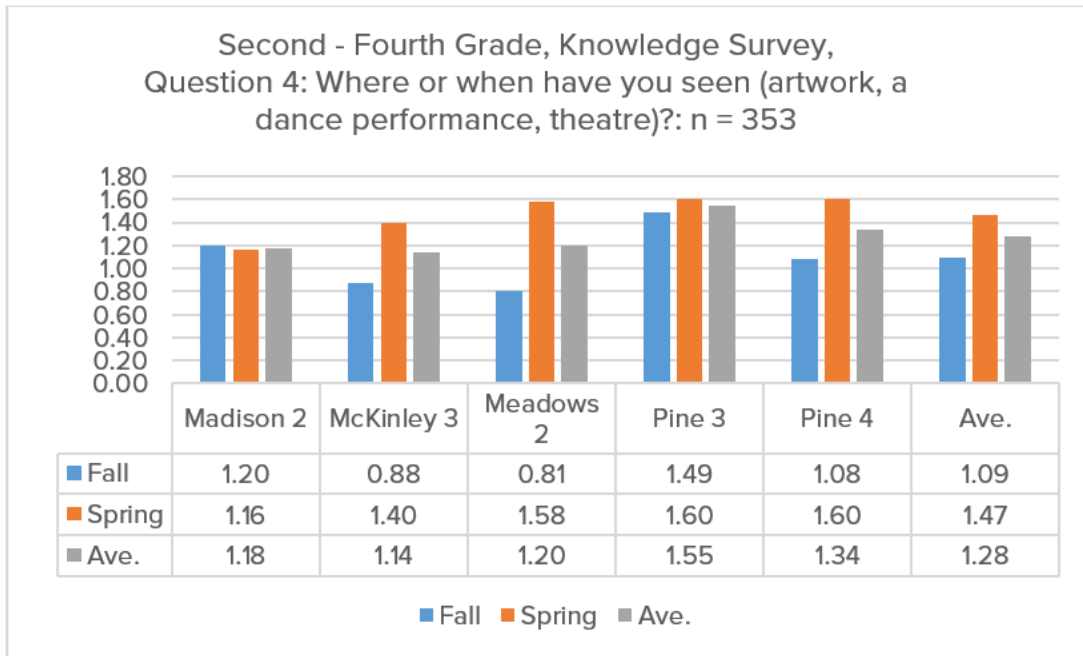
2015-2016, Question 3. Where could you go to see
 (artwork, dancers, theatre)?: n - 313



First grade students were asked where they have seen artwork, dance, or theatre, (Question 4). Students' response rates for the fall assessment produced an average of .97 points. This statistic suggests that students typically could identify where or when they saw artwork, dance performances, or theatre. The range of fall scores was from .68 at Madison 1 to 1.53 at Van Buren 1. The average aggregated spring score for this item was 1.15 or an increase of .47 points, which is nearly double the average of the fall score. The spring range of scores was from .76 from Madison 1 to 1.57 from Van Buren 1. The highest increase from fall to spring was at Meadows 1 with an increase of .51 points. The lowest increase was at Van Buren 1 with an increase of .04 points.

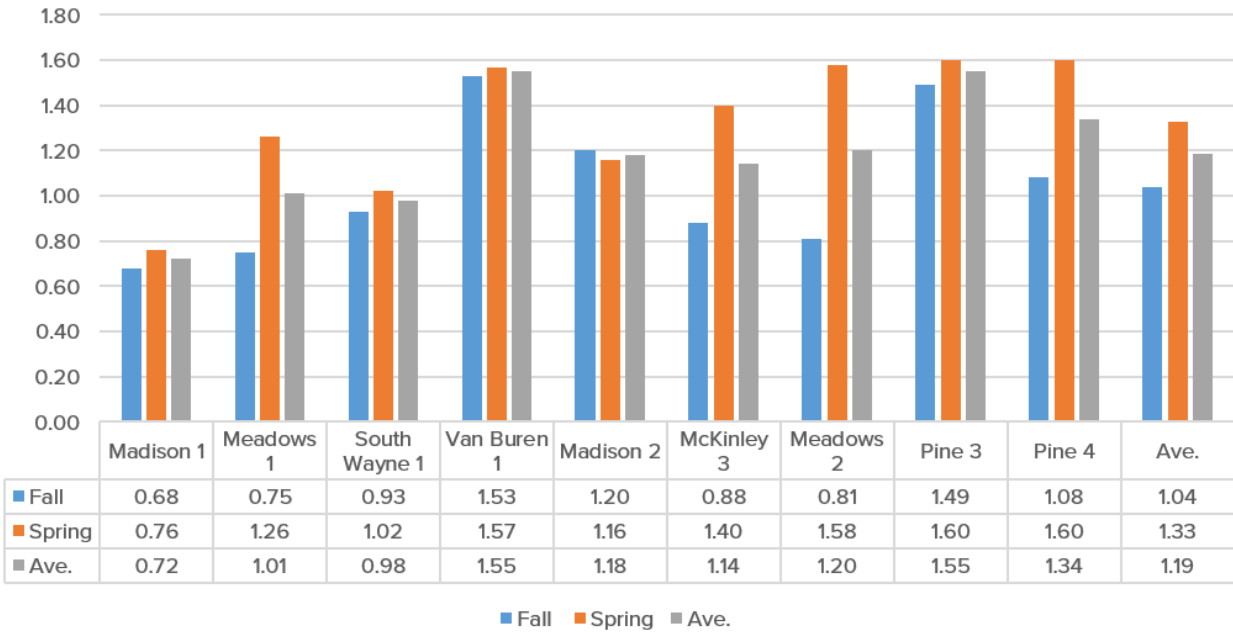


Second through fourth grade students were asked where or when they have seen artwork, dancing, or theatre. In response to this question they produced an average response of 1.09 points in the fall assessment. This finding suggests that slightly over half of second through fourth grade students generally can identify where and when they saw artwork, dancing, or theatre. The fall range of responses for this item was from .81 at Meadows 2 to 1.49 at Pine 3. The average aggregated spring response for this item rose from 1.09 in the fall to 1.47 on the spring assessment. The range from the spring assessment was from 1.16 at Madison 2 to 1.60 at both Pine 3 and Pine 4. Meadows 2 produced the highest increase (.77) for the spring assessment when compared with its fall assessment. Other increases on this item included increases of .52 points for McKinley 3 and Pine 4 for this item. The average score for Madison 2 decreased from the fall assessment (1.20) on the spring assessment (1.16).

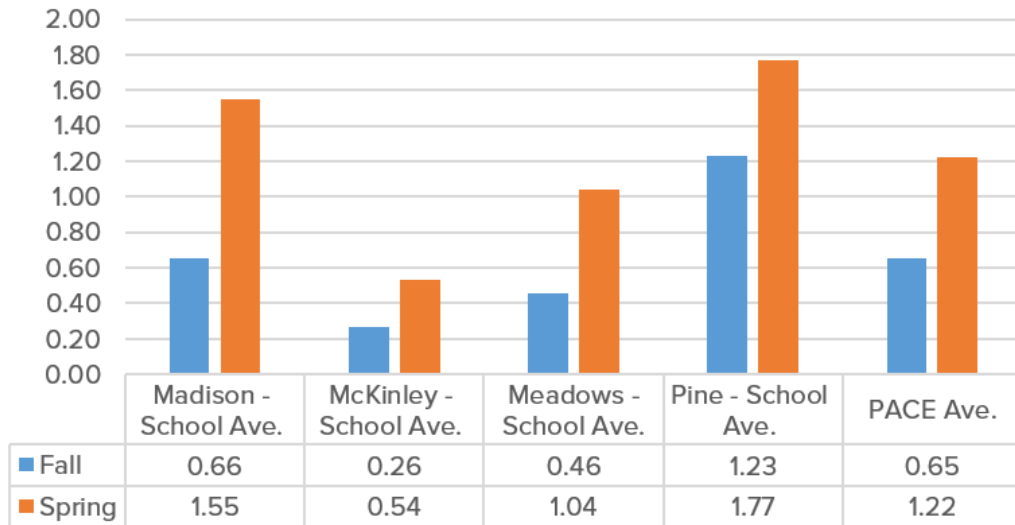


Comparison of finding from the 2016-2017 and 2015-2016 assessments reveal that both the fall (1.04) and spring (1.33) averages from the 2016-2017 assessments were higher than the fall (.65) and spring (1.22) averages from the 2015-2016 assessments. Although the average scores from the fall and spring 2016-2017 assessments were higher, the amount of improvement of scores from the 2015-2016 assessments were higher with only an increase of .29 points on the 2016-2017 spring assessment, compared with an increase of .57 points from the fall to the spring assessments on the 2015-2016 assessments. Student aggregated averages increased at all schools on spring assessments with the single decrease in the spring aggregated average score for Madison 2, which decreased from 1.20 for the fall assessment to 1.16 on the spring assessment. The largest increase in average scores was produced by Meadows 2 with an increase of .77 points, while the average score from Madison 2 dropped by .04 points.

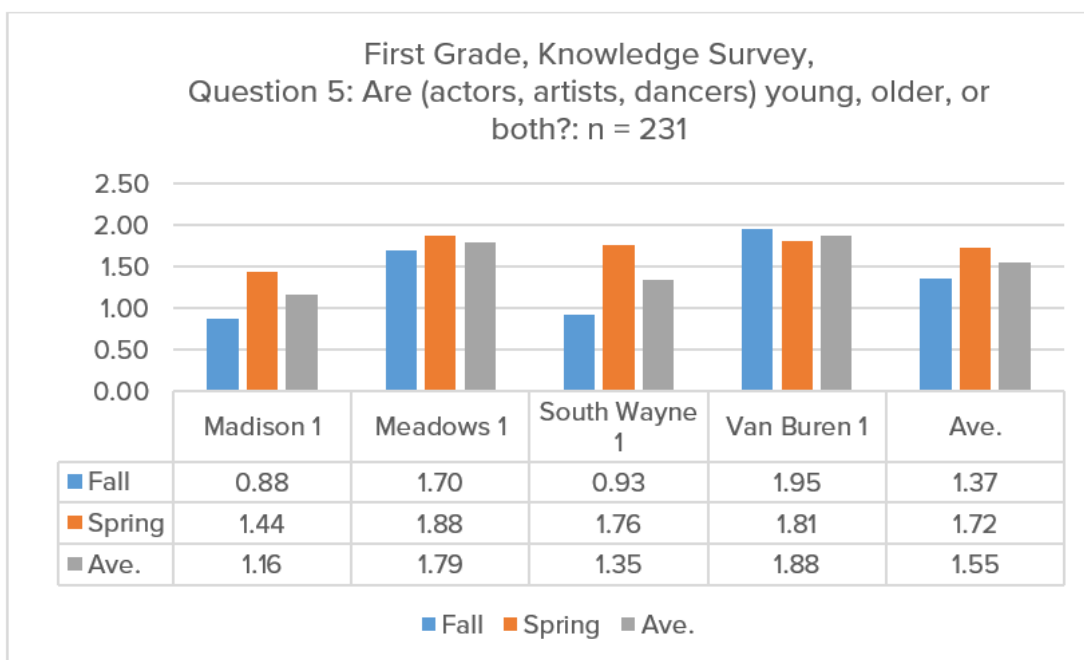
2016-2017, Knowledge Survey Aggregated Scores,
 First - Fourth Grades,
 Question 4: Where or when have you seen (artwork, a dance performance, theatre)?: N
 = 584



2015-2016, Question 4. Where or when have you seen
 (artwork, a dance performance, theatre)?: n = 313

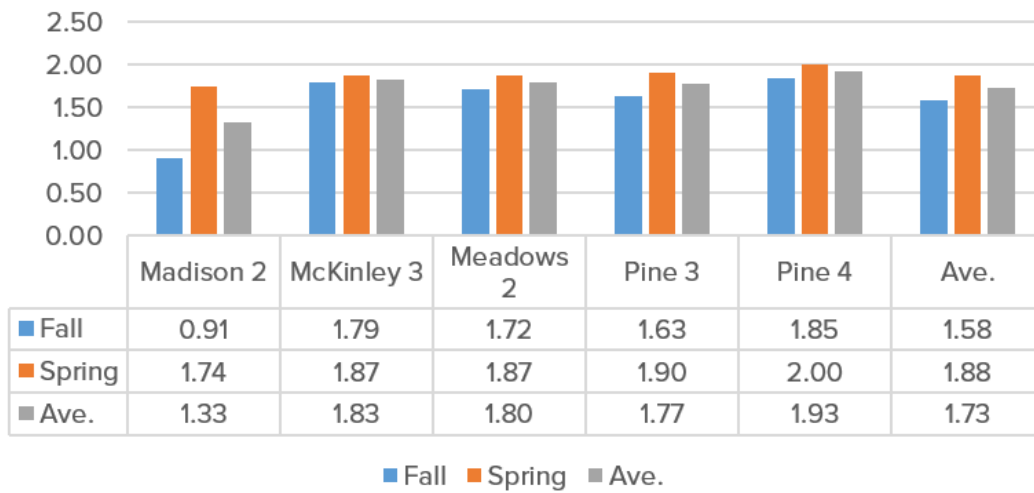


Students at the PACE schools were asked if they thought actors, artists or dancers were young, older, or both (Question 5). The aggregated first grade fall average was 1.37 for this item. The range of scores was from .88 from Madison 1 to 1.95 from Van Buren 1. These statistics suggest that students were well-aware that actors, artists, and dancers may be either young or older. The spring aggregated average rose to 1.72 from 1.37 in the fall, which is an increase of .35 points. Meadows 1 produced the lowest increase going from 1.70 to 1.88 or an increase of .18 points. South Wayne 1 produced the highest increase going from .93 to 1.81 or increasing by .88 points, nearly doubling its average from the fall assessment. This increase was one of the largest increases for all items among all schools on this assessment. One school (Van Buren 1) produced a lower score for this item in the spring (1.81) compared to the average it produced in the fall (1.95) or a difference of .14 points.



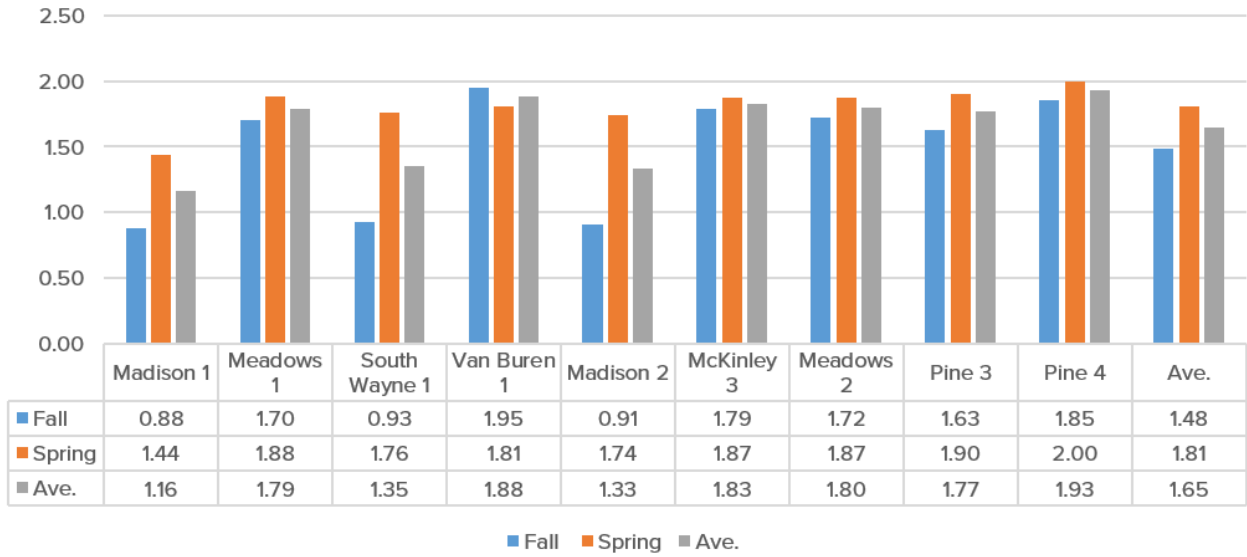
The aggregated average for this item for second through fourth grade students was 1.58. The range was from .91 (Madison 2) to 1.85 (Pine 4). As with the average produced for this item by first graders (1.37), this statistic (1.58) suggests that second through fourth grade students understand that actors, artists, and dancers can be young, older, or both. The aggregated spring average for this item was 1.88 or an increase of .30 points over the fall average. The range for this item for second through fourth graders on the spring assessment was from 1.74 (Madison 2) up to 2.00 at Pine 4. The Pine statistic revealed that one-hundred percent of students understood that dancers can be young, older, or both. The largest increase of aggregated average scores from this item was produced by Madison 2 with an increase of .83 points. This increase was one of the largest for all items and from all schools for this assessment. The lowest increase for this item from the fall to the spring assessment was produced by McKinley 3 with an increase of only .08 of a point. The overall increase for all schools and for all second through fourth grades from the fall to spring assessments was .30 points.

Second - Fourth Grade, Knowledge Survey,
 Question 5: Are (actors, artists, dancers) young, older, or
 both?: n = 353

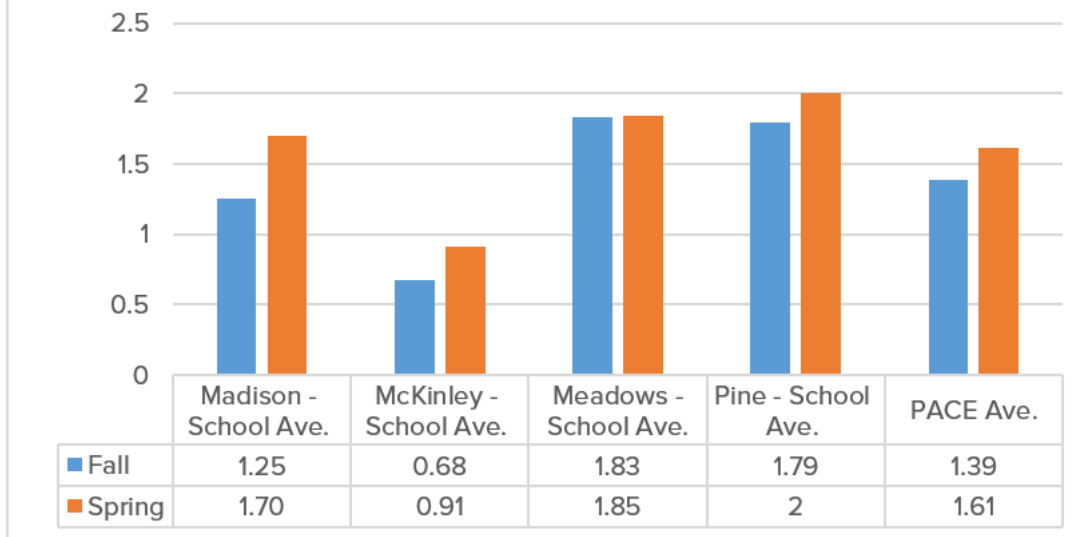


Comparison of findings from the fall 2016-2017 and 2015-2016 studies, reveal that the fall aggregated averages from the 2016-2017 assessment produced a slightly higher aggregated average (1.48) than the fall aggregated average produced for this assessment in the 2015-2016 assessment (1.39). Comparison of the spring aggregated averages for this item reveal that the 2016-2017 aggregated average was 1.81 and 1.61 from the 2015-2016 fall assessment. The aggregated PACE average for the 2016-2017 assessment was 1.65 and the aggregated PACE average for this item from the 2015-2016 assessment was 1.50, making the aggregated average of the 2016-2017 assessment .11 points higher than the 2015-2016 average. The aggregated averages from all grade levels and from all schools for this item from both the 2016-2017 and 2015-2016 assessments were the second highest among all items for this assessment. These statistics suggest that first through fourth grade students in the PACE program understand that actors, artists, and dancers can be young, older, or both.

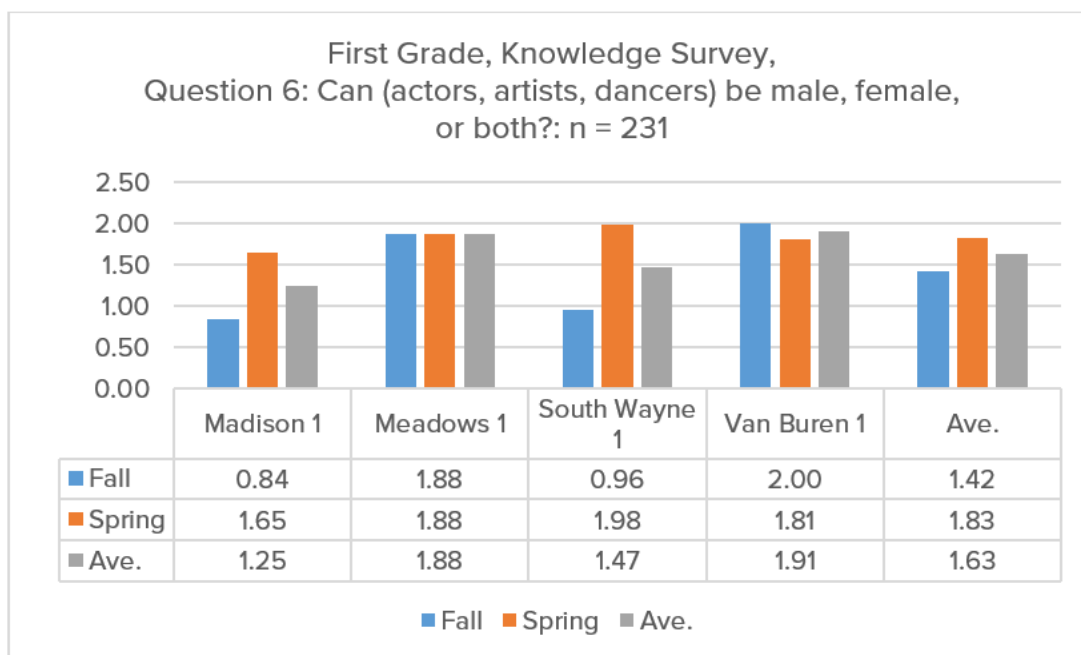
2016-2017, Knowledge Survey Aggregated Scores,
 First - Four Grades,
 Question 5: Are (actors, artists, dancers) young, older, or both?: N = 584



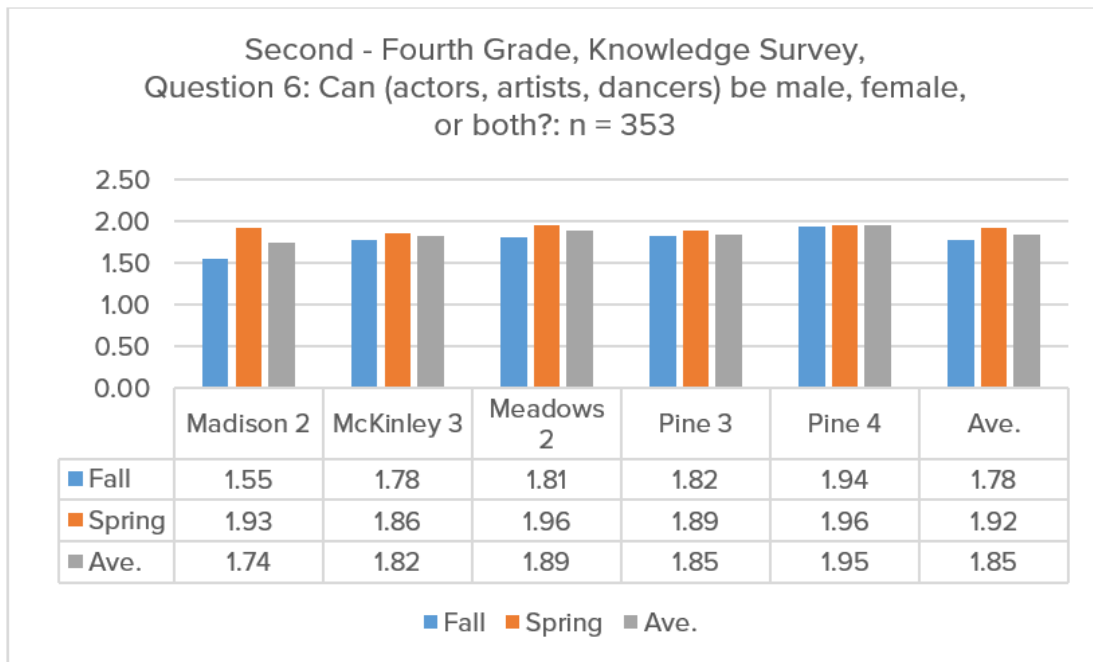
2015-2016, Question 5. Are (actors, artists, dancers) young, older, or both?: n = 313



All PACE students were asked if actors, artists, or dancers can be male, female, or both (Question 6). The first grade fall aggregated average for this item was 1.42. The range of averages went from .84 at Madison 1 to 1.88 at Meadows 1. The aggregated spring average rose from 1.42 in the fall to 1.83 in the spring, an increase of .21 points. The spring range of scores was from 1.65 at Meadows to 1.98 at South Wayne. For this item South Wayne 1 produced the largest increase on the assessment with an increase of 1.02 points from the fall to spring assessments. This increase represents the largest single increase on all items among all assessments. Van Buren was the only school with a decreased average, falling from 2.00 in the fall to 1.81 in the spring. These statistics suggests that, as a group, PACE students understand that actors, artists, and dancers may be male or female. Compared with all other items on the instrument, this item produced the highest PACE aggregated average.

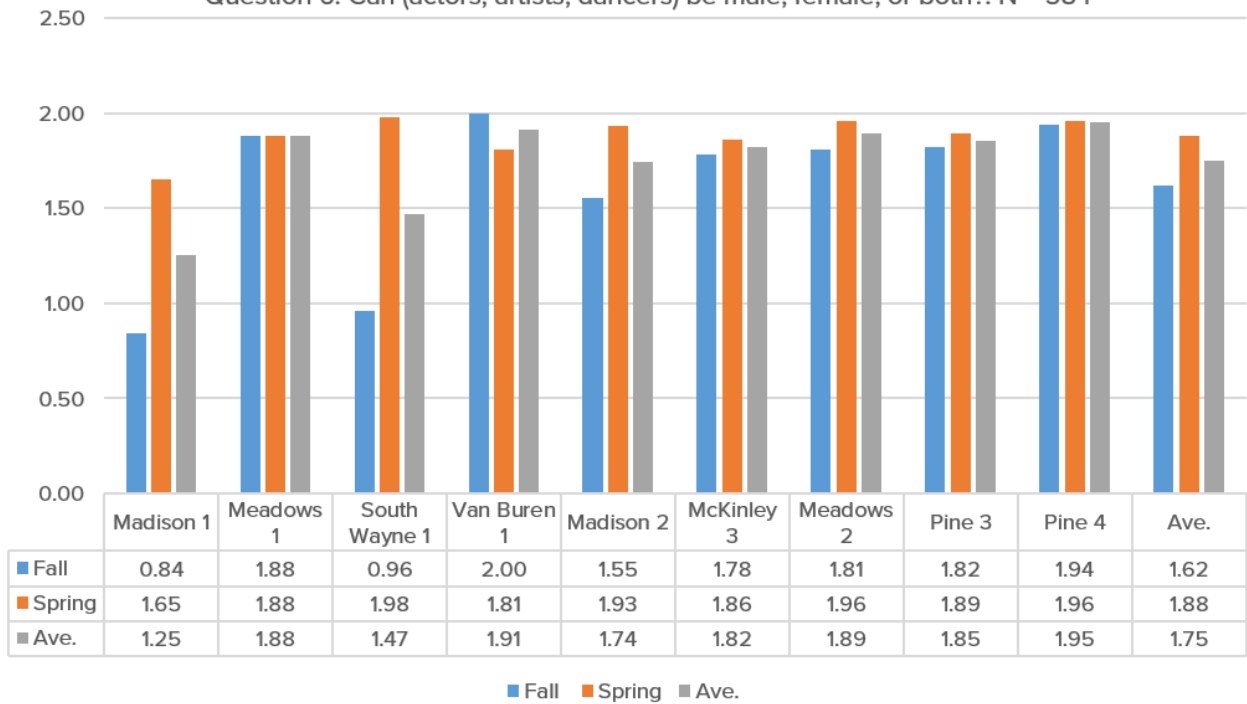


The fall aggregated average from second through fourth graders for this item was 1.78. The range of scores was from 1.55 (Madison 2) to 1.94 (Pine 4). The aggregated spring average for this item was 1.92 or an increase of .14 points. The range of scores for the spring assessment were from 1.86 at McKinley 3 to 1.96 at Meadows 2 and at Pine 4. With an increase of .38 points, Madison 2 produced the largest increase between the fall and spring assessments among second through fourth grade students for this item. The aggregated spring average score for this item was 1.92 points. This average represents the highest average aggregated score among all grades and schools among the 2016-2017 assessments. This statistic suggests that nearly all second through fourth grade students understand that actors, artists, and dancers can be either male, female, or both.

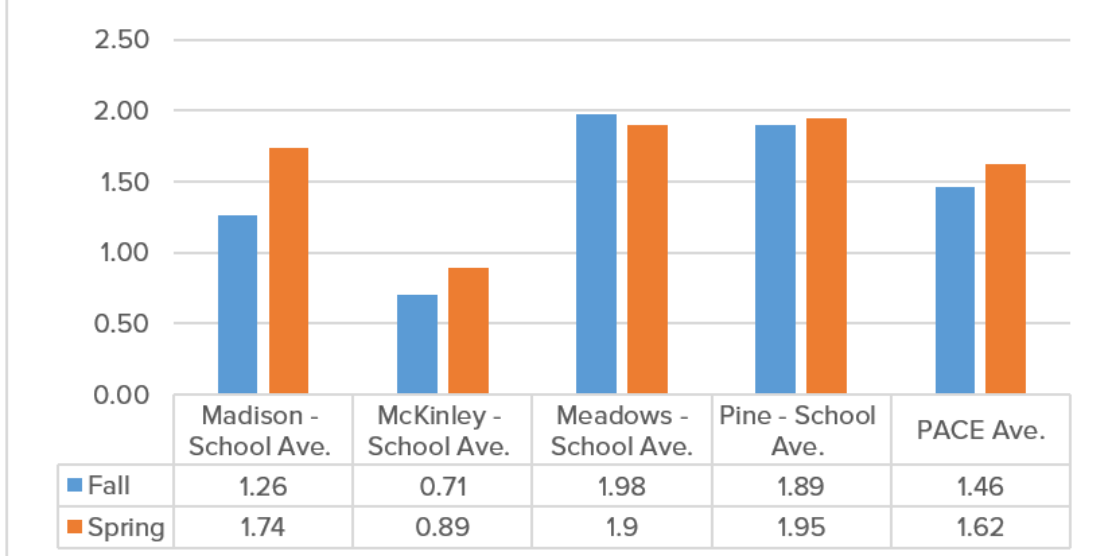


Comparisons of findings from the 2016-2017 and 2015-2016 assessments revealed that both the fall and spring aggregated averages for this item were higher on the 2016-2017 assessments (1.62 and 1.88 respectively) than on the fall and spring assessments from 2015-2016 assessments (1.46 and 1.62 respectively). The aggregated PACE average for this item for the 2016-2017 assessment was 1.75, while the aggregated PACE average for this item on the 2015-2016 assessment was 1.54 or an increase of .53 points on the 2016-2017 assessment. Findings for this item suggest that of all items on the Knowledge Survey assessment, this item was the highest performing for all students from first grade through fourth grade and among all schools on the 2016-2017 and 2015-2016 assessments. Findings from both years of the study strongly suggest that students in all grades and in all schools understand that actors, artists, and dancers can be male, female, or both. It is of note that in one school, South Wayne 1, produced an improvement of 1.02 points on the spring assessment going from .96 on the fall assessment to 1.98 points on the spring assessment, or more than doubling its fall average for this item. This increase represents the single largest improvement from the fall to spring assessments among all items and among all schools on this assessment.

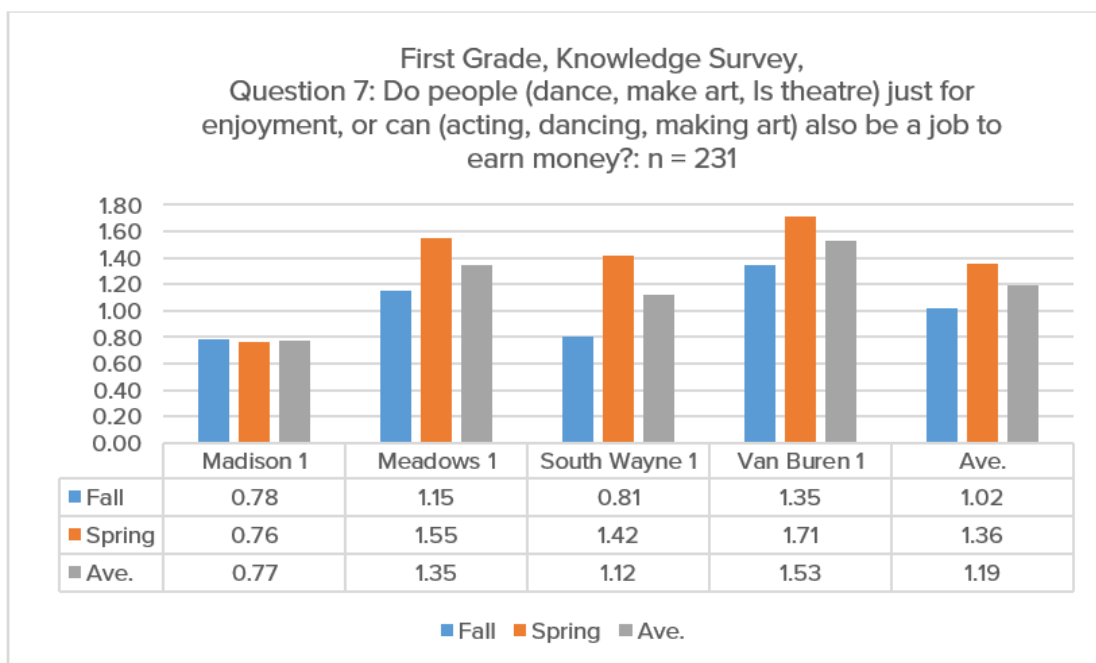
2016-2017, Knowledge Survey Aggregated Scores,
 First - Fourth Grades,
 Question 6: Can (actors, artists, dancers) be male, female, or both?: N = 584



2015-2016, Question 6. Can (actors, artists, dancers) be male, female, or both?: n = 313

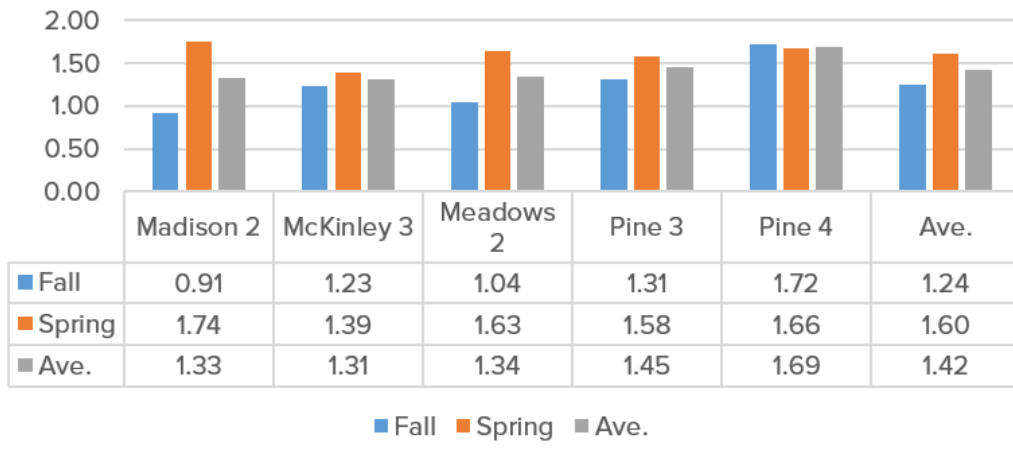


When asked if people dance, make art, or engage in theatre just for enjoyment or whether acting, dancing, or making art can also be a job to earn money (Question 7), first grade students produced an aggregated average of 1.02, which suggests that they were somewhat sure that people can have a job in the arts. The range of fall scores went from .78 at Madison 1 to 1.35 at Van Buren 1. The aggregated first grade spring average score rose from 1.02 in the fall to 1.36 in the spring. The range of spring scores went from .76 at Madison 1 to 1.71 at Van Buren. Madison 1 was the only school whose average decreased on the spring assessment, going from .78 in the fall to .76 in the spring.



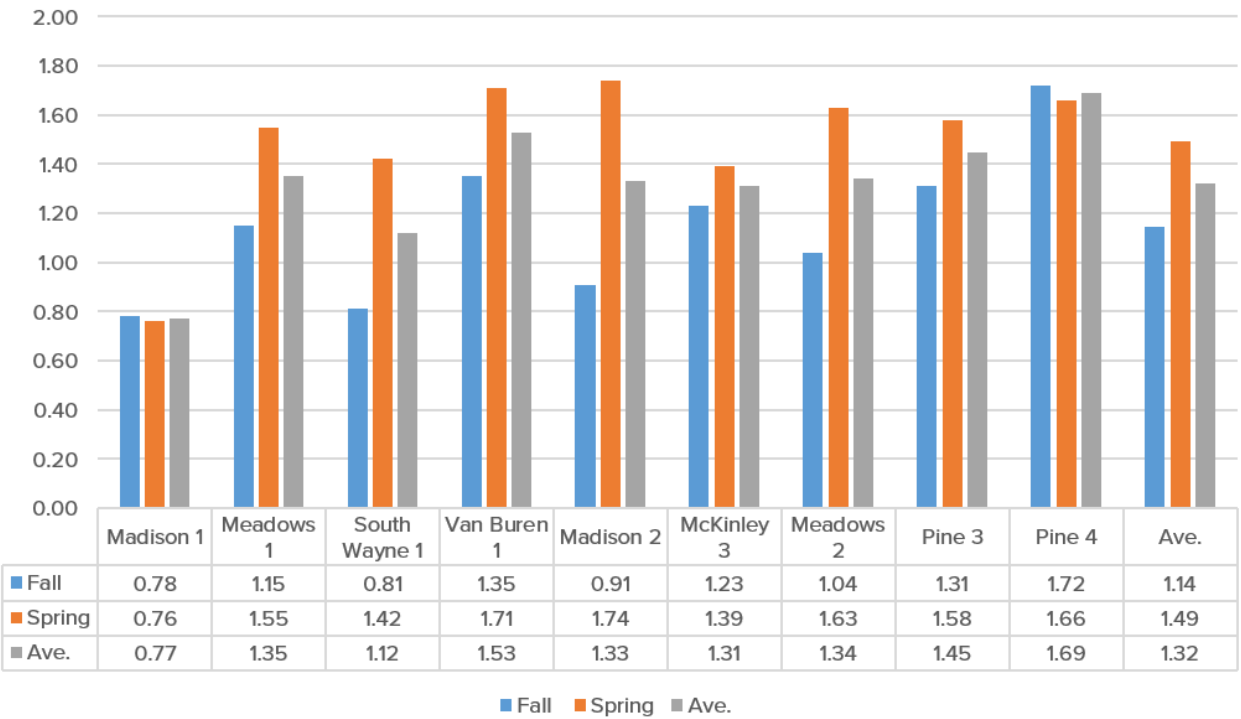
When second through fourth grade students were asked if people do dance, make art, or engage in theatre just for enjoyment, or can acting, dancing, or making art be a job to earn money, the aggregated fall response was 1.02 points. This statistic suggests that second through fourth grade students generally understand that people engage in dance, art, and theatre for enjoyment and also as a source of employment. The range of responses for the fall assessment were from .91 (Madison 2) to 1.72 (Pine 4). The spring aggregated response for this item was 1.60 or an increase of .36 points. The range of responses for this item was from 1.39 (McKinley) to 1.74 (Madison 2). The largest increase from fall to spring scores for this item was at Madison 2 with an increase of .83 points. The smallest increase was at McKinley 3 with an increase of .16 points. One school, (Pine 4) produced a negative increase of .06 points on the spring assessment (1.66) from the fall assessment (1.72).

Second - Fourth Grade, Knowledge Survey,
 Question 7: Do people (dance, make art, Is theatre) just for
 enjoyment, or can (acting, dancing, making art) also be a
 job to earn money?: n = 353

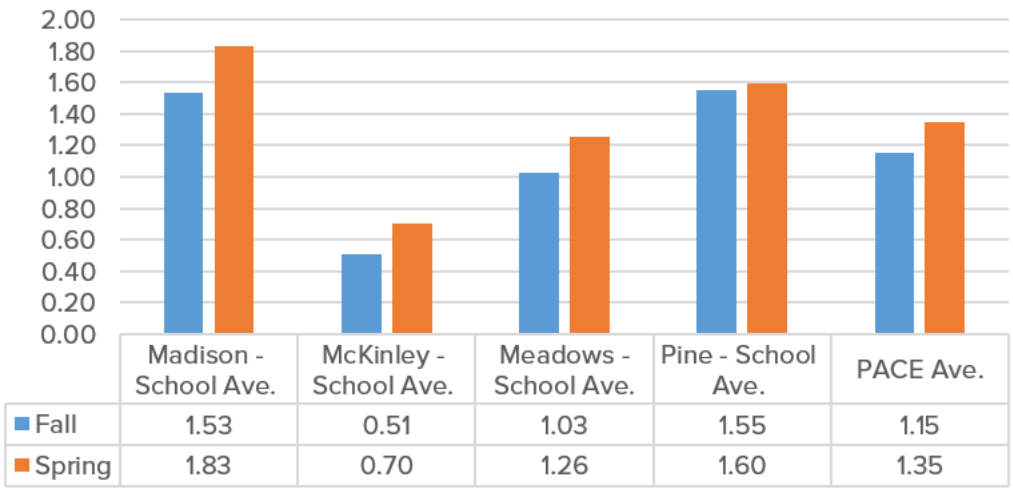


Comparisons of findings from the 2016-2017 and 2015-2016 assessments for this item reveal that the PACE aggregated average on the 2016-2017 assessment was 1.32, while the aggregated PACE average for this item from the 2015-2016 assessment was 1.25 or an increase of .07 points on the 2016-2017 assessment. This finding suggests that there is no significant difference between results of these two assessments for this item. Findings from both assessments suggest that students generally understand that people engage in the arts for enjoyment as well as for employment. With the exception of a single school (Madison 1), all schools demonstrated improved scores for this item between the fall to the spring assessment.

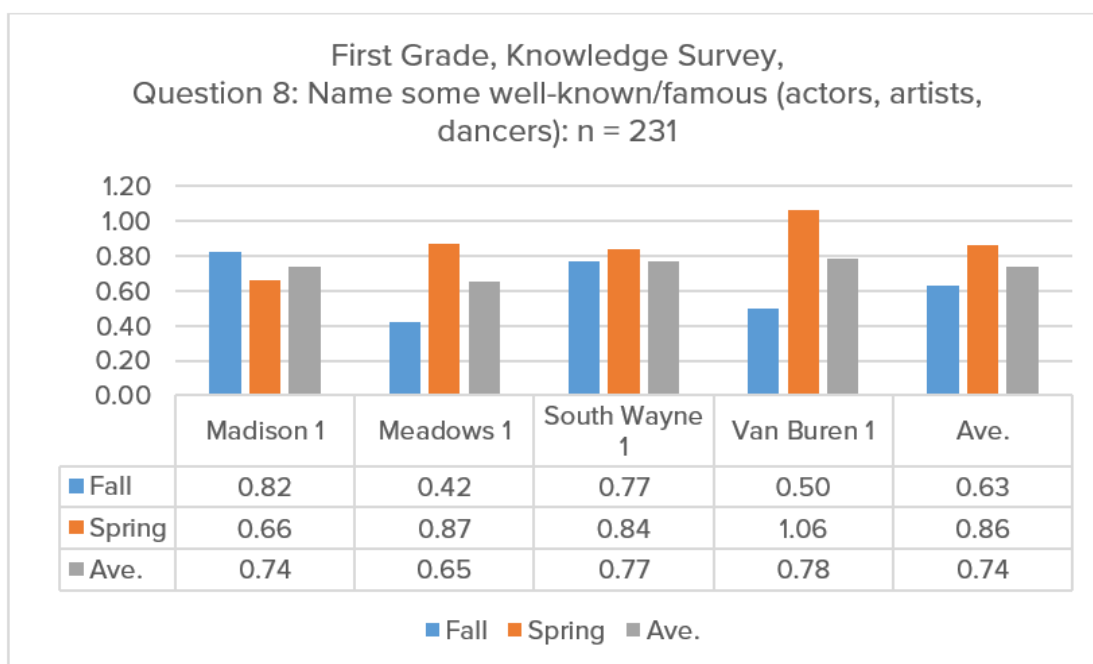
2016-2017, Knowledge Survey,
 First- Fourth Grades,
 Question 7: Do people (dance, make art, Is theatre) just for enjoyment, or can (acting, dancing, making art) also be a job to earn money?: N = 584



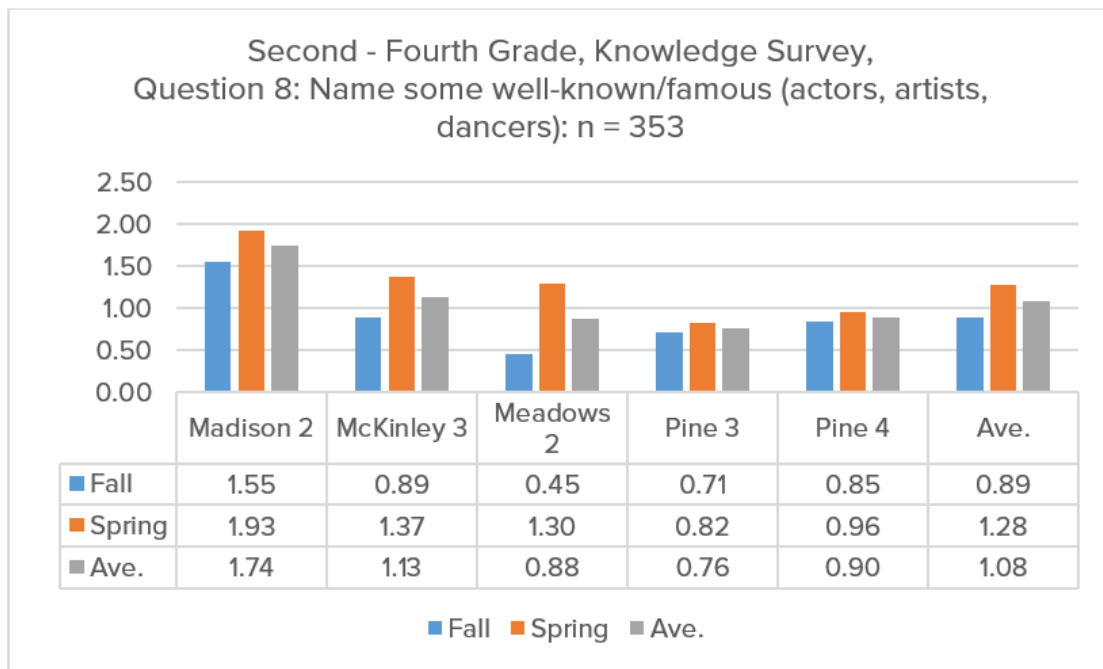
2015-2016, Question 7. Do people (dance, make art, Is theatre) just for enjoyment, or can (acting, dancing, making art) also be a job to earn money?: n = 313



Students were asked to name as many well-known famous actors, artists or dancers as they could (Question 8). The aggregated average fall score for first graders was .63, which suggests that students were somewhat unable to name well-known actors, artists, or dancers. The range of fall scores for this item spanned .42 from Meadows 1 to .82 from Madison 1. The spring aggregated average score rose to .86, an increase of .23 points. The range of scores for the spring measurement went from .66 for Madison 1, a decrease from its fall average by .16 points, to 1.06 from Van Buren 1, an increase of .56 points from its fall average. Meadows 1 made the largest increase between fall (.42) and spring (.87) assessments, while Madison 1 produced a decrease of .16 points between the fall and spring assessments. When compared to the previous seven items on this assessment that had common language and thematic focuses for all disciplines, this item produced the lowest aggregated averages for fall and spring, excluding the remaining 12 items that tracked students' knowledge of discipline specific vocabulary. These data suggest that more than half of first grade PACE students are unaware of well-known actors, artists, and dancers.

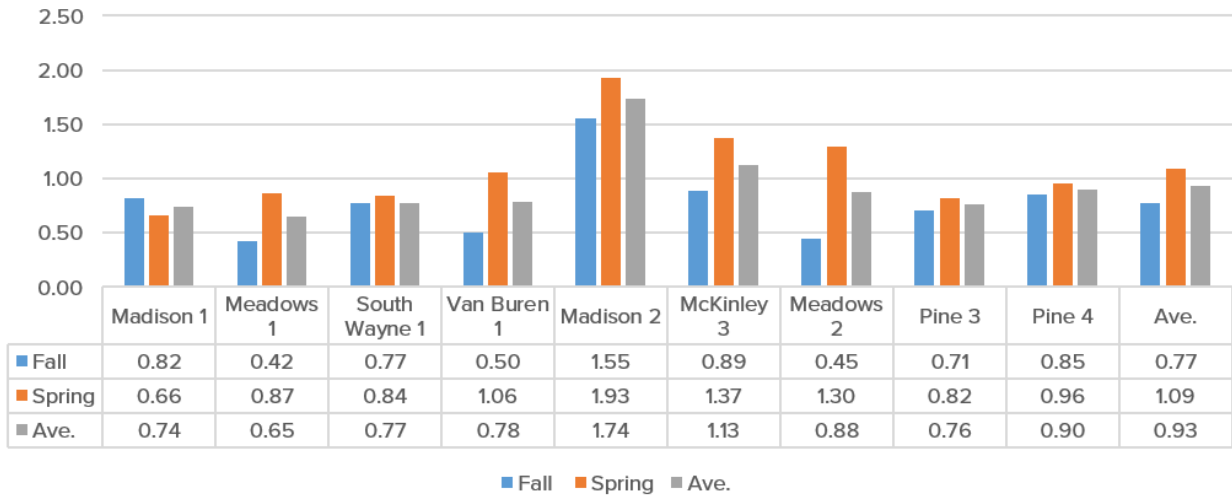


Second through fourth grade students were asked to name some well-known actors, artists or dancers. The fall aggregated average for this item was .89. The range for the fall responses on this item was from .45 (Meadows 2) to 1.55 (Madison 2). The spring aggregated average for this item rose to 1.28 or an increase of .39 points from the fall assessment. The range for the spring assessment of this item was from .82 (Pine 3) to a high of 1.93 (Madison 2). Meadows 2 produced the highest average increase for this item between the fall and spring assessments with an improvement of .85 points. Pine 3 and Pine 4 produced the lowest increases with a .11 point increase in both grades.

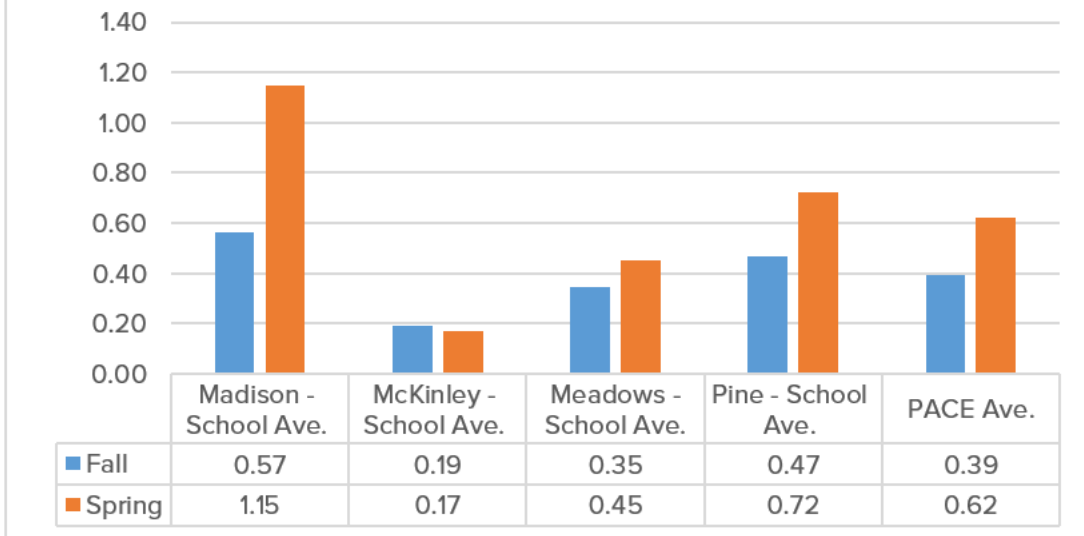


Comparisons of findings from the 2016-2017 and 2015-2016 assessments reveal that the aggregated averages from the 2016-2017 assessments were significantly higher than those produced during the 2015-2016 assessments. The fall aggregated average from the 2016 -2017 assessment was .77, while the fall aggregated average assessment from the 2015-2016 assessment was .39. The spring aggregated spring average for this item on the 2016-2017 assessment was 1.09 compared to the aggregated average for this item from the 2015-2016 assessment of .62. In both the fall and spring assessments for this item the 2016-2017 averages were nearly double those of the 2015-2016 assessment. Although improvement of the aggregated average scores occurred for this item on both the fall and spring assessments, the PACE aggregated averages for this item on both the 2016-2017 (.93) and the 2015-2016 (.62) assessments were the lowest of the eight items that used to assessment students' arts knowledge with less than half of PACE students being able to identify some well-known actors, artists, or dancers.

2016-2017, Knowledge Survey,
 First - Fourth Grades,
 Question 8: Name some well-known/famous (actors, artists, dancers):
 N = 584



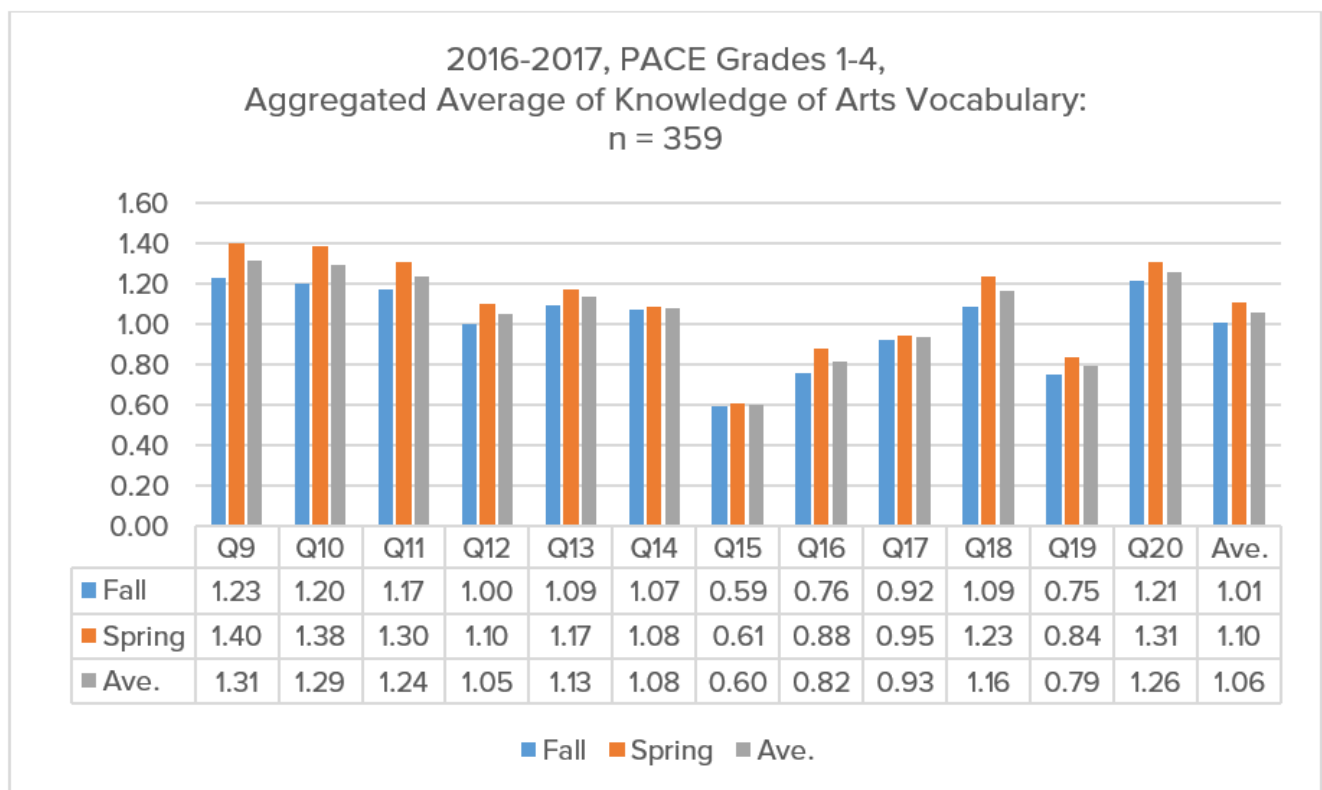
2015-2016, Question 8. Name some well-known/famous
 (actors, artists, dancers): n = 313

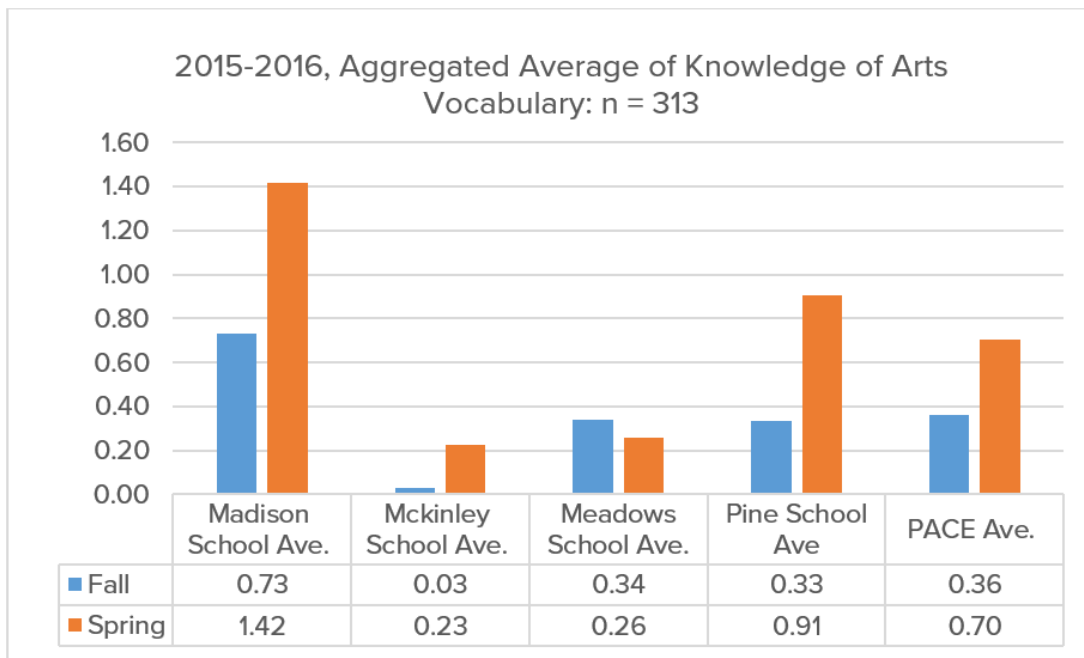


Artists and teachers at PACE schools were asked to provide site-specific and discipline –specific vocabulary to be included in PACE arts instruction. Lists of discipline-specific vocabulary terms were not duplicated at the other PACE schools. Each school selected a total 12 site specific and discipline specific vocabulary words (See Table 2.). Knowledge of the vocabulary terms was measured during the fall and again in the spring semesters. Not all PACE schools provided data for the vocabulary assessment. Due to this lack of data, comparisons of how all schools and discipline specific vocabulary items performed are not possible.

Aggregated averages for the fall and spring vocabulary measurements from each school that provided these data were calculated. The PACE fall aggregated school averages for the vocabulary items 9 through 20 was 1.01. The PACE spring aggregated averages from these schools was 1.10. This is a modest improvement; however, improvements were produced on all vocabulary-related items from the fall to spring assessments. The largest increases were produced between the fall and spring assessments were at South Wayne (.99 points) whose fall average was .35 and its spring average was 1.34, nearly quadrupling its average. Pine 3 (.61 Points), whose fall average was .69 and spring average of 1.30 nearly doubled its fall average on the spring assessment for these vocabulary terms. The lowest increase was produced by McKinley 3 with an increase of .29 points from the fall to spring assessments. No schools showed decreases in their aggregated averages from the fall assessments to the spring assessments. Nonetheless, aggregated averages indicate that students understanding of all of the vocabulary terms taught in their schools have not approached mastery levels of learning of the terms.

Comparisons of aggregated averages for vocabulary terms (items 9 through 20) from the 2016-2017 and 2015-2016 assessments show significant improvement on both the fall and spring assessments. The aggregated average from the fall 2016-2017 assessment was 1.01 for all schools, compared to the aggregated average from the fall 2015-2016 assessment of .36 from all schools. The aggregated spring average from the 2016-2017 assessment was 1.10 compared with the spring 2015-2016 assessment aggregated average of .70. On the 2016-2017 assessment the aggregated average increased by .09 points, while the 2015-2016 average, although lower than that of the 2016-2017 average on the fall and spring assessments, increased by the larger margin of .34 points.





Knowledge of Arts Vocabulary, Meadows, Pine, South Wayne, and McKinley: n = 359

Table 2

Meadows Elementary: n = 96			
Art Vocabulary/Terms	Fall	Spring	
Three-dimensional	.08	.21	
Abstract	.02	.11	
Landscape	.24	.39	
Synesthesia	.03	.43	
Sculpture	.13	.63	
Realism	.42	1.02	
Tessellation	.08	.52	
Graphic arts	.19	.17	
Illustrator	.27	.79	
Abstract Expressionism	.25	.35	
Color	.38	.32	
Painting	.09	.86	
Story quilt	no data	no data	
Media	no data	no data	

Additive	no data no data
Trompe l'oeil	no data no data
Subtractive	no data no data
Impressionism	no data no data

Van Buren Elementary: n = 42

Art Vocabulary/Terms

No Data

Pine Elementary: n = 134

Dance Vocabulary/Terms:	Fall	Spring
Focus – concentrate	1.17	1.85
Isolate - move one body part in a time	1.33	1.65
Integrate - move whole body together	1.21	1.21
Shape - a frozen position of the body	1.10	1.40
Axial - in place	.71	.89
Locomotor - through space	.29	.79
Tempo - speed	.60	.85
Sustained – smooth	.99	1.15
Percussive – sharp	.04	.65
Tableau - a frozen picture created by a group of people	.41	.95
Choreography - the art of making	.25	.89
Rehearsal - practice performance	1.29	1.50

South Wayne Elementary: n = 59

Dance Vocabulary/Terms:	Fall	Spring
Levels	no data	1.74
Shape	no data	1.97
Pathways	no data	1.71
Improvise	no data	.97
Locomotor	no data	1.79
Non-locomotor	no data	1.79

Qualities	no data	0
Time	no data	1.00
Dynamics	no data	.98
Size	no data	1.95
Groupings (Solo/duet/trio/quartet/ensemble)	no data	.95
Unison	no data	1.48

Madison Primary Center: n = 185

Theatre Vocabulary/Terms:

No Data

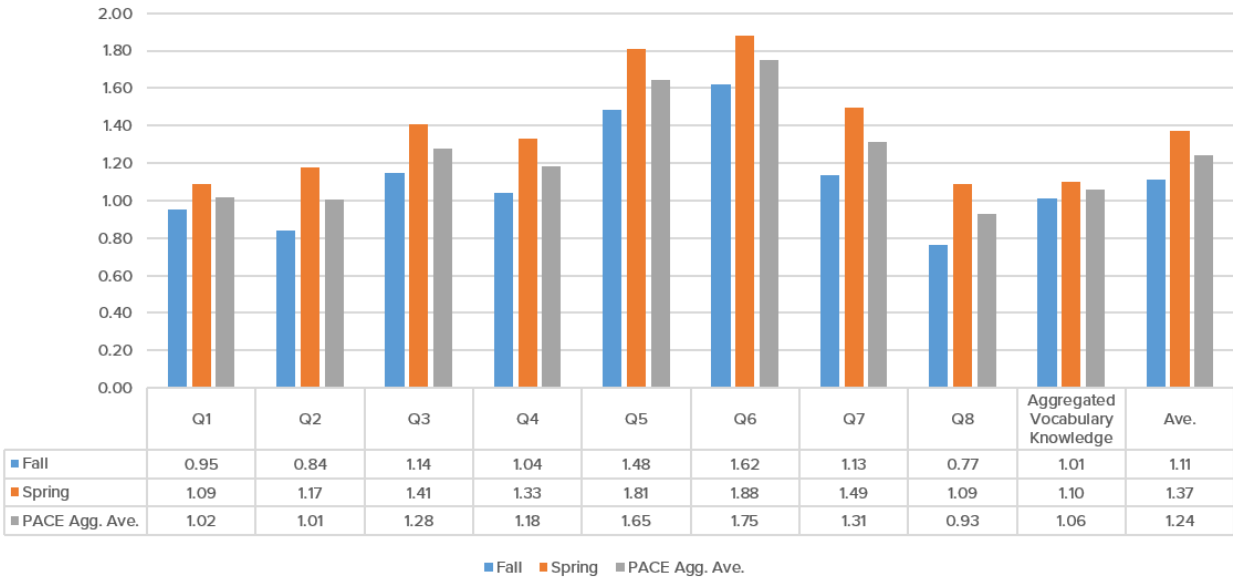
McKinley Primary Center: n = 70

Theatre Vocabulary/Terms:	Fall	Spring
Actor	.72	.84
Acting	.51	.95
Gestures	.14	.68
Drama	.05	.90
Imagination	.08	.46
Articulation	.94	.95
Character	.60	.31
Expression	.28	.78
Fluency	.28	.83
Blocking	.62	.53
Ensemble	.01	.54

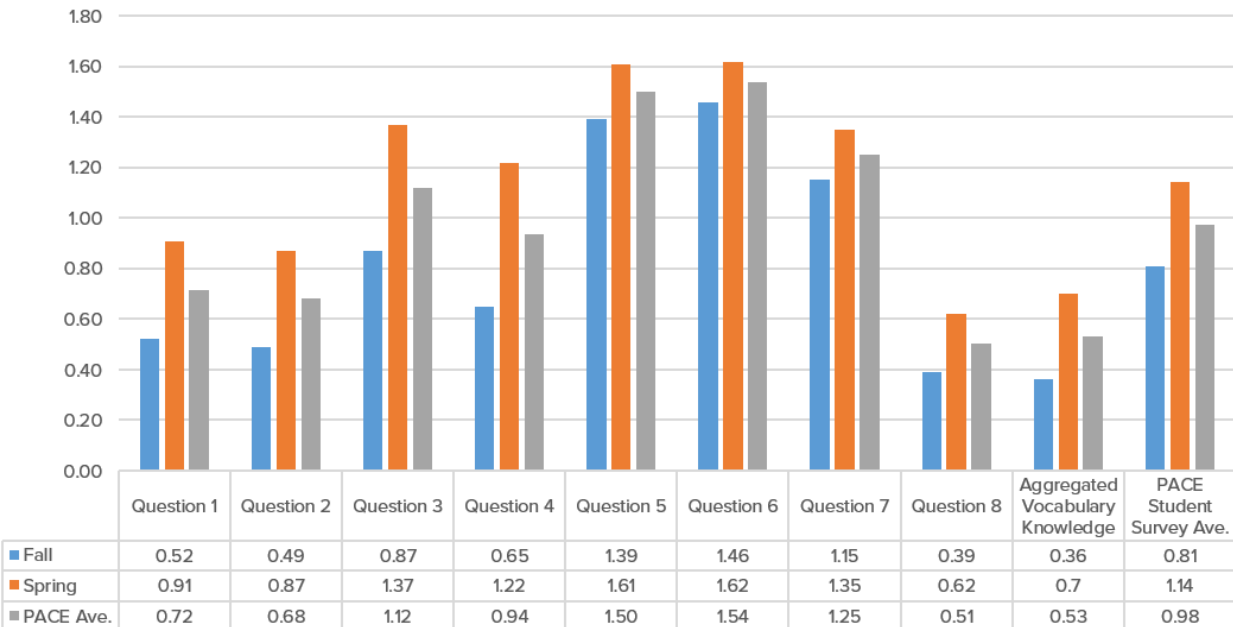
On the 2016-2017 Knowledge Assessment, the aggregated average scores produced by measures of students' knowledge of the art form studied at their school rose from 1.11 on the fall measurement to 1.37 points on the spring measurement for an increase of .36 points. Increases among fall and spring scores for all items and among all participating schools were produced in measuring students' arts knowledge. Although this is a modest increase for participants' knowledge, increases in students' knowledge were produced on this measure.

Comparisons of Knowledge Assessment findings from the 2016-2017 and 2015-2016 assessments reveal that the aggregated or composite score for this assessment were higher from the 2016-2017 assessments on all items than averages from the 2015-2016 Knowledge Assessment. The PACE fall aggregated average from the 2016-2017 assessment was 1.11 points compared with the PACE fall aggregated average from the 2015-2016 assessment of .81 points. The 2016-2017 average increased by .30 points. The spring aggregated averages were 1.37 for the 2016-2017 assessment and 1.14 for the 2015-2016 assessment or an increase of .23 points for the 2016-2017 assessment.

2016-2017 Aggregated PACE Student Knowledge Survey Average Scores:
N = 584



2015-2016, Aggregated PACE Student Knowledge Survey Average Scores:
n = 313



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 D). The first three items were replicated in all three disciplines and 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 artists and teachers at the local PACE school. These skills varied among PACE sites and among arts disciplines. Assessment of students' individual skill development was done by the artists and teachers at the PACE school.

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. The following report will provide separate aggregated findings based on 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 by the arts disciplines of dance, theatre and visual arts.

Dance Skills Findings

Dance was taught at South Wayne Elementary School with first grade students and at Pine Elementary School with third and fourth grade students. A total of 190 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 2.26 or "developing" on three points scale. Pine 4 produced the highest score with an average of 2.54 points, while South Wayne 1 produced the lowest score with 1.97 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 2.03 points. Pine 4 produced the highest average for this item with 2.39 points and Pine 3 produced the lowest average for this item with 1.72 points.

Item three focused on students' understanding and application of the sequence or processes of creating an

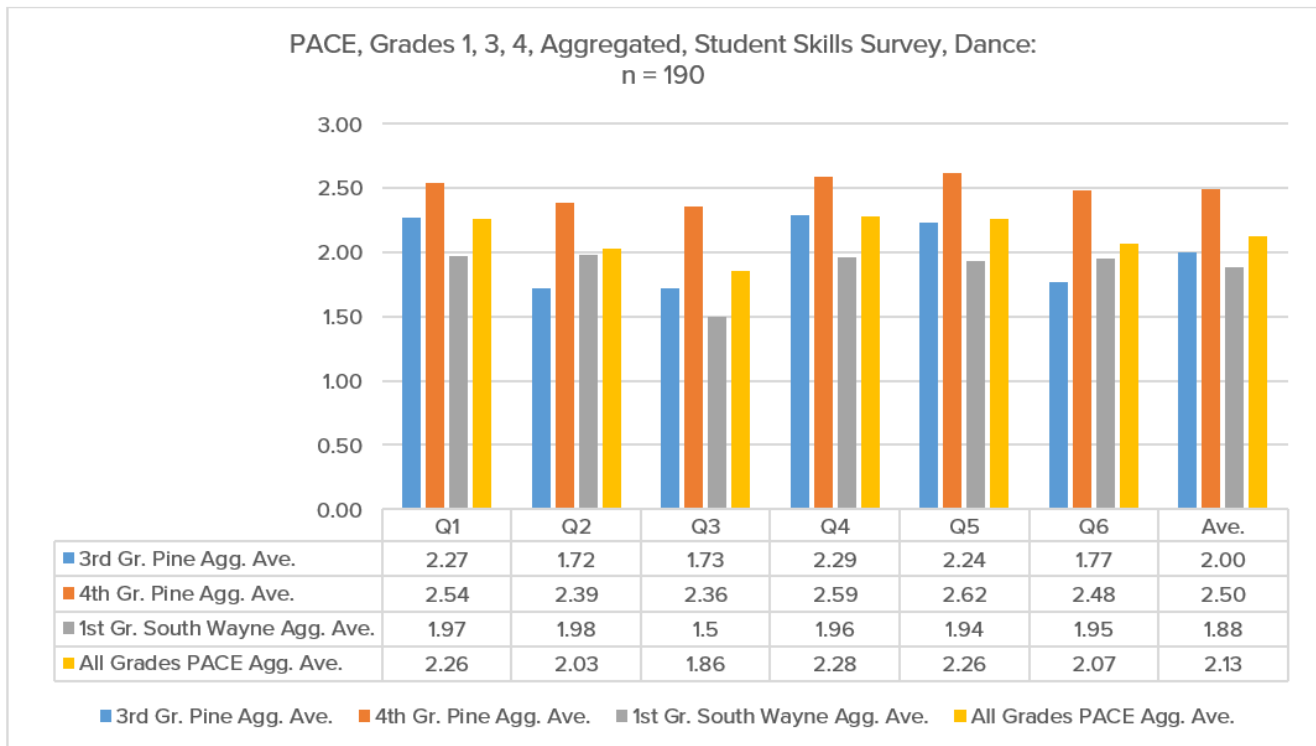
activity or work in dance. The aggregated PACE average for this item was 1.86 points. The highest average for this item was produced by Pine 4 with 2.36 points. The lowest average for this item was produced by South Wayne with an average of 1.5 points. Of all six items on the Dance Skills Assessment, 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, five and six were 2.28, 2.26, and 2.07 respectively. These items produced an aggregated PACE average of 2.13, which is near, but slightly above the "developing" skill level for dance skills by the end of the assessment.

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

Table 3

School	Skills
Pine (Dance, Grades 3, 4)	<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.</p> <p>6. Demonstrates understanding of energy in dance.</p>
South Wayne (Dance, Grade 1)	<p>4. Demonstrates use and understanding of shape.</p> <p>5. Demonstrates use and understanding of levels.</p> <p>6. Demonstrates use and understanding of pathways.</p>



Theatre Skills Findings

Theatre was taught at Madison Primary Center with first and second grade students and at McKinley Primary Center with third grade students. A total of 255 students were taught theatre. 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 1.62 or slightly above "minimal" on three points scale. McKinley 3 produced the highest score with an average of 1.68 points, while Madison 1 produced the lowest score with 1.53 points.

Item two addressed students' effective demonstration of practices, tools, or materials in the creative process of theater. The aggregated average for this item was 1.65 points. McKinley 3 produced the highest average for this item with 1.77 points and Madison 1 produced the lowest average for this item with 1.51 points.

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 1.57 points. This aggregated average is near, but slightly below the "developing" skill level. The highest average for this item was produced by McKinley 3 with 1.66 points. The lowest average for this item was produced by Madison with an average of 1.51 points. Of all six items on the Dance Skills Assessment, this item, produced the second lowest average score when compared with averages from the other items.

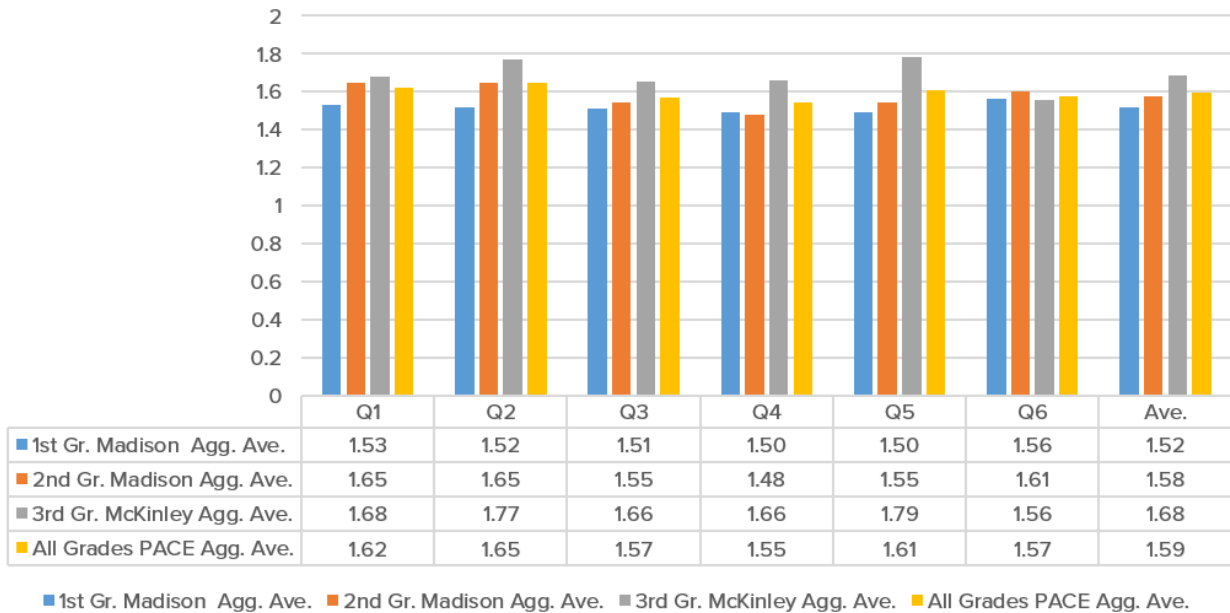
The remaining three theatre skill items were school specific. Artists and teachers identified these skills for students' in their schools. The aggregated averages for items four, five and six were 1.55, 1.61, and 1.57 respectively. This item produced an aggregated PACE average of 1.59, which is near, but slightly below the "developing" skill level for theatre skills by the end of the assessment.

Theatre: Site Specific Skills 4, 5, and 6

Table 4

School	Skills
Madison (Theatre, Grades 1, 2)	4. Demonstrates ability to comfortably speak loudly and clearly 5. Demonstrates ability to engage imagination. 6. Demonstrates physical control and inventiveness.
McKinley (Theatre, Grade 3)	4. Demonstrates ability to work well in a group (ensemble building). 5. Demonstrates uses appropriate expressions (e.g. sad when sad, happy when happy, etc. 6. Demonstrates ability to articulate feelings/thoughts about the lesson.

PACE, Grades 1, 2, 3, Aggregated, Student Skills Survey, Theatre:
n = 255



Visual Arts Skills Findings

Visual Arts was taught at Meadows Elementary School with first and second grade students and at Van Buren Elementary School with first grade students. A total of 97 students were taught dance. Aggregated findings for the arts discipline of visual arts 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 visual arts. The aggregated PACE average for this item was 1.81 or approaching “developing” on three points scale. Meadows 2 produced the highest score with an average of 1.94 points, while Meadows 1 produced the lowest score with 1.68 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 1.54 points. Meadows 2 produced the highest average for this item with 1.61 points and Meadows 1 produced the lowest average for this item with 1.46 points.

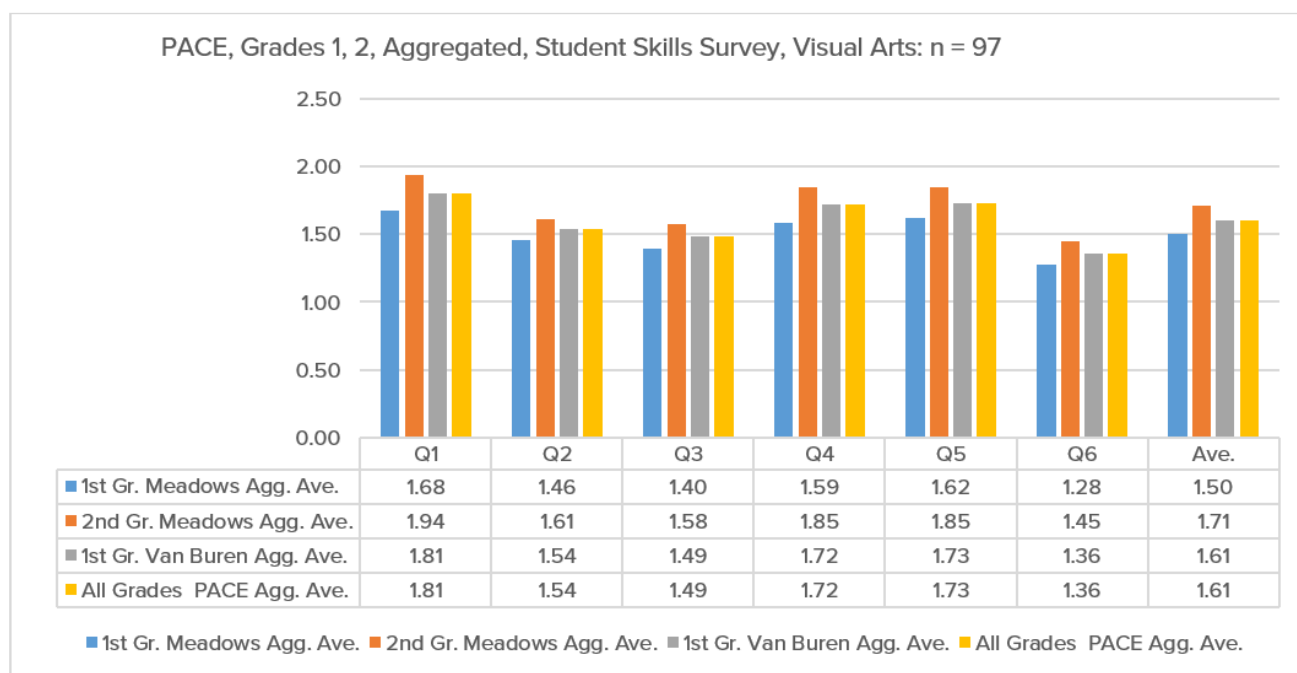
Item three focused on students’ understanding and application of the sequence or processes of creating an activity or work in visual arts. The aggregated average for this item was 1.49 points. This aggregated average is approaching, but slightly below the “developing” skill level. The highest average for this item was produced by Meadows 2 with 1.58 points. The lowest average for this item was produced by Meadows 1 with an average of 1.40 points. Of all six items on the Dance Skills Assessment, this item, produced the second lowest average score when compared with averages from the other items.

The remaining three visual arts skill items were school specific. Artists and teachers identified these skills for students’ in their schools. The aggregated averages for items four, five and six were 1.72, 1.73, and 1.36 respectively. The aggregated averages for items four and five are only slightly under the “developing” level of skill development, while item six is approaching the “developing” level of skill development. Item six produced the lowest average (1.36) among all items on the Visual Arts Skills Assessment. The aggregated average for all six items on the visual arts skills assessment was 1.61, which is near, but slightly below the “developing” skill level for visual arts skills by the end of the assessment.

Visual Arts: Site Specific Skills 4, 5, 6

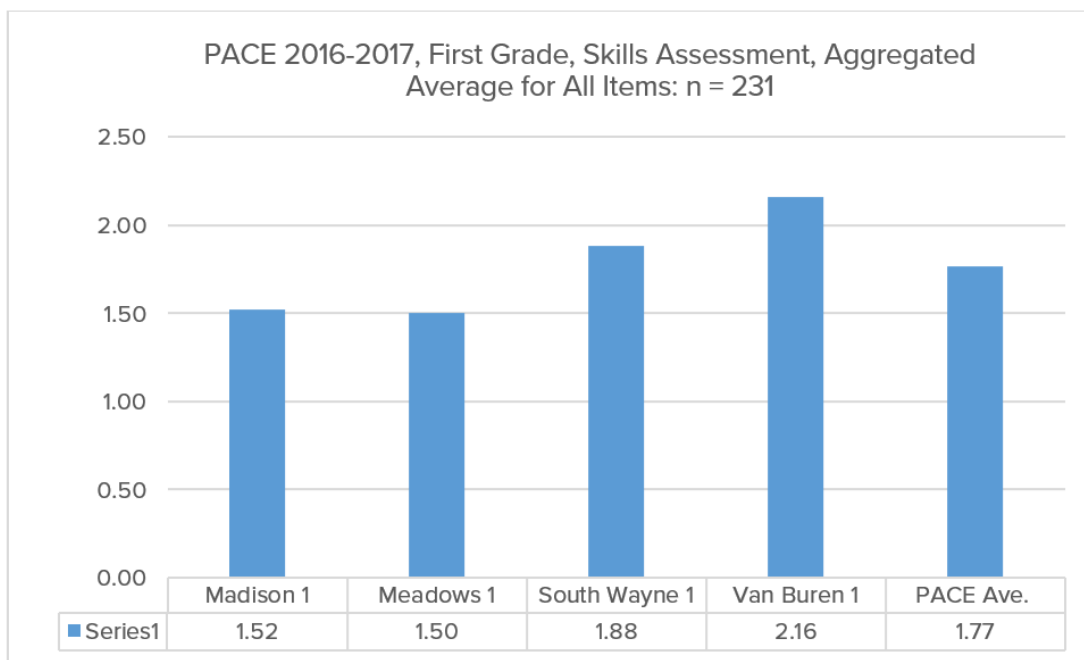
Table 5

School	Skills
Meadows (Visual Arts, Grades 1, 2)	<p>4. Demonstrates writing skills, including a use of art vocabulary and sight vocabulary in the keeping of an art journal.</p> <p>5. Demonstrates enhancement of the use of art vocabulary, including terms learned in their weekly visual arts classes by providing opportunities for students to look at artworks, write about art works and discuss their own and the artworks of famous artists.</p> <p>6. Demonstrates social skills through group discussion and sharing of materials and utensils.</p>
Van Buren (Visual Arts, Grade 1)	<p>4. Demonstrates organization ability.</p> <p>5. Demonstrates ability to follow directions.</p> <p>6. Demonstrates creativity.</p>

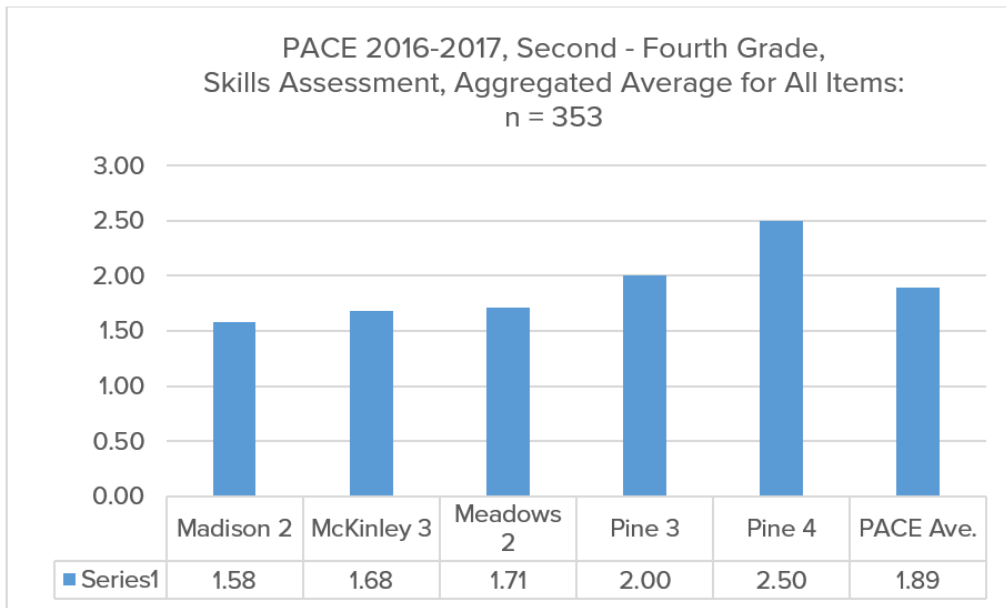


Aggregated averages for responses on the Skills Assessment instrument were calculated by grade levels and across disciplines and schools. The aggregated PACE average for skills among all first grade students was 1.77 on a three point scale. The scale consisted of a single point for “minimal” skill, two points for “developing” skill, and three points for “advanced” skills. Findings suggest that as a group, first grade students are above “minimal”

skills for this assessment and are approaching the “developing” level. One first grade school (Van Buren 1) produced an average of 2.16 suggesting that students in that school have achieved “developing” levels of skills. South Wayne is approaching the “developing skill level with an average of 1.88 points. Meadows and Madison, with 1.50 and 1.52 averages respectively, are above the minimal skills level. Aggregated Skill Assessment scores for all first grades produced increased averages. These increased averages suggest that skills in all first grades improved from fall to spring assessments although levels of improvement varied among first grades.



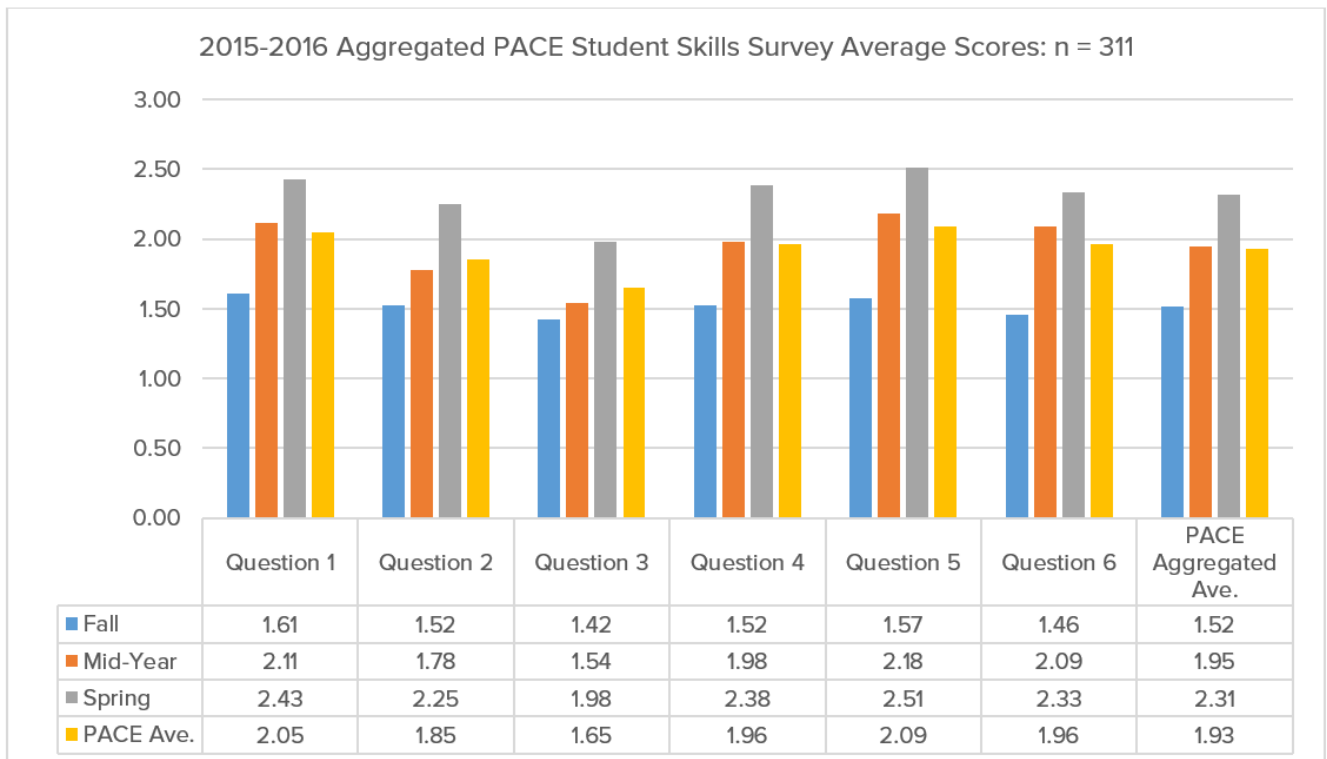
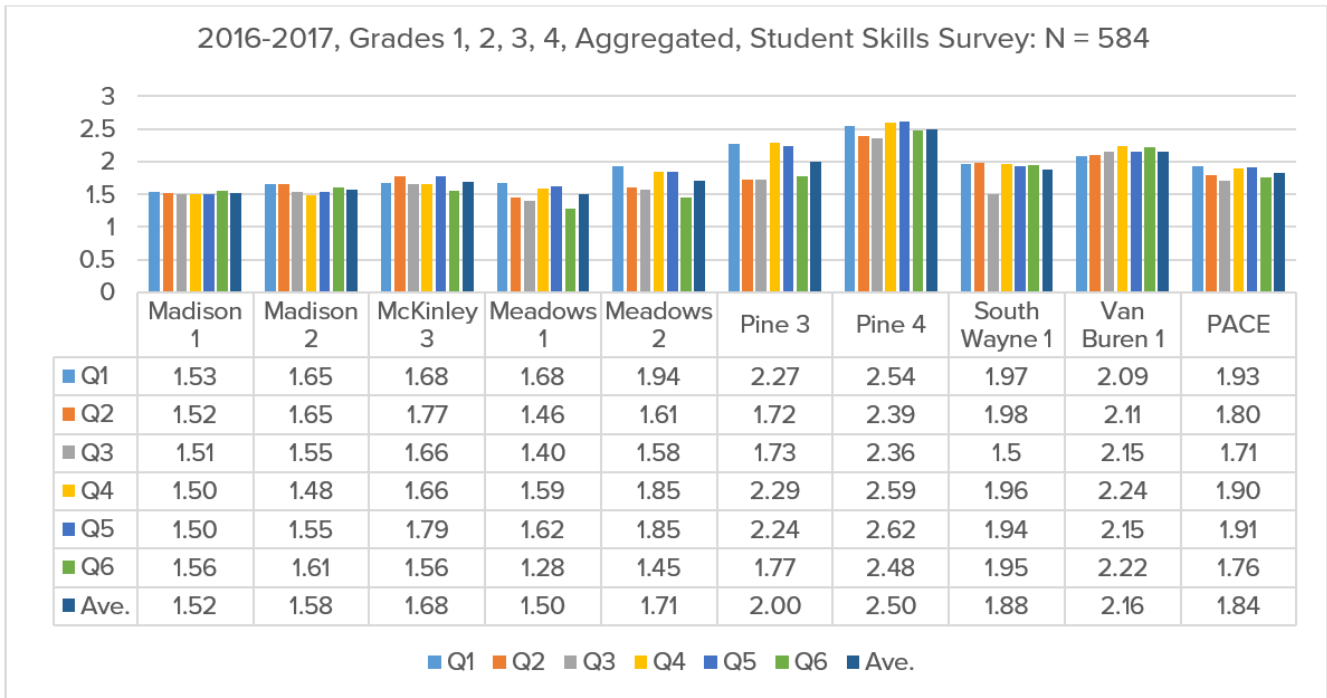
The aggregated PACE average for skills from second through fourth grade students was 1.89 on a three point scale. The scale consisted of a single point for “minimal” skill, two points for “developing” skill, and three points for “advanced” skills. This finding suggests that as a group, second through fourth grade students are only slightly below the “developing” level. The average second grade students was 1.65, while the third grade average was 1.84 points. The single fourth grade class (Pine 4) produced an average of 2.50. These averages suggest that students’ skill levels increase as students get into higher grade levels. The average from Pine 4 suggests that Pine fourth grade students are approaching the “advanced” skill level, while the second and third grade averages suggest that students in those grade levels are approaching the “developing” level of skill development. Aggregated Skill Assessment scores for all PACE schools in second through fourth grades produced increased averages from the fall to spring assessments. These increased averages suggest that skill development in all second through fourth grades improved between the fall to spring assessments although degrees of improvement varied among all grades and among all schools.



Comparisons of 2016-2017 and 2015-2016 data from all items on the Skills Assessment, indicate that, with the exception of a single item (Question 3: Understanding and application of the sequence/process for creating an activity or work in the art discipline.), aggregated or composite averages for all items from the 2015-2016 group were higher than those from the 2016-2017 group. Higher aggregated averages from the 2015-2016 group were less than a tenth of a point for three of the items (2, 3, 4) respectively and .12 and .20 points on two additional items (Item 1, 6) respectively. The aggregated PACE average for all items on the Skill Assessment was 1.93 for the 2015-2016 group and 1.84 for the 2016-2017 group.

A note of explanation about possible influences on the aggregated assessment results from the 2016-2017 and 2015-2016 groups is needed at this point. During the 2015-2016 assessment, the Skills Assessment was given three times (fall, mid-year, and spring) to 311 students. The Skills Assessment was only done twice (fall and spring) with 584 students during the 2016-2017 assessment. An administrative decision was made to reduce the number of assessment implementations during the 2016-2017 study due to requests from artists and teachers in the PACE program to streamline the assessment process and to decrease the workloads of PACE teachers and artists. Varying results between the 2016-2017 and 2015-2016 groups and higher aggregated or composite average scores for the 2015-2016 group may be due in part to test-wiseness, practice, and/or test /retest effects (Hopkins, Stanley, & Hopkins, 1990). It has been proven that by increasing the number of times an examinee takes a test, the higher the likelihood that the test results will be increased on subsequent tests. In addition, these effects have been shown to have a more pronounced effect on examinees with limited educational background and test taking experience and especially with young children. Having said this, the higher results produced by the 2015-2016 group for this assessment, may have been positively influenced by these effects; however, the range of higher performances produced by the 2015-2016 group is not at levels that challenge the reliability of the assessments. A final point of explanation for these results may be attributed to the increased number of students (584) who completed the assessments during the 2016-2017 assessment when compared to the number of students (311) who completed the 2015-2016 assessments. It has been shown that assessments with higher numbers of examinees contributed to producing lower scores on assessments than assessments with fewer examinees. Therefore, the aggregated or composite average of groups of examinees may be influenced by the numbers of examinees in compared groups. These effects do not appear to have created similar differences on the previously reported assessment results on the Student Knowledge assessment or the

Student Survey assessment. In those cases the aggregated averages for the 2016-2017 group generally were higher than those produced by the 2015-2016 group.



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 we commonly call 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 desperate 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 E.) 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):

2016-2017 PACE Site Specific Writing Prompts

Table 6

School	Skills
Madison	Fall - Describe what your costume for “James” would look like. Why? Spring - What would your superhero look like?
McKinley	Fall - Using your vocabulary words (academic vocab words), write a paragraph script for a weather forecast Spring – Unknown
Meadows	Fall - Did you enjoy looking at the painting last week and talking about with classmates? Why or why not?

Spring - Each week we look at a work of art and we talk about it. Describe the steps we take when we look at a work of art. Which one is your favorite?

Pine Fall - Describe the dance we created for Showcase and what you remember about choreographing, rehearsing and performing it.

 Spring - Describe our last dance in detail. Include how we created it, how you felt and why.

South Wayne Fall and Spring: "What happened during the previous activity" and "How did it make you feel?"

Van Buren Fall – Describe what you did when you made the leaves.

 Spring – Describe what you did when you made the Jewel Trees.

PACE schools also were provided a rubric through which student writing samples could be evaluated (See Appendix E.). The rubric included three broad categories of variables for evaluating student writing. These categories included Ideas and Content, which included four variables for evaluating student responses, Organization which provided two variables, and Writing Conventions with a single variable. Specific identified variables examined in students' writing samples included the following:

Ideas and Content:

Variable 1: Describes activity in detail;

Variable 2: Utilizes arts vocabulary;

Variable 3: Demonstrates understanding of arts activity;

Variable 4: Includes new thoughts and ideas.

Organization:

Variable 5: Expresses ideas in complete sentences;

Variable 6: Has beginning, middle and end.

Writing Conventions:

Variable 7: 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. Separate charts with Writing Skills Assessment findings for each of the variables organized by disciplines, grade levels, and schools for each six variables may be found in Appendix E.

Dance Writing Samples Findings

Dance was taught at South Wayne Elementary School with first grade students and at Pine Elementary School with third and fourth grade students. A total of 190 students were taught dance. Under the category of Ideas

and Content, the first variable addressed on the Writing Skills Assessment by teachers and artists in the PACE program was to evaluate students' descriptions and levels of detail of the dance activities they experienced. The aggregated PACE average for this item was 1.98 on a four point scale. Pine 3 produced the highest score with an average of 2.16 points, while Pine 4 produced the lowest score with 1.85 points.

The second variable addressed on the Writing Skills Assessment examined students' use of dance vocabulary in their written responses. The aggregated average for this item was 1.90 points. Pine 4 produced the highest average for this item with 2.09 points and Pine 3 produced the lowest average for this item with 1.69 points.

The third variable addressed on the Student Writing Skill Assessment examined students' ability to write about their understanding of the dance activities they experienced. The aggregated average for this item was 2.10 points. The highest average for this item was produced by Pine 4 with 2.38 points. The lowest average for this item was produced by South Wayne with an average of 1.91 points.

Students were asked to include new thoughts and ideas when writing about their dance experiences. The fourth variable produced an aggregated average of 2.06. Pine 4 produced the highest aggregated average with 2.38 points and Pine 3 produced the lowest average with 1.87 points.

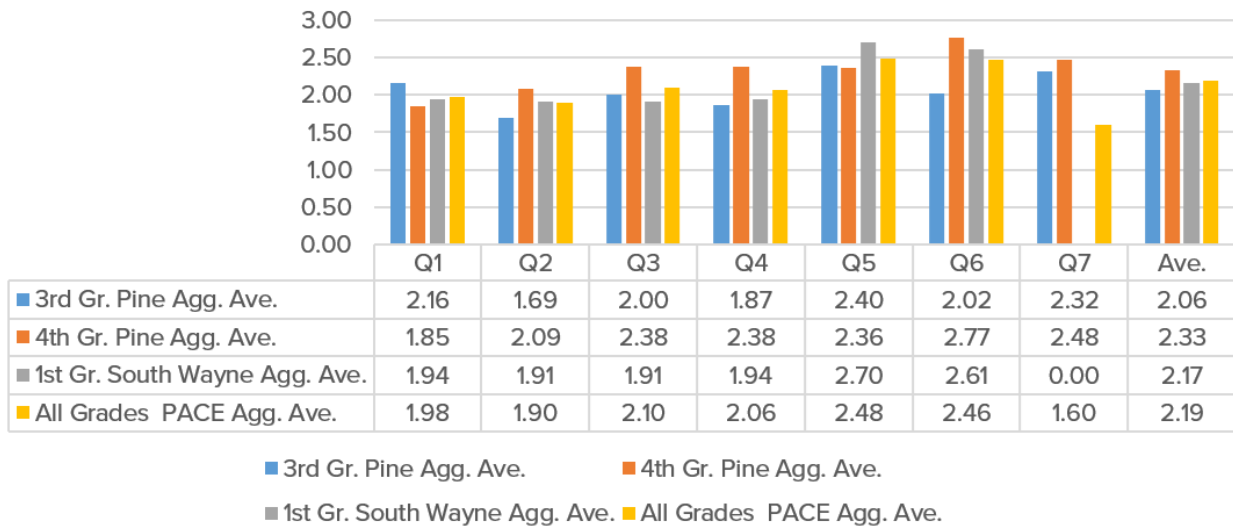
Under the category of Organization, the fifth variable focused on students' ability to express ideas in complete sentences. For this variable the aggregated average was 2.48. In the PACE dance program, this was the highest performing item on the Writing Skills Assessment. South Wayne 1 produced the highest average with 2.70 points. Pine 4 had the lowest average with 2.36 points.

Variable six required artists and teachers to evaluate students' ability to write entries with a beginning, middle, and end. Pine 4 produced the highest aggregated average with 2.77 points, while Pine 3 produced the lowest average with 2.02 points. This item provided the second highest average for Dance on the Writing Skills Assessment.

The final variable addressed the category of Writing Conventions and the variable listed for this category addressed students' ability to apply proper grammar, punctuation, spelling, and capitalization. The aggregated average for this variable was 1.60. Pine produced the highest average for this item with an average of 2.48 points which was followed by Pine 3 with an average of 2.32 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. No data were submitted for this variable from South Wayne.

The PACE Writing Skills Assessment produced an aggregated or composite average of 2.19 for this assessment. Student scores for this assessment were consistently in the midrange of performance for this assessment, indicating that students demonstrated an average range of writing skills when writing about their dance experiences in their schools. Findings for the writing skills assessments indicate that for all variables examined under this assessment improvement occurred from the fall to spring assessments at all schools and in all grade levels. Varying levels of improvement occurred across schools and grade levels and among variables, but improved averages were produced under all variables assessed.

PACE, Grades 1, 3, 4, Aggregated, Student Writing Skills Survey, Dance:
n = 190



Theater Writing Samples Findings

Theatre was taught at Madison Elementary School with first and second grade students and at McKinley Elementary School with third grade students. A total of 255 students were taught theatre. Under the category of Ideas and Content, the first variable addressed on the Writing Skills Assessment by teachers and artists in the PACE program was to evaluate students' descriptions and levels of detail of the theatre activities they experienced. The aggregated PACE average for this item was 1.93 on a four point scale. McKinley 3 produced the highest score with an average of 3.25 points, while Madison 1 produced the lowest score with 1.05 points.

The second variable addressed on the Writing Skills Assessment examined students' use of theatre vocabulary in their written responses. The aggregated average for this item was 1.76 points. McKinley 3 produced the highest average for this item with 3.02 points and Madison 1 produced the lowest average for this item with .97 points.

The third variable addressed on the Student Writing Skill Assessment examined students' ability to write about their understanding of the theatre activities they experienced. The aggregated average for this item was 2.25 points. In the PACE theatre program, this was the highest performing item on the Writing Skills Assessment. The highest average for this item was produced by McKinley with 3.38 points. The lowest average for this item was produced by Madison 1 with an average of 1.58 points.

Students were asked to include new thoughts and ideas when writing about their theatre experiences. The fourth variable produced an aggregated average of 2.07. McKinley 3 produced the highest aggregated average with 3.07 points and Madison 1 produced the lowest average with 1.42 points.

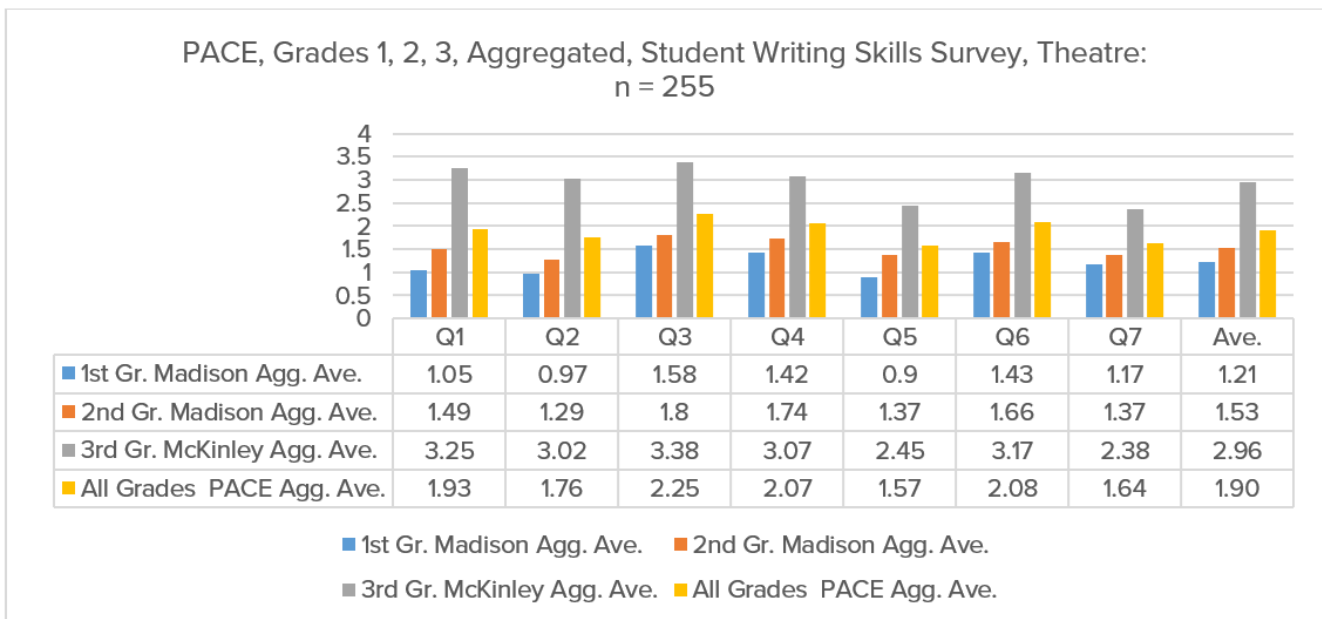
Under the category of Organization, the fifth variable focused on students' ability to express ideas in complete sentences. For this variable the aggregated average for theatre was 1.57. McKinley 3 produced the highest average with 2.45 points. Madison 1 had the lowest average with .90 points. Of all six items on the Theatre Skills Assessment, this item, produced the lowest average score when compared with averages from the other items.

Variable six required artists and teachers to evaluate students' ability to write entries with a beginning, middle, and end. The aggregated average for this item was 2.08 points. McKinley 3 produced the highest aggregated

average with 3.17 points, while Madison 1 produced the lowest average with 1.43 points. This item provided the second highest average for Theatre on the Writing Skills Assessment.

The final variable addressed the category of Writing Conventions and the variable listed for this category addressed students' ability to apply proper grammar, punctuation, spelling, and capitalization. The aggregated average for this variable was 1.64. McKinley 3 produced the highest average for this item with an average of 2.38 points which was followed by Pine 3Madison 2 with 1.37 points and Madison 1 with 1.17 points.

The PACE Writing Skills Assessment produced an aggregated or composite average of 1.90 for this assessment. Student aggregated averages on all items for this assessment were consistently in the midrange of performance. These data suggest that students demonstrated an average range of writing skills when writing about their theatre experiences in their schools. Findings for the writing skills assessments indicate that for all variables examined under this assessment the PACE aggregated averages improved from the fall to spring assessments on all items. Varying levels of improvement occurred across schools, grade levels, and among variables. The spread of aggregated item averages among schools and grade levels for this assessment was more variable than in dance and visual arts. Findings from McKinley revealed that increases occurred from fall to spring assessments for all variables. Fall and spring assessments at Madison Primary Center were more varied. Declines in averages were identified for Madison 2 on items 1, 3, and 6. Similar declines were identified for Madison 1 for items 1, 2, 4, 5, and 6. In all cases where declines were identified, the declines were minor, ranging from .03 of a point to .11 of a point.



Visual Arts Writing Samples Findings

Visual arts was taught at Meadows Elementary School with first and second grade students and at Van Buren Elementary School with first grade students. A total of 139 students were taught visual arts. Under the category of Ideas and Content, the first variable addressed on the Writing Skills Assessment by teachers and artists in the PACE program was to evaluate students' descriptions and levels of detail of the visual arts activities they

experienced. The aggregated PACE average for this item was 1.40 on a four point scale. Van Buren 1 produced the highest score with an average of 1.82 points, while Meadows 1 produced the lowest score with 1.18 points.

The second variable addressed on the Writing Skills Assessment examined students' use of visual arts vocabulary in their written responses. The aggregated average for this item was 1.32 points. Van Buren 1 produced the highest average for this item with 1.72 points and Meadows 1 produced the lowest average for this item with 1.11 points.

The third variable addressed on the Student Writing Skill Assessment examined students' ability to write about their understanding of the visual arts activities they experienced. The aggregated average for this item was 1.40 points. The highest average for this item was produced by Van Buren 1 with 1.56 points. The lowest average for this item was produced by Meadows 1 with an average of 1.27 points.

Students were asked to include new thoughts and ideas when writing about their dance experiences. The fourth variable produced an aggregated average of 1.23 points. Van Buren 1 produced the highest aggregated average with 1.55 points and Meadows 1 produced the lowest average with 1.01 points.

Under the category of Organization, the fifth variable focused on students' ability to express ideas in complete sentences. For this variable the aggregated average was 1.50. In the PACE visual arts program, this item and Item 6 tied as the second highest performing item on the Writing Skills Assessment. Van Buren 1 produced the highest average with 1.78 points. Meadows 1 and Meadows 2 had the lowest average with 1.37 points each.

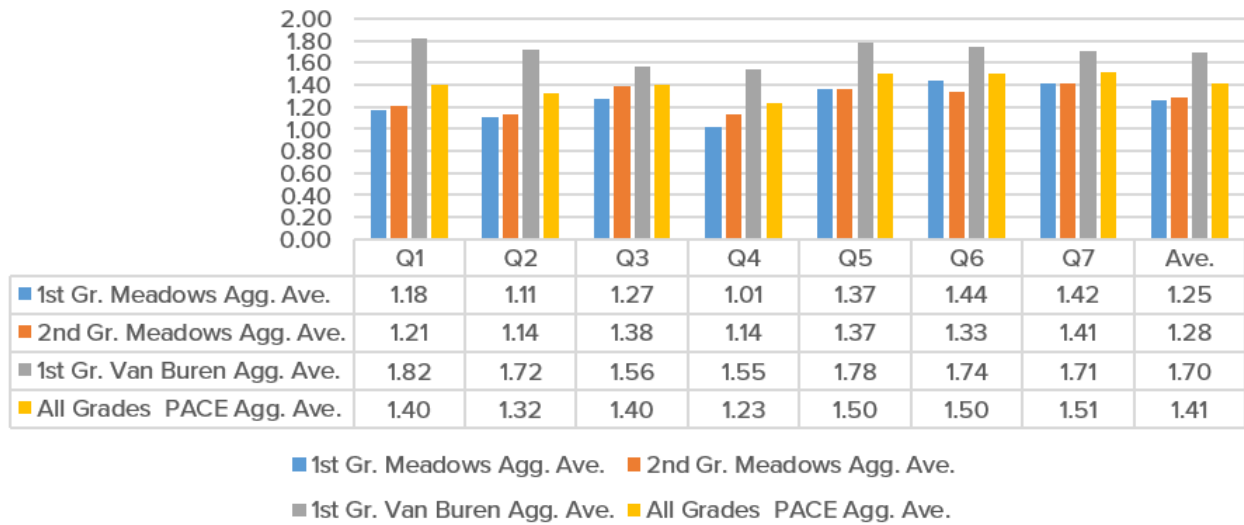
Variable six required artists and teachers to evaluate students' ability to write entries with a beginning, middle, and end. The aggregated average for this item was 1.50 points. Van Buren 1 produced the highest aggregated average with 1.74 points, while Meadows 2 produced the lowest average with 1.33 points. This item tied with Item 5 for the second highest aggregated average on the Writing Skills Assessment.

The final variable addressed the category of Writing Conventions and the variable listed for this category addressed students' ability to apply proper grammar, punctuation, spelling, and capitalization. The aggregated average for this variable was 1.51. This aggregated average was the highest of all items on the Writing Skills Assessment. Van Buren 1 produced the highest average for this item with an average of 1.71 points which was followed by Meadows 1 with 1.42 points and Meadows 2 with 1.41 points.

The PACE Writing Skills Assessment produced an aggregated or composite average of 1.41 for this assessment in visual arts. Student scores for this assessment were consistently in the low midrange of performance for this assessment, indicating that students demonstrated a developing range of writing skills when writing about their visual arts experiences in their schools. Findings for the writing skills assessments indicate that for all variables examined under this assessment improvement occurred from the fall to spring assessments at all schools and in all grade levels. Varying levels of improvement occurred across schools and grade levels and among variables, but improved averages were produced under all variables assessed.

It should be noted that among the visual arts schools, the grades represented included only first and second grade students, thereby making the visual arts group more homogeneous in terms of grade levels represented with a more narrow range of grade levels. Students who studied dance (grades 1, 3, and 4) and theatre (grades 1, 2, and 3) represented a wider array of grade levels. Due to the wider range of grade levels students in dance and theatre represented, the composite averages were generally slightly lower on the whole when compared with those produced in dance and theatre. For this reason, visual arts aggregated and PACE averages are slightly lower in visual arts than when compared with those in dance and theatre.

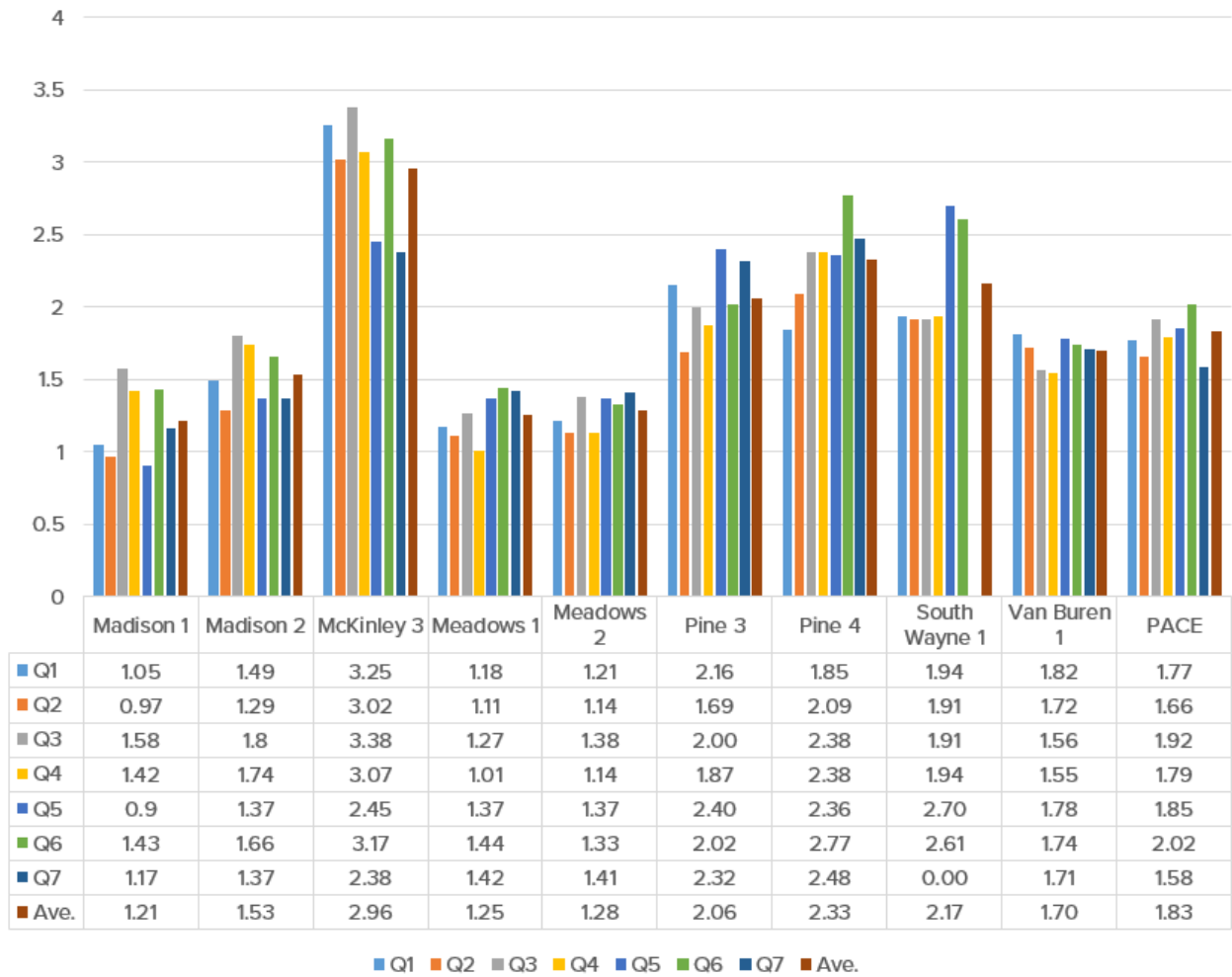
PACE, Grades 1, 2, Aggregated, Student Writing Skills Survey, Visual Arts:
n = 139



Summary findings for the 2016-2017 Writing Skills Assessment reveal that the aggregated or composite PACE average for the Writing Skills Assessment was 1.83 points out of four possible points. This statistic suggests that student writing skills in the PACE program under this assessment are near average. Individual aggregated school averages for this assessment spanned a range from 1.21 points from Madison 1 to a high of 2.96 points from McKinley 3. The range of aggregated school averages among all individual items from all schools went from a low of .90 from Madison 1 on Variable 5 (Expresses ideas in complete sentences) to a high of 3.38 from McKinley 3 on Variable 3 (Demonstrates understanding of the arts activity).

The range of PACE aggregated or composite averages for this assessment spanned a range from 1.58 points on Variable 7 (Applies proper grammar, punctuation, spelling, and capitalization.) and 1.66 points on Variable 2 (Utilizes arts vocabulary) to 1.92 on Variable 3 (Demonstrates understanding of arts activity) and 2.02 points for Variable 6 (Has beginning, middle, and end.).

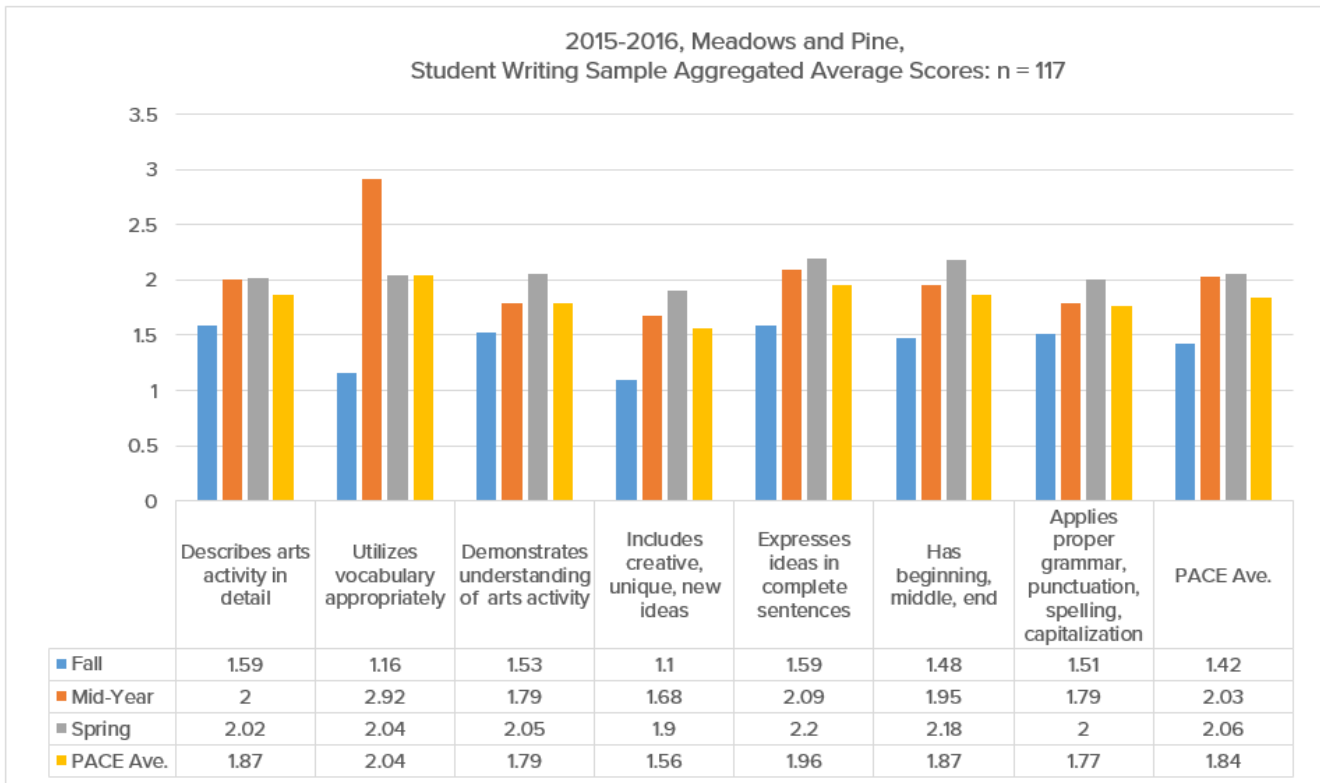
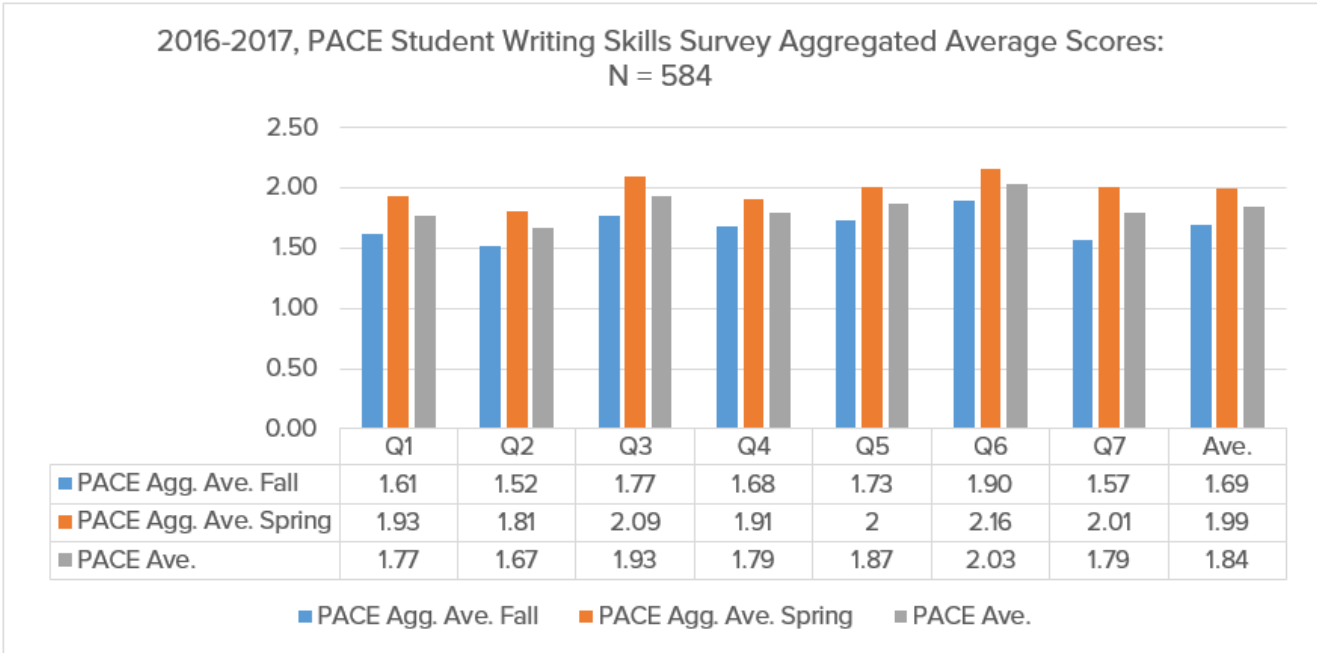
PACE, Grades 1, 2, 3, 4, Aggregated, Student Writing Skills Survey:
N = 584



Comparisons of data from the 2016-2017 and 2015-2016 assessments on the Writing Skills Assessment are problematic. On the 2015-2016 Writing Skills Assessment, two schools (Madison and McKinley) used a restructured rubric to evaluate writing skills data from students for those schools. The four variables identified under the first category, Ideas and Content, of the PACE Writing Skills Assessment were scored as a single combined variable, rather than as discrete variables. Data were not submitted as for each of the four variables. Instead evaluations of student writing for those four variables reflected a single aggregated score for those variables. As a result, comparisons of data from the 2015-2016 assessments from all four participating PACE schools cannot be done. Data from Meadows and Pine 2015-2016 assessments were submitted as discrete data for each of the four variables included in the Ideas and Content portion of the Writing Skills Assessment. The following report will compare findings from the 2016-2017 group of schools with findings from the 2015-2016 findings for Meadows and Pine.

Comparisons of data from the 2016-2017 and 2015-2016 Writing Skills Assessment reveal the composite average from both assessments were identical with 1.84 points each. The highest performing Variable on the 2016-2017 assessment was Variable 6 (Has beginning, middle, and end), which produced an aggregated score of 2.03,

compared with the highest performing variable on the 2015-2016 assessment, Variable 2 (Utilizes arts vocabulary appropriately), for which an aggregated average of 2.04 was produced. The lowest performing variables on the 2016-2017 assessment was Variable 2 (Uses arts vocabulary) and 1.56 points for Variable 4 (Includes creative, unique, new ideas.).



PACE Parent Survey Report

Although elementary students were directly involved in the PACE program, the parents or guardians of the students were able to observe the impact their children's participation in PACE was having in the daily lives and education of their children. Parents were able to observe behaviors and hear opinions and ideas their children expressed about their involvement in the program. In an effort to understand another viewpoint about the impact the PACE program was having on participants, it was decided to solicit input from the parents or guardians of students in the program.

Parents of participating students from all schools were asked to provide feedback on a questionnaire (See Appendix F.) during the fall and spring semesters. The questionnaire consisted of nine Likert-type items that addressed the principal foci of the PACE program. The response options included "Definitely," "Somewhat," and "Not really" which was translated into a three point scale with three points awarded for "Definitely" response, two points for "Somewhat" responses and 1 point for "Not really" responses. Items developed for this instrument were constructed to have content and language generally parallel to content and language included on items provided to students in the program on the Student Survey questionnaire (See Appendix B.). Items included on the survey included the following:

1. My child shares arts activity information at home.
2. My child enjoys learning about arts.
3. My child believes he/she can be an artist/dancer.
4. My child likes to do arts at home /other places.
5. I believe that learning about art is an important part of school.
6. I believe that what my child learns about art can help her/him to learn more about other school subjects.
7. I believe artwork/artists do not just provide sources of enjoyment, but can also be a job or profession.
8. I attend special events about what my child is learning in arts activities.
9. I think people living in our community, but not part of our school, should know about the PACE arts activities.

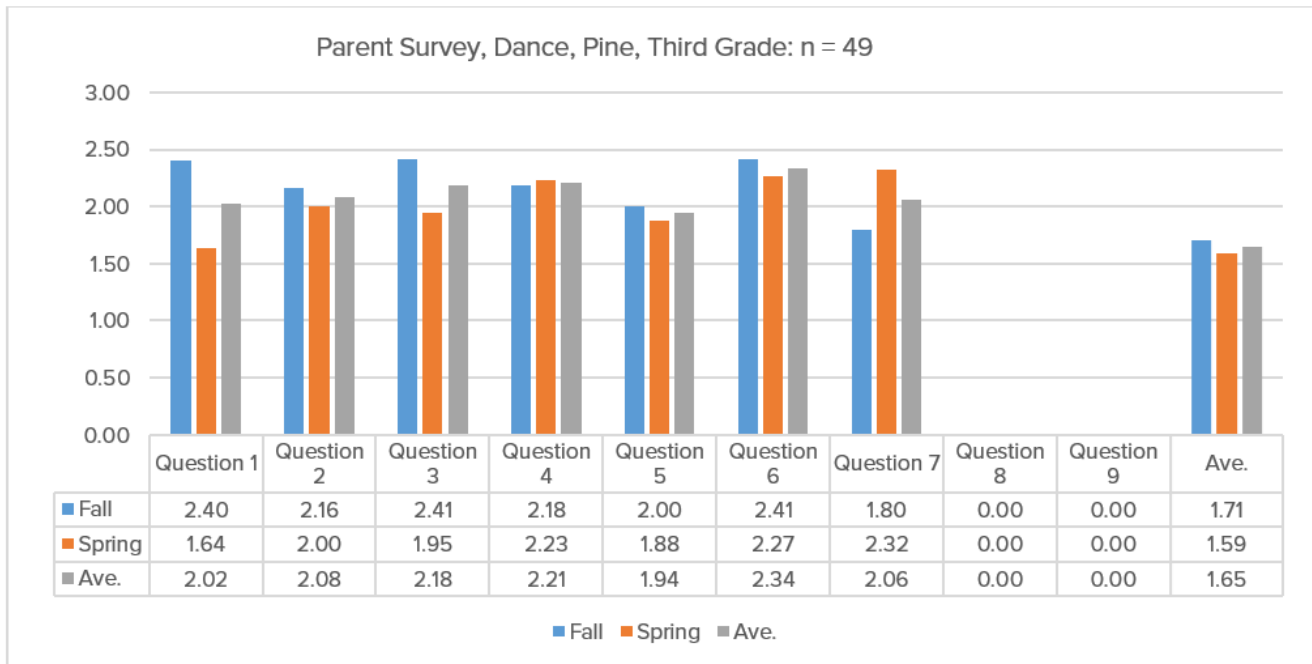
Responses on the PACE Parent Survey were received from three of the six schools participating in the 2016-2017 program. Responses were received from 31 of 97 students or 32% of Meadows' first and second grade parents/guardians, from 49 of 131 or 37% of Pine's third grade parents/guardians, and from 42 of 42 or 100% of Van Buren's first grade students' parents/guardians. Meadows Elementary School and Van Buren Elementary School included a visual arts focus for its PACE program, while Pine Elementary School included a dance focus for its PACE program.

Of the total of 122 responses provided from all schools submitting data, 49 responses (41%) were from Pine Elementary School, 42 responses (35%) were received from Van Buren Elementary School, and 29 responses (24%) were received from Meadows Elementary School. No data were provided for parents or guardians of students attending Madison Primary Center, McKinley Primary Center, or South Wayne Elementary School.

Parents or guardians of third and fourth grade students who attended Pine Elementary School were sent the PACE Parent Survey instrument in the fall and spring of the 2016-2017 academic year. The PACE program at Pine Elementary focused on dance education. Data were provided for items 1 through 7. No data from either assessment were provided for items 8 or 9 on the instrument. The aggregate fall average for this instrument was 1.71 on a three point scale. Items with the highest ratings were Item 1 (My child shares arts activity information at home) with 2.40 points and Items 3 (My child believes he/she can be a dancer.) and Item 6 (I believe that what

my child learns about dance can help her/him to learn more about other school subjects.) with 2.41 points each respectively. The item with the lowest aggregated average was Item 7 (I believe dance and dancing are not just sources of enjoyment, but can also be a job or profession.) with 1.80 points.

The spring PACE aggregated average for this instrument dropped to 1.59 from 1.71 in the fall. Declines were experienced on all items with the exceptions of items 4 and 7. Item 4 (My child likes to do dance activities at home and other places) increased from 2.18 to 2.23 points and Item 7 (I believe dance and dancing are not just sources of enjoyment, but can also be a job or profession.) increased from 1.80 points in the fall to 2.32 points in the spring. Aggregated PACE averages for all items on this assessment hovered around 2.0 points indicating that parents of Pine students were “somewhat” supportive of the PACE dance program.

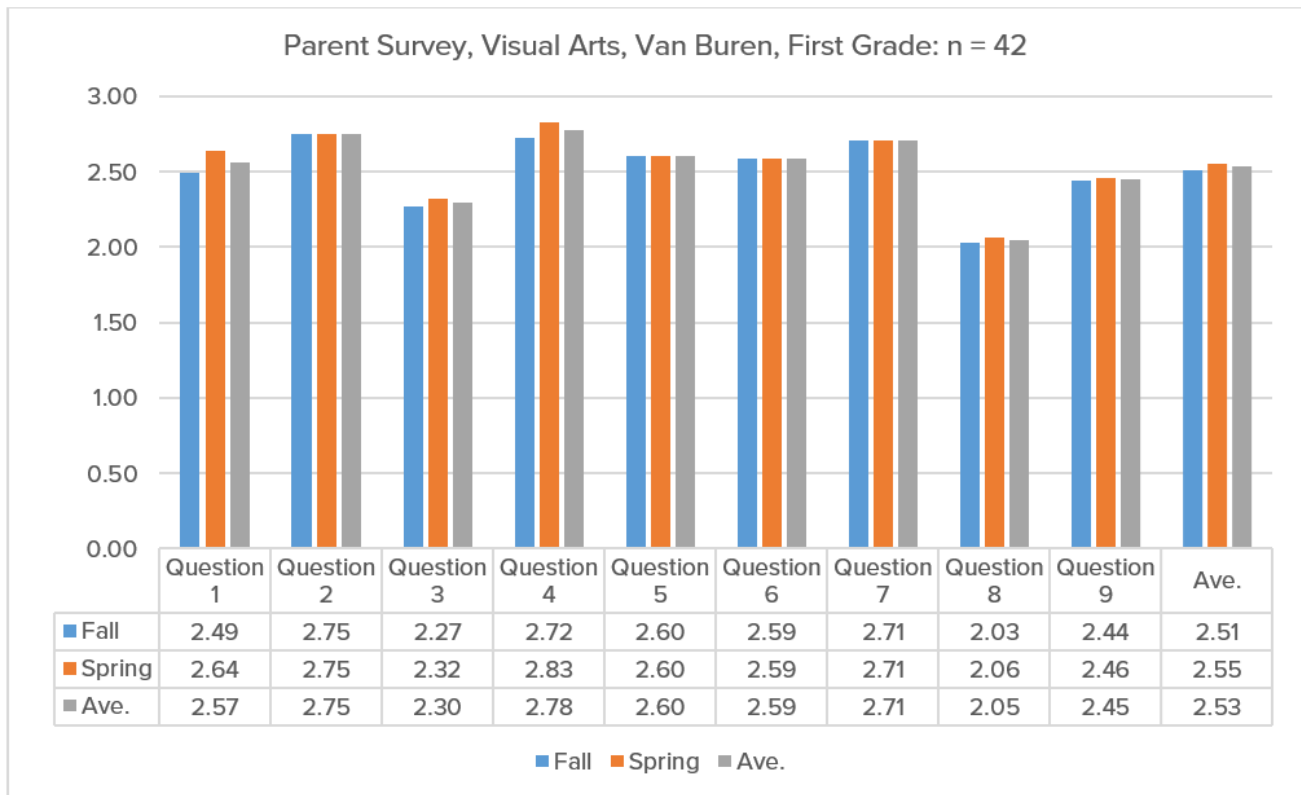


Parents or guardians of first grade students at Van Buren Elementary School and of first and second grade students at Meadows Elementary School were sent the PACE Parent Survey in the fall of 2016. The PACE programs at Meadows and Van Buren elementary schools focused on visual arts education. Responses were received from 71 respondents from the two schools. On the fall assessment data were received for all items from both schools. On the spring assessment only data from Van Buren were submitted. Teachers and artists from Meadows decided not to request data from parents or guardians for this assessment in the spring. Therefore, comparisons in possible changes in parent/guardian attitudes about the PACE program from the fall to spring semesters cannot be made for Meadows Elementary School nor can comparisons be made between responses from Meadows and Van Buren parents/guardians be made. It is of importance to note that the fall aggregated average for Meadows for all items was 2.57 points on a three point scale which is approaching “definitely agree” or highest rating for the PACE program at Meadows. The spread of individual item averages from Meadows on the fall assessment ranged from a low of 2.20 points on Item 1 (My child shares art activity information at home) to 3.00 points on Item 9 (Community people, but not part of our school, should know about PACE activities.).

The aggregate fall average for this instrument from Van Buren Elementary School was 2.51 on a three point scale. Items with the highest ratings were on Items 7 (Arts provide enjoyment and can be a job or profession.), Item 4 (My child like to do art at home and other places), and Item 2 (My child enjoys learning about art) with 2.71, 2.72, and 2.75 points respectively.

The spring aggregated average from Van Buren Elementary School for this instrument rose to 2.55 points from 2.51 on the fall assessment. Aggregated averages rose on five (Items 1, 3, 4, 8, and 9) of nine items and stayed the same on the remaining four items. The items that increased the most from the fall assessment to the spring assessment were Item 1 (My child shares art activity information at home.) with .15 points and on Item 4 (My child likes to do art at home and other places.) with an increase of .11 points.

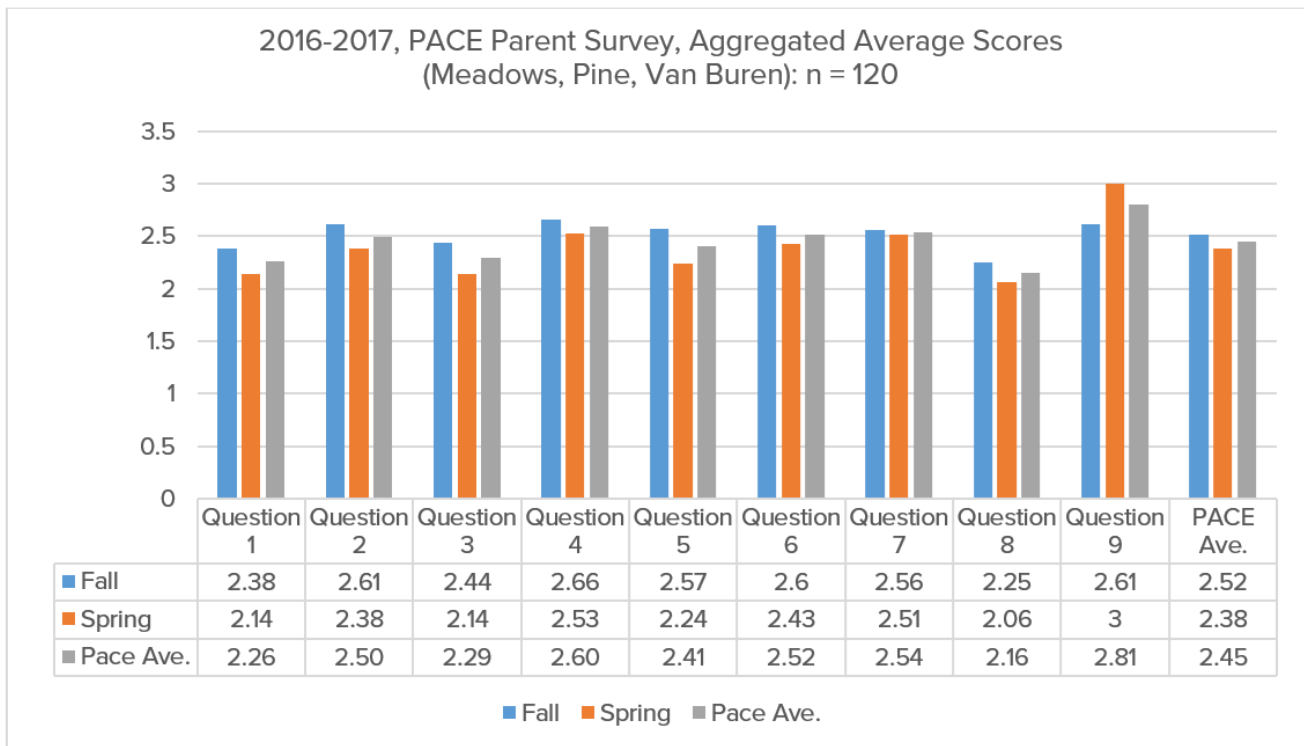
Aggregated PACE averages for all items on this assessment hovered around 2.53 points, with a range from 2.05 points for Item 8 (I attend events about my child’s art learning.) to a high of 2.78 for Item 4 (My child likes to do art at home and at other places.). These aggregated averages suggest that parents of Van Buren students were very near a rating of “definitely” supportive, or the highest positive rating, of the PACE visual arts program at Van Buren Elementary Schools program.



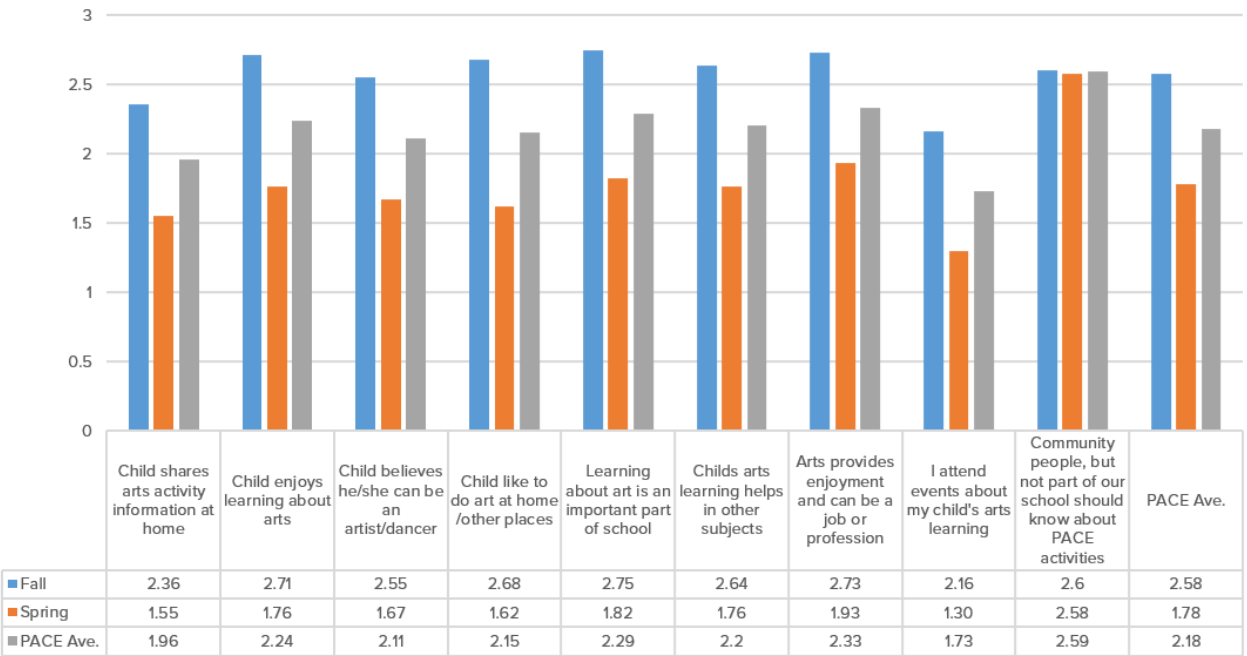
Comparisons of findings for the Parent Survey reveal that the aggregated averages from the 2016-2017 assessment were higher on all items in the survey than on the 2015-2016 assessment. The PACE aggregated average for all items on this assessment from the 2016-2017 assessment was 2.45 points, while the aggregated average for all items on the 2015-2016 assessment was 2.18 points. Comparisons of ranges of aggregated averages from this assessment reveal that aggregated averages for all items on the 2016-2017 assessment

spanned a range from 2.16 points to 2.81 points. The aggregated averages for the 2015-2016 assessment spanned a range from 1.73 points to 2.59 points. These statistics suggest that parent and guardians perceptions about the value of the PACE program in the arts education of their children is highly positive. Positive responses from the visual arts schools suggest strong to very strong support of the PACE program in those schools; however, the decreased averages on five of nine items and no data for two additional items from the single school with the PACE dance program suggests that other dynamics are negatively influencing parents' perceptions of the program from the fall to the spring assessments.

The Parent Survey instrument has not been positively received over the past two years by parents, teachers, and artists in participating PACE schools. Due, in part, to this response, an administrative decision was made to eliminate this assessment from the 2017-2018 data collection period. This decision also was made because response rates from this assessment during the 2015-2016 and 2016-2017 data collection periods were insufficient to make comprehensive data supported generalizations about parental opinions about the PACE program and about parents' attitudes about their child's participation in the program.



2015-2016, PACE Parent Survey, Aggregated Average Scores
(Meadows and Pine): n = 53



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, artists, and administrators in the schools conducting PACE programs. The program included five assessments that addressed students' general knowledge of the arts, discipline specific knowledge, discipline specific skills, students' writing about the arts, and parents of PACE students' attitudes about the impact of the arts and the PACE program on their child's development and education related to the arts.

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.

STUDENT SURVEY OF GENERAL ARTS KNOWLEDGE

An instrument was created for measuring students' general knowledge of the arts, PACE Student Survey (See Appendix B). In surveying students' general knowledge about the arts, it was clear from the composite findings on the instrument that PACE students hold positive attitudes 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 2.49 points on the fall assessment to 2.52 points on the spring assessment. Although modest, this increase demonstrates a positive development of students' general knowledge of the arts across all items this assessment measured.

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

- (1.) PACE students like to be engaged in arts learning (Question 1). This was the highest performing item on this instrument. The fall average on this item increased and the aggregated fall and spring averages for this item were the highest of all items for the assessment. This finding suggests that students have a sense of accomplishment in their arts learning and they have heightened interest in ongoing learning about the arts.
- (2.) PACE students like learning about the arts with their friends or classmates (Question 6). This item was the second highest performing item on the assessment and suggests that the collaborative nature of the arts supports students' perceptions that learning in the arts is more pleasurable when done with other students in their age group.
- (3.) Students want to learn more about the arts (Question 2). Findings for this item revealed that it is the third highest performing item on the assessment. Findings from the two previous items (Items 1 and 6) , when combined with findings for this item, support the conclusion that students are positively motivated and want to pursue their learning in the arts and want to learn more about the arts.
- (4.) PACE students want to become a better artist, actor, or dancer (Question 5). On this fourth highest performing item, students reported their interest in improving their knowledge and skills in the arts. They realize that they are at the earliest stages of learning about the arts and expressed their interest in developing themselves as artists, actors, or dancers. Positive responses for this item also demonstrate the belief that students feel that they can and want to develop themselves as artists, actors, or dancers.
- (5.) PACE students like to perform or demonstrate their arts learning for other people (Question 7). This item, although slightly less popular with PACE students as the fifth highest performing item on the assessment, suggests that students derive a positive level of satisfaction from performing or sharing their arts learning with others publically.

(6.) PACE students felt as if they were actors, artists, or dancers (Question 4). Fewer students responded positively for this item than on some other items. However, the responses suggest that students, through their work in PACE programs, are acquiring an understanding of what it means to be an artist, actor, or dancer with many being comfortable with accepting this distinction for themselves.

(7.) PACE students feel as if they can be an artist, actor, or dancer (Question 3). On the second lowest performing item, students revealed that they may have some hesitancy about whether they can become an artist, actor, or dancer. Scores on this item remained nearly constant between the fall and spring assessments (2.37 and 2.38 respectively). This finding suggests that PACE students may feel unsure about their future engagement and possible long term commitment to the arts and their roles in them.

Finally, (8.) I think learning art, dance, and theatre is an important part of school (Question 8). On this the lowest performing item on the assessment, PACE students appear not to have made strong 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 made connections with the knowledge and skills they acquire thorough the PACE program with learning in other disciplines. More sophisticated connections or integration of arts learning with other disciplines may be needed to foster the interconnectedness of learning between the arts and other disciplines 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 development when measured over time with the single exception of item three on the theatre assessment (Question 3: I can be an actor), which produced a decrease of .05 points on the spring assessment. 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 aggregated PACE scores on all eight items included on the Student Survey Assessment.

In surveying parental attitudes about their child's involvement in the PACE program, parent responses differed on some items (See discussion of Parent Survey below). Several items on the Parent Survey (See Appendix F.) were matched with items included on the Student Survey of general arts knowledge. Comparisons of findings for these two instruments reveal some areas in which students' opinions differ from those of their parents or guardians. Parents suggested that their children's interest in learning more about art (Item 2, My child enjoys learning about the arts.) declined from the fall to the spring, while results from the students' survey (Item 2, I want to learn more about (art, dance, theatre/acting and Item 6, I like to learn about (art, dancing, theatre/acting) with my friends) showed increases for both items from the fall to spring assessment in students' interest in making or learning in the arts.

Comparisons of parent and student responses regarding the importance of arts learning in relation to other subjects taught in schools, revealed differences in students' and parents' thinking as well. Parent responses (Item 5, I believe that learning about the arts is an important part of school and Item 6, I believe that what my child learns about art can help her/him to learn more about other school subjects) declined from the fall to spring assessments, while students responses (Item 8, I think learning about (art/making art, dance and dancing, acting) is an important part of school.) increased on that item from the fall to the spring assessment.

STUDENT KNOWLEDGE SURVEY

Students' discipline specific knowledge of the arts was assessed on the first half of the instrument that included eight items (See Appendix C); however, items included on all instruments included similar content and focuses related to students' discipline specific knowledge. The second half of the instrument contained twelve additional

items designed to measure students' understanding of discipline specific vocabulary related to the arts discipline focus of the school.

Findings from the instruments suggest that student knowledge about what dance, theatre, and art are increased from the fall to the spring assessments in six of nine PACE arts classes. In eight of nine classes, students' ability to name some different kinds of art, dance, and theatre increased from the fall to the spring assessment. Students' knowledge of where they could go to see artwork, dancers, and theatre increased in eight of nine classes over the academic year. In eight of nine classes, students' knowledge of where or when they have seen artwork, dance performances, and theater increased from the fall to spring semester. Students' knowledge of whether actors, artists, and dancers can be young, older, or both improved in eight of nine classes from the fall to the spring assessment. Students' knowledge of whether actors, artists, or dancers can be male, female, or both increased in seven of nine classes, stayed the same in one class, and decreased in one class from the fall to spring assessments. Students' knowledge of whether people engage in the arts for enjoyment and/or as a job to earn money increased in seven of nine classes and decreased in two classes from the fall to spring assessments. Students' ability to name well-known actors artists and dancers was low in all classes, but improved in eight of nine classes with one school's score decreasing by .16 of a point from fall to spring. Findings related to improvement in students' knowledge of vocabulary specific to the arts discipline included in the PACE program at their school, demonstrated that students' vocabulary knowledge increased in all nine classes from fall to spring assessments.

These findings suggest that the PACE program collectively contributed to improving students' discipline specific knowledge and knowledge of vocabulary in all schools with minor decreases in single classes on six items, decreases in two classes on two items, and one class' average staying the same on one item. Decreased averages were distributed across grade levels and schools with no single class producing more than three of the decreases. Individual class vocabulary assessments included measurable increases in acquisition of arts vocabulary. Two classes produced decreases for two of twelve vocabulary items. Increases were produced in seven of the nine schools for all vocabulary items from the fall to spring assessments. Findings from the Student Knowledge survey suggest that the PACE program has contributed to students' knowledge of the arts and acquisition of arts specific vocabulary to significant degrees in nearly all of its schools.

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 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 PACE schools were assessed using an instrument that included six items. Three of the items included questions that could be applied to all three of the arts disciplines being taught at PACE schools. Three additional items were included. These items enabled the artists and teachers at the schools to identify skills related to the arts discipline and lesson plans that would be taught in the schools. (See a listing of the individual site specific skills in Appendix D) This assessment was 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

The first item on the Student Skills Assessment focused on the basic level of student skills in the arts discipline at their school. Aggregated findings from all three disciplines showed that there were increases in student skills in

all three disciplines and at all six schools from the fall to the spring assessments. Average increases on the Skills Assessment from the fall assessment to the spring assessment on Item One included increases of 1.28 points in visual arts, .62 point increase in theatre, and .10 points increase in dance. The combined increase for Item One for all three disciplines was .67 points which was the third largest increase among the six skill assessment items. Combined increases of average scores of .82 points from the fall to spring measurements for this item suggest that student basic skills in the arts disciplines of their school increased over time.

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. As on the previous item, increases were identified at all six schools for this item from the fall to spring assessment. The average increase for this item included increase of 1.03 points in visual arts, .56 points in dance, and .54 points in theatre. The combined increases for Item Two for all three disciplines was .71 points. This was the second highest increase among all skill assessments.

The third skill assessed was directed at students' understanding and application of the sequence or processes for creating an activity or work in the arts discipline. All schools and all grade levels produced increases for this item. Average increases within the individual disciplines included an average increase of 1.03 points in visual arts, .88 points in dance, and .54 points in theatre. The combined increases for Item Three for all three disciplines was .81 points. This combined increase was the highest among all six items assessed on the Skills Assessment instrument.

Increases in student skill development as described in these three assessment items suggest that PACE students made progress in developing their essential arts related skills. The combined average increase for these three items was .71 points. These three items were included on the Skills Assessment and were common across all three disciplines. With an increase of nearly three quarters of a point, on a three point scale, for these three items, this finding suggests that PACE students demonstrated increase in their basic level of skill in each discipline; increased 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.

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. In the area of dance, under Item Six, the average from one school (Pine 4) decreased by .02 points which is not statistically significant for this item. The average score from one school (Pine 4) in dance stayed the same (2.59) from the fall to spring assessment.

The average increases in scores across all items and among all disciplines demonstrated varying degrees of improvement. The average combined increase for all skill items was produced by a combined increase of 1.03 points in visual arts, while theatre produced an average increase among all items of .55 points, and the average increase in dance among all skill items was .35. Across all disciplines, all items, and all schools, the increase from the fall to spring assessment was an average of .64 points. 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 findings 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. 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 convention, such as proper grammar, punctuation, spelling, and capitalization, generally associated with language arts learning. Students arts learning was assessed through analyses of students' written responses on selected prompts created by artists and arts educators in PACE schools.

Summaries of aggregated scores on the Student Writing Samples Assessment reveal that increases in average net scores from the fall to spring assessments were produced in all PACE schools. The largest net gain from the fall to spring assessments was produced at McKinley 3 with an increase of 1.99 points, followed by an increase of .54 points at Pine 3. The lowest increases were produced at South Wayne 1 with .11 points and Madison 1 with .02 points.

Under the general category of Ideas and Content, with four variables measured, for Variable 1 (Describes the activity in detail) gains of .76, .75, and .67 points were made at McKinley 3, Van Buren 1, and Pine 3 respectively. For Variable 2 (Utilizes arts vocabulary) McKinley 3 (.98) and Van Buren 1 (.68) produced the largest net gains from the fall to spring assessments. The .98 increase was the second largest single increase among all variables measure with the Student Writing Samples Assessment. McKinley 3 (.64), Pine 3 (.62), and Pine 4 (.56) produced the largest net increases for Variable 3 (Demonstrates understanding of the arts activity). This variable produced the lowest increases among all items on the Student Writing Sample Assessment. Variable 4 (Includes new thoughts and ideas) produced the largest net gain from the fall to spring assessment with an increase of 1.13 points at McKinley 3. This increase was followed by an increase of .40 points at Pine 3.

Under the second general category of variables, Organization, two variables were assessed. Variable 5 (Expresses ideas in complete sentences) produced increases of .67 points at Meadows, .53 points at Pine 3, and .40 points at McKinley 3. Highest increases for Variable 6 (Has beginning, middle, and end) were produced at Meadows 1 (.76), Pine 3 (.53), and McKinley 3 (.55).

The third and final category of writing variables measured was Writing Conventions. A single variable was assessed from this category under Variable 7 (Applies proper grammar, punctuation, spelling, and capitalization). Largest net increases in fall to spring measurements for this variable included .67 points at McKinley 3, .63 at Meadows 1, and .61 points at Pine 3.

These combined findings are encouraging and suggest that continuing participation in the PACE program through arts education and literacy integration has produced increases in learning in all schools. Increases in aggregated average scores for the Student Writing Sample Assessment were produced at all schools. For this assessment the highest increases were produced at McKinley 3 with an overall increase of .73 points from the fall to spring assessment, followed by Pine 3 with .54 points, and Meadows 1 with .42 points. Increases on individual variables occurred on all items. However, modest decreases from fall to spring assessments on isolated items were produced in both levels at one school (Madison 1 and Madison 2). These decreases ranged from .24 points at Madison 2 for Variable 1 to .06 points at Madison 1.

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 relationship between the PACE program and literacy development among children. Findings for these assessments provide some intriguing evidence that there may be positive relationships between literacy and the arts. 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 that the PACE program contributes to literacy development or that linking literacy 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 literacy development.

PARENT SURVEY

Attitudes of parents of children in the PACE program were measured. Data were submitted from only three PACE schools, including Meadows, Pine, and Van Buren. Analysis of provided responses is complicated by data omissions. Of the three school submitting data, one (Meadows 1 and Meadows 2) only provided data from the fall assessment. No data were collected for a spring assessment at that school or from those grade levels. However, data from the fall assessment at that school were included in calculating the PACE aggregated averages for the fall assessment. Another school (Pine) only submitted fall and spring data from the third grade classes involved in the dance program at Pine. No data were submitted from the Pine fourth grade class. Because data were not provided from all six PACE schools and partial data were submitted from another school, it is not possible to make data supported generalizations about parent attitudes regarding parents' attitudes related to their child's participation in the PACE program. However, there is a benefit from an examination of the findings from the schools that submitted Parent Survey data.

Findings for the combined data from the three participating PACE schools on the nine items included on the Parent Survey are troubling in that they produced decreases in parents' attitudes on eight of nine items on the spring assessment when compared with average scores from the fall assessment. The single item that produced an increased aggregated average was Item 9 (I think people living in our community, but who are not part of our school, should know about the PACE arts activities). The average for this item increased by .39 points from the fall to spring assessments. Findings for the other eight items are negatively skewed due to strength of the negative responses provided from one of the schools on the spring assessment. These results included decreases in scores for those items ranging from .04 points (Item 7, I believe artwork/artists do not just provide sources of enjoyment, but can also be a job or profession.) to .33 points (Item 5, I believe that learning about art is an important part of school). These decreases contributed to an overall decrease for the combined PACE average item score for the Parent Survey from 2.52 on the fall assessment to 2.38, or a decrease of .14 points on the spring assessment.

Data from the Parent Survey were clustered into two groups with one group representing the dance program at Pine Elementary School and the other group representing the visual arts program at Van Buren Elementary

School. A discussion of the findings from both schools follows. Data provided by Pine did not include responses for items eight or nine.

Findings from the Parent Survey for Pine Elementary School PACE dance program showed the sharpest drop in scores for Item 1 (My child shares arts activity information at home.) with a decrease from the fall to spring assessment of .84 points. The lowest decrease was produced for Item 5 (I believe that learning about arts is an important part of school.) with a decrease of .12 points from the fall to spring assessment. An increase in the spring score from the fall score was produced for Item 4 (My child like to do arts at home and other places.). The increase was for .05 points. The aggregated average from all items fell from 1.71 on the fall assessment to 1.59 on the spring assessment. These findings suggest that parents were less favorable in their attitudes about the PACE dance program at Pine Elementary School in the spring than they were in the fall. No conclusions can be made about why the attitudes were more negative for this group on the spring assessment without conducting additional interview or survey research with the parents of students in this program.

Findings from Van Buren Elementary School and its PACE visual arts program reveal generally favorable attitudes among parents of students in this PACE program across both the fall and spring assessments. Increases in scores from parents were produced on five of nine items (Items 1, 3, 4, 8, 9) on the instrument during the spring assessment. Scores on the remaining four items (2, 5, 6, and 7) stayed the same on the spring assessment as those produced on the fall assessment. Increases were very modest with the largest of them being on Item 1 (My child shares arts activity information at home.) with an increase of .15 points followed by an increase of .11 points on Item 4 (My child likes to do arts at home and other places). The composite score for Van Buren rose from 2.51 on the fall assessment to 2.55 on the spring assessment. Although a small increase, a positive increase was produced for this assessment from the fall to the spring.

Findings from the Parent Survey present questions PACE program directors, coordinators, participating arts educators, and participating artists should explore. Over the past two years, findings from the Parent Survey have been problematic. Response rates have been minimal, with some schools or classes choosing not to provide any or only partial data from the assessment. Numbers of reasons may exist form this issues. PACE leadership should consider whether pursuing answers to these questions is of merit. Parental involvement in the PACE program is necessary in order to receive permission for their children to participate in the PACE program. Parental input regarding their child's involvement in the program and regarding their attitudes about the importance of the arts and arts education in their children's lives is critical in determining the levels of support parents have for the arts and arts education in their children's lives. Parents' attitudes related to these points contribute to shaping the attitudes and priorities of their children. Being able to triangulate findings from the Parent Survey with those on the PACE Student Survey are a valuable means of establishing a clearer understanding of the effectiveness and impact of the PACE program on arts learning among participating students.

Conversely, the paucity of data and the total absence of data from some schools and classes in the PACE program raises the question of whether the Parents Survey should continue to be part of the PACE assessment program. Lack of complete data from all programs restricts leadership in the PACE program and the researcher from making research-based decisions about the efficacy of the PACE program and the individual arts programs included in the PACE program. Partial data lead to inconclusive and unsubstantiated findings about the PACE program and prevent guided decision-making about program modifications or adjustments to the curriculum or procedural practices the program currently includes. These points raise the larger question of the reliability of the Parent Survey. Any assessment instrument used for research must establish that data collections the instrument produces are uniform and repeatable. Without assessment reliability making comparisons among various data collections, tracking the growth or development of the program, or making programmatic alterations or adjustments are questionable.

In order to correct the problems of data collection and possible communication issues between parents and schools, significant changes would need to be made in both of these areas before continued use of this assessment could go forward. PACE leadership must consider whether doing necessary additional research in systematically exploring reasons for the school and/or parent lack of participation in data collection is warranted. Of additional concern is the need for exploring and understanding the reasons or parental concerns that contributed to the reported decreases in parental attitudes at one school. Understanding both of these issues might contribute to a better understanding of the overall efficacy of the PACE program. However, the efficacy of the program must always be determined by how students in the PACE program pursue their education and involvement in the arts throughout the rest of their formal schooling and beyond throughout their adult lives. These kinds of effects are beyond the scope of the PACE program and this study. Nonetheless, PACE leadership should consider whether to continue to gather data with the Parent Survey or to discontinue this assessment in understanding the efficacy of the PACE program over time and how this assessment contributes to meeting the goals and vision of the PACE program.

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 2016-2017 study of the impact the PACE program is having on students' learning demonstrated 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, 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 PACE program and the 2016-2017 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 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

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: PACE STUDENT SURVEY ASSESSMENT

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 dance. (make art, act like someone or something else, make music)
2. I want to learn more about dance. (art, theatre/acting, music)
3. I can be a dancer. (an artist, an actor, a musician)
4. I feel like a dancer. (an artist, an actor, a musician)
5. I want to become a better dancer. (artist, actor, musician)
6. I like to learn about dancing with my friends [classmates]. (art, theatre/acting, music)
7. I like to perform dancing for other people. (show my artwork, act, perform music)
8. I think learning about dance and dancing (art/making art, acting, learning about music) 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			
4			
5			
6			
7			
8			

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 dance.			
2. I want to learn more about dance.			
3. I think I can be a dancer.			
4. I feel like a dancer.			
5. I want to become a better dancer than I am now.			
6. I like to learn about dancing with my classmates and friends.			
7. I like to perform my dancing for other people.			
8. I think learning about dance and dancing is an important part of school.			

APPENDIX C: PACE STUDENT KNOWLEDGE SURVEY ASSESSMENT

C1. Dance

Student name/number _____ Date _____

	Question	My answer	Score (0-2)		
1	What is dance?				
2	Describe some different kinds of dance.				
3	Where could you go to see dancers?				
4	Where or when have you seen a dance performance?				
5	Are dancers young, older, or both?				
6	Can dancers be male, female, or both?				
7	Do people dance just for enjoyment, or can dancing also be a job to earn money?				
8	Name some well-known/famous dancers.				
	Give the meaning of these dance words:	My answer	Score (0-2)		
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

Total score _____

C2. Theatre

Student name/number _____ Date _____

	Question	My answer	Score (0-2)		
1	What is theatre?				
2	Describe some different kinds of theatre.				
3	Where could you go to see theatre?				
4	Where or when have you seen theatre?				
5	Are actors young, older, or both?				
6	Can actors be male, female, or both?				
7	Is theatre just for enjoyment, or can acting and theatre work also be a job for people to earn money?				
8	Name some well-known/famous actors.				
	Give the meaning of these theatre words:	My answer	Score (0-2)		
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

Total score _____

C3. Visual Arts

Student name/number _____ Date _____

	Question	My answer	Score (0-2)		
1	What is art?				
2	Describe some different kinds of art.				
3	Where could you go to see artwork?				
4	Where or when have you seen artwork?				
5	Are artists young, older, or both?				
6	Can artists be male, female, or both?				
7	Do people make art just for enjoyment, or can making art also be a job to earn money?				
8	Name some well-known/famous artists.				
	Give the meaning of these art words:	My answer	Score (0-2)		
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

Total score _____

APPENDIX D: PACE ARTIST ASSESSMENT OF INDIVIDUAL STUDENT SKILLS

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.

D. 2. All PACE Schools Site Specific Student Skills: Skills 4, 5, and 6

All Schools Site Specific List of Student Skills: Skills 4, 5, 6

Table 7

School	Skills
Madison (Theatre, Grades 1, 2)	4. Demonstrates ability to comfortably speak loudly and clearly. 5. Demonstrates ability to engage imagination. 6. Demonstrates physical control and inventiveness.
McKinley (Theatre, Grade 3)	4. Demonstrates ability to work well in a group (ensemble building). 5. Demonstrates uses appropriate expressions (e.g. sad when sad, happy when happy, etc). 6. Demonstrates ability to articulate feelings/thoughts about the lesson.

Meadows (Visual Arts, Grades 1, 2)

4. Demonstrates writing skills, including a use of art vocabulary and sight vocabulary in the keeping of an art journal.
5. Demonstrates enhancement of the use of art vocabulary, including terms learned in their weekly visual arts classes by providing opportunities for students to look at artworks, write about art works and discuss their own and the artworks of famous artists.
6. Demonstrates social skills through group discussion and sharing of materials and utensils.

Pine (Dance, Grades 3, 4)

4. Demonstrates understanding of shape in dance (holds 8 counts, uses a variety of levels, varies shapes).
5. Demonstrates understanding of motion in dance.
6. Demonstrates understanding of energy in dance.

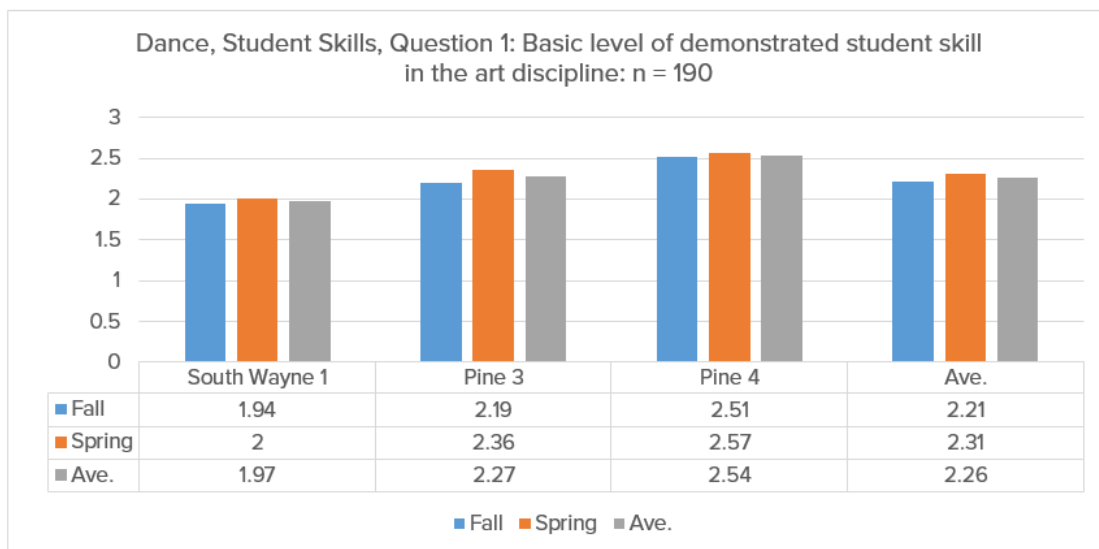
South Wayne (Dance, Grade 1)

4. Demonstrates use and understanding of shape.
5. Demonstrates use and understanding of levels.
6. Demonstrates use and understanding of pathways.

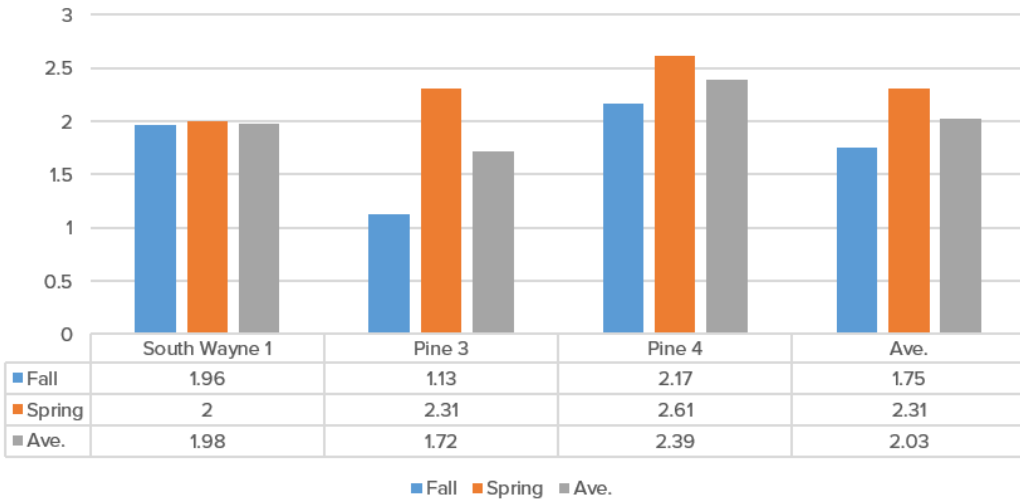
Van Buren (Visual Arts, Grade 1)

4. Demonstrates organization ability.
5. Demonstrates ability to follow directions.
6. Demonstrates creativity.

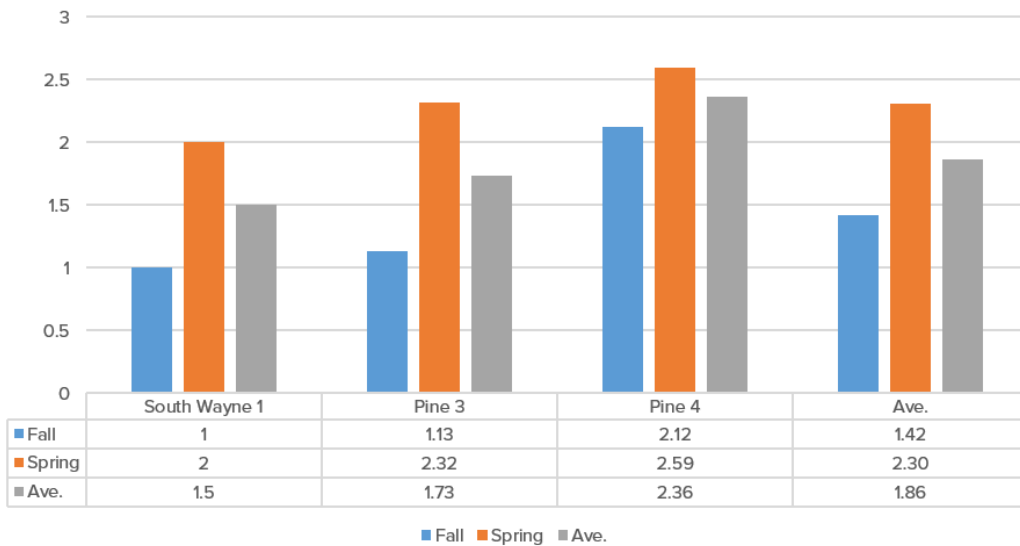
D. 3. Student Skills All Questions: Dance

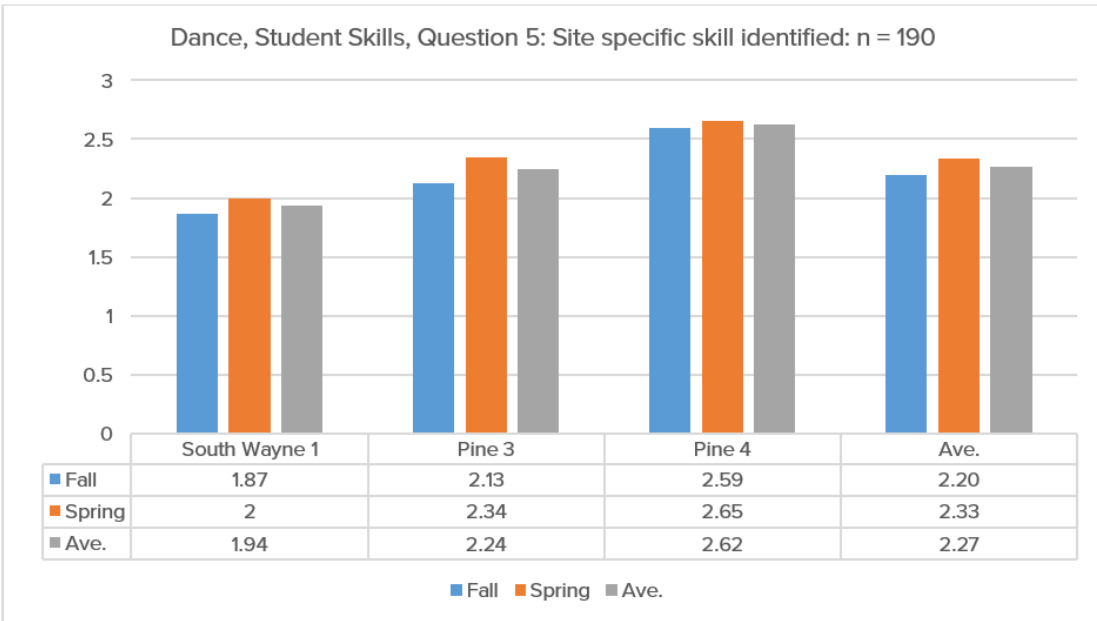


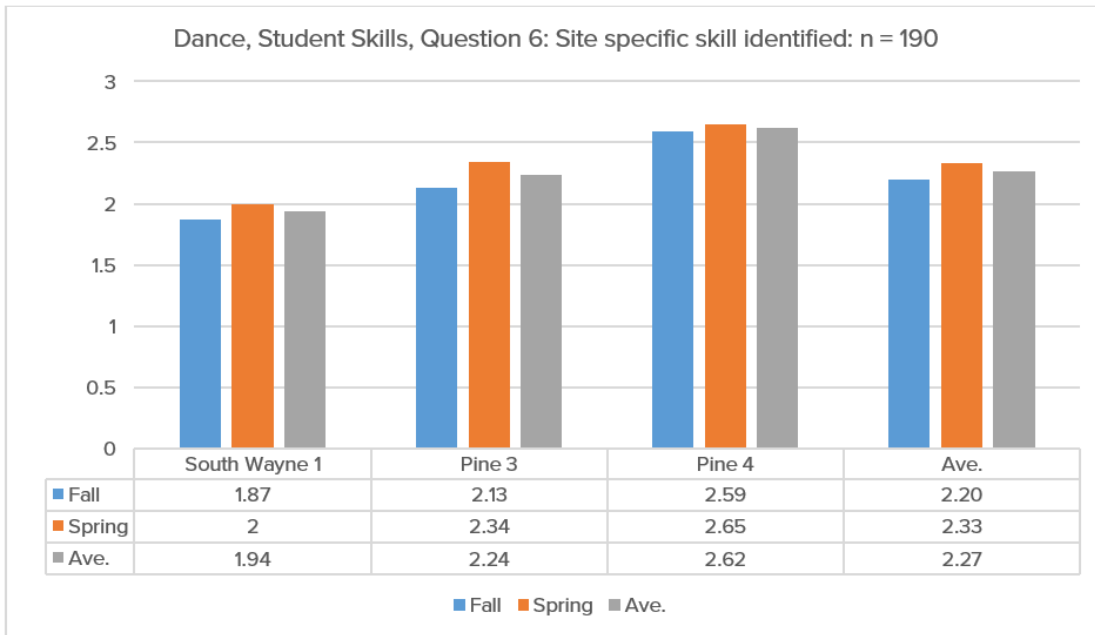
Dance, Student Skills, Question 2: Demonstration of effective application of practices, tools, or materials in the creative process for the art discipline: n = 190



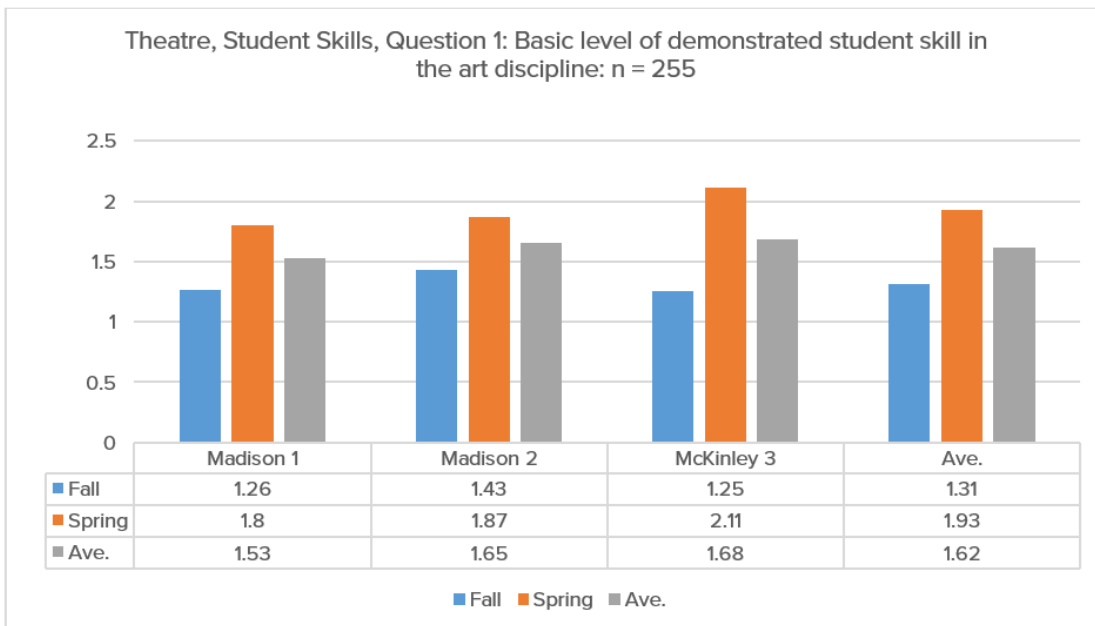
Dance, Student Skills, Question 3: Understanding and application of the sequence/process for creating an activity or work in the art discipline: n = 190

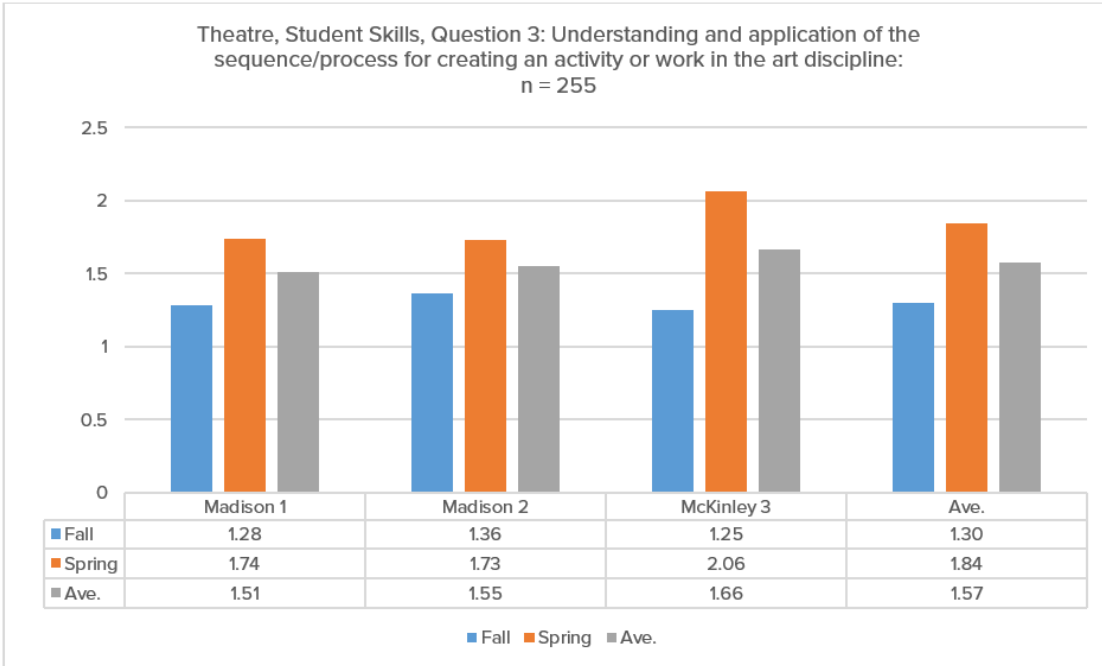
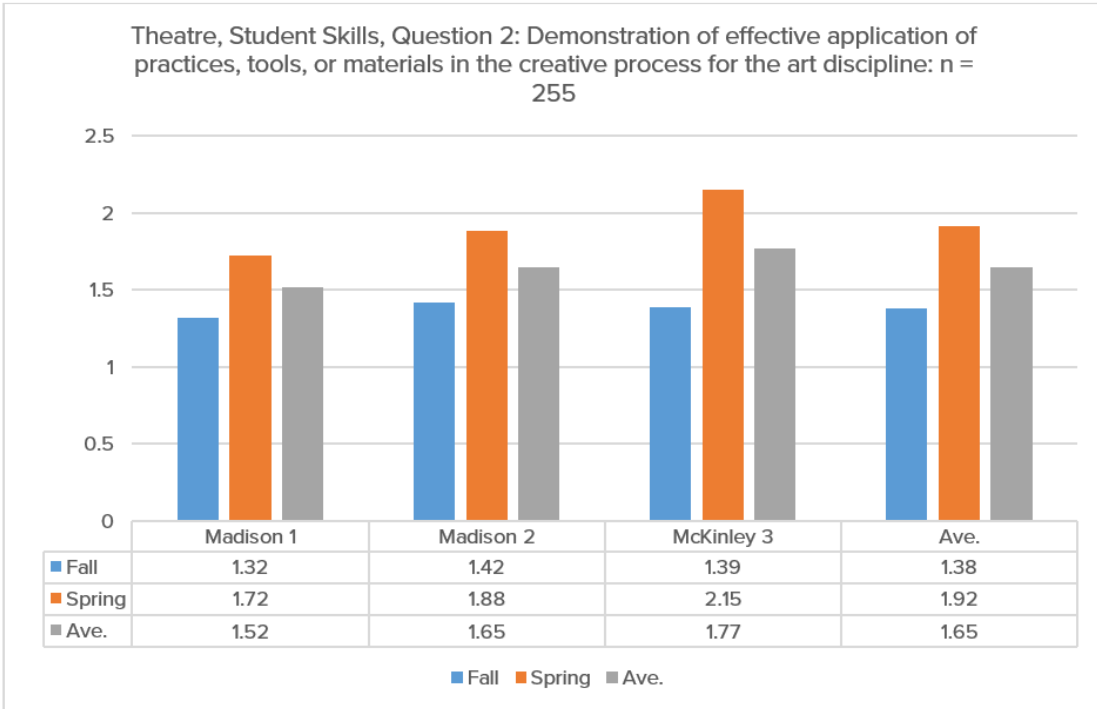


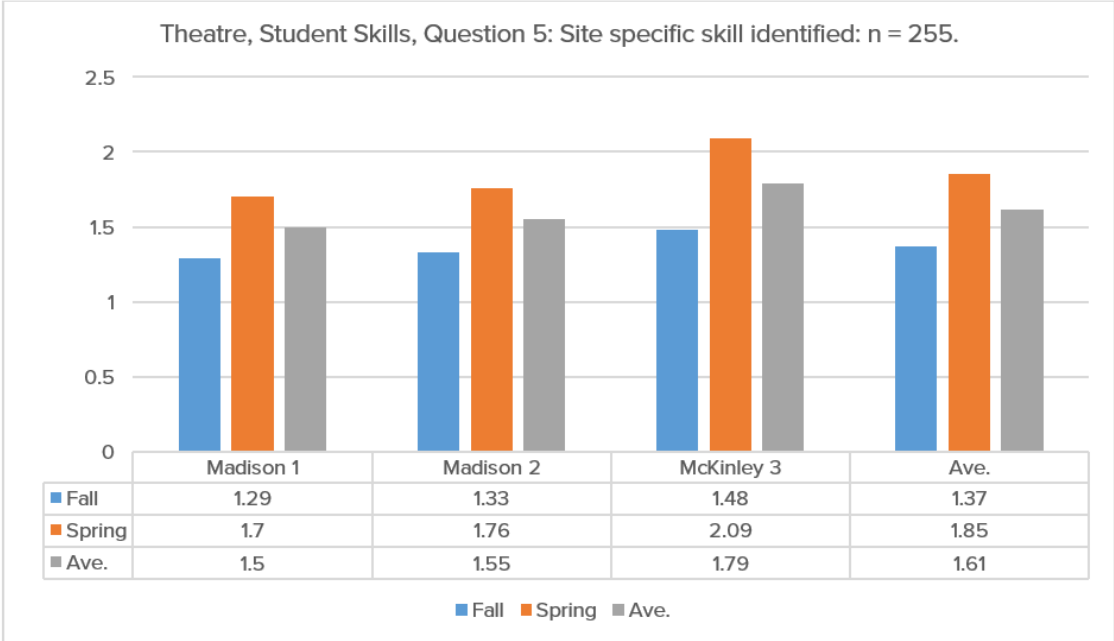
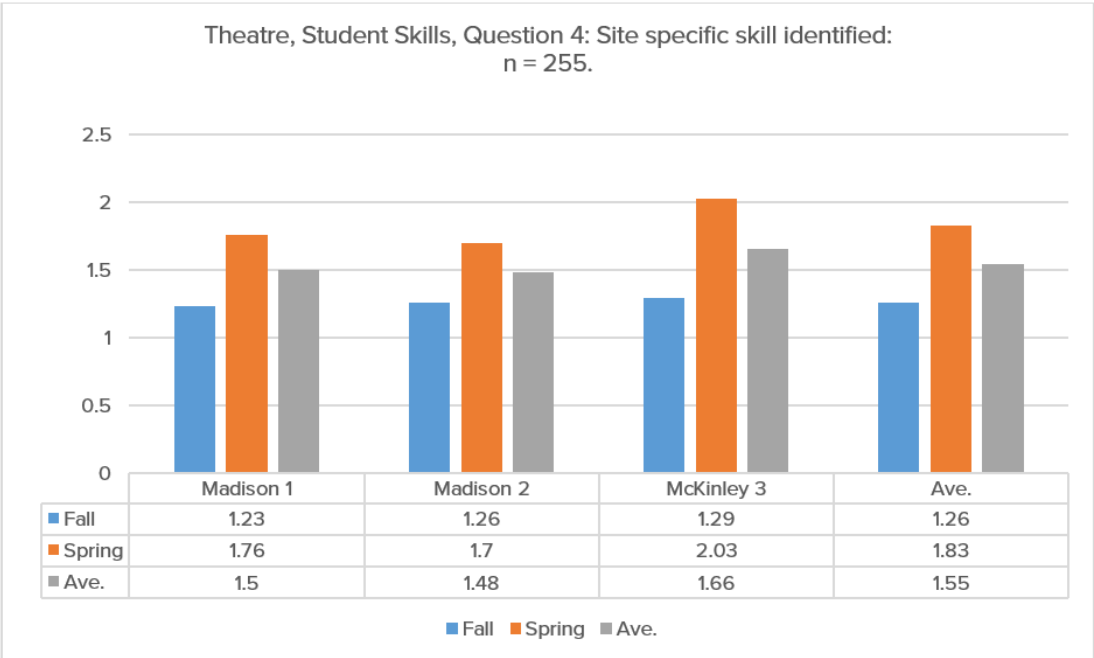


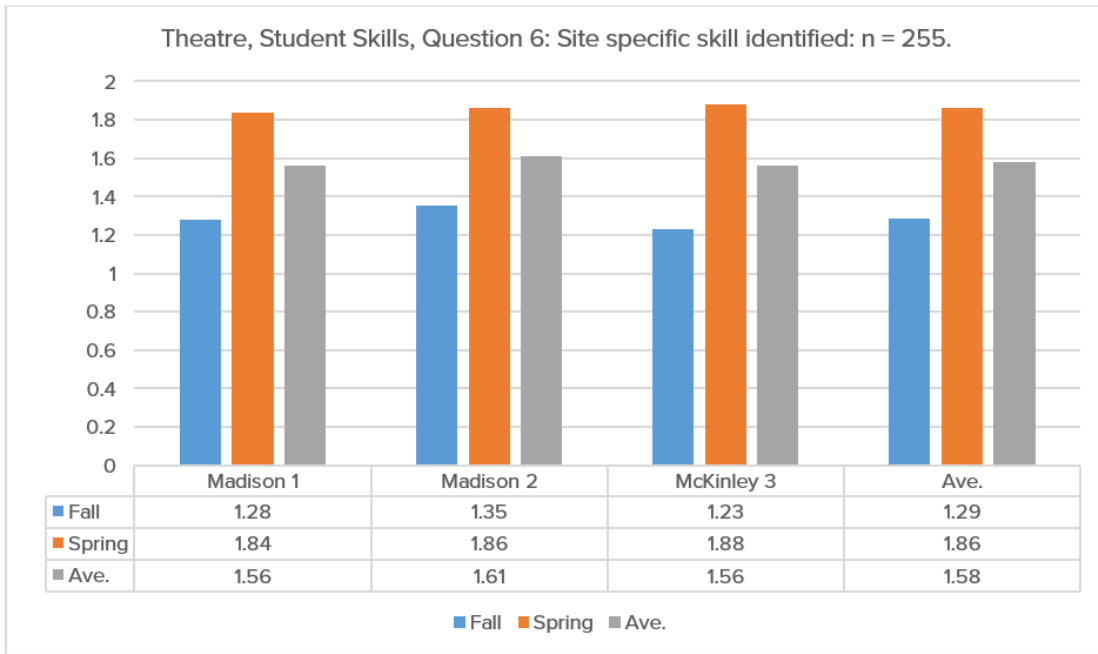


D. 4. Student Skills All Questions: Theatre

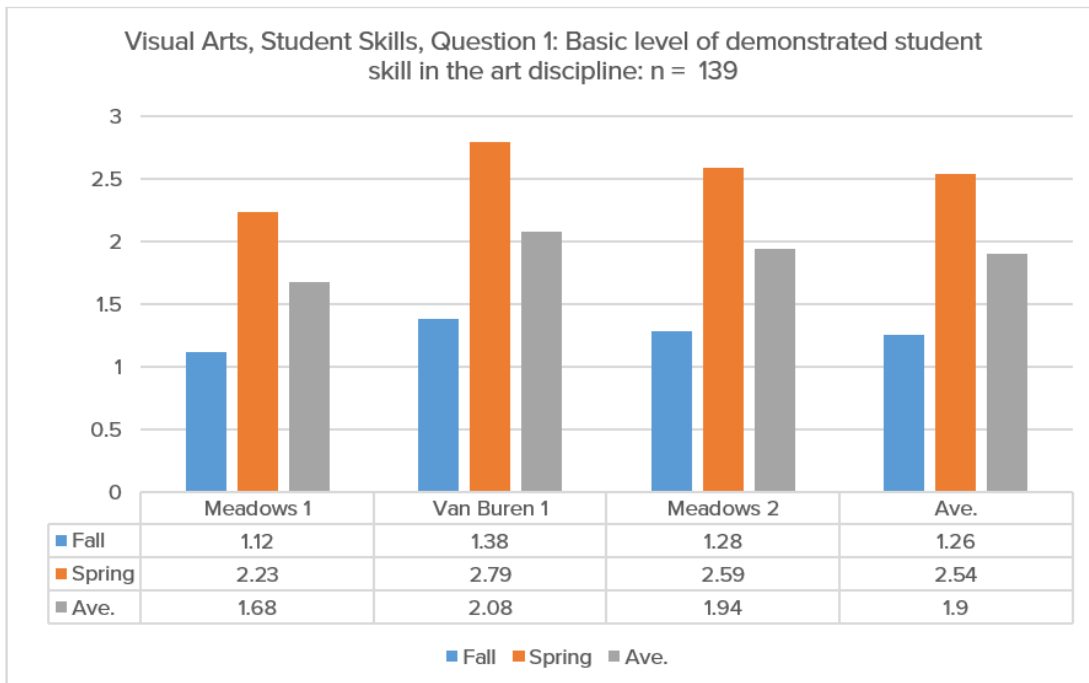




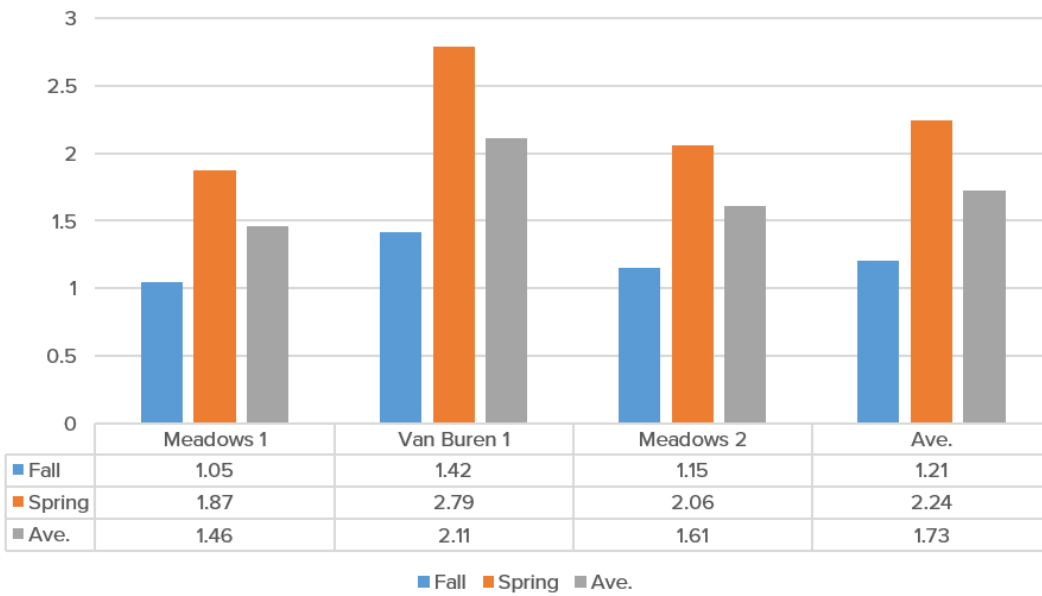




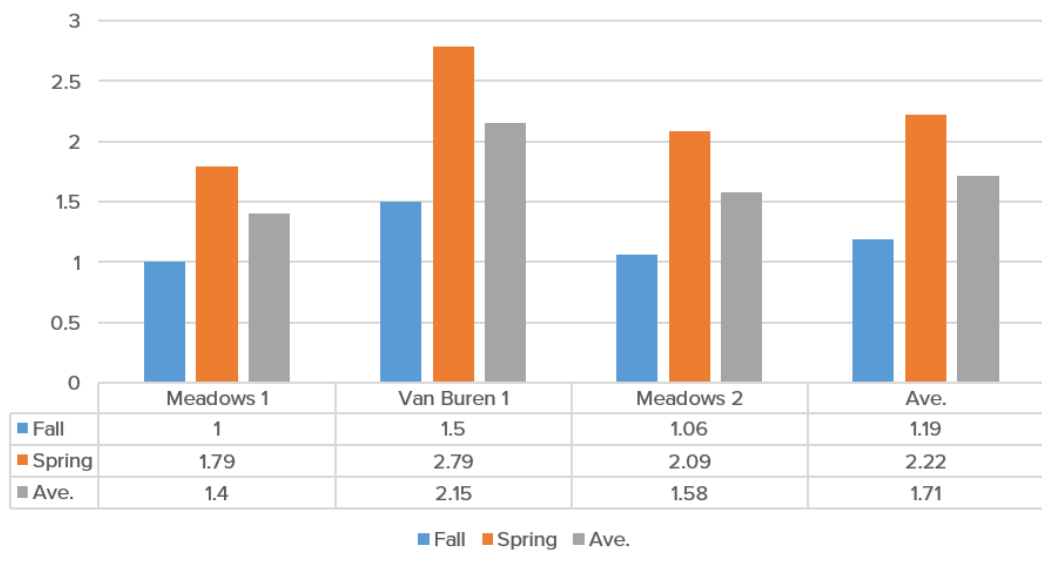
D. 5. Student Skills All Questions: Visual Arts

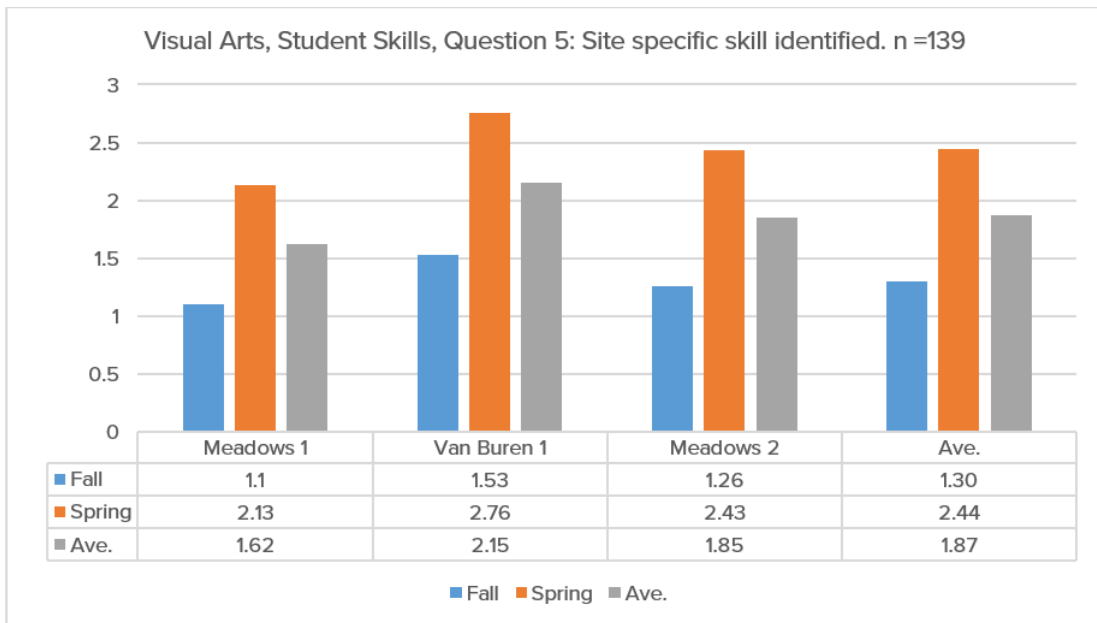
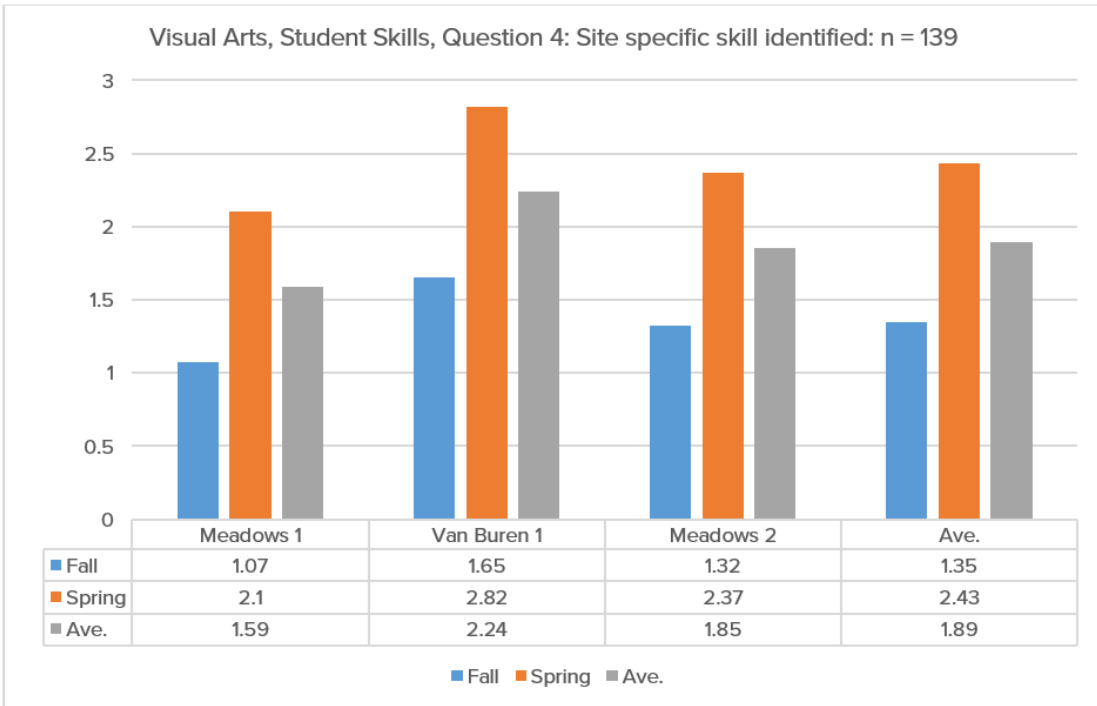


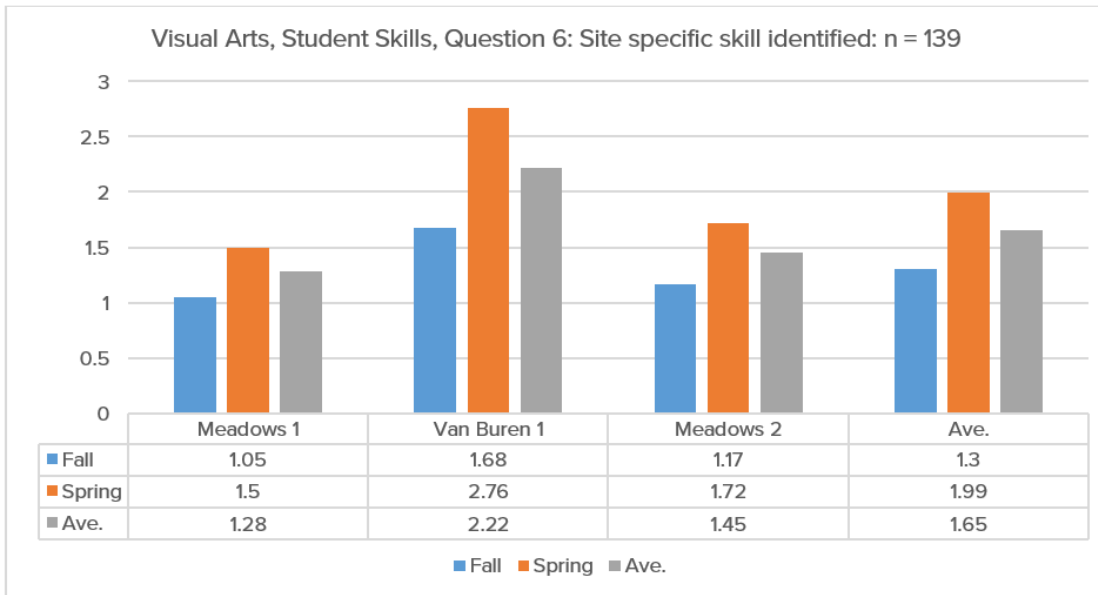
Visual Arts, Student Skills, Question 2: Demonstration of effective application of practices, tools, or materials in the creative process for the art discipline: n = 139



Visual Arts, Student Skills, Question 3: Understanding and application of the sequence/process for creating an activity or work in the art discipline: n = 139







APPENDIX E: PACE STUDENT WRITING SAMPLES PROMPTS AND RUBRIC ASSESSMENT

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.

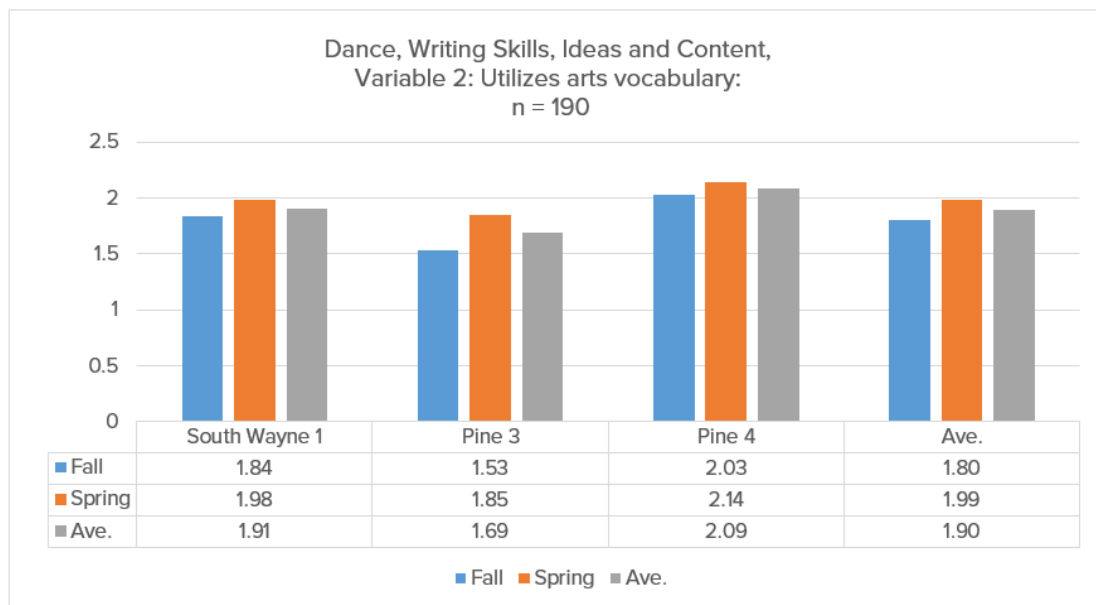
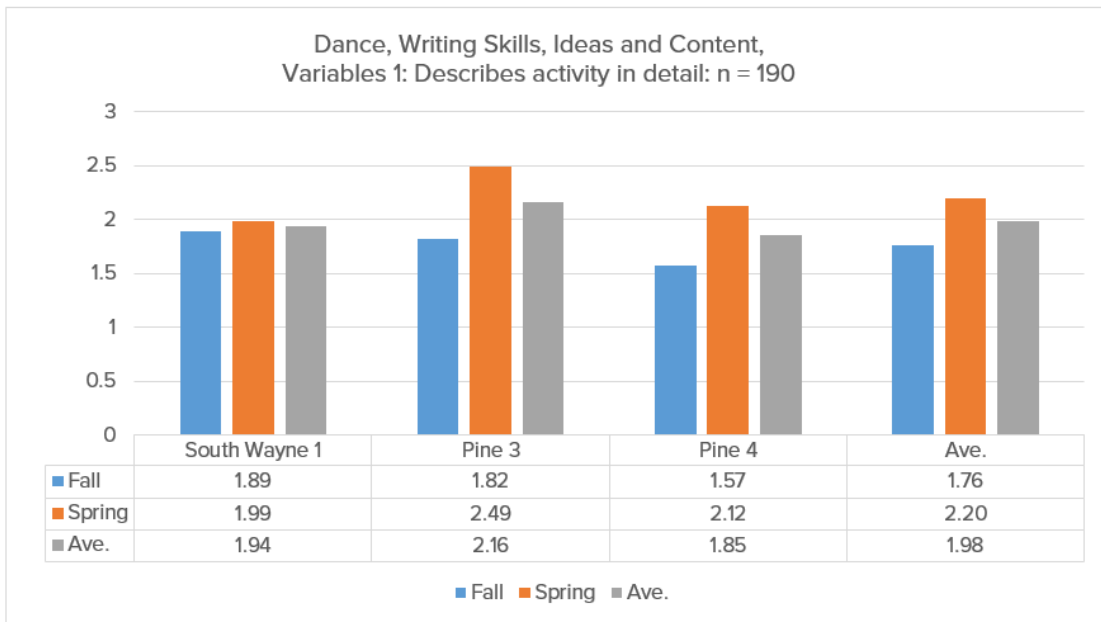
E. 2. PACE Student Writing Samples Rubric

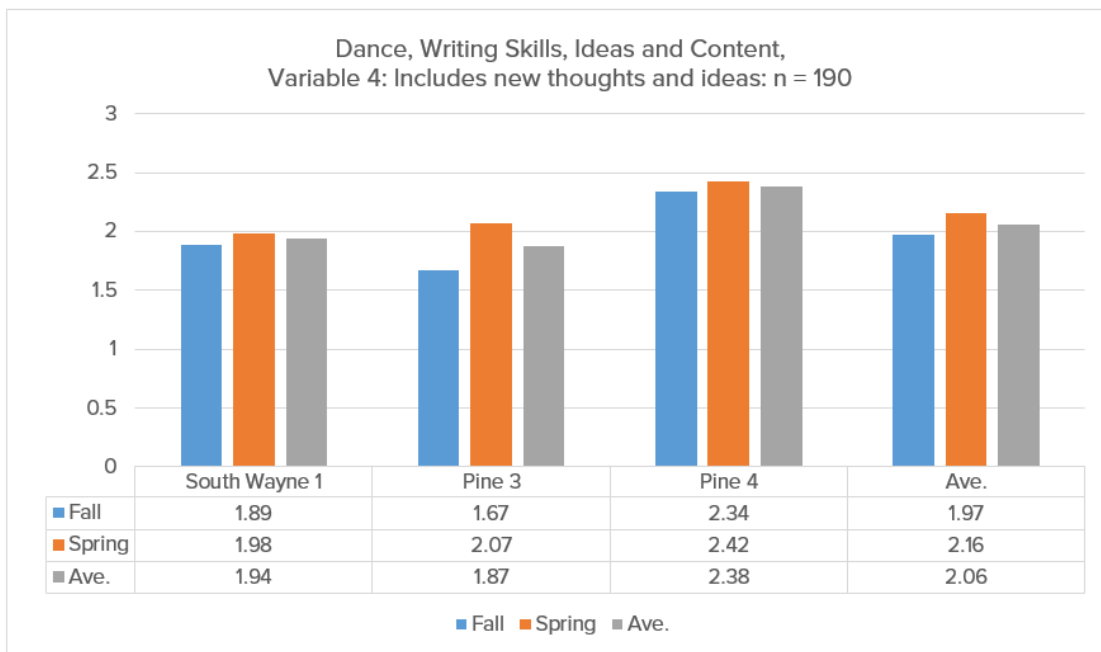
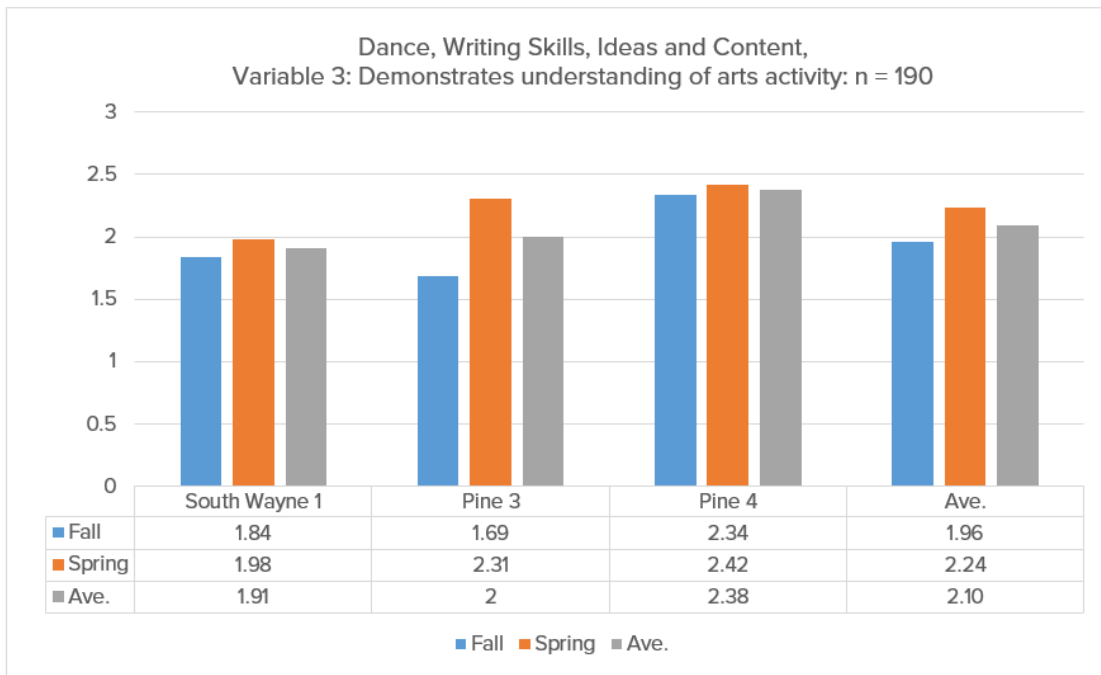
Date_____

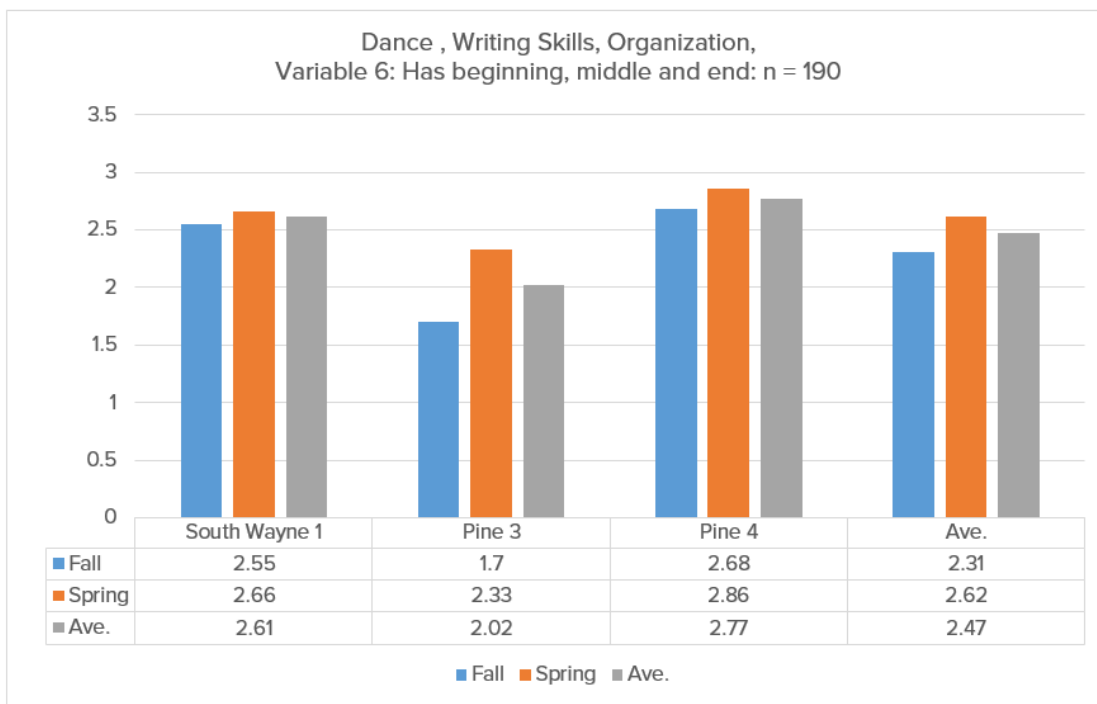
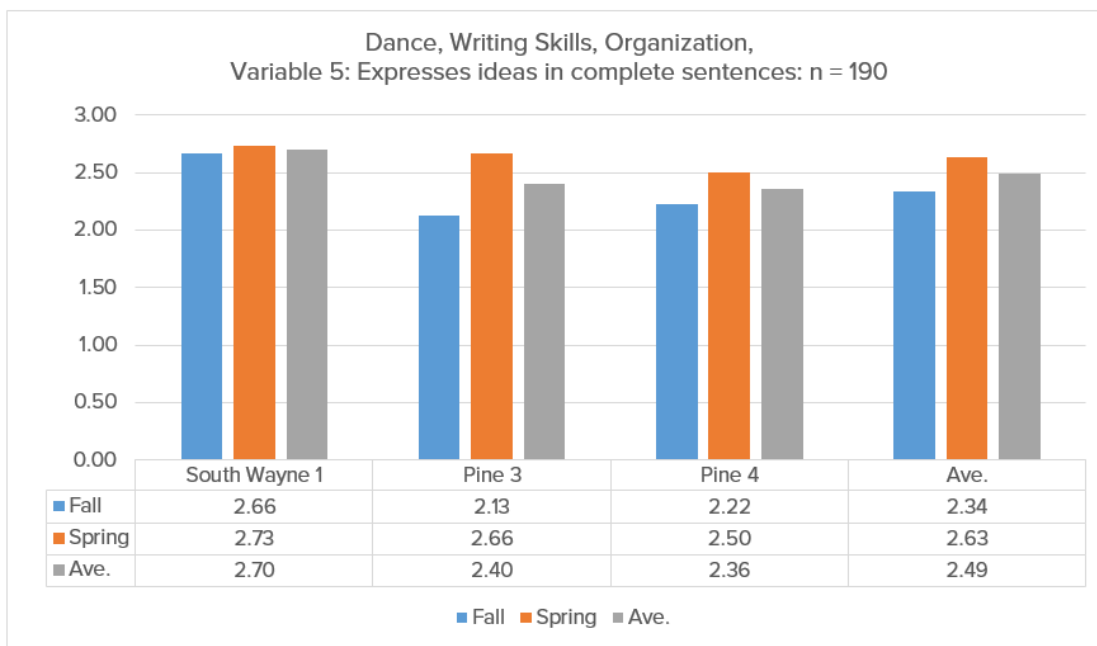
Student name/number_____ 1st Sample____ 2nd Sample____ 3rdSample_____

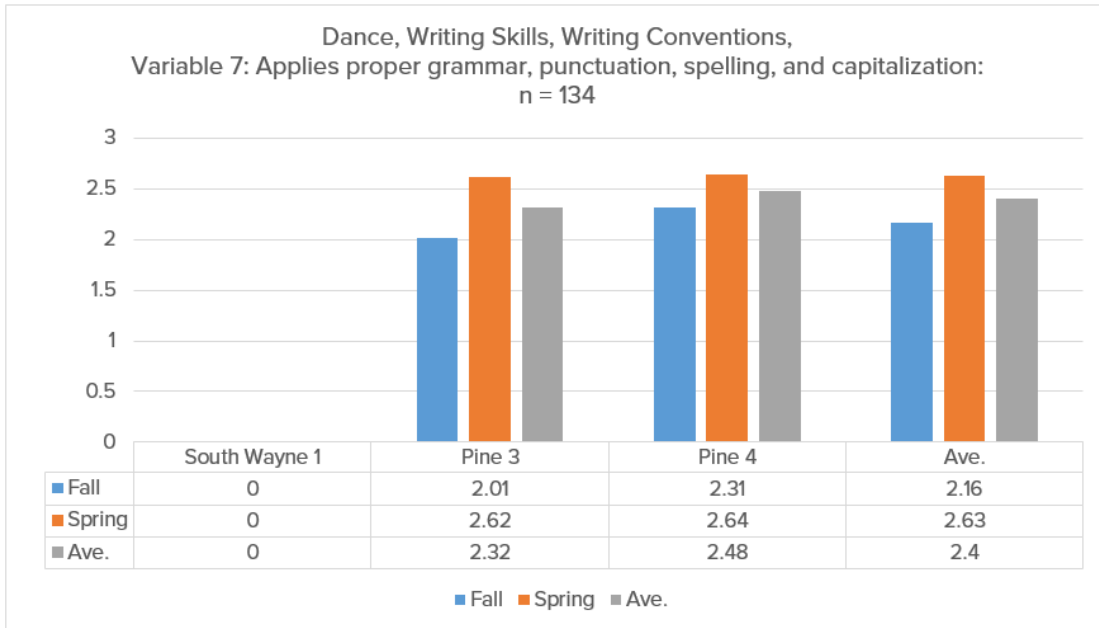
	Strong—4	Very Good—3	Average—2	Minimal—1
Ideas and Content	1. Describes the arts activity in full detail	1. Describes the arts activity with good detail	1. Describes the arts activity with some detail	1. Describes the arts activity briefly
	2. Always utilizes arts vocabulary appropriately	2. Usually utilizes arts vocabulary appropriately	2. Occasionally utilizes arts vocabulary	2. Rarely utilizes arts vocabulary
	3. Demonstrates outstanding level of understanding of arts activity	3. Demonstrates high level of understanding of arts activity	3. Demonstrates some level of understanding of arts activity	3. Demonstrates slight understanding of arts activity
	4. Always includes creative, unique and/or new thoughts and ideas	4. Usually includes creative, unique and/or new thoughts and ideas	4. Sometimes includes creative, unique and/or new thoughts and ideas	4. Rarely expresses thoughts or ideas that are unique and/or creative
Organization	5. Always expresses ideas in complete sentences	5. Usually expresses ideas in complete sentences	5. Tries to express ideas in complete sentences	5. Uses short phrases and few complete sentences
	6. Has well-defined beginning, middle and end	6. Beginning, middle and end are usually evident	6. Some sequence in writing is evident	6. Expresses thoughts randomly
Writing Conventions	7. Always applies proper grammar, punctuation, spelling and capitalization	7. Usually applies proper grammar, punctuation, spelling and capitalization	7. Grammar, punctuation, spelling and capitalization are adequate	7. Grammar, punctuation, spelling and capitalization are adequate

E. 2. Writing Skills for Each Variable: Dance

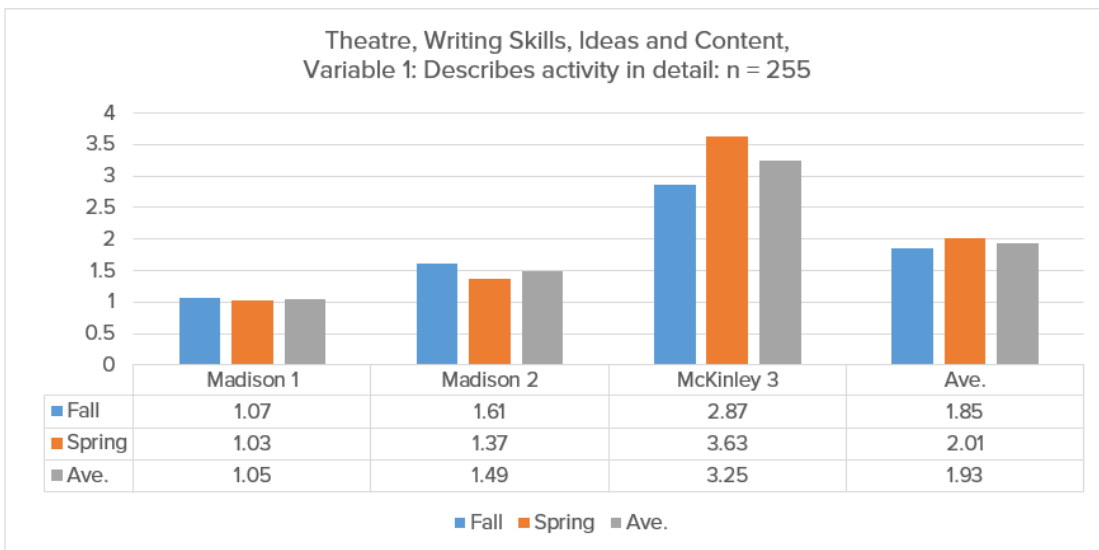


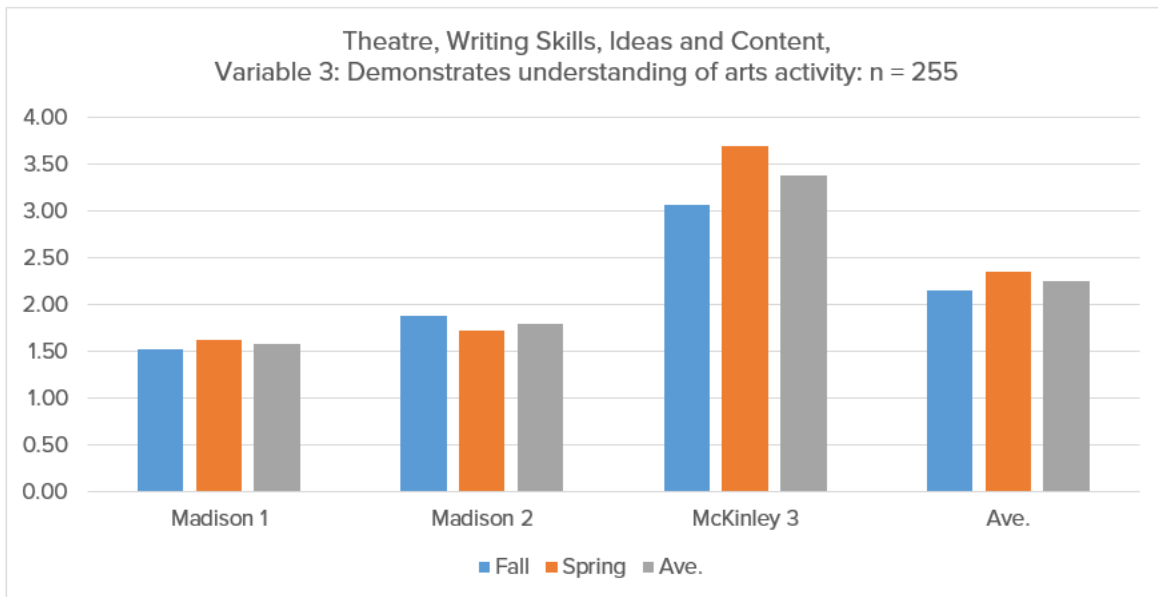
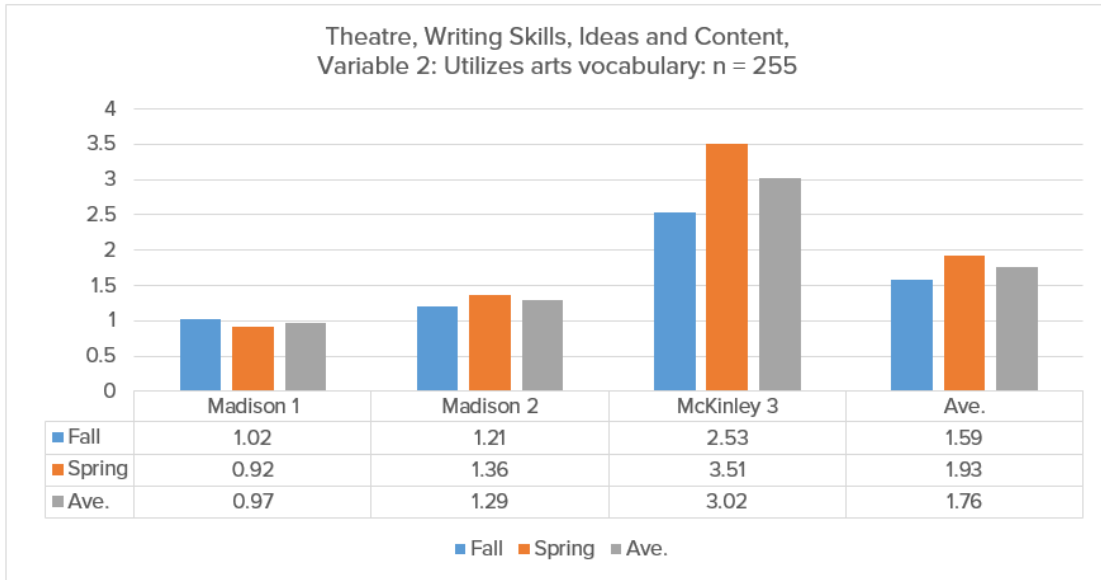


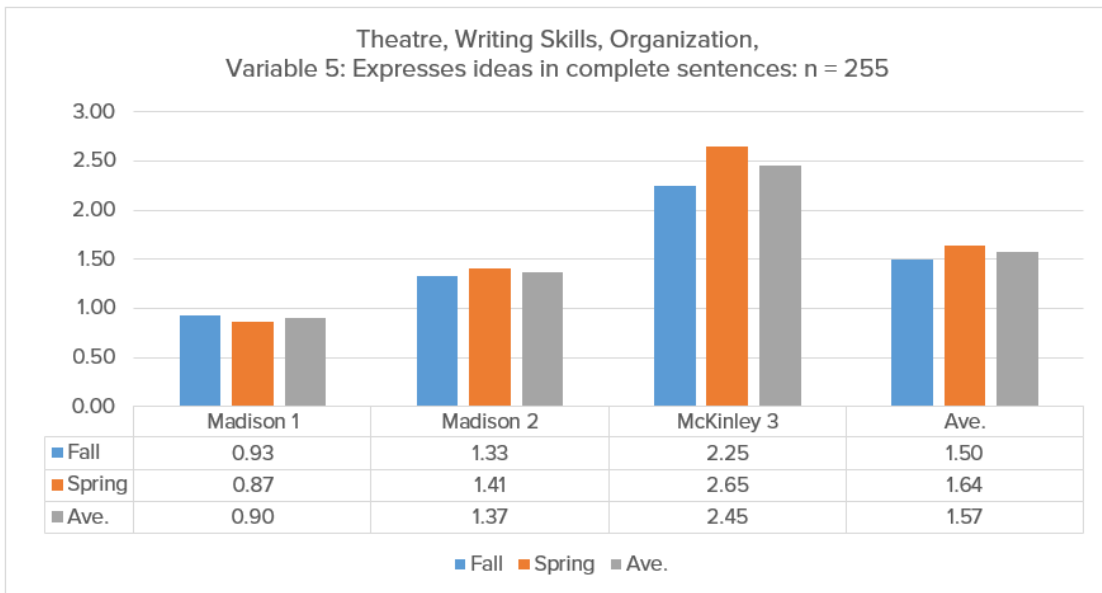
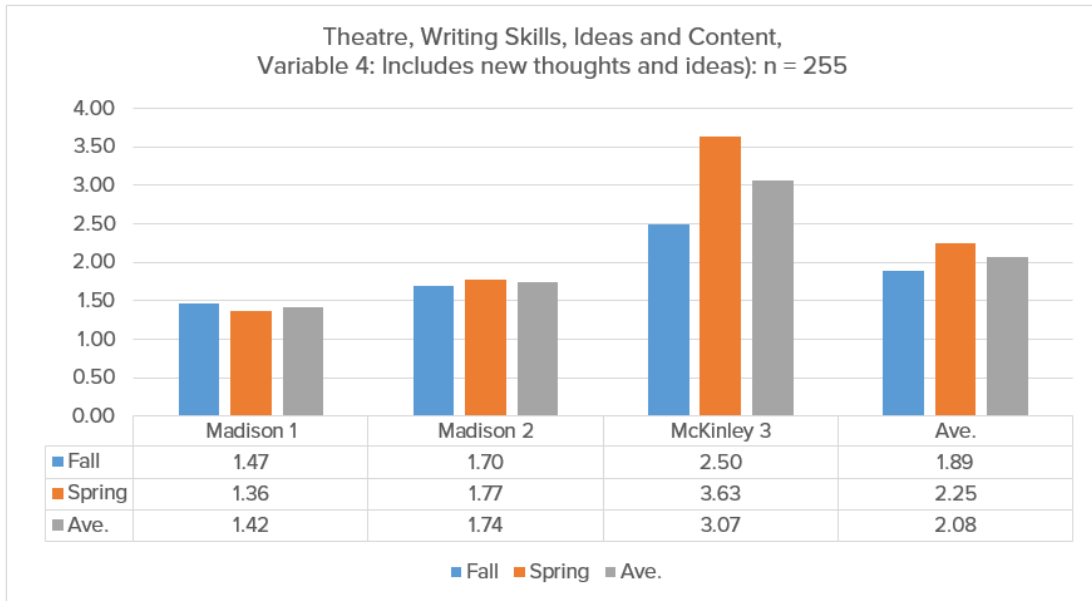


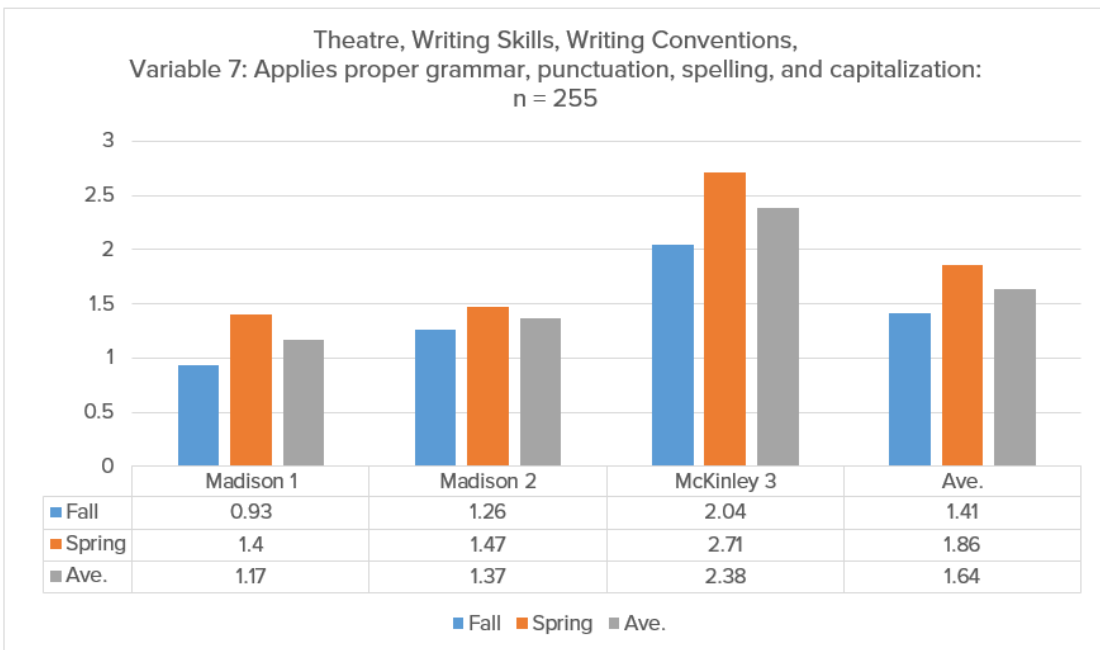
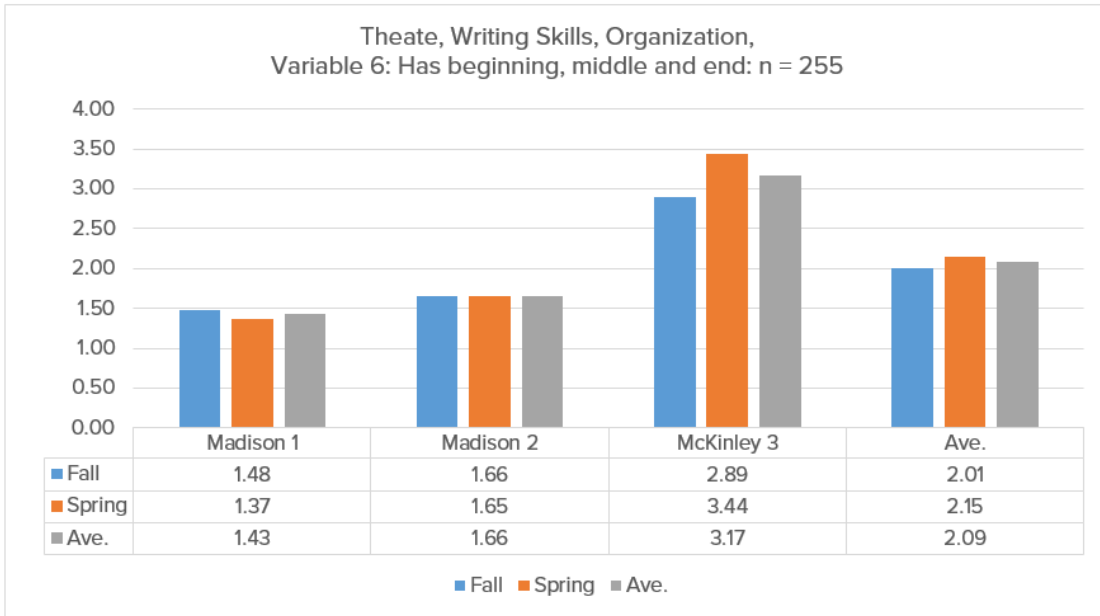


E. 4. Writing Skills for Each Variables: Theatre

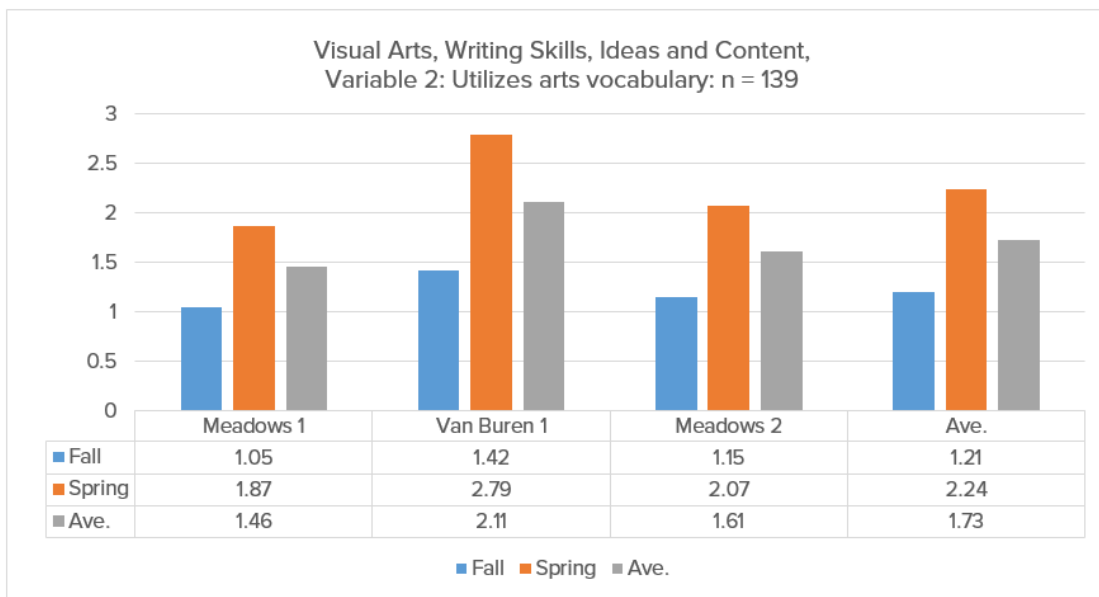
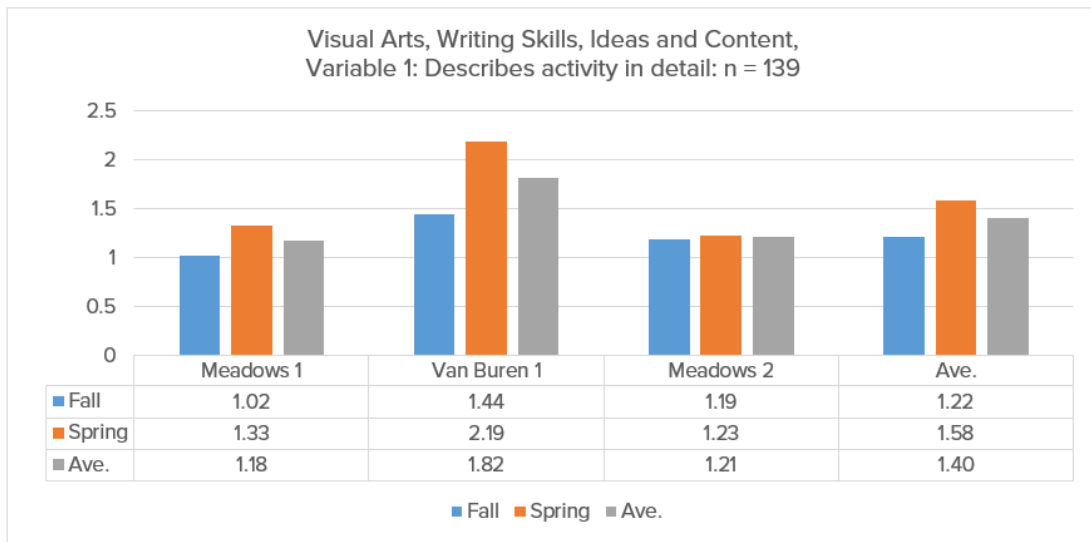


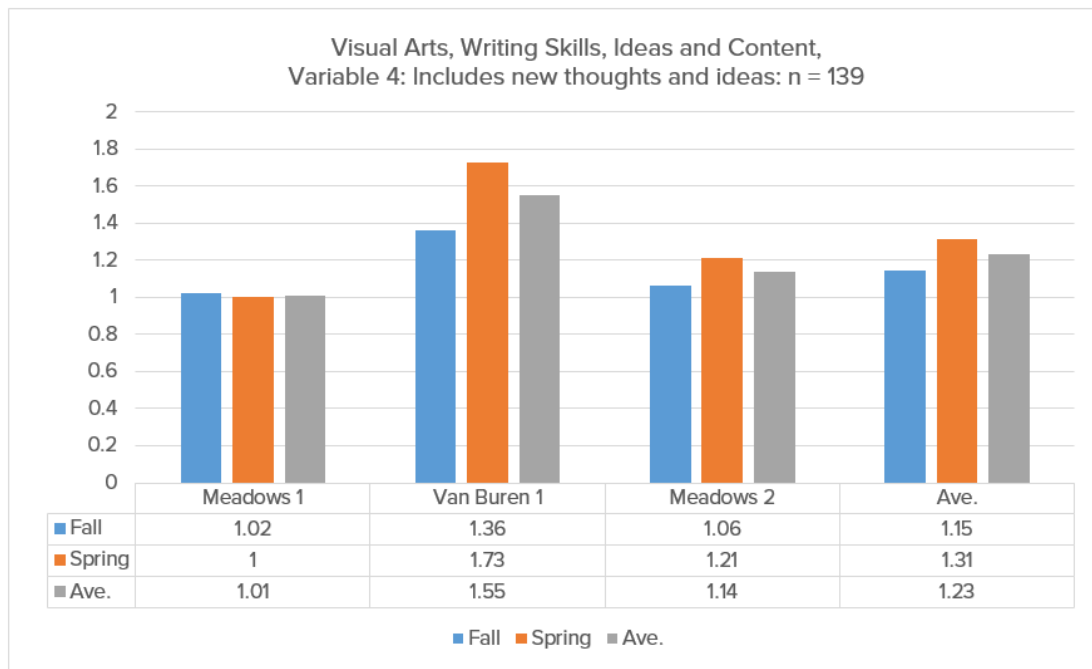
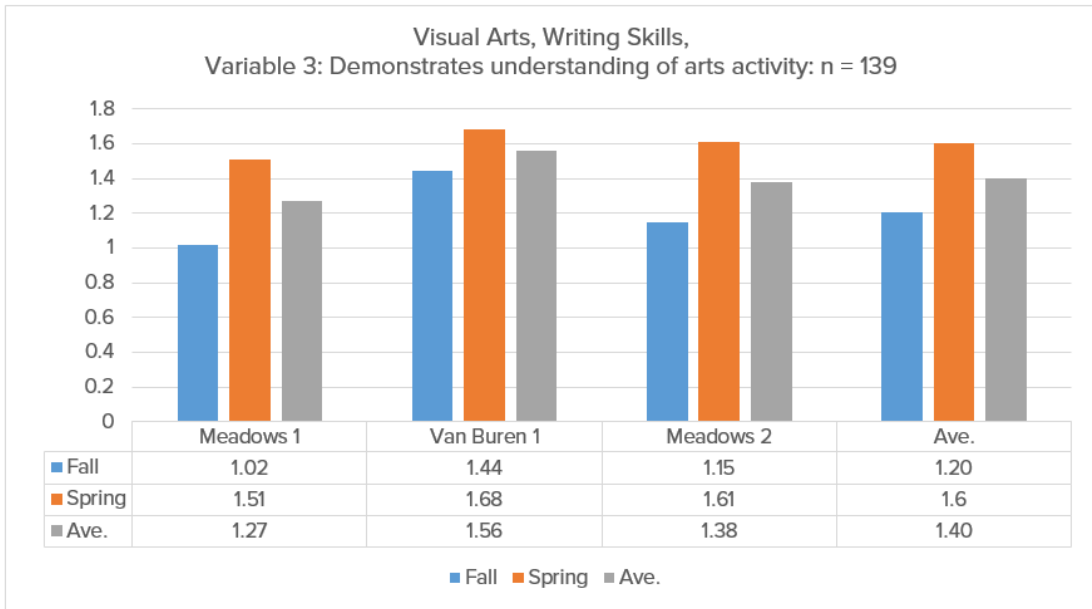


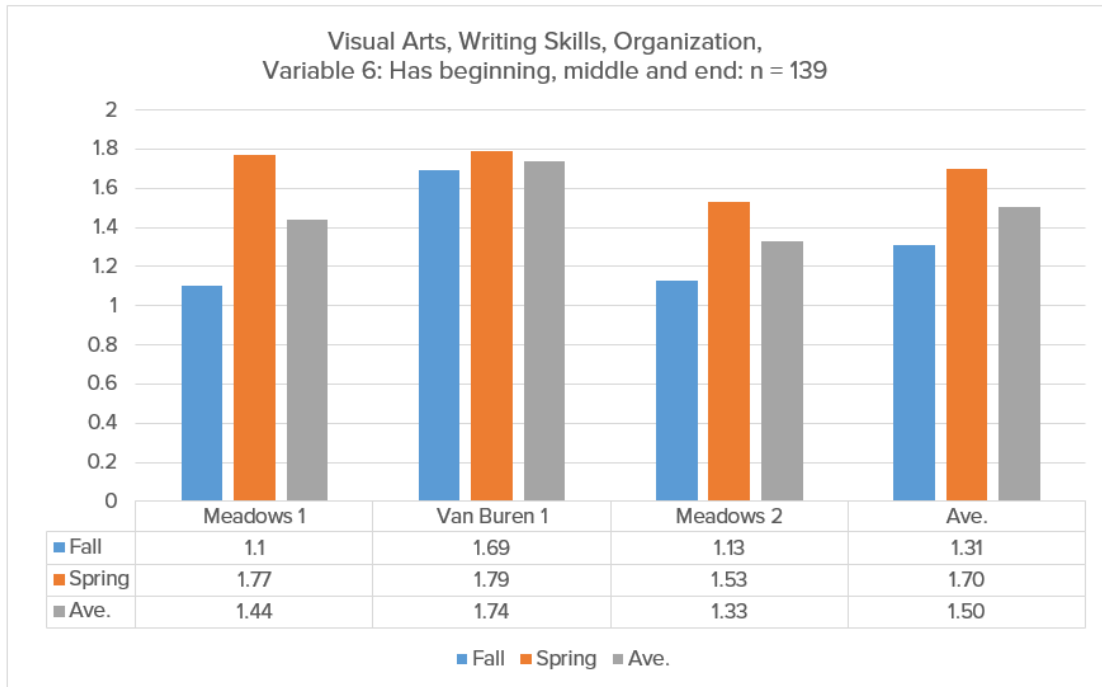
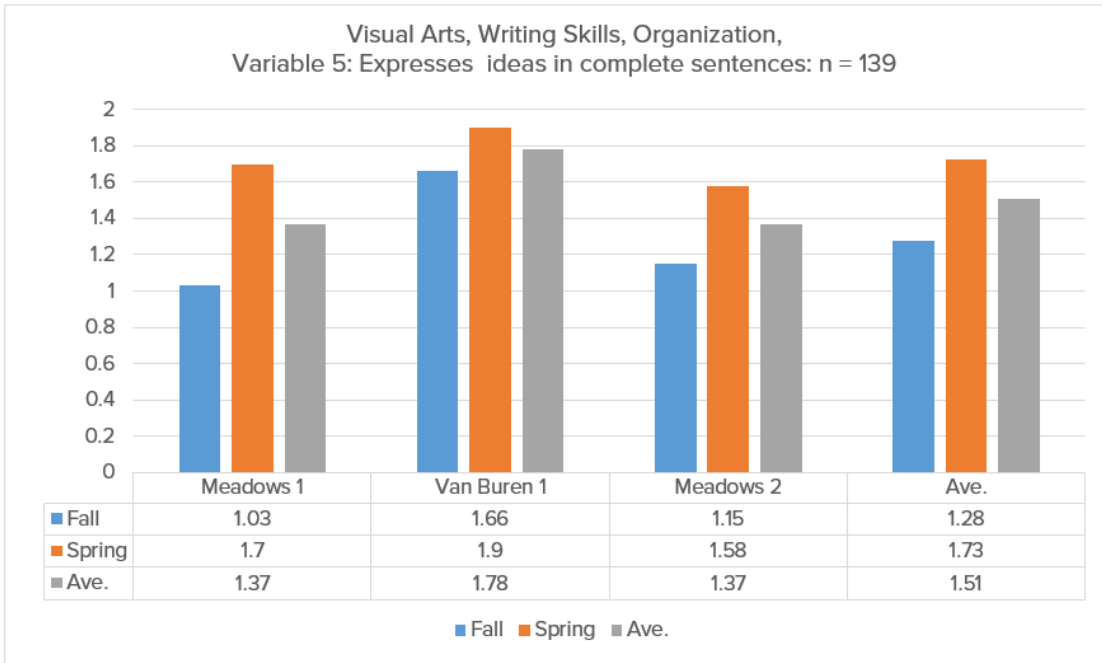




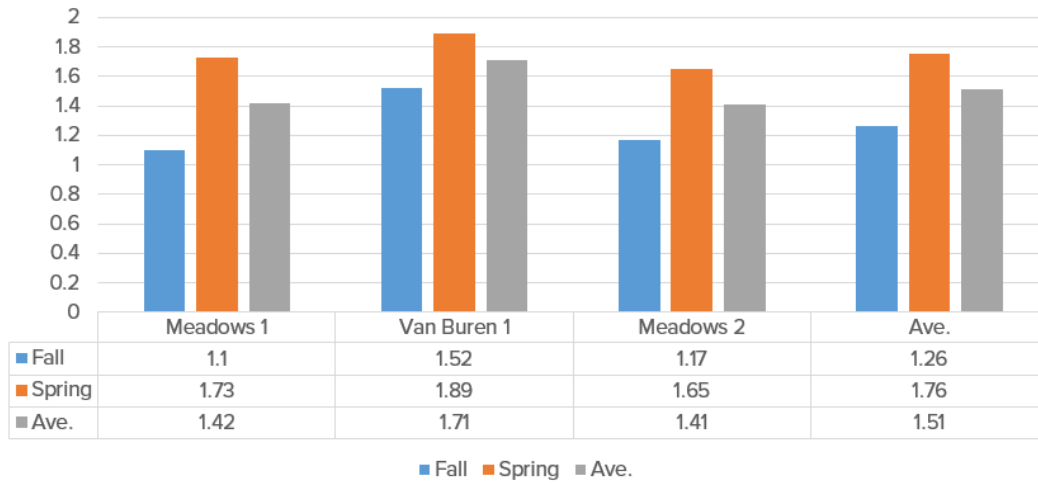
E. 5. Writing Skills for Each Variable: Visual Arts







Visual Arts, Writing Skills, Writing Conventions,
 Variable 7: Applies proper grammar, punctuation, spelling and capitalization: n
 = 139



APPENDIX F: PACE PARENT SURVEY

F. 1. PACE Parent Survey: Dance

PACE Parent Survey

Date_____ Name (optional)_____ Grade_____

Partnering Arts, Communities and Education (PACE) is a program of our state agency known as the Indiana Arts Commission. PACE was developed to assist elementary schools and artists/arts organizations in establishing partnerships for the purpose of impacting student growth and achievement through extended and connected arts and literacy experiences.

Your child is participating in the PACE program at Pine Elementary School and Arts for Learning of Young Audiences Indiana, Inc. The program focuses on dance experiences and is called “Dance, Writing and the Indiana Dunes”.

Please check any of the following ways you learned about your child participating in the PACE dance activities:

Back to school night_____ Email or letter from classroom teacher_____

Email or letter from art teacher_____ Email or letter from school principal_____

	Definitely	Somewhat	Not really
1. My child shares information about dance activities at home.			
2. My child enjoys learning about dance and related activities.			
3. My child believes he/she can be a dancer.			
4. My child likes to do dance activities at home and other places.			
5. I believe that learning about dance is an important part of school.			
6. I believe that what my child learns about dance can help her/him to learn more about other school subjects.			
7. I believe that dance and dancing are not just sources of enjoyment but can also be a job or profession.			
8. I attend special events about what my child is learning in the dance activities.			
9. I think people living in our community but not part of our school should know about the PACE dance activities.			

Comments:

F. 2. PACE Parent Survey: Visual Arts

PACE Parent Survey

Date _____ Name (optional) _____ Grade _____

Partnering Arts, Communities and Education (PACE) is a program of our state agency known as the Indiana Arts Commission. PACE was developed to assist elementary schools and artists/arts organizations in establishing partnerships for the purpose of impacting student growth and achievement through extended and connected arts and literacy experiences.

Your child is participating in the PACE program at Meadows Elementary in partnership with Indiana State University's Community School of the Arts. The program focuses on visual arts experiences and is called "The Big Picture - Literacy through Art".

Please check any of the following ways you learned about your child participating in the PACE art activities:

Back to school night _____ Email or letter from classroom teacher _____

Email or letter from art teacher _____ Email or letter from school principal _____

	Definitely	Somewhat	Not really
1. My child shares information about art activities at home.			
2. My child enjoys learning about art and art activities.			
3. My child believes he/she can be an artist.			
4. My child likes to do art activities at home and other places.			
5. I believe that learning about art is an important part of school.			
6. I believe that what my child learns about art can help her/him to learn more about other school subjects.			
7. I believe artwork/artists do not just provide sources of enjoyment but can also be a job or profession.			
8. I attend special events about what my child is learning in the art activities.			
9. I think people living in our community but not part of our school should know about the PACE arts activities.			

Comments: