

## The Studio in a School Association, Inc.

# Arts Achieve: Impacting Student Success in the Arts

### DID THE ARTS ACHIEVE PROGRAM IMPROVE STUDENT ACHIEVEMENT IN THE ARTS?

## Project Overview

#### **THE PROBLEM: What Challenge Did the Program Try to Address?**

In 2009, the New York City Department of Education outlined expectations for student achievement in the arts in the Blueprint for Teaching and Learning in the Arts. The Blueprint was designed to clearly articulate what students should be able to know and do, creating the opportunity for educators to think differently about implementation of standards-aligned instruction and measurement of student learning against the standards.<sup>1</sup> The project was designed to increase student achievement in the visual and performing arts by improving teacher practice through use of assessment data and integration of technology into arts instruction.

#### **THE PROJECT: What Strategies Did the Program Employ?**

To help with implementation of the Blueprint, The Studio in School program and its partners implemented Arts Achieve from 2010-2015 with 80 K-12 New York City Public Schools including 45 teachers of visual and performing arts. The work was funded by both an i3 development grant<sup>2</sup> and an Arts in Education Model Development and Dissemination grant. The program was evaluated using a cluster randomized control trial study.<sup>3</sup> The program's core components include implementation of balanced assessments, professional development, and access to technology.

<sup>1</sup> Some of this information was taken from the project website, Arts Achieve: Impacting Student Success  
<http://www.artsachieve.org/about/>

<sup>2</sup> In 2010, the Studio in a School Association received a development grant supported by the U.S. Department of Education's Investing in Innovation program through Grant Number U396C100448. Development grants provide funding to support the development or testing of novel or substantially more effective practices that address widely shared education challenges. All i3 grantees are required to conduct rigorous evaluations of their projects. The quality of evidence required to demonstrate a project's effectiveness depends on a project's level of scale or grant type.

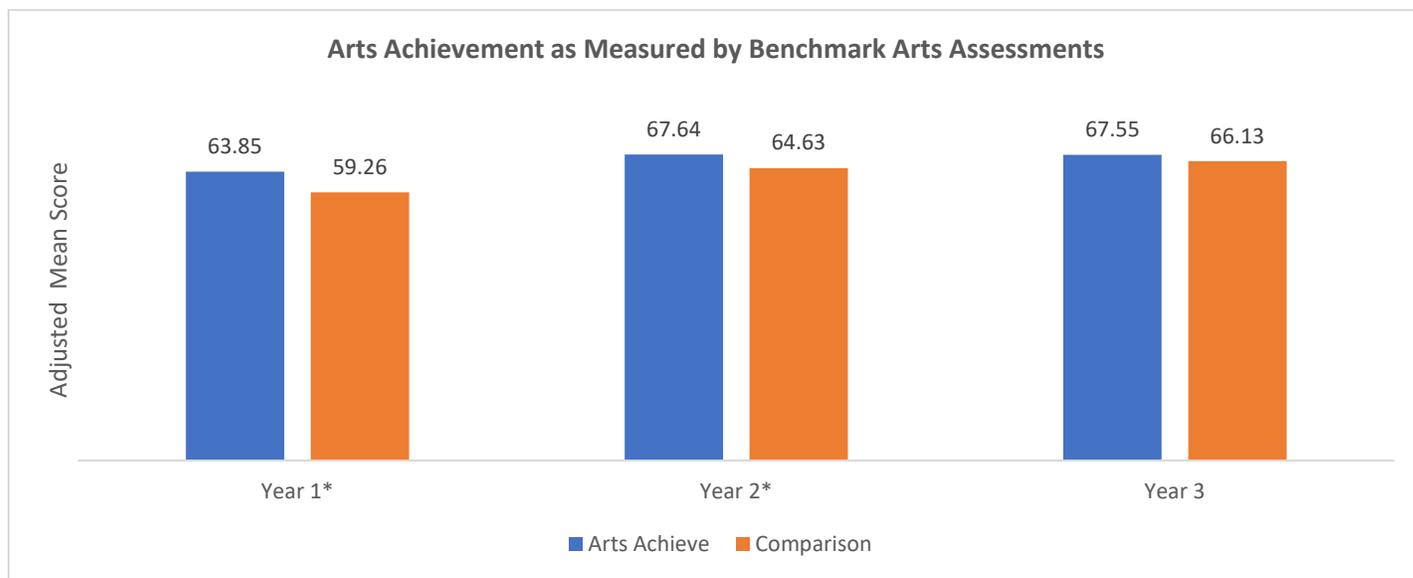
<sup>3</sup> People in the study were randomly assigned to intervention and non-intervention groups.

### THE ARTS ACHIEVE MODEL

- **Assessment Design.** Formative and summative benchmark arts assessments were designed during the pilot year of the program and administered in subsequent years to provide teachers with data around arts achievement.
- **Workshops.** Arts teachers participated in professional development (PD) sessions on assessments and technology and met in Professional Learning Communities.
- **Coaching.** Participating educators received individualized support from an expert facilitator for 20 days/year to support the teacher in the implementation of an action research project, and practice the strategies and tools shared in formal workshops.
- **Observations.** Arts teachers visited at least one classroom of a colleague to observe and discuss best practices for instruction.
- **Technology Tools.** Participating teachers received technology bundles for instruction and assessment (including iPads and apps).
- **Support.** Teachers received direct support for technology and instructional technology implementation and participated in an online learning community to share best practices among participants.

## Summary of Results

### DID THE ARTS ACHIEVE PROGRAM IMPROVE TEACHER PRACTICE AND STUDENT PERFORMANCE IN VISUAL AND PERFORMING ARTS?



\*STATISTICALLY SIGNIFICANT.

Teachers in the Arts Achieve group increased their technology use. Across all arts discipline and grades, Arts Achieve students outperformed their comparison peers on benchmark assessments. The Benchmark Assessments consist of multiple components, including performance and written sections. They include activities that address content knowledge, transferable concepts, and skills in the designated arts disciplines.

The difference between Arts Achieve and comparison students' mean scores in years one and two was statistically significant. The program made a positive impact in the following areas:

- **OVERALL ARTS ACHIEVEMENT.** Arts Achieve students performed significantly better than other students on benchmark assessments of arts learning during the first and second years of the Arts Achieve program implementation.
- **INTEGRATION OF TECHNOLOGY.** Participating teachers increased their use of technology for both instruction and assessment (Benchmark Arts Assessments) for each year of program implementation.
- **TEACHER PRACTICE.** On Arts Teachers Surveys, Arts Achieve teachers reported more growth in their instructional practice than did other teachers, specifically in the areas of using assessments and integrating technology into instruction.

- **MUSIC AND THEATER.** Arts Achieve music and theatre students performed better on Benchmark Arts Assessments than their peers in the comparison group during the first year of program implementation. This difference was statistically significant. Arts Achieve music students' maintained this statistically significant difference in the second year of program implementation.

## OTHER CONSIDERATIONS

Arts Achieve addressed some of the following program implementation challenges to ensure student success:

- **COACHING ROLE.** Teaching artists who served as facilitators of individualized teacher support from partner organizations formed a community of practice to improve the quality of support for teachers.
- **TECHNOLOGY LIMITATIONS.** Teachers needed more support for instruction specific integration than for basic technology use. The program employed the use of additional supports for teachers through webinars and an instructional coach to support the use of technology in instruction.

## For More Information

### Evaluation Reports

[Preliminary Evaluation Report](#) (Arts Achieve: Impacting Student Success in the Arts, Summary of Outcomes)<sup>4</sup>

### Additional Reports

#### Project Website

[Arts Achieve: Impacting Student Achievement in the Arts](#)

#### Project Logic Model

<http://www.artsachieve.org/program-impact>

<sup>4</sup> The information and data for this result summary was collected from the most recent report as of 01/31/2020: MDRC. <https://static1.squarespace.com/static/54d919fde4b0992141403e8c/t/55e09ae8e4b02100a41b03ea/1440783080788/Arts+Achieve+-+Summary+of+Findings+082715.pdf>

## Appendix A: Students Served by the Project<sup>5</sup>

GRADE(S)													
PK	K	1	2	3	4	5	6	7	8	9	10	11	12

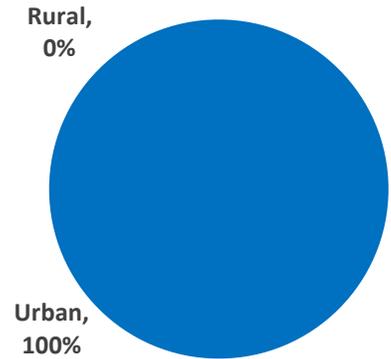
### GENDER

Not Reported

### RACE/ETHNICITY

Not Reported

### COMMUNITY



### HIGH-NEED STUDENTS<sup>i</sup>

Free/Reduced-Price Lunch <sup>6</sup>	English Learner	Students with Disabilities
Not Reported	Not Reported	Not Reported

<sup>5</sup> Arts Achieve was implemented in New York City elementary (5<sup>th</sup> grade), middle and high schools across three academic years (2011-2012, 2012-2013, 2013-2014). Forty-three schools participated in the intervention (with 34 controls) in the first year. Forty-seven participated in the second year (with 36 controls). Forty-four participated in the final year (with 34 controls).

<sup>6</sup> The figures in this table are approximations based on the group average line shown in figure 4 of the final evaluation report.

## Appendix B: Impact Evaluation Methodology<sup>7</sup>

### RESEARCH DESIGN:

<b>Design:</b>	Cluster Randomized Controlled Trial
<b>Approach:</b>	<ul style="list-style-type: none"><li>Eligible NYC public schools volunteered to be included in the study and were randomly assigned to either the intervention or control group.</li><li>Schools were sampled from clusters based on content area and school level.</li></ul>
<b>Study Length:</b>	Three years (implementation years 2-4)

### DATA COLLECTION AND ANALYSIS

<b>Study Setting:</b>	Approximately 80 participating New York City Public elementary, middle, and high Schools across three academic years (2011-2012, 2012-2013, 2013-2014). Forty-three schools participated in the intervention (with 34 controls) in the first year. Forty-seven participated in the second year (with 36 controls). Forty-four participated in the final year (with 34 controls).
<b>Final Sample Sizes:</b>	<ul style="list-style-type: none"><li><i>Treatment Group (Year 4):</i> 2,842 students, 45 teachers, 44 schools</li><li><i>Control Group (Year 4):</i> 2,894 students, 39 teachers, 34 schools</li></ul>
<b>Treatment Group Characteristics:</b>	<ul style="list-style-type: none"><li>Information not reported</li></ul>
<b>Control Group Characteristics:</b>	<ul style="list-style-type: none"><li>Information not reported</li></ul>
<b>Data Sources:</b>	<ul style="list-style-type: none"><li>Project documents (PD handouts, attendance, classroom logs)</li><li>Teacher surveys</li><li>Benchmark Arts Assessment results</li><li>Student demographic data</li></ul>
<b>Key Measures:</b>	<ul style="list-style-type: none"><li>Benchmark Arts assessments in dance, music, theater, and visual arts</li><li>Arts Teacher Surveys</li></ul>

<sup>7</sup> These data reflect only the evaluation sample in the impact study, not the entire population served.

## Appendix C: Quality of the Evidence

Although an evaluation may not have been reviewed by the time of publication for this summary, it is possible that the study will be reviewed at a later date. Please visit the websites found in the footnotes on this page to check for updates.

### WHAT WORKS CLEARINGHOUSE REVIEW<sup>8</sup>

STUDY	RATING
Reviewed in <b>The Investing in Innovation Fund: Summary of 67 Evaluations</b> , (Abt Associates, June 2018) <a href="https://ies.ed.gov/ncee/pubs/20184013/pdf/20184013.pdf">https://ies.ed.gov/ncee/pubs/20184013/pdf/20184013.pdf</a>	▪ Unofficially meets WWC standards without reservations.

### EVIDENCE FOR ESSA REVIEW<sup>9</sup>

STUDY	RATING
Not reviewed as of 01/31/2020	N/A

### NATIONAL CENTER ON INTENSIVE INTERVENTIONS REVIEW<sup>10</sup>

STUDY	RATING
Not reviewed as of 01/31/2020	N/A

<sup>8</sup> <https://ies.ed.gov/ncee/wwc/FWW>

<sup>9</sup> <https://www.evidenceforessa.org/>

<sup>10</sup> <https://intensiveintervention.org/>

# Investing in Innovation (i3) Grantee Results Summary

Development, 2010-2015

The [Investing in Innovation Fund \(i3\)](#), established under section 14007 of the American Recovery and Reinvestment Act of 2009, is a Federal discretionary grant program at the U.S. Department of Education within the Office of Elementary and Secondary Education (OESE). i3 grants help schools and local education agencies work in partnership with the private sector and the philanthropic community to develop and expand innovative practices that improve student achievement or student growth, close achievement gaps, decrease dropout rates, increase high school graduation rates, and/or increase college enrollment and completion rates for high-need students.

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<sup>i</sup> “High-need student” refers to a student at risk of academic failure or otherwise in need of special assistance and support, such as students who are living in poverty, attend high-minority schools, are far below grade level, who have left school before receiving a regular high school diploma, at risk of not graduating with a diploma on time, who are homeless, in foster care, have been incarcerated, have disabilities, or who are English learners. For more information see: [Applications for New Awards; Investing in Innovation Fund-Development Grants, 81 FR 24070 \(April 25, 2016\)](#).