ENHANCING OUTCOMES AMONG SPECIAL EDUCATION STUDENTS: THE HIGHLINE CREATIVE SCHOOLS INITIATIVE

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HIGHLINE SCHOOL DISTRICT

- American Indian/Alaskan Native - 1.0%
- Asian - 14.5%
- Pacific Islander - 3.9%
- Black - 14.7%
- Hispanic - 37.9%
- White - 22.0%
- Multi-racial - 6.0%

- Free or reduced-priced meals: 68.0%
- English Language Learners: 26.1%
- Special Education: 14.8%
- Highly Capable: 9.0%
• 4 public schools randomly selected as treatment; 4 public schools as control
• 5th and 6th grade English Language Arts Classes integrated with visual and theatre arts
• Each treatment site had one visual arts and one theatre teaching artist
• 8 distinct curricula: 4 theatre arts; 4 visual arts
EVALUATING THE HIGHLINE CREATIVE SCHOOLS INITIATIVE: TWO LEVELS OF IMPACT

• The Classroom Level: Impacts on Classroom Environment
  • Assessed two times each year in each classroom
  • Used an observational protocol that assessed absence/presence of behaviors that would promote certain mindsets

• The Student Level: Impacts on Mindsets & Achievement
  • Mindsets were assessed pre- and post- via survey measures
  • Academic achievement was assessed using test scores and grades
IMPACTS ON THE CLASSROOM ENVIRONMENT

Observation Scores: 2017-18

Comparison (N=31)  Treatment (N=50)

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Staff</th>
<th>Youth</th>
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<th>Staff</th>
<th>Youth</th>
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</thead>
<tbody>
<tr>
<td>Challenge</td>
<td>3.19</td>
<td>2.82</td>
<td>3.51</td>
<td>3.16</td>
<td>3.25</td>
<td>2.69</td>
<td>2.97</td>
<td>2.74</td>
<td>2.76</td>
<td>2.69</td>
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<tr>
<td>Belonging</td>
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<tr>
<td>Relevance</td>
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<td>Self-Efficacy</td>
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<tr>
<td>Growth Mindset</td>
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Average Score by Dimension, Fall & Spring

** Indicates significant difference.
IMPACTS ON STUDENTS: MINDSETS

### SELF-CONCEPT

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>Control</td>
<td>3.51</td>
<td>3.21</td>
</tr>
<tr>
<td>Treatment</td>
<td>3.66</td>
<td>3.47</td>
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</table>

### BELONGING

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>3.47</td>
<td>3.31</td>
</tr>
<tr>
<td>Treatment</td>
<td>3.67</td>
<td>3.64</td>
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</tbody>
</table>

In 2017-18, a significant decline was observed among students in both groups, though the size of the decline was substantially larger among control-group students.

In 2017-18, a nearly-significant decline was observed among control-group students, but not treatment-group students.
IMPACTS ON STUDENTS WITH AN IEP: MINDSETS

**Year-End Academic Self-Concept**

- **SPED Classification**
  - Comparison: 3.14
  - Treatment: 3.49

- **No SPED Classification**
  - Comparison: 3.52
  - Treatment: 3.51

**Academic Self-Concept Score (Range = 1-5)**

- **SPED Classification**
  - Comparison: 3.1
  - Treatment: 3.7

- **No SPED Classification**
  - Comparison: 3.6
  - Treatment: 3.5

**Comparison vs. Treatment for**

- **SPED Classification**
  - Comparison: 0.13
  - Treatment: 0.1

- **No SPED Classification**
  - Comparison: 0.08
  - Treatment: 0.07
IMPACTS ON STUDENTS: ACADEMIC ACHIEVEMENT

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
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</thead>
<tbody>
<tr>
<td>SBAC Math Scale Score</td>
<td>2015-16</td>
<td>2016-17</td>
<td>2017-18</td>
</tr>
<tr>
<td>Controls</td>
<td>2480</td>
<td>2531</td>
<td>2510</td>
</tr>
<tr>
<td>Treatment</td>
<td>2501</td>
<td>2529</td>
<td>2505</td>
</tr>
</tbody>
</table>

Graph showing SBAC Math Scale Score comparisons between Controls and Treatment groups across 2015-16, 2016-17, and 2017-18.
IMPACTS ON STUDENTS WITH AN IEP: ACADEMIC ACHIEVEMENT

2017-18 ELA Test Scores

- Comparison
- Treatment

Level (Range = 1-4)
ASK US
WHAT DID WE DO?

CHALLENGE & GROWTH MINDSET
Adequate time for students to practice and build upon skills, gain confidence
Gradually increased challenge
Differentiated instruction

BELONGING & INCLUSION
Students developed classroom agreements for supportive, creative learning community.
Students learned and practiced giving peer feedback.
Students worked in teams and rotated in different team roles (adapted from Complex Instruction)
**WHAT DID WE DO?**

<table>
<thead>
<tr>
<th>RELEVANCE</th>
<th>SELF-EFFICACY &amp; SELF-CONCEPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples used were reflective of students cultures and experiences.</td>
<td>Students had opportunities to demonstrate lesson/skill to whole class or small group of students.</td>
</tr>
<tr>
<td>Students chose subjects/topics for their writing/art assignment.</td>
<td>Teachers shared their own challenges with learning and strategies for persisting.</td>
</tr>
<tr>
<td>Students had choices for presenting their work.</td>
<td>Students did activities that helped them reflect on prior learning challenges and successes.</td>
</tr>
</tbody>
</table>
HOW?

With your partner, choose one of these categories to discuss:

• Belonging, Inclusion, Community
• Relevance
• Self-Efficacy, Self-Concept
• Growth Mindset, Challenge
You and your partner will discuss your chosen category for 6 minutes:

What are examples of activities or instructional strategies to cultivate this?

What does your category look like or sound like in a high quality, arts-integrated class?

Within that 6 minutes, you will come up with a way to present your conclusion to another group. Your presentation can be a drawing, a short scene (1-2 minutes) or verbal presentation.
FEEDBACK SANDWICH

1. WHAT DO YOU NOTICE OR SEE?

2. USE CRITERIA TO GIVE FEEDBACK ON WHAT ARTIST MIGHT DO TO STRENGTHEN WORK.

3. THANK ARTIST, SHARE SOMETHING YOU APPRECIATE ABOUT THEM OR THEIR WORK.
FIND OUT MORE

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