

# **The Impact of Art at Plymouth Youth Center Arts and Technology**

**High School: Pilot Year 2008/2009**

**MPP Professional Paper**

In Partial Fulfillment of the Master of Public Policy Degree Requirements  
The Hubert H. Humphrey Institute of Public Affairs  
The University of Minnesota

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**May 4, 2009**

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## **ACKNOWLEDGEMENTS:**

Special thanks to the administration of PYC, who in their effort and commitment to closing the achievement gap, demonstrate a spirit of innovation as well as an interest for evaluation. To Anne Long, Kathleen Butts and Karen Goodenough; we appreciate your collaboration and the hard work and time you put in to make this project possible. We thank the PYC students who allowed us the opportunity to talk with them and shared with us their experiences at PYC.

Special thanks to Joe Nathan for his guidance and expertise which enabled us to challenge ourselves as we worked on this project. We are grateful for his insightful advice, collaboration and feedback throughout the process, which stimulated our discussion and pushed us towards the final product.

## **I. EXECUTIVE SUMMARY**

Plymouth Youth Center Arts and Technology High School (PYC) is an emerging expansion of the contract alternative high school that the Plymouth Community Youth Center (PCYC) runs. The school administration is concerned and committed to closing the achievement gap and to creating an environment where rigor and high expectations will become the norm for both staff and students. During the most recent pilot year (2008-2009), the school has focused specifically on integrating the arts through both embedding the arts into the core curriculum and through offering specialty workshops, such as music production and theatre.

The research undertaken in the course of this capstone project, conducted by Hubert H. Humphrey School of Public Affairs graduate students at the University of Minnesota, is intended to inform PYC administration on the impact of arts integration on student satisfaction and success.

This project aims at evaluating the implementation of arts programming from students' perspectives: is it working or not, how is the new arts focus impacting student motivation and learning, and is it impacting why students chose to come to PYC?

In order to better understand how arts programming during the pilot year is impacting the student experience at PYC, researchers conducted a comprehensive literature review, two site visits to other arts high schools, five focus groups, a student survey, and a staff survey.

### **Key findings:**

- Students valued the small size and community feel of PYC
- Amongst the student population, there is a high interest in art
- Several students are concerned with being prepared for the future
- Overall, students want to be challenged

- Students have high expectations of teachers and motivation to learn and be challenged
- Some students expressed concern regarding the lack of diversity in the curriculum
- Arts integration in core courses and school environment needs improvement

Researchers recommend that NYC implement the following changes:

- Improve teacher buy-in to arts infused curriculum
- Challenge students with larger scale arts-based capstone projects
- Utilize academic assessments that inform curriculum
- Create a school culture of success which embraces art
- Continue evaluating, continue improving

## **II. INTRODUCTION**

One of the most pressing education policy challenges that exists across the US is the academic achievement gap that persists between minority students and their white counterparts. The No Child Left Behind Act requires states to set the same performance target for all children, whether they have limited English proficiency, or have disabilities, are from economically disadvantaged families or from all major ethnic and racial groups (No Child Left Behind Act). However, a certain percentage of students with disabilities and those who have been in the U.S for only a few years are allowed to be exempted from meeting these standards.

The achievement gap is measured either by comparing academic performance among students on standardized assessments or by comparing the highest level of educational attainment for various groups. For both of these measurements, there are gaps at all levels. Data from the National Assessment of Educational Progress shows that by the time minority students reach grade 12, if they do so at all, they are about four years behind other young people. Minority

students are also more likely to drop out of high school in every state. Such disparities are also evident in graduation rate and college success statistics. While 72 percent of white students enrolled in 9th grade graduated from high school on schedule in 2001, this was true for only just over half of the same group of black and Hispanic students (Greene, 2003). According to the National Black Caucus of State Legislators (2001), only 16 of every 100 black kindergartners go on to graduate from college, while 30 of every 100 white kindergartners later earn bachelor's degrees.

Nationwide statistics show that 5 out of every 100 young people of high school age will drop out of school before graduating (NCES, 2004). Research has also shown that dropout rates tend to be higher for children who live in poverty. According to the U.S. Census Bureau, of all children younger than 18 living in families, 27 percent of Hispanic children and 30 percent of black children live in poverty, compared with about 13 percent of white children (Proctor & Dalaker, 2002). In 2000, young adults living in families with incomes in the lowest 20 percent of all family incomes were six times more likely than their peers from families in the top 20 percent of income distribution to drop out of high school (U.S. Department of Education, 2000c). Academic failure is mostly the antecedent to discipline problems, disruptive behavior and dropping out. As dropouts tend to share a characteristic profile that allows educators to predict which young people are at risk of dropping out, this gives alternative schools an advantage in tailoring their programs to hold these students and offer a bridge to graduation.

As one way of dealing with academic failure, many districts have chosen to provide options and make supplemental services available to student subgroups that persistently fail to meet performance targets even when the school's overall performance is good. For the most part,

this is where alternative schools come in. According to a study conducted by Ronald Butchart, alternative schools frequently suffer from bad press.

"They are mostly associated with lax standards and mistaken priorities, and are viewed as havens for those who are not disciplined educationally. However, in as much as alternative schools cannot be defined with precision, they all have some common characteristics that set them apart from conventional schools. These include but are not limited to: the school is designed to respond to particular needs, desires or interests not otherwise met in local schools; alternative schools generally address a broader range of development than just the cognitive or academic" (Butchart, 1986 pg 3).

Various alternative schools have different programs designed to support these youth who are at risk. There is a growing belief that the arts provide an opportunity for students in general and specifically youth who are at risk, to do something positive and creative with their talents and their time. According to findings of researchers provided by the US Department of Justice, three cities evaluated their arts programs for at-risk youth and found that these programs decrease involvement in delinquent behavior, increase academic achievement and improve youth's attitudes about themselves and their future (Clawson & Coolbaugh, 2001). Further more, a growing body of studies present evidence connecting student learning in the arts to a wide spectrum of academic and social benefits, according to a research compendium (Deasy, 2002).

### **The Capstone Client**

Plymouth Youth Center Arts and Technology High School is an emerging expansion of the contract alternative high school that the Plymouth Community Youth Center (PCYC) runs. PCYC's roots fall within the urban ministry movement of the 1950s and 60s. It was founded by students from Luther Seminary in 1954 to meet the problems of the discouraged and delinquent

youth in the Plymouth Avenue area of North Minneapolis by providing recreation and crafts for children and youth, mentoring programs and informal counseling to mention a few.<sup>1</sup>

Although PCYC began as a youth program, the focus changed to education which – in the early 1970s – seemed the answer to the disadvantages of “race, place and class” which faced the youth.<sup>2</sup> However, even with quality educational opportunities, youth continued to face the economic and social disadvantages of North Minneapolis community life and sometimes the problems resulting from inadequate parenting. Only by also addressing educational, economic and social issues together could PCYC change the prospects for and make an impact in the lives of youth and families in the community.

The call for education and community programs required expanded and enhanced facilities, and in 2000, PCYC bought a building that was a former car dealership, renovated it and turned it into a school building. In 2004, PCYC added a second school/administration/community building to the south of the first building.

PYC is an alternative school operating in North Minneapolis and serves approximately 140 students from 9th through 12th grade. 94% of the students enrolled at PYC for the 2007/08 academic year were eligible for free/reduced lunch. The majority of the students at PYC (84%) are African American. The rest of the school population is comprised of 11% Asian Americans, 2% Caucasian, 1% Latino and 1% Native American<sup>3</sup>. Most of the students at PYC are students who have not been successful in their regular public school setting.

The PYC Alternative school offers basic, state-mandated curriculum, works toward the achievement of a high school diploma through small learning communities in cultural arts, and

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<sup>1</sup> Grant application to the McKnight Foundation from Plymouth Christian Youth Center

<sup>2</sup> Ibid

<sup>3</sup> These numbers have been rounded off to the nearest whole number.



offers service learning and technology which has not yet been fully incorporated. The school also offers a health and wellness program which provides comprehensive health care and social work services to adolescents including health self assessment, vision and hearing screening, health education classes, fitness and nutrition activities and student support services. The school administration is concerned and committed to closing the achievement gap and to creating an environment where rigor and high expectations will become the norm for both staff and students.

During the pilot year of the recent switch to arts and technology programming (2008-2009), the school has focused specifically on integrating the arts through both embedding the arts into the core curriculum and through offering specialty workshops such as music production and theatre.

The research undertaken in the course of this capstone project is intended to gather information related to the new school design and to inform PYC administration on the impact of arts integration on student satisfaction and success. Some of the questions that will be addressed in this report include:

- Have students noticed the arts being infused into the regular curriculum?
- How does arts integration impact student motivation for learning?
- How do student experiences at PYC differ from other schools they have attended?
- How has arts integration impacted student attendance, test scores and credits earned?

The primary goal of this project is to evaluate PYC's pilot year implementation of arts programming: is it working or not, is the new arts focus impacting student learning and motivation, and do students attend PYC because of the arts programming? Moreover, we aim to provide PYC with data-driven recommendations.

### **III. LITERATURE REVIEW**

The purpose of the following literature review is to provide both the researchers and Plymouth Youth Center Arts and Technology High School staff with a broader understanding of relevant research on the role art plays in the education of youth. A vast amount of scholarly literature exists demystifying the relationship between arts educational programming and student achievement. Some literature available on this subject provides examples of schools effectively implementing arts as either a component of their overall curriculum or arts fully integrated into all subjects. However, most scholars on this subject rely on more fundamental elements of art as it relates to overall human development. The following review identifies several themes as they relate to arts programming in education including how arts programming has been used to impact student motivation, academic achievement and other social developmental skills and how using arts focused projects has proven successful when targeted at higher risk, under-performing, and/or students from lower socio-economic status.

Often, scholarly literature typifies the arts as a tool for education. According to Mahlmann (1999, pg. 12), art “has a distinctive contribution to make to students who want to broaden and deepen the experience of what is distinctively human...they can learn to pose and solve problems, create meanings, and find solutions using new perspectives.” In this sense, arts education provides students with the skills necessary to be problem solvers, to think of the world in different ways and to be innovative. Art is further discussed as a tool to help students become independent thinkers. Richmond (2009, pg. 104) states that “art emancipates students from the inchoate and is easily given to more independent vision, which is the basis of personal action and the subsequent shaping of a life of one’s own.” Here, the relevancy of arts in education relies

heavily on the theory that art enhances the students' ability to extrapolate independent thinking skills and utilize those skills in life.

Arguments supporting arts relevancy in education fall into one of four areas: arts as a system of production, arts as a system of communication, arts as a system of reflection and arts as a system of information (Rollings, 2008). These systems define arts as a tool for getting a final result. In other words, proponents for arts in education are either using it to teach students about producing art and valuing it for its aesthetic quality, using arts as a way for students to communicate what they are learning, using arts to reflect on how they experience and interpret the world, or lastly, as a tool for extrapolating meaning and informing the world on human experiences. The latter presents a framework, according to Rollings (2008), which allows advocates to present the best case for the future of arts education in this technological age.

Art as a tool for education is also supported by Gardner's (2007) Multiple Intelligence theory. His theory specifies several forms of independent intelligences that, depending on each individual, can work in tandem with each other or work on their own to develop knowledge and process ideas. These intelligences are identified as bodily/kinesthetic, linguistic, intrapersonal (or social interpersonal), self awareness, naturalistic and logical/mathematical (Gardner, 2007). Various forms of art maximize many of these intelligences. For example, dance enables students to tap into their kinesthetic intelligence. Malhmann (1999, pg. 12) argues that "dance teaches the student an awareness of the body and its vast range of ability to communicate emotion and ideas" and "enables students to experience and understand their own cultures and those of others." Gardner's theory would also lend credence to the use of theatre in the classroom as it allows for the use of multiple intelligences including self-awareness, linguistic and kinesthetic. Additionally, Schiller (2008, pg. 9) claims that "because of the emotional involvement in drama

activities, drama is able to promote a deepening of understanding and improved retention of the information.” However, the modern American educational system relies primarily on two of these intelligences for both educating and evaluating student learning: logical/mathematical and linguistic (Schiller, 2008). In doing so, the educational system neglects the more instinctual intelligences and thwarts the advancement of art as a valuable tool in education.

More recently, advocates of arts education have made attempts at providing the field with more research-based studies showing the relationship between arts and education. In 2002, the Arts Educational Partnership, a national based coalition of arts education advocates, published a report aimed at synthesizing modern empirical research on the topic. *Critical Links: Learning in the Arts and Student Academic and Social Development* summarized 62 studies and five essays focusing on dance, drama, music, visual arts and multi-arts. The extensive compilation of research puts a strong case together for the positive impact of arts on academic and social achievement for students. Highlighted research suggests that various forms of art can increase student self esteem (Kennedy, 1999), improve standardized test scores (Vaughn and Winner, 2000; Catterall, 1998; Vaughn, 2000), increase attendance (Horn, 1992) and influence retention of at-risk youth (Barry, Taylor and Walls, 1990).

Research suggests that participation in drama can be beneficial to both inner city youth and students with learning disabilities. For instance, Horn (1992) conducted a year long, non-experimental study, targeting inner city high school students in New York City. Students participated in a creative drama program where they were educated on the process of creating original plays and then, in their senior year, required to produce their own (as a senior project). Of the 29 students who completed the program, “library registration increased from 25 percent to 85 percent” (pg. 28) and students’ overall attendance increased. Additionally, researchers

observed students confidence, critical thinking and leadership skills improve. Drama, it would seem, is one way in which the arts can improve student motivation to attend school.

Additionally, drama is documented as assisting students with learning disabilities. De la Cruz (1995) conducted one of the first experimental studies that focused on using drama to improve the learning of students with learning disabilities. The study used the pre and post tests on both language development and social competence. Students who participated in the creative arts program increased their social skills and improved their “oral expressiveness” (pg. 20) when compared to the students in the control group who participated in their regular classes. In this case, arts programming is effective with students who have learning disabilities but other studies indicate that arts is transferable to students who are also "at-risk."

Some authorities suggest that performing arts and fine arts discourage students from dropping out. In a study, Barry, Taylor and Walls (1990) posed the question: is involvement in the arts associated with lowered high school dropout rates? This study questioned 40 students who were determined to be at-risk for dropping out and asked them why they had not done so. 83% of the respondents indicated that their participation in arts courses influenced their decision to remain in school. Additionally, the researchers observed a number of students in their arts classes and regular classes and noted that “academically at-risk students are somewhat more often involved in arts classes than in academic classes” (Barry, Taylor & Walls, 1990, pg. 74).

Another study gives weight to the power of performance on student self-esteem. In a study of 45 “at-risk” males living in residential homes or juvenile detention centers between the ages of 8 and 19, Kennedy (1998) found that the students who participated in learning to play the guitar and performed what they learned showed marked improvements in both self-esteem and confidence. According to this study, arts that have a performance component have had positive

impacts on what Rupert (2006) would define as a more basic element for success in school. Rupert identifies what she calls the ABC's of arts learning: "The benefit of student learning experiences in the arts are either Academic (Reading and Language Skills or Mathematical Skills), Basic (Thinking Skills, Social Skills or Motivation to Learn), or Comprehensive (Positive School Environment). Providing students who have never played guitar with the opportunity to both learn it and perform improved their social skills and "may be a powerful tool to help youth overcome fears and see that they can succeed" (Rupert, 2006, pg. 14). While performance art may assist with basic learning, research suggests that other forms of art can enhance students' academic learning.

In a society that measures student success in logical/mathematical and linguistic terms (Schiller, 2008), it is important to note that various forms of art have been correlated with improved performance in math, reading and an overall improvement in standardized test scores. For instance, a study aimed at determining if there is a relationship between music study and mathematics achievement found a significant relationship between the two. According to this study, "students who take music classes in high school are more likely to score higher on standardized mathematics tests such as the SAT" (Vaughn 2000, pg. 130). The relationship with music and math scores has been one of the more anecdotally used correlates amongst arts advocates.

However, researchers have found a correlate with other arts involvement, in general, and overall SAT performance. For example in a 2000 study, results indicated that students who participated in the arts scored higher in their SAT test (Vaughn and Winner 2000) when compared with students who did not take art. Data indicated a linear correlation between arts classes and SAT scores. The more years of arts a student had, the higher the ACT score.

Critics question this and similar studies, offering the chicken and the egg argument: Did the arts classes contribute to better test taking or are students who are likely to take arts classes higher achievers (Eisner 1998)? However, Eisner's hesitation to accept the positive relationship between art and academic achievement is complicated by Catterall's study on the impact of art on success in secondary education. Catterall (1998) used data from the National Educational Longitudinal study of 1988. He compared arts involvement of 25,000 high school students nationwide with a number of academic and social correlates and concluded that those students with high involvement in the arts showed improvement in grades and standardized test scores. Additionally, students who were highly involved in arts "performed more community service, watched fewer hours of television and reported less boredom in school" (Catterall, 1998, pg. 68). Catterall also conducted a sub-study of students from low socio-economic status and used the same measures. In the sub-study, high arts students with low SES performed better than their low involvement with arts peers from the same group.

Relevant anecdotal evidence exists in the scholarly world illustrating student improvement once arts programming was implemented. Both schools and after school programs nationwide are looking for ways to tackle student achievement especially as it relates to students in urban and under-performing communities. The following summaries of successes may help to shed light on what has worked in the past and assist current practitioners looking for ways to improve student learning.

According to Martin and Halperin (2006), the Las Artes program in Pima, Arizona has been successful in infusing arts programming with community support, student incentives and GED classes to serve students who would have otherwise dropped out of school. The Las Artes program serves students between the ages sixteen and twenty-one who are out of school. With a

small teacher to student ratio (12:1), Las Artes is able to focus on the needs of their students who are dealing with issues from juvenile delinquency to teen parenting to un-supportive parents to homelessness. In addition to taking academic classes, students participate in arts programming with community serving projects. As an incentive, student earn a weekly performance stipend. According to Martin and Halperin, "Las Artes students produce murals that decorate walls, bus stops, welcome sights to municipalities, and building across the Tuscon Metropolitan Area" (2006, pg. 92). These projects help students to develop community pride and "transferable occupational and soft skills that can lead to professional opportunities" (pg. 92). The Las Artes program is experiencing success. Of the 60-70 students the program serves annually, "85 percent obtain their GED, and of those 80 percent are either employed or attending post-secondary" (Martin and Halperin, 2006, pg. 93). Perhaps more importantly, participants in Las Artes report an increased sense of pride and accomplishment. The Las Artes program does an exceptional job of addressing the needs of youth who were not being served in traditional settings and uses art as a tool to keep them interested in learning. Other programs have made attempts at creatively looking at certain focal points of underachievement.

In New York, practitioners tackle literacy in urban communities through comic books. The Comic Book Project is an initiative that teaches students how to create their own comic books from conception to publication. The goal behind the program is to get students interested in and communicating through literature to forge "an alternative pathway to literacy" (Bitz, 2004, pg. 574). According to Bitz, using comic books as a tool allows students to make "a more thorough connection between the arts and literacy is formed when children create their own comic books" (2004, pg. 575). Piloted as a non-mandatory after-school project in roughly 15 separate sites around New York City, the Comic Book project targeted students who had limited



English proficiency. Additionally, the project met the four New York State Learning Standards for English Language Arts which specifies that students will read, write, listen and speak for information and understanding, for literacy response and expression, for critical analysis and evaluation and for social interaction.

Bitz reports that "children reported a better understanding of the writing process" and since the project was so hands on, the students stayed motivated to continue and create their very own comic book (2004, pg. 584). This project therefore assisted students in learning how to create not only art (drawing their comic book characters), but in becoming writers. And even though it was an after-school program, students were motivated to continue and see it through. Bitz also notes that the project had marked effect on students struggling with English proficiency. He states "these children used the project to tell their own stories, many of them revolving around their first introductions to the United States" (pg. 584). Although the children struggled through the manuscript stage, they were able to rely on the pictorial components of the project. According to the instructors, "these children's manuscripts and comic books represent more writing than they had produced in English class throughout the entire school year" (pg. 584). The Comic Book Project is a prime example of how engaging students in the arts process with clear learning objectives has the potential to address the academic achievement of struggling students.

A broader focus on teaching arts for the sake of art has helped the Boston Arts Academy High School become a prime example of how the focus on arts in a primarily urban community can lead to overall student success. Nathan (2008) indicates that the Boston Arts Academy High School fully integrates arts into the curriculum and has been doing so since inception. She states "a curriculum steeped in the arts teaches our students to persevere, to strive for excellence, to

create and care about that creation and to work as a member of an ensemble" (pg. 181). An intense final senior project and high post secondary acceptance rates are a couple of indicators of success. According to Nathan (2008), BAAHS serves 420 students annually with 60% of the students in poverty and 13% with learning disabilities. By the time they are seniors they have "become engaged and passionate about their studies" (pg. 179) and evidently, their future as 95% of the seniors get accepted into college. This example of an effective use of arts in a secondary education setting serving a highly diverse, urban population is significantly relevant to this study and an illustration of how arts integration in education can and does work.

The primary focus of the literature review is arts impact on students. However, we felt it was relevant to highlight a non-arts focused program targeting similar student populations because of its overall focus and success rates. Achievement First is a program born in the late 1990s with the aim of closing the achievement gap. Achievement First founders and subsequent staff use research based approaches to build curriculum and maintain a "can do" attitude. With a well structured program and clear goals and objectives, and a results focused attitude, the schools under the umbrella of Achievement first have experienced success. For instance in 2008, Amistad High School students "beat state percentages by an average of 15 percentage points and outperformed their New Haven peers by dramatic margins: 40 percentage points in reading, 27 percentage points in writing, 47 percentage points in math, and 49 percentage points in science" (under *Results* section in website). This school serves roughly 125 students annually, 56% free or reduced lunch and 99% African American and Hispanic. The curriculum is college preparation focused. In this academy, students are required "to take two Advanced Placement examinations (U.S. History and Biology) as juniors and offers students the opportunity to take up to five additional AP courses" (under *About* section for Amistad High School). Achievement First staff

uphold that all students should have the opportunity to attend college and all students can learn. This guides the culture and practices of each school under their umbrella. Although AF's focus is not primarily arts based, profiling this school is relevant as it can provide a framework for alternative approaches to student achievement.

Overall, scholars indicate that arts programming has the potential to impact student learning (both academically and socially). Innovation and clearly defined objectives have proved to be the means to success especially as it relates to students in urban communities. Implications of these studies lend credence to the argument for arts as a functional component of the student experience. This conclusion supports the goal of arts integration at Plymouth Youth Center Arts and Technology High School. We hope that the above review will assist PYC in moving forward with implementing arts programming in their general education programs to increase student motivation to learn and improve student academic performance.

#### **IV. SITE VISITS TO CREATIVE ARTS HIGH SCHOOL AND SAINT PAUL CONSERVATORY ART SCHOOL**

In an effort to get a visual idea of how other local, non-traditional high schools use arts-based programming as a base for curriculum and culture, researchers visited both the Creative Arts High School and the St. Paul Conservatory Performing Art School. We visited both schools as a group to see how relevant their curriculum and art applications are to PYC. In visiting these schools, we were hoping to learn about what makes them successful and what they are doing well so we could share these things with PYC.

We first went to the St. Paul Conservatory. There, we saw a school where everybody - the staff as well as students - was immersed in arts. Students come from the Twin Cities and the surrounding areas to take advantage of the rich learning of both the arts and content areas of

curriculum. After talking to students, we realized that we were dealing with young people who were happy with what they are getting in the school and how it is taught. The students and the staff could articulate to a visitor what they are doing in their classes and how their studies related to art. We saw a group of students who are happily progressing successfully both in academics and arts simultaneously.

When we visited Creative Arts High School, we felt the same energy that was at St. Paul Conservatory and the enthusiasm was palpable. Creative Arts High School also is an alternative learning center, focused on serving students with whom traditional schools have not been successful.

Two students gave us a tour. These students were confident and enthusiastic about the school and mix of arts and academics involved. All the teachers were in sync with thematic learning in academics and arts. Content teachers told us that they use art in explaining content areas such as math, science, history, and language arts. Art was infused in the culture of this school and we saw it in the way teachers taught their classes, on the walls, and even in how our tour guides view their experiences at the school.

At the Creative Arts High School, we saw an energetic and enthusiastic leader who was ready to deliver to the kids the academic and artistic education they came to the school for and deserve. She did not doubt the students could realize their goals and fulfill their dreams. Even though students did not come to school to become artists, many of the them have gone on to become artists and some have won awards for their art and academics but the school leader also stated most students do not go on to become professional artists and it is not the focus of the school to develop professional artists.

There were four important points we took away from our visits to these schools. First, art has to be infused in the culture of the school. Second, teachers of academic courses must find ways to incorporate art into their daily activities to enhance student understanding of material and to make coursework more fun and interesting. Third, all students, teachers, and faculty have to believe in the value of art and actively embrace it in their roles at the school. Lastly, everyone at the school has to be interested in and passionate about art.

## **V. METHODOLOGY**

PYC program staff are interested in gaining a better understanding of their student population's perception of the newly integrated arts programming. Some of the information they are interested in collecting includes arts infusion in the regular curriculum, how arts integration impacts student motivation, how arts integration impacts student attendance, test scores, and credits, and how students' experiences at PYC are different than at their previous schools. When we designed our focus groups, we developed questions to ask students based on these key issues. Throughout the course of the project, the methodology evolved to include a student and staff survey.

### **Focus Groups**

The first step in conducting our focus groups was to write the first draft of questions we wanted to ask in the focus groups. We also developed a preliminary methodology plan and then reviewed our plan and draft of questions with PYC staff members involved in this project. We revised the questions and the plan until both parties were satisfied.

In order to get students to participate in the focus groups, we offered free pizza and soda to all who participated. We did this as an incentive and because we used part of the students' lunch period to run the focus groups. The focus groups ran from 11:45 AM to 12:50 PM. We conducted five focus groups on the following dates: 3/2/09, 3/4/09, 3/8/09, 3/11/09, and 3/13/09. The first focus group contained five students, the second had nine, the third had nine, the fourth had eight, and the last one had two.

Out of all students eligible to participate in the focus groups, meaning that the student had taken two or more art workshops, thirty three students participated in the focus groups. The eligibility requirement of having participated in two or more arts workshops was determined by PYC staff. We had originally hoped to have about fifty students participate, but getting signed parental consent forms was a challenge, therefore we ended up with fewer participants.

We developed our own parental consent forms and student assent forms based on University of Minnesota IRB standards. Since some of our subjects were under eighteen years old, it was necessary to get parental permission for them to participate. Those students who were eighteen or older signed their own assent forms. PYC staff agreed to print, send home, and collect the parental consent forms we designed. Once a student returned the form, he or she was assigned into a focus group. Consequently, since it was easier for us to get consent from students aged 18 or older, our focus groups contained a greater representation of older students than younger students. Though this problem was beyond our control, it may bias our results by disproportionately representing the views of upperclassmen.

The first focus group we conducted was made up of entirely eighteen-year-olds. Due to this process, students were not assigned to focus groups randomly. Rather, they were assigned

into groups as PYC staff saw fit according to their attendance at school and when they turned in their consent forms. Students in the focus groups were mainly juniors and seniors.

For each focus group, two researchers were present. One researcher took notes and one acted as a facilitator. At three of the sessions, an intern who works at PYC was present to observe. The researchers attending each focus group varied. On 3/2/09, Chris facilitated and Ashley took notes. On 3/4/09, Ashley facilitated and Mohamed took notes. On 3/9/09 Ashley facilitated and Joy took notes. On 3/11/09, Chris facilitated and Joy took notes. On 3/13/09, Chris facilitated and Mohamed took notes. This was done so all researchers could participate in the process. There may be some confounding variables in the results due to this because each facilitator had his/her own style of leading the group. Students may have felt more comfortable answering questions with someone they could relate to better and students may have related better to one or more of the researchers for a variety of reasons including gender, race, ethnicity, age, personality, leadership style, etc.

Each focus group session was recorded by a digital voice recorder. All recordings made at the focus groups are kept confidential and will be destroyed once this project is completed. Each recording was transcribed, excluding students' names and personal information, and the transcripts are property of PYC. Students were made aware of this before the focus group began and were given the opportunity to opt out if they wanted to. All students agreed to have their responses recorded.

At the beginning of each focus group session, as students entered, they were invited to help themselves to some pizza and soda, and then were asked to fill out name tents and take a seat. Next, the researchers introduced themselves and explained why they were at PYC, gave some information on the project, and then explained what the day's focus group was about and

how it would run. After that, students went around the room and introduced themselves, stating their name and how long they have been at PYC as a warm up. Then, the researcher began the discussion by asking the first question. All questions were asked in all focus groups, and all questions were answered in all focus groups. The questions were all asked in the same order in each focus group. After the discussion was over, the researcher asked the students if they had any questions or anything they wanted to discuss further. Finally, students were thanked for participating and dismissed.

### **Student Survey**

To augment our focus group data, we also developed survey questions to be answered by all students in the school. In fact, PYC had already been surveying its students once a year for the past several years, and some of the questions on their survey were relevant to our study. Therefore, rather than create a separate survey, we simply added our questions to their yearly survey. In exchange, we offered to code PYC's previous survey into an online survey tool known as Survey Monkey. This streamlined the survey process, as it allowed for students to take the survey online. It also tabulated the results instantaneously.

We developed additional survey questions once the focus groups had already concluded. Our goals in doing so were (1) to rephrase questions that had been confusing in the focus groups (or to ask them of the entire population); and (2) to address issues that surfaced during and after the focus groups.

The surveys were administered on April 27, 2009. Sixty-seven students took the survey in the school's computer lab during their lunch hour. Many respondents reported they were in their first or second year at PYC, as opposed to the focus group students, who had been there



longer. Thus, the survey data allowed us access to a largely different group of students, particularly those who had entered PYC near the time of its switch to an arts and technology high school. This lends validity to our study and gives us more confidence in generalizing about the entire PYC student body.

### **Staff Survey**

As reported below in the results section, the focus groups provided us with a wealth of information about PYC as seen from the students' perspective, and our discussion of their responses led us to further questions. We decided to survey the staff in an effort to gain new perspectives and thus have a more accurate approximation of the truth. We designed the staff survey questions to address issues that had been raised by students in focus groups, and we also included some of the same questions we had asked of the students in order to compare student and staff responses. Because the staff is so small, we eliminated some identifying questions (such as teachers' subjects) to preserve anonymity. Once again, we used an online tool (Survey Monkey) to survey the staff. Twenty-one staff members took the survey between April 21 and April 28, 2009.

## **VI. RESULTS**

This section provides the results of our focus groups, surveys, and data gathering. Each question asked in the focus group is listed and the relevant responses and data gathered from that question are stated below it.

**Question One:** *Why did you decide to come to PYC?*

<b>Response</b>	<b>Number of student responses</b>	<b>Percent of student responses</b>
Credits	14	42.42%
Location of school	5	15.15%
Kicked out/failed out	11	33.33%
Family/friend recommended	2	5.5%
Programs offered	1	3.03%

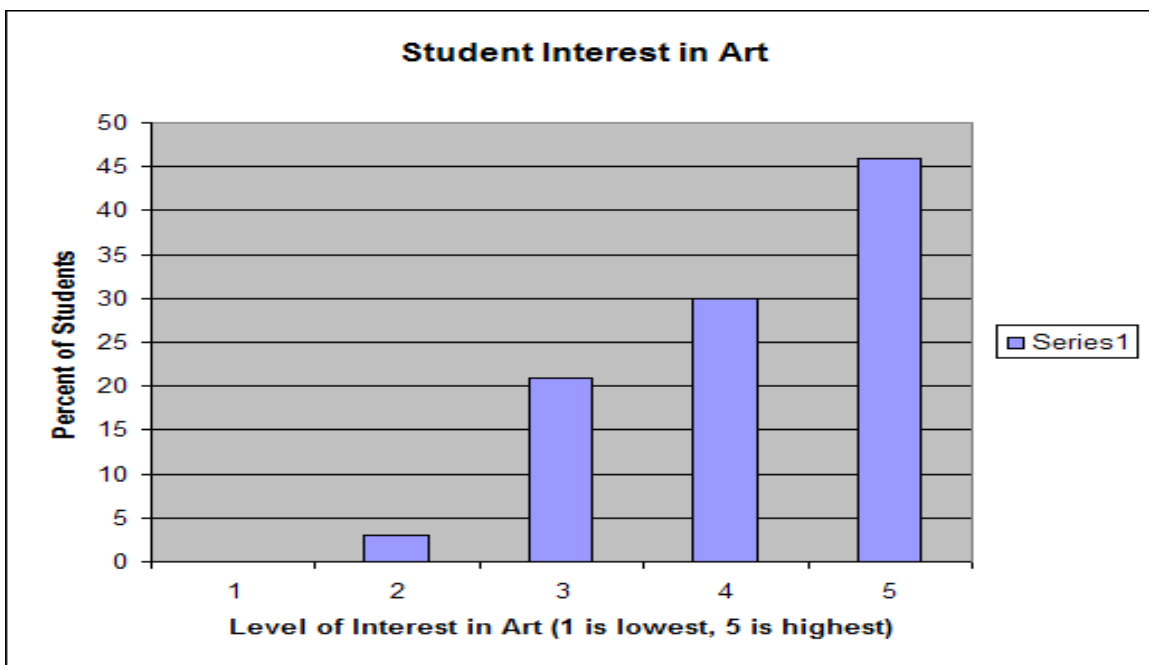
The table above shows that the most common reason students attend PYC is due to their credits. These students are behind on their credits and came to PYC to earn them. The next most common reason students attend PYC is because they were kicked out of or failed at another Minneapolis public school. No students stated they came to PYC because of the arts programming. One student stated the programming offered at PYC is why he came but arts programming in particular was not mentioned. However, responses to this question may be biased as the older students were over-represented in our focus groups in proportion to the school's student body. These students had enrolled at PYC before the arts curriculum was implemented. There was a small representation of younger and newer students in the focus groups.

However, survey data revealed similar trends from younger students. 58.3% reported coming to PYC because they were behind on credits, followed by 16.7% who said they had been kicked out of their previous school. 13.9% reported attendance problems at their previous school, and 8.3% reported "other" but did not specify why. Of the 67 students surveyed, one respondent reported coming to PYC because of the arts program. On another question, 74.3% students either

disagreed or strongly disagreed with the statement, "One of the major reasons I decided to enroll at PYC is to take art classes." 22.8% agreed or strongly agreed.

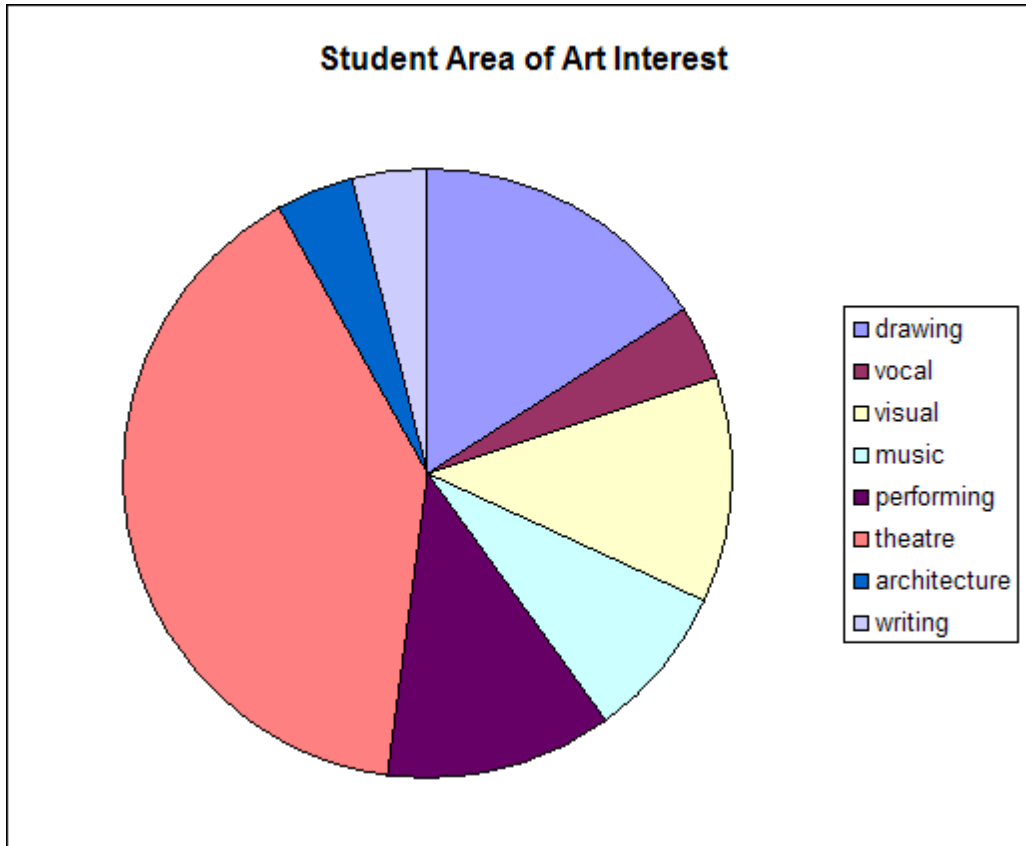
**Question Two: A:** *On a scale of one to five, how would you rate your interest in art? (with one being low and five high)* **B:** *What kind of art are you interested in?*

Of the thirty- three students who responded to question 2A, 3% of students rated their level of interest in art a two; 21% stated their interest was a three; 30% stated it was a four: and finally 46% the respondents stated it was a five. Of the students who answered question 2A, more than 95% choose a scale of 3 and above.



Twenty-five students answered question 2B, and this is how they responded: 16% are interested in drawing, 4 % are interested in vocal, 12% in visual, 8% in music, 12% in performing, 40% in theatre, 4% in architecture, and 4% in writing. In question 2B, 40% said they are interested in theatre. However, it is not clear whether they mentioned theatre because it

is more accessible, as PYC offers a course in theatre, or they really like it more, or both. It is also not clear if students were interested in theatre before they came to PYC or if they became interested in it after they took a course in it.



**Question Three:** *How is your experience at PYC different than at other schools you have been to?*

Responses to this question included a mix of positive and negative feedback about PYC. Many students stated the smaller size of PYC is positive, and they feel there are fewer distractions that prevent them from learning at PYC than at their old schools. One student commented that PYC is “like a home” and other students stated the environment at PYC is better than other schools they have been to. Four students stated they like the people at PYC and that

PYC is more social. Students also stated teachers provide more help and make sure students understand better than at their previous schools. One student said people are more involved at PYC and another said students are pushed to graduate more than at other schools. Another student liked the fact that teachers contact parents when students do good things instead of just when they do bad things.

As far as arts programming, four students stated there are more opportunities at PYC than at other schools. The Capri Theatre and spoken word were specifically mentioned as unique opportunities at PYC. Some students said the art classes they took at PYC were their first exposure to art classes at school. However, other students stated there are fewer arts opportunities at PYC than other schools. Four students stated there are fewer opportunities and choices in general at PYC than at their previous schools, and one student mentioned that the arts at PYC are less challenging than the arts at a previous school.

**Question 4:** *Do your academic teachers, like math, science, and English use arts in the classroom, and if so, how?*

Affirmative	11
Negative	11

Responses were mixed on whether teachers of academic subjects used art to engage students in their classrooms. Of the students who responded to this question, half gave affirmative responses or examples, while the other half said explicitly that they had not noticed a change. Some students also provided examples, which can be categorized by subject. In science class, students reported building a DNA structure, making a tornado project, and making posters

or brochures. In math, one student mentioned “making shapes and coloring stuff.” In English class students mentioned reading *Romeo and Juliet*, as well as responding to poetry through drawing. For history, one mentioned making a timeline with pictures. Finally, in economics mentioned an urban planning project across from the school, which combined elements of design and economic development. One student also mentioned monologues, but this statement was not tied to a particular class.

Teacher survey data further illuminated this issue. Of the seven teachers who responded to the staff survey, three reported that they integrate elements of art into their daily curriculum, while three reported that they did not. One teacher was neutral on this question. Further, two teachers agreed that they were trained in ways to integrate arts, while another two disagreed strongly. Three were neutral about arts integration training.

**Question Five:** *Does having the arts focus make you more likely to come to school, to participate, and to study. If so, why?*

There was no clear pattern in the focus group responses. Ten students answered that the arts programs did not motivate to come to school while ten others said it did motivate them. Another eight provided answers that were inconclusive as to their motivation or lack of motivation to attend school. Most students were also neutral on these questions when asked in the survey, though the responses do reveal some emerging insights into the impact of arts programming on student motivation. 34.3% reported that arts classes made them want to attend PYC regularly, while 31.4% either disagreed or strongly disagreed with that statement (34.3% were neutral). 28.6% of respondents reported that PYC's art classes made them want to study and do well in school, while 22.8% disagreed or strongly disagreed (48.6% were neutral). Finally,

42.9% reported that PYC's art classes made them want to participate at school, while 25.7 % disagreed or strongly disagreed (31.4% were neutral).

We also asked teachers and staff about the effects of the new arts focus on their students. 33.3% reported a slight increase in students' attendance, while 52.4% reported no change. 52.4% reported a slight increase in student motivation, and 19% reported a large increase. Another 19% reported no change. Finally, 61.9% reported a slight increase in students' academic achievement, and 4.8% reported a large increase. 23.8% reported no change.

**Question Six:** *Has the arts focus made it easier for you to learn?*

Affirmative	8
Negative	8

While one student noted that art can “expand your mind” and “make you think,” the students were evenly split over whether having art in the classroom actually made it easier for them to learn. This was complicated by the fact that most respondents did not seem to have noticed an arts focus when asked in question four. Moreover, many students seemed not to understand the question, or responded by giving more examples of activities they had done without addressing the effects on their learning.

**Question Seven:** *What do your teachers expect from you and what do you expect from them?*

*What do you expect from other students?*

The seventh question attempted to get at how participants would depict the expectations of: teachers of students, students of teachers and students of other students. This question

contained a number of components, and it should be noted that each facilitator executed the questions differently, prompting relevant sub-questions. Responses to this question were varied and unquantifiable. However, there were general ideas that were generated from the respondents.

The results are listed below:

What Students Expect from Teachers:

- Provide both positive and negative feedback
- Encourage/Motivate
- Provide challenging, innovative, and age- relevant curriculum (for instance, college preparation for seniors).
- Provide extra credit packets in a more expedient time frame
- Hold students to high standards
- Provide students with extra assistance when needed
- Plan lessons ahead of time with clear expectations and due dates
- Be well-informed about the subject of instruction
- Be less apathetic

What Teachers Expect from Students:

- Participate in class
- Behave appropriately in class (not disruptive)
- Keep up with and complete assignments

What Students Expect from Students:

- Respect each other
- Participate and “give it your all”
- Behave appropriately in class (not disruptive)



- Allow other students to learn

While discussing this question, facilitators provided respondents with sub-questions in an effort to move the discussion along. For instance, a couple of facilitators directly asked respondents if they “felt challenged” or if the teachers had “high expectations.” These questions were not asked of all focus group participants. Of the two focus groups asked to respond to these questions, respondents expressed that not all classes were challenging and that some teachers had high expectations, but others did not.

**Question Eight:** *Has coming to PYC changed the way you feel about yourself and if so, how?*

This question was designed to examine whether the students felt differently about themselves and especially if being at PYC brought about that change. The results of this question were unquantifiable, as some students did not respond in the affirmative or negative. Some participants said there was no change in how they felt about themselves since coming to PYC, but a few of them answered that there was. To those that answered by stating a positive change, the facilitators probed by asking them to describe how/what specific changes have occurred.

These are some of the general responses drawn from this question:

- A boost in self esteem because of passing classes and getting more credits faster.
- Working harder towards graduation
- More involvement in school
- More interested and motivated
- Have clearer goals and plans for the future
- Behavior modification through counseling
- More focused

- More confident

**Question Nine:** *Is your experience at PYC preparing you for the future, and if so, how?*

The ninth question focused on the respondents' perceived preparation for their future. Of the five total focus groups, one focus group is excluded from this question as the facilitator did not directly ask this question. Of the remaining four, the responses were not quantifiable. However, the general responses are listed as follows. Of those participants who indicated "yes," they provided the following explanation of how PYC was preparing them for their future:

- PYC assisted respondents with college planning including helping them find schools, scholarships, fill out the Free Application for Federal Student Aid, and the pushed them to take the ACT test.
- The theatre class connected respondents to community theaters that offered students the opportunity to audition.
- The access to the City of Minneapolis/ACHIEVE! Step Up program has provided some respondents with the opportunity to work during the summer and gain relevant work experience
- PYC exposed respondent to music production.

Of those respondents who indicated that PYC has not prepared them for their future, reasons provided were:

- Respondents will be under-prepared for college and likely have to get tutors or take remedial college classes, especially in math.
- There is a lack of training in more technical type careers such as construction, radiology, computers and engineering.

**Question 10:** *What, if anything, would you like to change about PYC?*

This question drew a lot of responses that were echoed around the various focus groups conducted. The question was designed to find out if students had a general feeling of satisfaction at PYC and it especially focused on any changes they would like to see at the school. It should be noted that although not every participant answered this question, most students offered ways to improve PYC. These are some of the general changes they would like to see:

- The students felt particularly strongly about the North/South separation and didn't see the sense in having two sides. Many of them felt cooped up in one side and wanted to be able to have classes on both sides.(8 students)
- The students also echoed the thought of having an open campus during the lunch period and/or better food. Many felt that they should have an option to what they can eat and that the administration should trust them enough to let them out at this time.(5 students)
- The students wanted to be separated into grades by age and not by ability (1 student)
- They felt that their grades should not be based on attendance (3 students)
- The students felt that the teachers needed to be more motivated and empathetic to them (3 students)
- More sports activities (5 students)
- A change in the cell phone and music policy (1 student)
- More challenging courses (3 students)
- Better library (1 student)

**Question Eleven:** *What other kinds of art classes would you like to have at PYC?*

In addition to the general changes, we wanted to find out if the students wanted to see any art-specific classes added to their curriculum. The students mentioned a number of specific arts classes including tech ed, dance, clothing design, sculpture, architecture, construction, and workshops in the focus groups. They also included some changes they would like to see generally in the arts program. These include having arts instruction by artists, expanded arts with a more developed curriculum, more hands-on activities, and more field trips. In the student survey responses music, dance (especially hip-hop), and designer cooking were mentioned as arts-related curriculum to be added.

### **Notable Theme: Challenging Students**

Although our questions focused mainly on the arts program at PYC, one issue arose frequently enough that we find it appropriate to include here. Many students were frustrated by their classes; not because they were too challenging, but rather because they were not challenging enough. In focus groups, several students stated that school work in general is less challenging at PYC than their previous schools. This concern is also borne out by student survey data, in which 65.8% of students agreed or strongly agreed with the statement, "Classes at my last school were harder than at PYC." They stated the amount of credits earned is similar but the school work is less challenging, which made classes feel like a "waste of time" and made it difficult to stay motivated. Some also cited a lack of feedback and slow turnaround on assignments on the part of their teachers, some of whom they perceived to be lazy or apathetic. This issue is serious because it bears directly on student learning and achievement. One student stated that he is not learning at the same level he did at a previous school and fears that he will be

less than adequately prepared for college.

## **VII. ANALYSIS OF DATA**

The focus group data provided a picture of PYC from the student perspective. Students who participated in the focus groups expressed both positives and negatives about the arts programming and the education (at large) students are receiving at PYC. Several major themes appeared when considering all of the focus group data in aggregate.

### Community & Size: Like a Family

While students did not directly respond to questions about class size or school size at PYC, when students compared PYC to their previous schools, they noted the small class size and community environment as a plus. Some students responded that PYC was like a family or a home. As an alternative school with a smaller class enrollment, students are getting more personalized attention and students recognize the efforts made by staff to be involved in their lives.

### High Interest in Art

Although none of the participants in the focus group responded that they enrolled in PYC because of the arts programming, students do like art. 97% of the students interviewed indicated on a scale of 1-5 (one being no interest in art and five being high interest in art) an interest of 3 or better. Specifically, 46% indicated an interest in theatre. With strategic use of the Capri Theatre and other arts programming, this interest in theatre can be adequately addressed.

### Preparation for the Future is Key

Students are concerned about life post-high school. Several students indicated that PYC offers hands-on assistance with planning for and pursuing higher education. As evidenced in responses to question nine, a number of students recognize and value the assistance provided to them by PYC staff to navigate the college admission process. However, some students were concerned about being prepared for the rigors of college. A couple of respondents felt academically under-prepared and worried about having to take remedial classes in college, especially in math. Since the focus group participants were primarily 18+, this concern is timely and relevant.

### Challenge Students More

The results indicate that teachers need to provide students with a more challenging and engaging curriculum to prepare them for their future. Challenge was a common theme that arose in relation to both academic and arts based courses. Some students indicated that their arts based courses were not as challenging as in their previous schools. One student respondent intuitively stated "I don't care if you're the baddest kid in school, the baddest kid wants to learn something" (Focus Group #2).

### High Expectations of Teachers

When responding to question seven regarding expectations, students had no problem coming up with what they wanted and expected from the PYC teaching staff. This is a good sign. Students at PYC want to learn and desire a structured environment. Notably, students expected that teachers hold them to high standards. PYC students want to be challenged and they desire critical feedback on their performance.

### Arts on Motivation to Learn

This data was inconclusive about whether or not the arts programming has influenced students' behavior or motivation to come to school and actively engage. Most students were unable to state that the arts curriculum has influenced their ability to learn. Some students stated that having the arts classes made school more fun and made them want to come, while others said it made school more fun and made them want to come to that class but not their other classes, and some students said it did not motivate them to come to school at all. Students were unable to link their own achievements in school with the arts curriculum. Putting all of this together, the data shows students are not relating the arts curriculum to changes in the school or identifying its impact on their motivation to learn.

### Improve Diversity in Curriculum

The most common reason students liked their old school better was that there were more diverse extracurricular activities and elective courses, including art and technology. And, although students specified high interest in art, very few students indicated they will be pursuing careers in art. Students requested a wider variety of programs, like construction, tech. ed., etc. These have the potential to fit under the arts and technology curriculum as they are technology focused. It will make PYC more appealing to a wider audience of potential students and serve the varied interests of the current students. As question two indicates, students are interested in art, but the subject areas within art they are most interested in varies widely.

### Arts Integration, Needs Improvement

Most students we interviewed do not feel a strong arts presence at the school. They consider it an academically traditional school that offers a few arts classes and workshops. Students did not express that the arts are integrated into their academic courses. It seemed as though many of the activities that students provided as examples of how arts are used in their academic courses seemed to use arts in a very traditional way, such as drawing pictures in English class or creating a poster in science class. Others mentioned activities that would be part of any standard curriculum, such as reading *Romeo and Juliet* in English class, making graphs in math, or making time lines in history. In contrast to this, at the visit to the Creative Arts High School, students gave examples of how they used art in academic courses including making sculptures for history projects, writing and performing their own original plays in English, and using rap songs to learn math. Notably, several students at PYC did seem excited about an urban planning project across from the school, which combined elements of design, economic development and community participation.

Understanding that PYC is in the pilot year of the arts programming implementation, these results are not surprising. Both the literature and observations from school visits indicate that starting off, the arts focus helps schools ingrain the message that arts is a valuable educational tool and helps with buy in from all agents (Nathan, 2008). PYC's struggle is different. The change from a non-themed alternative school to an arts and technology high school is perhaps a harder struggle. However, as it stands, students are underwhelmed with the current arts programming and express concern about post-high school preparation.

Sampling bias is perhaps one reason why the focus group respondents expressed concern with preparation and lack of arts programming implementation. For the most part, these



students had experienced PYC pre-arts programming and did not attend PYC because of the arts. Future studies targeting new students to PYC may render different results.

## **VIII. RECOMMENDATIONS**

Given our understanding of the school's goal/vision and the data from the research, we moved forward with recommendations that aim at helping PYC deal with some of the main issues that arose from the study. At the crux of these issues are teacher buy-in and student challenge. But before these issues can be addressed, it will be imperative for the leadership of PYC to better explore and strategize the intentionality of their use of arts programming to supplement the school's work. It is understood that PYC is not intentionally attracting future professional artists, but in order to fully utilize art as an educational tool, PYC must fully integrate art into the school's culture, academic courses, and have students and staff buy into the arts focus.

### **Improve Teacher Buy-In to Arts Infused Curriculum**

Training: Results from the staff survey indicate that PYC staff is not adequately equipped with the tools to implement art into their classes. Perhaps a missing link is intense, hands-on, arts programming training. First, staff should become versed on the evidenced impact of art on learning. Then, as part of training, staff should be provided with tools to implement arts and examples of how to do it. The Comic Book Project is a key example. None of the staff hired for this project were artists, and they had varying levels of comfortableness implementing arts. As part of their training, they not only learned the benefits of alternative literacy programming but had to create their own comic book to learn how to do it and the challenges that came with

creating original pieces. Having experienced the process helped them become comfortable teaching students. Providing staff with hands on, relevant, and practical tools to implement arts programming into their classes may ease hesitation.

Evaluate: In addition to evaluating student performance, evaluate arts based curriculum. As programming changes continue and evolve, evaluating what worked and didn't work (and why) will be critical. Survey Monkey is an easy tool and should be used more liberally (i.e. quarterly or each semester) to decipher the general thoughts from staff on the arts programming. Teacher buy-in may be increased if staff feel that they have support and voice. Due to the necessity of preserving the arts culture, those faculty who do not buy-in to the arts and use it regularly in their classroom focus will need to be evaluated and appropriate action will need to be taken.

Celebrate successes: Recognize and provide incentives for staff who implement arts-based curriculum effectively. Celebrating successes will help to ingrain this new direction into the culture of the school.

### **Challenge Students with Larger Scale Arts-Based Capstone Projects**

Throughout the focus group process, there were several times when students referred to the urban development project. Respondents seemed proud to participate in this project. They also reference visible projects that were on display in the school such as the DNA structure and posters they made for classes. Ownership and visibility is key here, this is also a great place to do more community-based projects. Often, we wonder why so many youth "tag" or spray paint around their own community - they want to show the world that they exist and leave their mark,

by providing students with large-scale arts based capstone projects, students will have a positive outlet for expression and ownership of their community.

Numerous schools and programs attribute their success to this type of project. The Las Artes program in Arizona offers students the opportunity to leave their art in mural and mosaic form around the city. In New York, the Comic Book Project gives students the opportunity to produce and publish their own comic book, and in Boston, students are required create and coordinate their own arts based senior projects as a requirement for graduation. All of these programs are reporting high rates of retention and overall success. These types of projects have the potential to improve motivation and provide students with the one form of the challenge they desire.

Additionally, a larger scale arts-based capstone project (either done individually or as a group) may help to increase retention and improve student self-esteem. As we saw in Horn's research (1992), the students who learned to create their own original plays showed increased attendance and use of the library. Kennedy (1998) found that students who learned to both play the guitar and had a performance tied to their learning exhibited marked improvements in confidence and self-esteem.

### **Utilize Academic Assessments that Inform Curriculum**

One of the biggest concerns for researchers throughout this project is the paradox of student perception that they are not being challenged juxtaposed with student desire to be challenged. We recognize that instructing individuals at their varying levels and maintaining control of classrooms is a concern, but perhaps one way to address this issue is to use an

evaluation measure to which students can relate that inform both instruction and the culture of the school.

For instance, many students who intend to pursue post secondary education will take the Accuplacer and/or the ACT test. Using one these tools to measure standing for students throughout their stay at PYC may help give them a starting point and assist in creating actionable goals. So, at intake, students take a test and PYC staff use that as a tool to work with the students, inform students of where they are, focus on their strengths but create plans for improvements in the areas of struggle.

PYC should create in-house individual education plans and review these plans frequently. Those students who stay with the program should be tested twice annually (pre and post) to measure progress. Also, it may be beneficial for students to keep portfolios of the work they have done to show improvement over time. This, combined with the continued implementation of *My Life Plan*, will provide more holistic preparation for post-secondary plans. Students must be able to identify the progress they are making and areas they need to work on more extensively. In order to achieve this, students must be explicitly aware of how they are performing and how their current performance will affect them later in life, i.e. if they will be able to get into college, technical school, graduate on time, etc. In addition, students need to be aware of why they are taking these tests and keeping portfolios. If they do not know that the tests and portfolios are designed to help them understand their progress in school, they may not take them seriously, which could affect their test scores. Students must value the information the tests and portfolios tell them about themselves for them to be useful tools. PYC should use a testing means which gives real-time, progressive data.

The data collected from the tests must be current enough to inform teachers where a student is at in his or her learning so adaptations can be made immediately to help a student progress. This kind of testing will provide staff with usable information on where the students are at (individually & collectively) and help to start discussions with students about what they need to do to prepare for their future. Lastly, there must be an accountability measure taken to ensure that school staff use the data they obtain to help students in a productive, efficient manner.

PYC could also benefit from following some of the principles applied by Achievement First as documented in their website (listed in bibliography).

Some of the principles include:

- Understanding that the quality and commitment of teachers, school leaders and staff are what makes the difference in the lives of student
- Understand the importance of continuous, thoughtful improvement through reflection, research and development and documentation in order to make excellence a habit
- Understand that the needs of students comes first by prioritizing and having teachers, staff and the leadership work together to ensure every student's needs are met.

### **Create a School Culture of Success which Embraces Art**

The culture of an organization is a determining factor in how an organization operates, what people think about it, and how it performs. In order for PYC to be a successful school, it has to implement a culture of success. The arts need to be integrated into the culture of the school. Art needs to be displayed on the walls of classrooms and in the hallways. When a person walks into PYC, he or she should be able to see that PYC is an arts and technology high

school right away. We would encourage PYC staff to visit the Creative Arts High School in St. Paul, which is a good example of a school that embodies the arts theme in their culture and curriculum.

In order to adopt a culture of success, PYC must start with its positive characteristics and build on them. The small school size and family-like feeling can be a starting point. Many students and teachers liked how the smaller community led to individual attention for everyone. Next, PYC can integrate the north and south sides, as many students expressed that they would like to have classes on both sides. In order for culture to change, PYC must have teacher and staff buy in of student success and arts integration. This means that staff must have an interest in art and actively pursue those interests within their roles at PYC. More practicing artists can be invited in to PYC to enhance the arts presence. In order to learn how some schools have integrated art into their cultures, PYC should research how these schools accomplished this and staff may want to visit other arts schools to get ideas on how to do this as well. To create a culture of success, students need to know and feel the culture of the school, and know that the culture is supportive, responsive, and challenges them to succeed.

### **Continue Evaluating, Continue Improving**

PYC has shown it is committed to evaluation by beginning the arts and technology implementation with an evaluation. Evaluation is a valuable tool in determining next steps and how to move forward in the most productive, efficient ways. Continuous evaluation coupled with implementing improvements will ensure success for the arts and technology focus. As the arts and technology focus expands, it is important to continually ask for student and staff feedback so the program remains relevant to current student and staff interests and needs. PYC

should build on its current strengths in the arts programming, and then expand when appropriate to new areas. It is imperative that the core arts focus be fully developed before expansion to new areas is undertaken. Students have expressed that they would like to see a wider variety of arts and technology courses available, but this should be implemented over time when resources are available and when core focuses are running smoothly and successfully. New arts focus areas such as fashion design, dance, architecture, construction, etc. are possible areas to expand to. Lastly, in the future, PYC should evaluate to see if students are attending PYC because of the arts programming.

In summary, throughout this research project, we were provided with both positive and negative feedback from both students and from staff. This information can be used to further the mission of PYC and to improve upon services to students. Arts programming has the potential to be extremely impactful on student achievement in education and development of self. That being said, it is imperative that the programming is intentional, integrated, and continuously assessed.

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
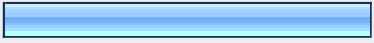

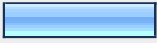

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# PYC Student Survey - School Climate & Satisfaction

1. What is your gender?			Response Percent	Response Count
Male			58.2%	39
Female			41.8%	28
			<i>answered question</i>	<b>67</b>
			<i>skipped question</i>	<b>0</b>



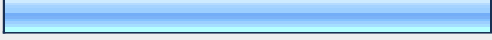
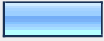



2. How old are you?			Response Percent	Response Count
15			6.0%	4
16			34.3%	23
17			23.9%	16
18			31.3%	21
19			4.5%	3
20			0.0%	0
21+			0.0%	0
			<i>answered question</i>	<b>67</b>
			<i>skipped question</i>	<b>0</b>

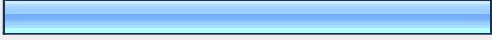
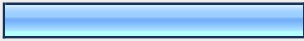
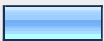

**3. How many high schools have you attended, including this one?**

		Response Percent	Response Count
1		7.5%	5
2		40.3%	27
3		34.3%	23
4		16.4%	11
5+		1.5%	1
		<i>answered question</i>	<b>67</b>
		<i>skipped question</i>	<b>0</b>

**4. What was the name of the last school you went to?**

		Response Count
		67
		<i>answered question</i>
		<b>67</b>
		<i>skipped question</i>
		<b>0</b>

5. Why did you come to this school?			Response Percent	Response Count
I was kicked out of my old school			13.4%	9
I was having trouble with attendance at my old school			9.0%	6
<b>I was behind in credits</b>			<b>53.7%</b>	<b>36</b>
I wanted to come here			10.4%	7
My parents made me come here.			1.5%	1
I came because of the arts program.			3.0%	2
Other (please specify)			9.0%	6
		<b>answered question</b>		<b>67</b>
		<b>skipped question</b>		<b>0</b>

6. This is my:			Response Percent	Response Count
<b>First year at this school</b>			<b>53.7%</b>	<b>36</b>
Second year at this school			32.8%	22
Third year at this school			10.4%	7
Fourth year at this school			3.0%	2
More than fourth year at this school			0.0%	0
		<b>answered question</b>		<b>67</b>
		<b>skipped question</b>		<b>0</b>

7. Staff are willing to help students with their problems.								
	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Rating Average	Response Count
At THIS school	25.8% (17)	<b>34.8%</b> <b>(23)</b>	24.2% (16)	6.1% (4)	9.1% (6)	0.0% (0)	2.38	66
At my OLD school	11.3% (7)	17.7% (11)	<b>46.8%</b> <b>(29)</b>	16.1% (10)	6.5% (4)	1.6% (1)	2.89	62
	<i>answered question</i>							<b>66</b>
	<i>skipped question</i>							<b>1</b>

8. I feel respected by staff.								
	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Rating Average	Response Count
At THIS school	<b>33.3%</b> <b>(22)</b>	31.8% (21)	19.7% (13)	7.6% (5)	7.6% (5)	0.0% (0)	2.24	66
At my OLD school	16.1% (10)	19.4% (12)	<b>45.2%</b> <b>(28)</b>	9.7% (6)	8.1% (5)	1.6% (1)	2.74	62
	<i>answered question</i>							<b>66</b>
	<i>skipped question</i>							<b>1</b>

9. I feel safe in school.								
	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Rating Average	Response Count
At THIS school	<b>33.3%</b> <b>(22)</b>	<b>33.3%</b> <b>(22)</b>	18.2% (12)	6.1% (4)	9.1% (6)	0.0% (0)	2.24	66
At my OLD school	28.8% (19)	<b>33.3%</b> <b>(22)</b>	24.2% (16)	4.5% (3)	6.1% (4)	3.0% (2)	2.23	66
	<i>answered question</i>							<b>66</b>
	<i>skipped question</i>							<b>1</b>

10. School is usually neat and clean.								
	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Rating Average	Response Count
At THIS school	16.7% (11)	33.3% (22)	<b>36.4% (24)</b>	9.1% (6)	4.5% (3)	0.0% (0)	2.52	66
At my OLD school	15.4% (10)	27.7% (18)	<b>38.5% (25)</b>	12.3% (8)	6.2% (4)	0.0% (0)	2.66	65
	<i>answered question</i>							<b>66</b>
	<i>skipped question</i>							<b>1</b>

11. Teachers motivate me to do my best.								
	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Rating Average	Response Count
At THIS school	<b>32.3% (21)</b>	<b>32.3% (21)</b>	24.6% (16)	3.1% (2)	7.7% (5)	0.0% (0)	2.22	65
At my OLD school	18.5% (12)	<b>35.4% (23)</b>	32.3% (21)	9.2% (6)	3.1% (2)	1.5% (1)	2.42	65
	<i>answered question</i>							<b>65</b>
	<i>skipped question</i>							<b>2</b>

12. Teachers work hard to get the students to do well and achieve.								
	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Rating Average	Response Count
At THIS school	31.3% (20)	<b>43.8% (28)</b>	14.1% (9)	1.6% (1)	9.4% (6)	0.0% (0)	2.14	64
At my OLD school	17.2% (11)	31.3% (20)	<b>42.2% (27)</b>	3.1% (2)	6.3% (4)	0.0% (0)	2.50	64
	<i>answered question</i>							<b>65</b>
	<i>skipped question</i>							<b>2</b>

**13. Teachers are patient when a student has trouble learning.**

	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Rating Average	Response Count
At THIS school	23.1% (15)	<b>32.3%</b> <b>(21)</b>	29.2% (19)	7.7% (5)	7.7% (5)	0.0% (0)	2.45	65
At my OLD school	12.5% (8)	23.4% (15)	<b>39.1%</b> <b>(25)</b>	15.6% (10)	6.3% (4)	3.1% (2)	2.79	64
<i>answered question</i>								<b>65</b>
<i>skipped question</i>								<b>2</b>

**14. The rules that students need to follow are fair and clear.**

	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Rating Average	Response Count
At THIS school	24.6% (16)	<b>32.3%</b> <b>(21)</b>	20.0% (13)	9.2% (6)	10.8% (7)	3.1% (2)	2.48	65
At my OLD school	21.9% (14)	29.7% (19)	<b>34.4%</b> <b>(22)</b>	7.8% (5)	3.1% (2)	3.1% (2)	2.39	64
<i>answered question</i>								<b>65</b>
<i>skipped question</i>								<b>2</b>

**15. Students care about and respect each other.**

	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Rating Average	Response Count
At THIS school	10.8% (7)	29.2% (19)	<b>35.4%</b> <b>(23)</b>	12.3% (8)	9.2% (6)	3.1% (2)	2.79	65
At my OLD school	14.3% (9)	11.1% (7)	<b>49.2%</b> <b>(31)</b>	14.3% (9)	6.3% (4)	4.8% (3)	2.87	63
<i>answered question</i>								<b>65</b>
<i>skipped question</i>								<b>2</b>



**16. Students usually try to get along and be friendly towards each other.**

	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Rating Average	Response Count
At THIS school	12.3% (8)	<b>46.2% (30)</b>	24.6% (16)	7.7% (5)	7.7% (5)	1.5% (1)	2.52	65
At my OLD school	9.7% (6)	30.6% (19)	<b>38.7% (24)</b>	9.7% (6)	6.5% (4)	4.8% (3)	2.71	62
	<i>answered question</i>							<b>65</b>
	<i>skipped question</i>							<b>2</b>

**17. Students have a sense of “belonging”.**

	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Rating Average	Response Count
At THIS school	17.2% (11)	32.8% (21)	<b>40.6% (26)</b>	1.6% (1)	4.7% (3)	3.1% (2)	2.42	64
At my OLD school	11.5% (7)	24.6% (15)	<b>47.5% (29)</b>	6.6% (4)	4.9% (3)	4.9% (3)	2.67	61
	<i>answered question</i>							<b>64</b>
	<i>skipped question</i>							<b>3</b>

**18. My parents do not feel welcome in the school.**

	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Rating Average	Response Count
At THIS school	1.6% (1)	10.9% (7)	21.9% (14)	23.4% (15)	<b>32.8% (21)</b>	9.4% (6)	3.83	64
At my OLD school	3.3% (2)	13.1% (8)	<b>26.2% (16)</b>	21.3% (13)	<b>26.2% (16)</b>	9.8% (6)	3.60	61
	<i>answered question</i>							<b>64</b>
	<i>skipped question</i>							<b>3</b>

19. People support who I am and respect my culture.								
	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Rating Average	Response Count
At THIS school	25.0% (16)	<b>40.6% (26)</b>	20.3% (13)	6.3% (4)	6.3% (4)	1.6% (1)	2.27	64
At my OLD school	16.1% (10)	33.9% (21)	<b>37.1% (23)</b>	1.6% (1)	6.5% (4)	4.8% (3)	2.46	62
	<i>answered question</i>							<b>64</b>
	<i>skipped question</i>							<b>3</b>

20. Staff help me understand my own culture (give me opportunities to explore who I am and where I come from).								
	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Rating Average	Response Count
At THIS school	20.3% (13)	10.9% (7)	<b>28.1% (18)</b>	21.9% (14)	12.5% (8)	6.3% (4)	2.95	64
At my OLD school	9.7% (6)	9.7% (6)	<b>43.5% (27)</b>	22.6% (14)	6.5% (4)	8.1% (5)	3.07	62
	<i>answered question</i>							<b>64</b>
	<i>skipped question</i>							<b>3</b>

21. School is a positive place to be.								
	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Rating Average	Response Count
At THIS school	<b>37.5% (24)</b>	28.1% (18)	21.9% (14)	3.1% (2)	9.4% (6)	0.0% (0)	2.19	64
At my OLD school	25.4% (16)	<b>30.2% (19)</b>	<b>30.2% (19)</b>	1.6% (1)	9.5% (6)	3.2% (2)	2.38	63
	<i>answered question</i>							<b>64</b>
	<i>skipped question</i>							<b>3</b>

22. There is a variety of classes and experiences available.								
	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Rating Average	Response Count
At THIS school	25.4% (16)	23.8% (15)	<b>34.9%</b> <b>(22)</b>	11.1% (7)	3.2% (2)	1.6% (1)	2.42	63
At my OLD school	30.2% (19)	<b>34.9%</b> <b>(22)</b>	22.2% (14)	3.2% (2)	6.3% (4)	3.2% (2)	2.18	63
	<i>answered question</i>							<b>64</b>
	<i>skipped question</i>							<b>3</b>

23. The amount of homework I am given seems fair/reasonable.								
	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Rating Average	Response Count
At THIS school	<b>43.8%</b> <b>(28)</b>	25.0% (16)	15.6% (10)	1.6% (1)	7.8% (5)	6.3% (4)	1.98	64
At my OLD school	11.3% (7)	19.4% (12)	<b>33.9%</b> <b>(21)</b>	11.3% (7)	19.4% (12)	4.8% (3)	3.08	62
	<i>answered question</i>							<b>64</b>
	<i>skipped question</i>							<b>3</b>

24. I am satisfied with how much I learn in my classes.								
	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Rating Average	Response Count
At THIS school	20.3% (13)	<b>40.6%</b> <b>(26)</b>	23.4% (15)	6.3% (4)	7.8% (5)	1.6% (1)	2.40	64
At my OLD school	17.5% (11)	25.4% (16)	<b>34.9%</b> <b>(22)</b>	9.5% (6)	7.9% (5)	4.8% (3)	2.63	63
	<i>answered question</i>							<b>64</b>
	<i>skipped question</i>							<b>3</b>

25. I am satisfied with how much my classes challenge me.								
	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Rating Average	Response Count
At THIS school	19.0% (12)	30.2% (19)	<b>31.7%</b> <b>(20)</b>	11.1% (7)	6.3% (4)	1.6% (1)	2.55	63
At my OLD school	16.1% (10)	29.0% (18)	<b>35.5%</b> <b>(22)</b>	8.1% (5)	4.8% (3)	6.5% (4)	2.53	62
<i>answered question</i>								<b>63</b>
<i>skipped question</i>								<b>4</b>

26. I am satisfied with the education I am receiving at this school.								
	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Rating Average	Response Count
At THIS school	23.4% (15)	<b>39.1%</b> <b>(25)</b>	20.3% (13)	7.8% (5)	9.4% (6)	0.0% (0)	2.41	64
At my OLD school	19.0% (12)	<b>34.9%</b> <b>(22)</b>	27.0% (17)	7.9% (5)	4.8% (3)	6.3% (4)	2.41	63
<i>answered question</i>								<b>64</b>
<i>skipped question</i>								<b>3</b>

27. I can make choices in picking classes and scheduling.								
	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Rating Average	Response Count
At THIS school	31.3% (20)	<b>35.9%</b> <b>(23)</b>	18.8% (12)	6.3% (4)	7.8% (5)	0.0% (0)	2.23	64
At my OLD school	23.8% (15)	25.4% (16)	<b>28.6%</b> <b>(18)</b>	11.1% (7)	6.3% (4)	4.8% (3)	2.48	63
<i>answered question</i>								<b>64</b>
<i>skipped question</i>								<b>3</b>

28. Staff listen to student ideas.								
	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Rating Average	Response Count
At THIS school	21.9% (14)	<b>39.1% (25)</b>	25.0% (16)	7.8% (5)	6.3% (4)	0.0% (0)	2.38	64
At my OLD school	9.7% (6)	32.3% (20)	<b>33.9% (21)</b>	11.3% (7)	9.7% (6)	3.2% (2)	2.78	62
	<i>answered question</i>							<b>64</b>
	<i>skipped question</i>							<b>3</b>


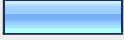
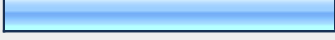

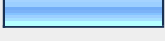
29. I have opportunities to help make decisions at school.								
	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Rating Average	Response Count
At THIS school	28.1% (18)	<b>42.2% (27)</b>	12.5% (8)	7.8% (5)	9.4% (6)	0.0% (0)	2.28	64
At my OLD school	11.1% (7)	25.4% (16)	<b>28.6% (18)</b>	19.0% (12)	11.1% (7)	4.8% (3)	2.93	63
	<i>answered question</i>							<b>64</b>
	<i>skipped question</i>							<b>3</b>

30. The classes and staff prepare me for getting a job, preparing for my future, or going into the career areas I want.								
	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Rating Average	Response Count
At THIS school	28.1% (18)	<b>35.9% (23)</b>	20.3% (13)	3.1% (2)	10.9% (7)	1.6% (1)	2.32	64
At my OLD school	16.1% (10)	21.0% (13)	<b>33.9% (21)</b>	12.9% (8)	9.7% (6)	6.5% (4)	2.78	62
	<i>answered question</i>							<b>64</b>
	<i>skipped question</i>							<b>3</b>

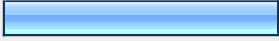
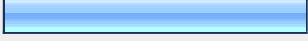
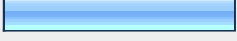


31. The counseling and/or social work and/or support services meet my needs.								
	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Rating Average	Response Count
At THIS school	<b>37.5%</b> <b>(24)</b>	31.3% (20)	23.4% (15)	1.6% (1)	6.3% (4)	0.0% (0)	2.08	64
At my OLD school	7.9% (5)	23.8% (15)	<b>38.1%</b> <b>(24)</b>	11.1% (7)	12.7% (8)	6.3% (4)	2.97	63
	<i>answered question</i>							<b>64</b>
	<i>skipped question</i>							<b>3</b>

32. One of the major reasons I decided to enroll at PYC is to take art classes.			
		Response Percent	Response Count
Strongly agree		7.9%	5
Agree		11.1%	7
Neutral		14.3%	9
<b>Disagree</b>		<b>42.9%</b>	<b>27</b>
Strongly Disagree		23.8%	15
	<i>answered question</i>		<b>63</b>
	<i>skipped question</i>		<b>4</b>

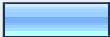
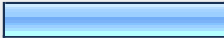
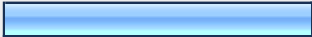
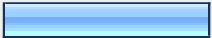

**33. I feel more challenged at PYC in my classes than at my last school.**

		Response Percent	Response Count
Strongly agree		14.3%	9
Agree		12.7%	8
<b>Neutral</b>		<b>36.5%</b>	<b>23</b>
Disagree		19.0%	12
Strongly Disagree		17.5%	11
		<i>answered question</i>	<b>63</b>
		<i>skipped question</i>	<b>4</b>

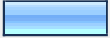


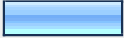

**34. Classes at my last school were harder than at PYC.**

		Response Percent	Response Count
Strongly agree		30.2%	19
<b>Agree</b>		<b>33.3%</b>	<b>21</b>
Neutral		25.4%	16
Disagree		6.3%	4
Strongly Disagree		4.8%	3
		<i>answered question</i>	<b>63</b>
		<i>skipped question</i>	<b>4</b>

**35. PYC's art classes make me want to attend PYC regularly.**

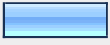
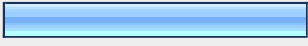
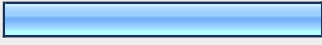

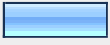
		Response Percent	Response Count
Strongly agree		11.3%	7
Agree		24.2%	15
<b>Neutral</b>		<b>33.9%</b>	<b>21</b>
Disagree		22.6%	14
Strongly Disagree		8.1%	5
		<i>answered question</i>	<b>62</b>
		<i>skipped question</i>	<b>5</b>

**36. PYC's art classes make me want to study and do well in school.**

		Response Percent	Response Count
Strongly agree		11.1%	7
Agree		19.0%	12
<b>Neutral</b>		<b>47.6%</b>	<b>30</b>
Disagree		12.7%	8
Strongly Disagree		9.5%	6
		<i>answered question</i>	<b>63</b>
		<i>skipped question</i>	<b>4</b>



**37. PYC's art classes make me want to participate at school.**

		Response Percent	Response Count
Strongly agree		11.1%	7
Agree		33.3%	21
<b>Neutral</b>		<b>34.9%</b>	<b>22</b>
Disagree		9.5%	6
Strongly Disagree		11.1%	7
		<i>answered question</i>	<b>63</b>
		<i>skipped question</i>	<b>4</b>




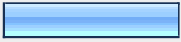







**38. How can we improve our school?**


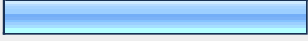
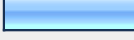


		Response Count
		53
		<i>answered question</i>
		<b>53</b>
		<i>skipped question</i>
		<b>14</b>

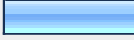
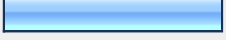

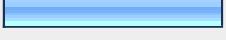
**39. What activities or classes would you like to see at this school?**

		Response Count
		46
		<i>answered question</i>
		<b>46</b>
		<i>skipped question</i>
		<b>21</b>

# PYC Faculty and Staff Survey

1. How many years have you worked at PYC?			Response Percent	Response Count
<1			4.8%	1
1			9.5%	2
2			9.5%	2
3			19.0%	4
4			4.8%	1
5			4.8%	1
6			19.0%	4
7			4.8%	1
8			0.0%	0
9			0.0%	0
10			0.0%	0
11			0.0%	0
12			0.0%	0
13			9.5%	2
14			0.0%	0
15			9.5%	2
16			4.8%	1
17			0.0%	0
18			0.0%	0
19			0.0%	0
20			0.0%	0
21+			0.0%	0
			<b>answered question</b>	<b>21</b>
			<b>skipped question</b>	<b>0</b>

2. Which team are you on at PYC?			
		Response Percent	Response Count
Teaching Team		38.1%	8
Health and Wellness Team		33.3%	7
Student Engagement Team		14.3%	3
Leadership Team		9.5%	2
Other (please specify)		4.8%	1
		<b>answered question</b>	<b>21</b>
		<b>skipped question</b>	<b>0</b>

3. Please rate your own interest in ART: (1 = lowest; 5 = highest)			
		Response Percent	Response Count
1		0.0%	0
2		14.3%	3
3		23.8%	5
4		38.1%	8
5		23.8%	5
		<b>answered question</b>	<b>21</b>
		<b>skipped question</b>	<b>0</b>


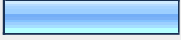
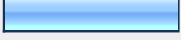
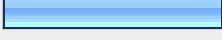
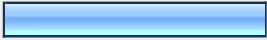
**4. In your opinion, what is the main reason that students choose to enroll at PYC?**

		Response Percent	Response Count
To earn credits and graduate		52.4%	11
School location		0.0%	0
Kicked out or failed out from previous school		38.1%	8
Family/friend recommended PYC		9.5%	2
Programming offered		0.0%	0
Other (please specify)		0.0%	0
		<b>answered question</b>	<b>21</b>
		<b>skipped question</b>	<b>0</b>


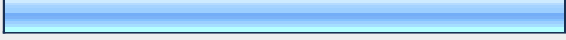


**5. I thoroughly plan my lesson plans ahead of time.**

		Response Percent	Response Count
Strongly Agree		15.0%	3
<b>Agree</b>		<b>45.0%</b>	<b>9</b>
Neutral		10.0%	2
Disagree		0.0%	0
Strongly disagree		0.0%	0
N/A		30.0%	6
		<b>answered question</b>	<b>20</b>
		<b>skipped question</b>	<b>1</b>

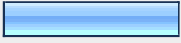
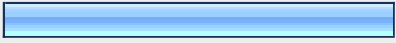


**6. I integrate elements of art into my daily curriculum.**

		Response Percent	Response Count
Strongly Agree		9.5%	2
Agree		19.0%	4
Neutral		19.0%	4
Disagree		23.8%	5
Strongly disagree		0.0%	0
N/A		28.6%	6
		<i>answered question</i>	<b>21</b>
		<i>skipped question</i>	<b>0</b>

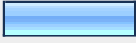
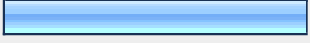


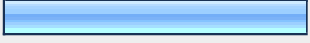
**7. How challenging is your curriculum?**

		Response Percent	Response Count
Very challenging		4.8%	1
<b>Somewhat challenging</b>		<b>61.9%</b>	<b>13</b>
Neutral		4.8%	1
Somewhat easy		0.0%	0
Very easy		0.0%	0
N/A		28.6%	6
		<i>answered question</i>	<b>21</b>
		<i>skipped question</i>	<b>0</b>



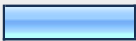
**8. I look for ways to involve the community to enhance my students' learning experience.**

		Response Percent	Response Count
Strongly Agree		19.0%	4
<b>Agree</b>		<b>42.9%</b>	<b>9</b>
Neutral		23.8%	5
Disagree		0.0%	0
Strongly disagree		0.0%	0
N/A		14.3%	3
<i>answered question</i>			<b>21</b>
<i>skipped question</i>			<b>0</b>


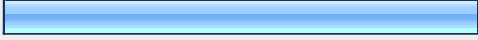
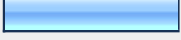

**9. I am trained in ways to integrate art in to my daily curriculum.**

		Response Percent	Response Count
Strongly Agree		0.0%	0
Agree		14.3%	3
<b>Neutral</b>		<b>33.3%</b>	<b>7</b>
Disagree		9.5%	2
Strongly disagree		9.5%	2
N/A		33.3%	7
<i>answered question</i>			<b>21</b>
<i>skipped question</i>			<b>0</b>


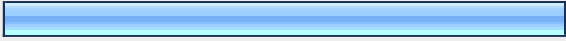
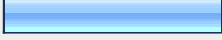

10. Since PYC changed to an Arts and Technology High School, I have noticed the following change in students' attendance:

		Response Percent	Response Count
Large increase		0.0%	0
Slight increase		33.3%	7
<b>No change</b>		<b>52.4%</b>	<b>11</b>
Slight decrease		0.0%	0
Large decrease		0.0%	0
N/A		14.3%	3
<i>answered question</i>			<b>21</b>
<i>skipped question</i>			<b>0</b>

11. Since PYC changed to an Arts and Technology High School, I have noticed the following change in students' motivation to learn:

		Response Percent	Response Count
Large increase		19.0%	4
<b>Slight increase</b>		<b>52.4%</b>	<b>11</b>
No change		19.0%	4
Slight decrease		0.0%	0
Large decrease		0.0%	0
N/A		9.5%	2
<i>answered question</i>			<b>21</b>
<i>skipped question</i>			<b>0</b>

**12. Since PYC changed to an Arts and Technology High School, I have noticed the following change in students' academic achievement:**

		Response Percent	Response Count
Large increase		4.8%	1
<b>Slight increase</b>		<b>61.9%</b>	<b>13</b>
No change		23.8%	5
Slight decrease		0.0%	0
Large decrease		0.0%	0
N/A		9.5%	2
		<b>answered question</b>	<b>21</b>
		<b>skipped question</b>	<b>0</b>

**13. Why did you choose to work at PYC?**

		Response Count
		19
		<b>answered question</b>
		<b>19</b>
		<b>skipped question</b>
		<b>2</b>

**14. How would you describe the culture of the school?**

		Response Count
		19
		<b>answered question</b>
		<b>19</b>
		<b>skipped question</b>
		<b>2</b>



**15. What would you like to change about PYC?**

		<b>Response Count</b>
		19
	<i>answered question</i>	<b>19</b>
	<i>skipped question</i>	<b>2</b>