Table of Contents

page 4
Student Evaluation

page 11
Parent Evaluation

page 17
Teacher Evaluation

page 25
Project Team
Executive Summary

1. NC AIA elevates children’s feelings about school
   While children generally feel positive about going to school on a regular day, they feel even better about going to school on an AIA day. This is echoed by parents, who say their children often talk about their enjoyment of the program, and teachers, who say their children enjoy coming to school on those days.

2. NC AIA elevates children’s feelings and behaviors
   Children already feel positive about themselves and their overall behavior even before they participated in NC AIA. But on AIA days, they feel like they are a better teammate, listener, and class participator. This was also felt by teachers, who saw self-confidence increase in those children who needed it the most, and noted that children supported and encouraged each other in the classroom as a result of the program.

3. Social studies and math scores increased significantly after AIA’s residency
   Math scores increased by 0.19 and Social Studies increased by 0.16. The Social Studies increase may be due to the topic of the residency, which was the American Revolution. Teachers also noted this as a key strength of the program, as they felt what students learned in the classroom was reinforced by the program, helping to support and solidify children’s academic learning.

“AIA was great. Even when we were nervous, we still pulled it together to make it happen. NC AIA was the best thing I did in 4th grade.”

“I learned to never give up. To always give your best shot.”

“I learned we are all created equal. And that we have life, liberty, and the pursuit of happiness.”
Student Evaluation and Performance

Student perceptions of the program
Student grades provided from Wake County Public School System
Student Survey: 
Background information

The objective of the student survey was to understand the impact of the NC AIA program on children in the classroom.

Additionally, Wake County Public School System (WCPSS) provided student performance scores for the school year to understand the impact on student’s performance.

Students completed two online surveys – one before the program started and one after the school’s final performance.

- The pre survey consisted of 10 questions and the post survey consisted of 14 questions, each evaluating different metrics related to children’s behavior, interests, self-confidence, and relationships.
- Pre surveys were completed between October – January 2018. Post surveys were completed between March – May 2019.
- n=282 students completed the pre survey across the following schools: Baileywick, Knightdale, Wakelon, York.
- n=161 students completed the post survey across the following schools: Knightdale, Wakelon, York.

A copy of the surveys can be found here:
Students generally feel good about going to school, but they feel even better on Arts in Action day.

Attitude about Coming to School
(Students, Post, n=158)

Each Day
Very bad 9%
Bad 31%
Neutral 31%
Good 28%

On AIA Day
Very bad 9%
Bad 22%
Neutral 65%

Nearly all students (87%) feel good about coming to school on AIA day.
Students feel similarly positive about their overall behavior and self esteem before and after participation in Arts in Action.

### Class Behavior
(Students, Top 2 Box – Often / Always, Pre n=274, Post n=152)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Pre AIA</th>
<th>Post AIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>I listen to what others are sharing</td>
<td>88%</td>
<td>84%</td>
</tr>
<tr>
<td>I turn in my best work</td>
<td>85%</td>
<td>86%</td>
</tr>
<tr>
<td>I am proud of what I accomplish</td>
<td>82%</td>
<td>86%</td>
</tr>
<tr>
<td>I pay attention in class</td>
<td>81%</td>
<td>78%</td>
</tr>
<tr>
<td>I work well with my classmates</td>
<td>80%</td>
<td>73%</td>
</tr>
<tr>
<td>I take part in class activities</td>
<td>80%</td>
<td>79%</td>
</tr>
<tr>
<td>I take part in school activities outside of class</td>
<td>53%</td>
<td>56%</td>
</tr>
</tbody>
</table>

### Agreement with Self Esteem Statements
(Students, Top 2 Box – Agree / Strongly Agree, Pre n=274, Post n=152)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Pre AIA</th>
<th>Post AIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like to learn new things</td>
<td>89%</td>
<td>82%</td>
</tr>
<tr>
<td>I am confident with who I am</td>
<td>87%</td>
<td>82%</td>
</tr>
<tr>
<td>I am interested in having a healthy lifestyle</td>
<td>85%</td>
<td>81%</td>
</tr>
<tr>
<td>I am able to work together with other people to overcome challenges</td>
<td>84%</td>
<td>73%</td>
</tr>
<tr>
<td>Other people’s feelings matter to me</td>
<td>82%</td>
<td>73%</td>
</tr>
<tr>
<td>I keep trying until I accomplish a task</td>
<td>82%</td>
<td>83%</td>
</tr>
<tr>
<td>I try to do the right thing, even when I know that no one will know if I do or not</td>
<td>78%</td>
<td>78%</td>
</tr>
<tr>
<td>I can meet the goals I set for myself</td>
<td>75%</td>
<td>78%</td>
</tr>
<tr>
<td>I feel connected to others in my community</td>
<td>70%</td>
<td>66%</td>
</tr>
<tr>
<td>I have things I can offer to others</td>
<td>68%</td>
<td>61%</td>
</tr>
</tbody>
</table>
But students feel that they are **even better members of their classroom community** on AIA day.

**On Arts in Action Day...**
(Student, Post, n=152)

- **I am a good teammate**: 50% Much more, 22% A little more, 23% Same, 23% A little less, 23% Much less
- **I listen to what others have to share**: 47% Much more, 20% A little more, 26% Same, 26% A little less, 26% Much less
- **I participate in class**: 43% Much more, 25% A little more, 25% Same, 25% A little less, 25% Much less
- **I pay attention in class**: 43% Much more, 26% A little more, 26% Same, 26% A little less, 26% Much less
- **I feel connected to others in my community**: 41% Much more, 23% A little more, 25% Same, 25% A little less, 25% Much less
Most took away motivational lessons – to work hard, try their best, and not give up.

Two Most Important Lessons Learned from Arts in Action
(Students, Post, n=159)

- Motivation: 43%
  - “1. That I can step outside of my comfort zone once in a while  2. That you don’t have to be afraid to show your silly side.”
  - “I learned not to give up and that you are special.”

- History: 18%
  - “Even if you mess up don’t give up. Also finish like you mean it.”

- Self Improvement: 14%

- Dance / exercise: 9%

Nearly 1 in 5 took away an important history lesson.
Social studies and math scores increased statistically significantly after Arts in Action’s residency*.

Quarterly Scores 2018 – 2019 School Year
(Students, n=295)

The Social Studies increase may be due to the topic of the residency, which was the American Revolution. Teachers also noted this as a key strength of the program, as they felt what students learned in the classroom was reinforced by the program, helping to support and solidify children’s academic learning.

The math increase may be related to two factors – many academic studies have proven the link between music / dance and mathematics. Additionally, students learned strongly from NC AIA to “not give up”. Qualitatively from teachers, we’ve heard how they are able to apply this message to motivate their students to keep trying on subjects that are difficult for them.

*Arts in Action was in residency during Q2 and Q3 of the school year
Parent Evaluation

Parent perceptions of the program
The objective of the parent survey was to understand the impact of the NC AIA program on their children’s lives, both at and outside school.

Parents completed a paper survey after the school’s final performance.

- The survey consisted of 11 primary questions, each evaluating different metrics related to children’s behavior, interests, self-confidence, and relationships.
- Surveys were completed between May 7th and June 20th, 2019.
- N=66 parents / caregivers completed the survey across the following schools: Baileywick, Knightdale, Wakelon, York.

A copy of the survey can be found here:
While most were unfamiliar with NC AIA before their child participated, the majority are highly satisfied and would recommend the program.

Evaluation of NC AIA
(Parents, n=66)

Awareness Prior to Participation

<table>
<thead>
<tr>
<th>Perception</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never heard of it</td>
<td>23%</td>
</tr>
<tr>
<td>Heard of, don’t know much</td>
<td>58%</td>
</tr>
<tr>
<td>Heard of, know a lot</td>
<td>20%</td>
</tr>
</tbody>
</table>

Satisfaction

<table>
<thead>
<tr>
<th>Satisfaction Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t know</td>
<td>11%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>14%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>5%</td>
</tr>
<tr>
<td>Neutral</td>
<td>65%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>9%</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>12%</td>
</tr>
</tbody>
</table>

Likelihood to Recommend

<table>
<thead>
<tr>
<th>Likelihood Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t know</td>
<td>12%</td>
</tr>
<tr>
<td>Very likely</td>
<td>9%</td>
</tr>
<tr>
<td>Somewhat likely</td>
<td>24%</td>
</tr>
<tr>
<td>Neutral</td>
<td>9%</td>
</tr>
<tr>
<td>Somewhat likely</td>
<td>9%</td>
</tr>
<tr>
<td>Very likely</td>
<td>44%</td>
</tr>
</tbody>
</table>

Over half of parents (53%) are likely to recommend NC AIA to others.
Unaided, the top changes seen were improved social skills and a positive arts experience.

Unaided Changes in Child Outside of School
(Parents, n=66)

<table>
<thead>
<tr>
<th>Change</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved social skills</td>
<td>18%</td>
</tr>
<tr>
<td>Positive arts experience</td>
<td>17%</td>
</tr>
<tr>
<td>More active overall</td>
<td>6%</td>
</tr>
<tr>
<td>Fun / Enjoyable program</td>
<td>3%</td>
</tr>
<tr>
<td>New experience</td>
<td>3%</td>
</tr>
<tr>
<td>Interest in history</td>
<td>3%</td>
</tr>
<tr>
<td>None</td>
<td>52%</td>
</tr>
</tbody>
</table>

"My child dances outside of school and having a dance activity in school gave her a chance to feel extra confident. She is not confident in her academic ability but seems to have become more sure of her abilities."

"I feel my child has better self esteem and it has gotten easier for him to build friendships."

"He is very interested now in performing arts and has been signed up for drama camp this summer."
Aided, about half attribute positive changes in **self confidence and interest in performing arts** to their child’s participation in NC AIA.

### Positive Changes in Children and Attribution to NC AIA

(Parents, n=66)

<table>
<thead>
<tr>
<th>Area</th>
<th>Attributed to NC AIA (%)</th>
<th>Not Attributed to NC AIA (%)</th>
<th>Total with Positive Change (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest in performing arts</td>
<td>50%</td>
<td>24%</td>
<td>74%</td>
</tr>
<tr>
<td>Self-confidence and self esteem</td>
<td>47%</td>
<td>24%</td>
<td>71%</td>
</tr>
<tr>
<td>Attitude toward school attendance</td>
<td>36%</td>
<td>23%</td>
<td>59%</td>
</tr>
<tr>
<td>Relationship with peers</td>
<td>30%</td>
<td>30%</td>
<td>61%</td>
</tr>
<tr>
<td>Interest in healthy living</td>
<td>29%</td>
<td>30%</td>
<td>59%</td>
</tr>
<tr>
<td>Interest in school academics</td>
<td>27%</td>
<td>35%</td>
<td>62%</td>
</tr>
<tr>
<td>Motivation with school and other activities</td>
<td>24%</td>
<td>39%</td>
<td>64%</td>
</tr>
<tr>
<td>Respect for peers</td>
<td>24%</td>
<td>26%</td>
<td>50%</td>
</tr>
<tr>
<td>Perseverance towards school-related tasks</td>
<td>23%</td>
<td>39%</td>
<td>62%</td>
</tr>
<tr>
<td>Work ethic</td>
<td>23%</td>
<td>30%</td>
<td>53%</td>
</tr>
<tr>
<td>Perseverance towards non-school related tasks</td>
<td>21%</td>
<td>36%</td>
<td>58%</td>
</tr>
<tr>
<td>Relationship with teachers</td>
<td>20%</td>
<td>32%</td>
<td>52%</td>
</tr>
<tr>
<td>Behavior at home and in school</td>
<td>20%</td>
<td>29%</td>
<td>48%</td>
</tr>
</tbody>
</table>
Children mostly discussed liking the program, or wanted to show off the performance to family and friends.

Unaided Topics Child Discussed
(Parents, n=66)

- Enjoyment of program: 26%
- The performance / show: 18%
- Self improvement: 11%
- Likes dancing: 6%
- Shared information / Asked questions about history: 3%
- None / Nothing: 36%

"She really enjoyed the program and wished it didn't have to end. It was the highlight of her week."

"He never wanted to miss any of the classes."

"He loved telling me about the different parts of the dance they learned each week and would explain various aspects of the Revolutionary War."
Teacher Evaluation

Teacher perceptions of the program
The objective of the teacher survey was to understand the impact of the NC AIA program on children in the classroom.

Teachers completed the online survey after the school’s final performance.

- The survey consisted of 14 primary questions, each evaluating different metrics related to children’s behavior, interests, self-confidence, and relationships.
- Surveys were completed between May 14\textsuperscript{th} – 20\textsuperscript{th}, 2019
- N=7 teachers (out of 20 teachers surveyed) completed the survey across the following schools: Knightdale, Wakelon, York.
- Because of the small base sizes, findings are qualitative (directional), but due to the percentage of completes compared to the total base size, representative in nature.

A copy of the survey can be found here:
“I like the confidence NC AIA builds in students and how some students who have difficulty in academic subjects can feel success at AIA.”

- Wakelon Teacher
Overall, teachers were very satisfied with the NC AIA program.

Among teachers, there was high satisfaction with the program and all of the teachers were likely to recommend the program to other teachers / educators.

In addition, teachers found that students enjoyed coming to school on NC AIA days and felt that the program helped students to develop self-discipline.

More specifically, teachers identify three key benefits of the NC AIA residency for their students.

- Creating student self-confidence
- Building unity and community
- Supporting academic curriculum
Creating Student Self-Confidence

Almost all the teachers note that the program increased self-confidence and self-esteem in their children, and bolstered comfort in performing on stage and in front of others.

Importantly, some teachers note that this self-confidence was created in those students who needed it the most.

“They developed better self-esteem and saw that they could do new things and hard things when they tried and practiced at it.” – Wakelon Teacher

“Many of the students built their self-confidence through this program. There were students that I would have never imagined would perform to that extent.” – York Teacher

“Students built self-confidence on stage, which was very clear between two days of rehearsals.” – Knightdale Teacher
Building unity and community

Teachers felt that the program built a sense of connection among the students in the classroom. The unity created during the AIA program was pulled through in classwork, as well.

This was most evident in the way that students supported and encouraged one another.

“This program created a sense of unity and community in my classroom. I saw them working together and encouraging each other.” – York Teacher

“The students learned even more how to support each other and celebrate each other. Cooperation was built among the students, as well.” – Wakelon Teacher

“I believe the sense of family that AIA creates extends inside the classroom. My kids could, for the most part, work well with anyone else in our class. They shared a common interest, and it showed!” – York Teacher
Almost all teachers appreciated that the information learned during the NC AIA program tied back directly to the curriculum in the classroom. They felt that what students learned in the classroom was reinforced by the program, which helped to solidify their teachings.

“The American Revolution tied in perfectly and students were able to understand both class work and AIA dances better because of the close tie to what we studied.”
– Wakelon Teacher

“When covering American Revolution in class, AIA helped with the vocabulary. For example, when I said ‘What does democracy mean?’ the kids, without missing a beat, said ‘Ruled by the People!’”
– York Teacher

“The connection to our curriculum this year was fantastic. I think the dances really helped them understand some of the major components of the American Revolution.”
– Knightdale Teacher
There are few opportunities to make the program even more relevant for teachers.

In general, teachers felt that the program was less likely to create new friendships among students, or foster better relationships between the teachers and the students.

More specifically, teachers identified opportunities where the program could be stronger.

1. Reduce impact on instructional time

Two teachers felt that the program cut into their instructional time with the students. They suggest either having the class outside of instructional time, or making it voluntary.

(Note: this sentiment was only shared by Knightdale teachers)

2. See other performances

A few teachers would have liked their students to have seen other songs or dances before the final performance to help inspire them and to learn content from other classes.
Laura Bayzle  |  Vice President
lbayzle@tlg.com  |  919.313.2000

Maddy Kallman  |  Analyst
maddy@tlg.com  |  770.350.0075