



EVALUATION OF THE CORE  
PROGRAM

SHÄRP  
— Literacy —

Amy C. Nelson Christensen, PhD, NCSP

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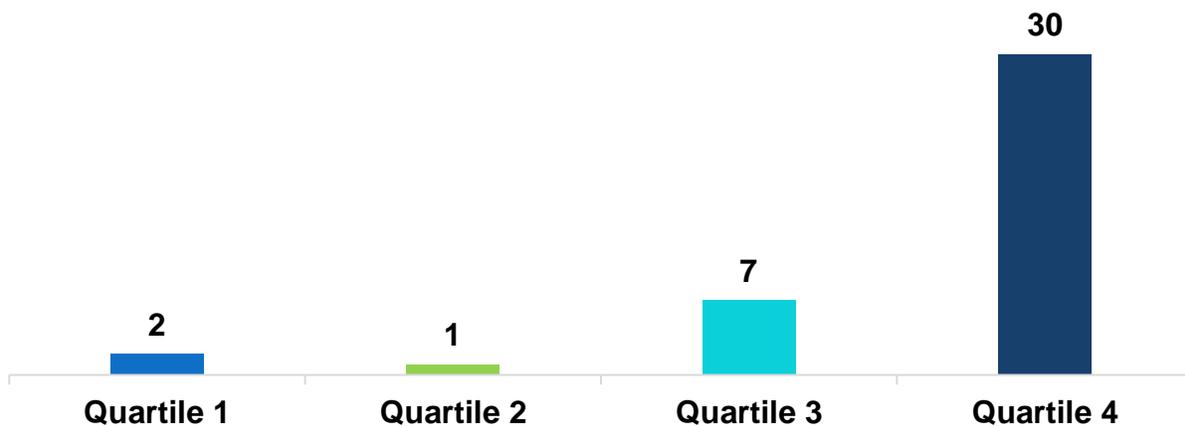
## OVERVIEW

SHARP Literacy's mission is *to enhance future life success by energizing urban children, motivating them to identify themselves as confident, capable scholars and lifelong learners by inspiring engagement in reading, writing and research through hands-on interaction and visual arts*. In order to carry out their mission, SHARP provides a core program to schools serving students in grades K4 through 5 by visiting classrooms two to four times throughout a school year and utilizing an arts integration approach, called the Artful Thinking Palette, to inspire students to think critically about what they are learning. Students are also engaged in reading and writing activities to provide a literacy rich learning experience. The following evaluation was conducted on behalf of SHARP Literacy to evaluate the impact of their core program in their sponsored schools for the 2018-19 school year.

## SCHOOLS AND STUDENTS SERVED

During the 2018-19 school year, SHARP Literacy served 40 schools in the Milwaukee, Waukesha, and Racine communities. Approximately 55% (23) of schools were classified as choice, charter, or private schools. SHARP Literacy also served students from a wide range of socioeconomic backgrounds. The average percentage of students qualifying as “economically disadvantaged” at a school served by SHARP was 85% and ranged from 17% to 99%.

**Breakdown of Schools with Students Classified as "Economically Disadvantaged" by Quartile**

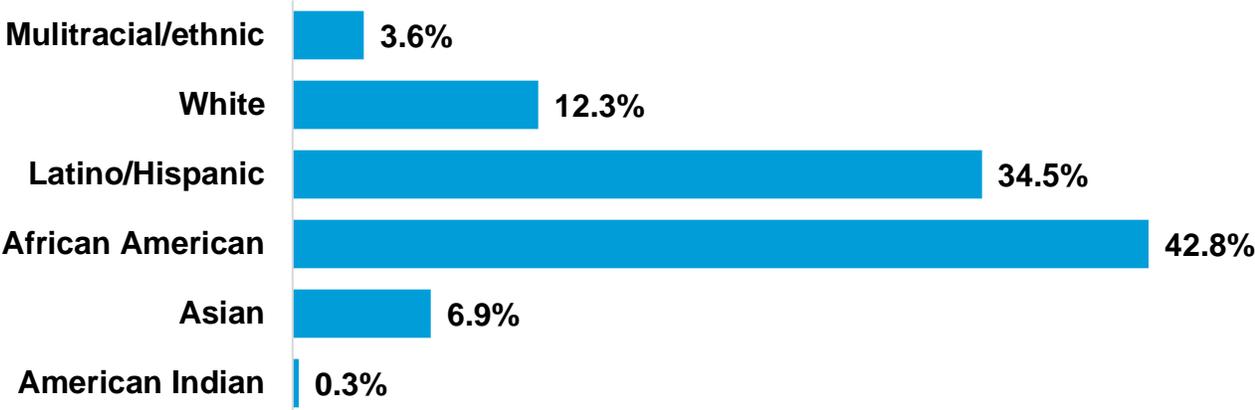


\*Quartile 1 is defined as 1-24%, Quartile 2 is defined as 24-49%, Quartile 3 is defined as 50-74% and Quartile 4 is defined as 75-100%.

The table above summarizes the schools that SHARP Literacy served and the percentage of students classified as economically disadvantaged at each school. SHARP Literacy programming serves a preponderance of schools who are in the 4<sup>th</sup> Quartile (75%-100%) of economic disadvantage, which make up 75% of the schools they serve.

The students that SHARP served during the 2018-19 school year were also considerably diverse with 88% of students classified as African American, Latino, Asian, or Multiracial/ethnic. The chart below summarizes the racial and ethnic breakdown of the students served by SHARP Literacy in their core program.

**Percentage of Students Served Through SHARP Core Program by Race and Ethnicity**



## CORE PROGRAM EVALUATION TOOLS & RESULTS

Schools receiving the core program participated in several assessments to measure its impact on students and teachers. These assessments were developed and administered by SHARP Literacy staff. Assessments included:

- **Student Pre-Post Assessment** of knowledge acquisition to measure if students demonstrated growth in their knowledge of the content that they explored through the core program offered at sponsored schools,
- **Teacher Reflection and Observation Form** to understand teacher perspectives on student engagement in an art-based writing practice called Student Writing and Art Project (SWAP) that teachers were supported to implement in the classroom,
- **Interviews with Students** in 2<sup>nd</sup> and 3<sup>rd</sup> grades after participating in the educational tours with their classroom at a local museum through SHARP Literacy, and
- **Teacher Feedback Survey** that teachers were asked to complete at the end of the school year to understand the teacher experience with the core program and their overall opinions at all schools served by SHARP Literacy.

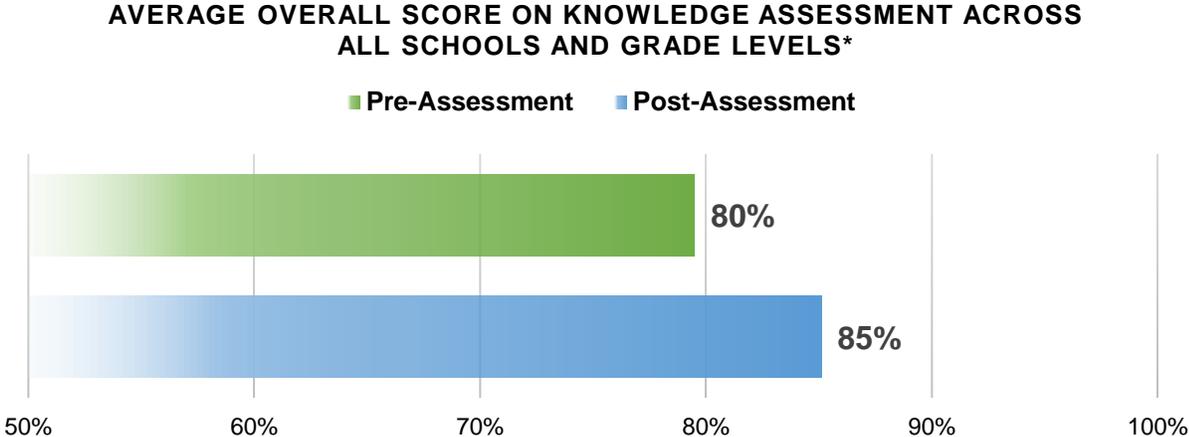
The following sections will go in to further detail on each of these assessments and explore the results. A summary and considerations based on the results will conclude this report.

## STUDENT PRE-POST ASSESSMENT

For the 2018-19 school year, students attending sponsored schools receiving the core program in their classrooms explored different topics across grade levels in the areas of social studies and science. Students in grades K4 through 3 explored science related topics, including living things, plants, bees and other pollinators, the water and salmon life cycles, and urban agriculture. Students in grades 4 and 5 explored Wisconsin and other American stories.

Students receiving core programming through SHARP Literacy were administered an assessment of 6 questions that measured a student’s understanding of the content being delivered. This assessment was created by the SHARP Literacy staff. Students were administered the assessment before and after experiencing the program as a pre-post assessment. An overall score for each assessment was calculated by dividing the number of questions answered correctly by the number of questions. For instance, if a student answered 5 out of 6 questions correctly, their overall score was recorded as a 5/6, or 83%. Theoretically, students should have increased in their overall score from pre to post.

Three students were randomly selected from each of the 50 classrooms that SHARP serves in their sponsored schools to participate in the assessment. Overall, 150 students were randomly selected, and 122 students were successfully assessed pre and post (81%).<sup>1</sup>



*\*one-tailed paired t-test analysis indicates a significant difference in pre-assessment scores versus post-assessment scores (p < .001).*

The chart above demonstrates the change in overall score from pre-assessment to post-assessment for all students assessed who had complete pre-post assessment data (n=122). This group of students demonstrated an overall growth of 5 percentage points from pre to post. Notably, this gain was found to be statistically significant at the .001 level.

Across schools and grades, 38% of students assessed demonstrated growth in their pre-post scores (*achieving a higher post-assessment score than their pre-assessment score*) and 62% of students demonstrated a decline (*achieving a post-assessment score that was lower than their pre-assessment score*) or no change (*achieving the same pre-post scores*). Concurrently, 30% of students assessed

<sup>1</sup> Whittier Elementary School was excluded from analyses because post-assessment data was not collected; therefore, a pre-post analysis could not be conducted for this school.

(n=36) obtained a perfect score (100%) on the pre and post assessment, indicating that many of the students that SHARP Literacy served through their core program began with a proficient level of knowledge about the content that was explored.

Furthermore, although the overall growth in scores was statistically significant, it's important to note that growth was not consistently observed across schools. There were several schools that demonstrated more growth than 5 percentage points and some that demonstrated decline or no growth. This is explored further in the following section.

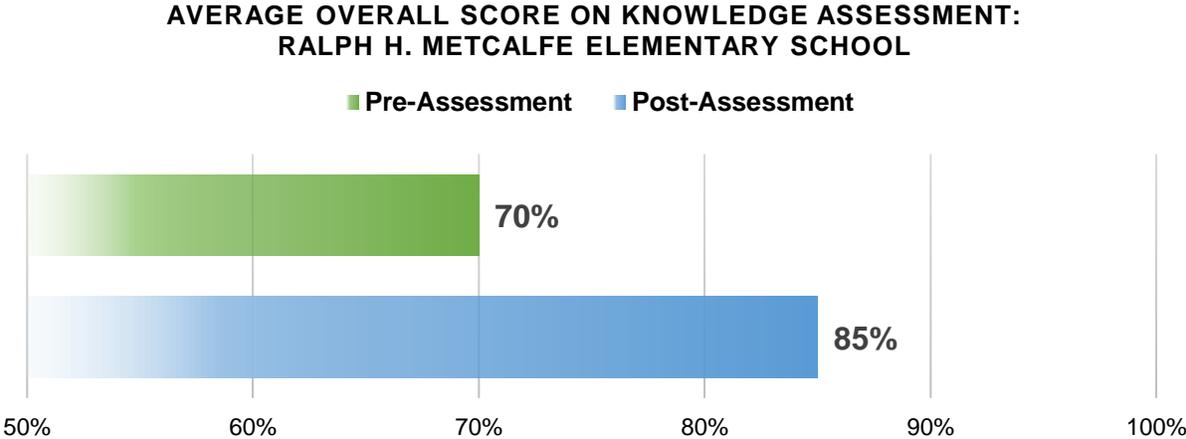
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### CHANGES IN PRE-POST SCORES BY SCHOOL

The following pages summarize the changes in pre-post scores by school. The schools that demonstrated the largest growth from pre-assessment to post-assessment are described here first followed by schools that demonstrated decline and no change.

#### Schools That Demonstrated Growth

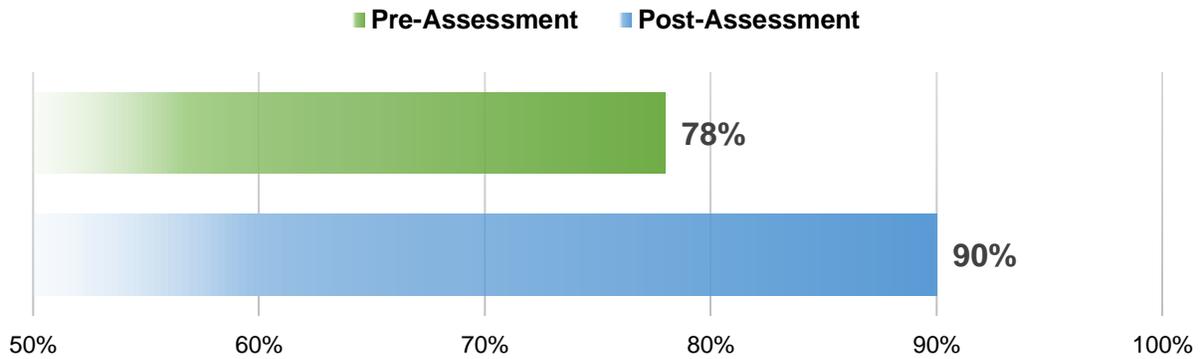
There was a total of 11 schools that demonstrated growth in their average score on the knowledge assessment. The schools are presented below in order of highest to lowest growth. The school that demonstrated the largest growth in post-assessment scores was Metcalfe Elementary School.



Students who were assessed (n=9; 2<sup>nd</sup> and 3<sup>rd</sup> grade) demonstrated an average gain of 15 percentage points from their pre-assessment scores. The chart above shows that the average pre-assessment score was 70% and the average post-assessment score was 85%. No students declined from pre to post and 67% of students demonstrated growth (n=6). Of the 3 students who demonstrated no change in their pre-post assessment scores, 2 of them achieved a perfect score on both assessments.

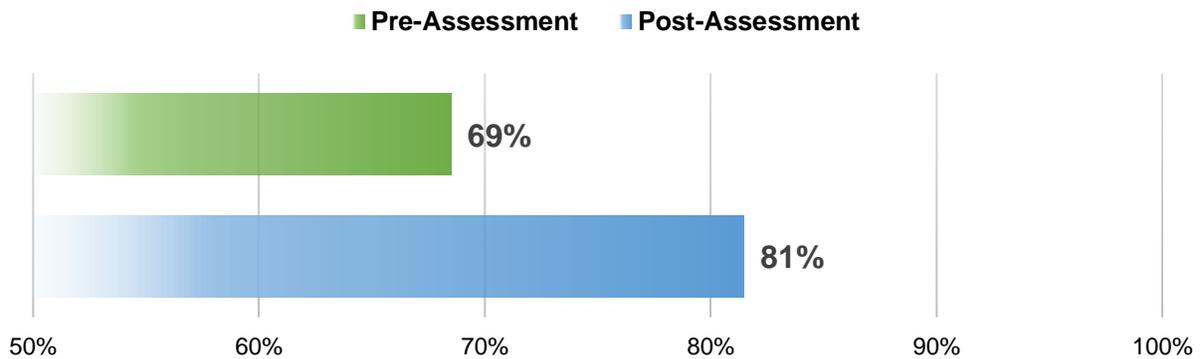
Forest Home Avenue Elementary School and Victory School demonstrated similar gains. Students assessed at Forest Home (n= 17; 2<sup>nd</sup> and 3<sup>rd</sup> grade) and Victory (n=9; 2<sup>nd</sup> and 3<sup>rd</sup> grade) grew by 12 percentage points from their pre-assessment scores.

**AVERAGE OVERALL SCORE ON KNOWLEDGE ASSESSMENT:  
FOREST HOME AVENUE SCHOOL**



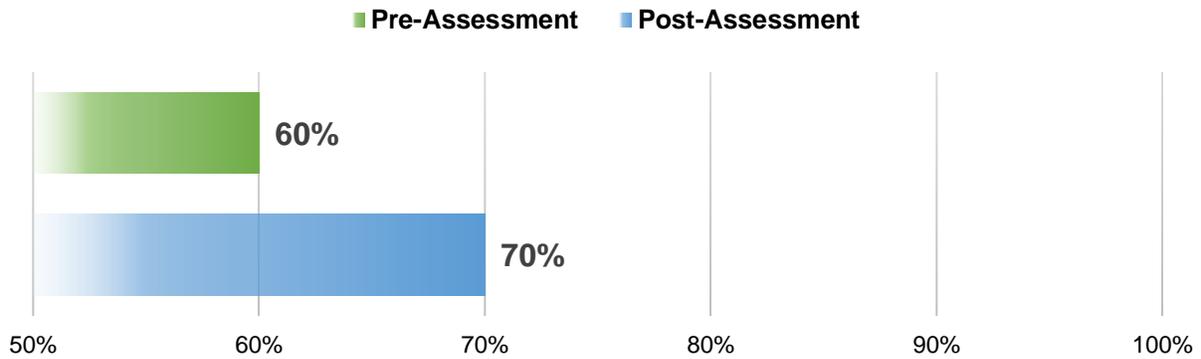
The chart above shows that the average pre-assessment score for students assessed at Forest Home was 78% and the average post-assessment score was 90%. Among students who were assessed, 41% of students demonstrated growth (n=7) while 53% of students demonstrated no change (n=9) in scores from pre to post. However, over half of the students (n=5) who demonstrated no change achieved a perfect score at pre and post assessment.

**AVERAGE OVERALL SCORE ON KNOWLEDGE ASSESSMENT:  
VICTORY ITALIAN IMMERSION SCHOOL**



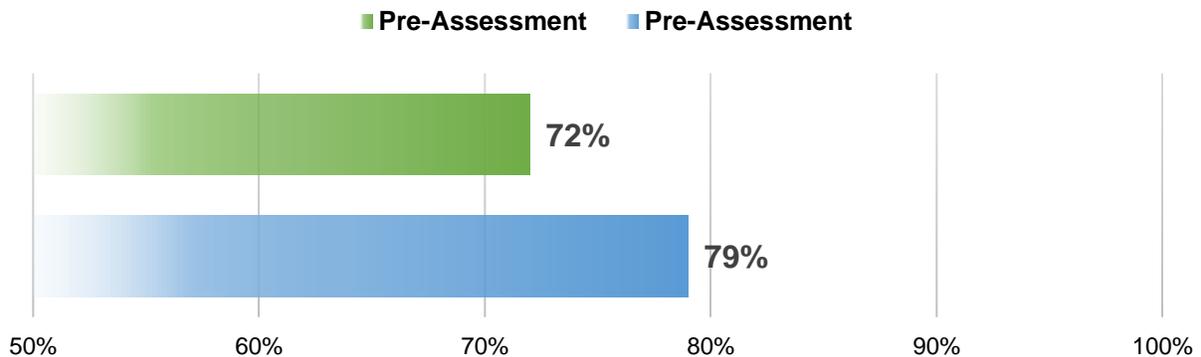
The chart above shows that the average pre-assessment score for students assessed at Victory was 69% and the average post-assessment score was 81%. Among students who were assessed, 44% of students demonstrated growth (n=4) while 56% of students demonstrated no change (n=5) in scores from pre to post. One student demonstrated no change but achieved a perfect score at pre and post assessment.

**AVERAGE OVERALL SCORE ON KNOWLEDGE ASSESSMENT:  
RENAISSANCE SCHOOL**



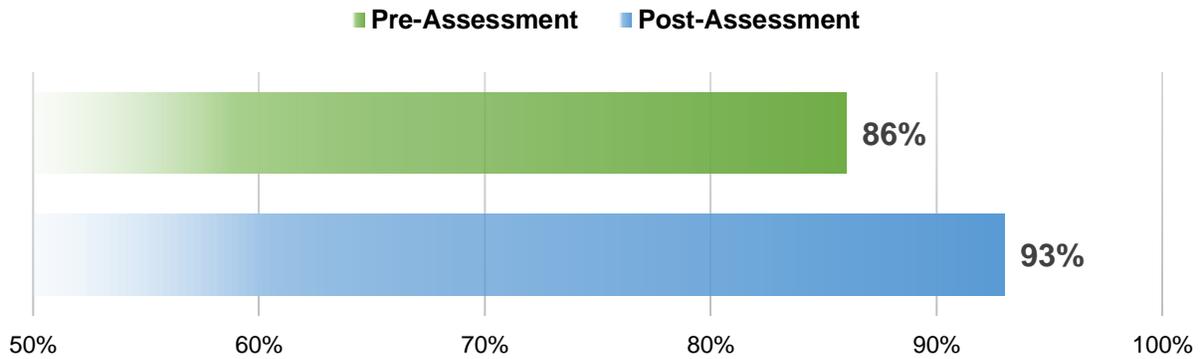
Renaissance School students demonstrated a growth of 10 percentage points from pre to post. The chart above shows that the average pre-assessment score for students assessed at Renaissance was 60% and the average post-assessment score was 70%. Among students who were assessed, 40% of students demonstrated growth (n=2) while 60% of students demonstrated no change (n=3) in scores from pre to post. One student demonstrated no change but achieved a perfect score at pre and post assessment.

**AVERAGE OVERALL SCORE ON KNOWLEDGE ASSESSMENT:  
ANNA F. DOERFLER SCHOOL**



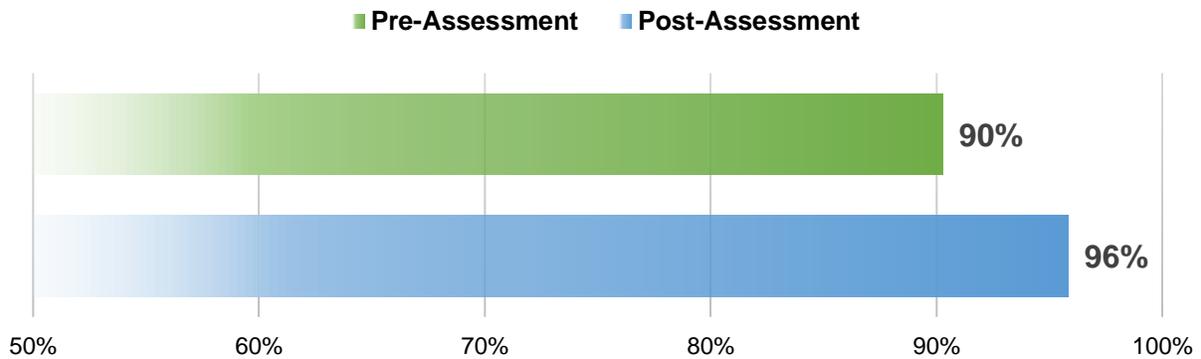
Doerfler School students demonstrated a growth of 7 percentage points from pre to post. The chart above shows that the average pre-assessment score for students assessed at Doerfler was 72% and the average post-assessment score was 79%. Among students who were assessed, 50% of students demonstrated growth (n=6) while 50% of students demonstrated no change or decline (n=6) in scores from pre to post.

**AVERAGE OVERALL SCORE ON KNOWLEDGE ASSESSMENT:  
BANTING ELEMENTARY SCHOOL**



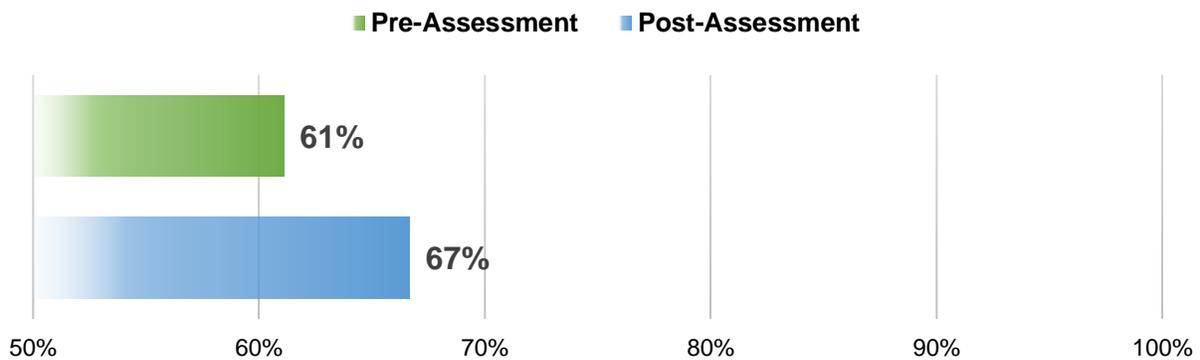
Banting Elementary students demonstrated a growth of 7 percentage points as well from pre to post. The chart above shows that the average pre-assessment score for students assessed at Banting was 86% and the average post-assessment score was 93%. Among students who were assessed, 43% of students demonstrated growth (n=3) while 57% of students demonstrated no change or decline (n=4) in scores from pre to post. Three students who demonstrated no change achieved a perfect score at pre and post assessment.

**AVERAGE OVERALL SCORE ON KNOWLEDGE ASSESSMENT:  
SUMMIT VIEW ELEMENTARY SCHOOL**



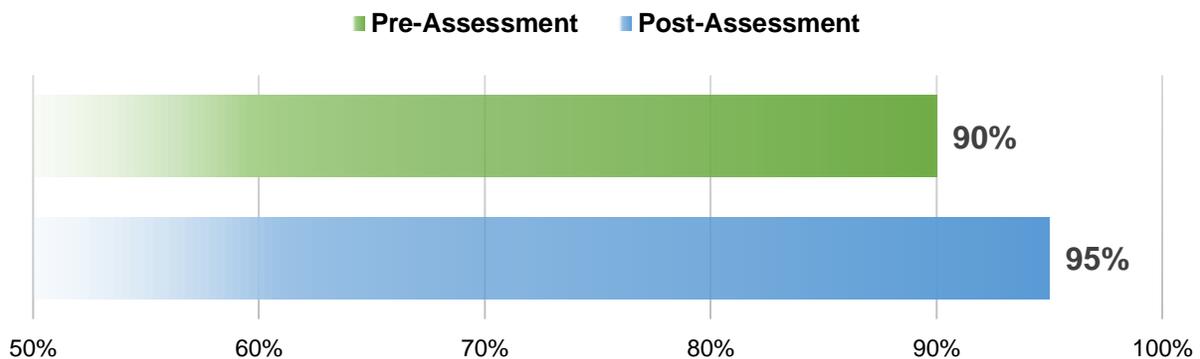
Summit View Elementary students demonstrated a growth of 6 percentage points from pre to post. The chart above shows that the average pre-assessment score for students assessed at Summit View was 90% and the average post-assessment score was 96%. Among students who were assessed, 25% of students demonstrated growth (n=3) while 75% of students demonstrated no change or decline (n=9) in scores from pre to post. Seven students who demonstrated no change achieved a perfect score at pre and post assessment.

**AVERAGE OVERALL SCORE ON KNOWLEDGE ASSESSMENT:  
ST. JEROME PARISH SCHOOL**



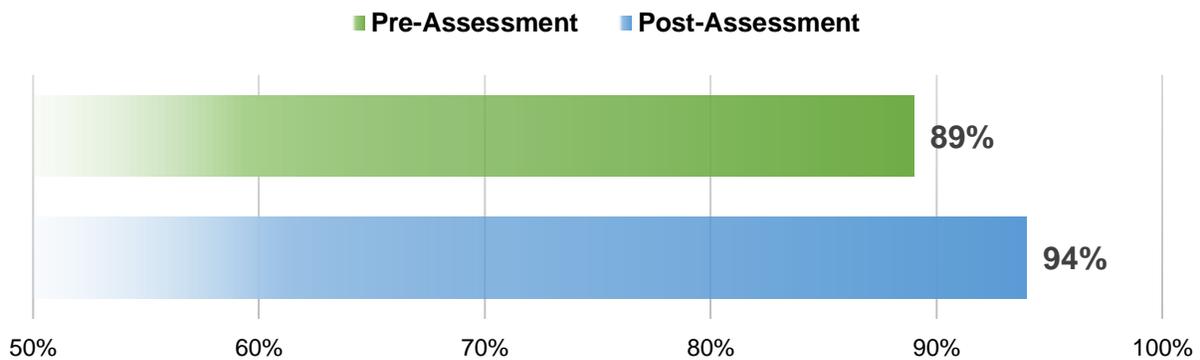
St. Jerome Parish School students demonstrated a growth of 6 percentage points from pre to post. The chart above shows that the average pre-assessment score for students assessed at St. Jerome was 61% and the average post-assessment score was 67%. Among students who were assessed, 37% of students demonstrated growth (n=2) while 33% of students demonstrated decline (n=1) in scores from pre to post.

**AVERAGE OVERALL SCORE ON KNOWLEDGE ASSESSMENT:  
CATHOLIC EAST ELEMENTARY SCHOOL**



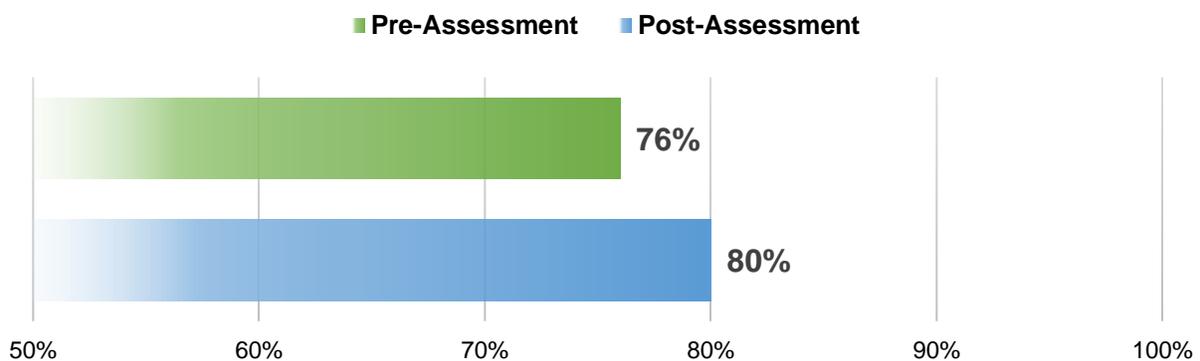
Catholic East Elementary students demonstrated a growth of 5 percentage points from pre to post. The chart above shows that the average pre-assessment score for students assessed at Catholic East was 90% and the average post-assessment score was 95%. Among students who were assessed, 29% of students demonstrated growth (n=2) while 71% of students demonstrated no change or decline (n=5) in scores from pre to post. Four students who demonstrated no change achieved a perfect score at pre and post assessment.

**AVERAGE OVERALL SCORE ON KNOWLEDGE ASSESSMENT:  
LA CASA DE ESPERANZA**



La Casa de Esperanza students demonstrated a growth of 5 percentage points from pre to post. The chart above shows that the average pre-assessment score for students assessed at La Casa was 89% and the average post-assessment score was 94%. Among students who were assessed, 33% of students demonstrated growth (n=1) while 67% of students demonstrated no change (n=2) in scores from pre to post. One student demonstrated no change but achieved a perfect score at pre and post assessment.

**AVERAGE OVERALL SCORE ON KNOWLEDGE ASSESSMENT:  
BROWN STREET ACADEMY**

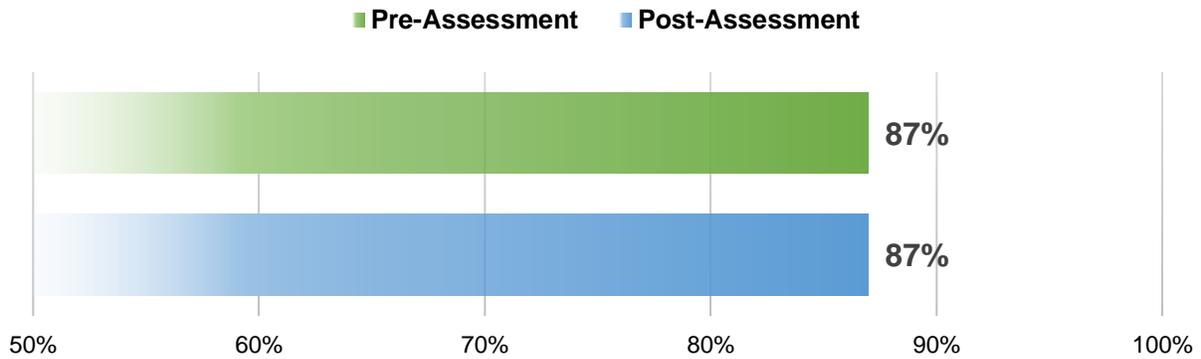


Finally, Brown Street Academy students demonstrated a growth of 4 percentage points from pre to post. The chart above shows that the average pre-assessment score for students assessed at Brown Street was 76% and the average post-assessment score was 80%. Among students who were assessed, 33% of students demonstrated growth (n=3) while 67% of students demonstrated no change or decline (n=6) in scores from pre to post. One student demonstrated no change but achieved a perfect score at pre and post assessment.

**Schools That Demonstrated No Change**

Only one school did not show change from pre to post assessment scores.

**AVERAGE OVERALL SCORE ON KNOWLEDGE ASSESSMENT:  
NORTHWEST LUTHERAN SCHOOL**

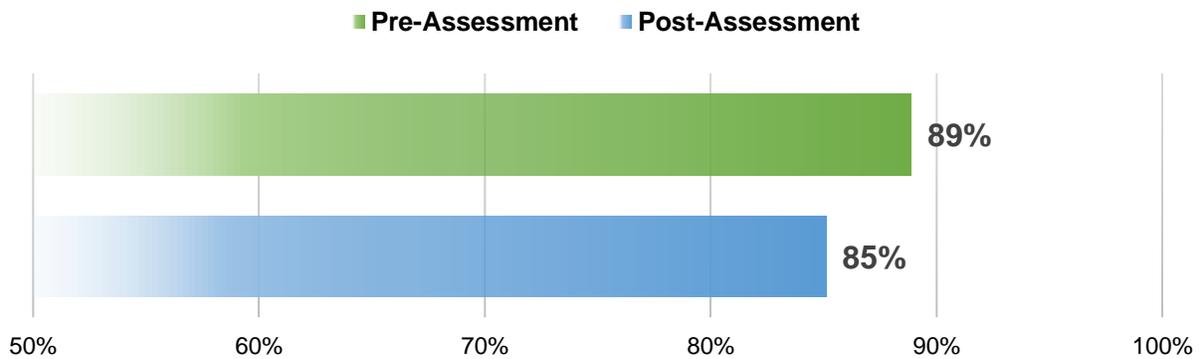


Northwest Lutheran School students demonstrated no change from pre to post assessment. The chart above shows that the average pre-assessment score for students assessed at Northwest Lutheran was 87% both pre and post. Among students who were assessed, 40% of students demonstrated growth (n=2) while 60% of students demonstrated no change or decline (n=3) in scores from pre to post. One student demonstrated no change but achieved a perfect score at pre and post assessment.

**Schools That Demonstrated Decline**

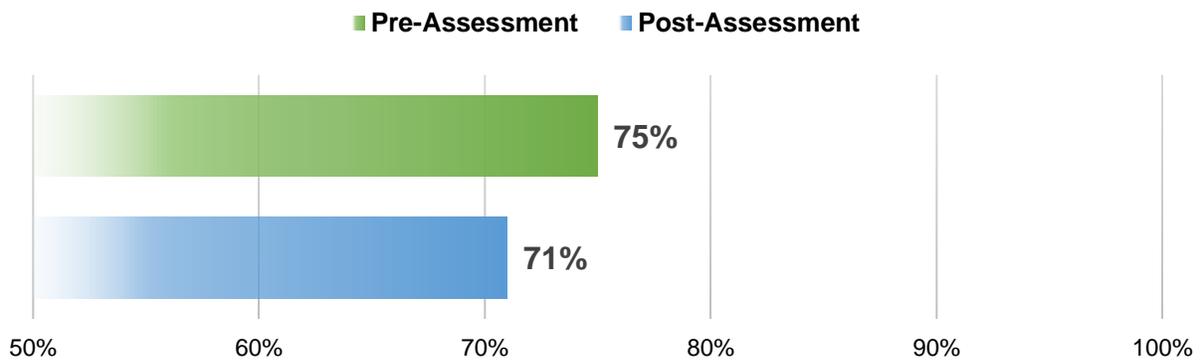
There was a total of three schools that demonstrated decline in their average score on the knowledge assessment. The schools are presented below in order of lowest to highest decline.

**AVERAGE OVERALL SCORE ON KNOWLEDGE ASSESSMENT:  
ROGERS STREET ACADEMY**



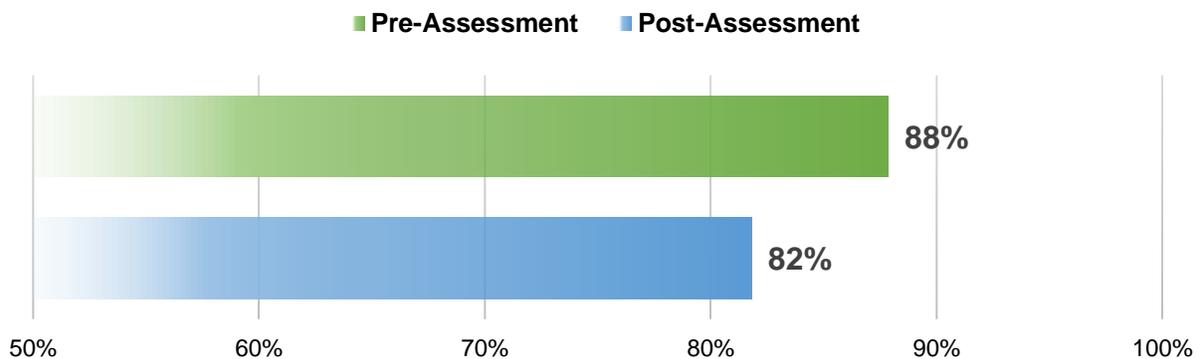
Rogers Street Academy students demonstrated a decline of 4 percentage points pre to post. The chart above shows that the average pre-assessment score for students assessed at Rogers Street was 89% and the average post-assessment score was 85%. Among students who were assessed, 22% of students demonstrated growth (n=2) while 78% of students demonstrated no change or decline (n=7) in scores from pre to post. Four students who demonstrated no change achieved a perfect score at pre and post assessment.

**AVERAGE OVERALL SCORE ON KNOWLEDGE ASSESSMENT:  
GRANVILLE LUTHERAN SCHOOL**



Granville Lutheran School students demonstrated a decline of 4 percentage points as well pre to post. The chart above shows that the average pre-assessment score for students assessed at Granville Lutheran was 75% and the average post-assessment score was 71%. Among students who were assessed, 25% of students demonstrated growth (n=1) while 75% of students demonstrated no change or decline (n=3) in scores from pre to post. One student who demonstrated no change achieved a perfect score at pre and post assessment.

**AVERAGE OVERALL SCORE ON KNOWLEDGE ASSESSMENT:  
NOTRE DAME PRIMARY SCHOOL**



Finally, Notre Dame Primary School students demonstrated a decline of 6 percentage points from pre to post. The chart above shows that the average pre-assessment score for students assessed at Notre Dame was 88% and the average post-assessment score was 82%. Among students who were assessed, 9% of students demonstrated growth (n=1) while 91% of students demonstrated no change or decline (n=10) in scores from pre to post. Four students who demonstrated no change achieved a perfect score at pre and post assessment.

**TEACHER REFLECTION AND OBSERVATION FORM**

Teachers of all classrooms served by SHARP Literacy or the school's liaison were asked to complete a reflection form that indicated the experiences of teachers in using the Student Writing and Art Project (SWAP) in their classrooms. SWAP is an arts integration instructional strategy designed to

support students in building literacy skills. Teachers were provided with support from SHARP Literacy throughout the 2018-19 school year in incorporating SWAP in to their instruction outside of visits from the SHARP Literacy staff. At the end of the school year, teachers were asked to share their experience and describe what students were able to accomplish in terms of completed writing projects through using SWAP. Approximately 172 forms were partially to fully completed by teachers, teacher pairs (co-teachers), or liaisons.

The following sections provide a summary of student writing projects as well as teacher perspectives of the successes, challenges, and necessary instructional supports teachers reported using to meet student needs.

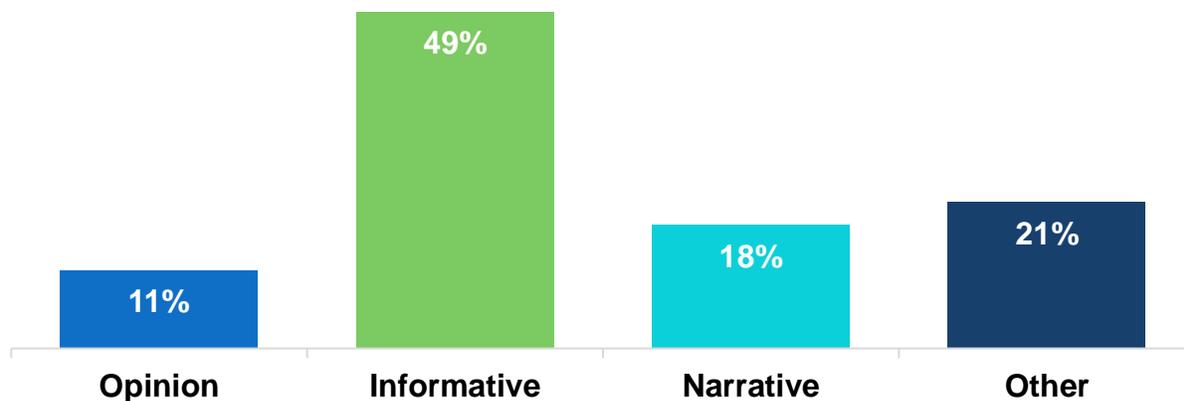
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## SUMMARY OF COMPLETED STUDENT WRITING PROJECTS

### Completed Projects

According to teacher and liaison reports, students in grades K4 through 5 completed over 3,700 SWAPs (n=3,761). The SWAPs that were completed included four types of projects: opinion, informative, narrative, or other (e.g. poetry). The chart below presents the breakdown for each type of text.

**Number of SWAP Texts Completed by Category**



It appears that informative texts were the most common type of text completed by students for the SWAP and made up almost half of the completed projects, followed by other, narrative, and then opinion.

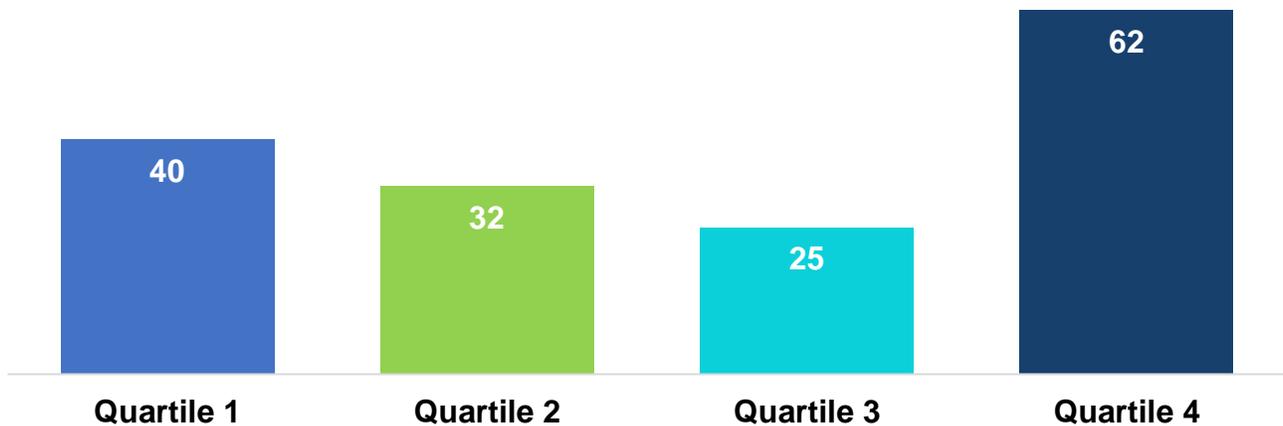
Examining the types of projects completed by grade level, informative texts were also the most common except for students in 3<sup>rd</sup> grade. Students in 3<sup>rd</sup> grade completed more “other” texts according to teachers and liaisons. The table below presents the breakdown of projects completed by grade level.

Grade	Opinion	Informative	Narrative	Other
K4/K5	13%	56%	17%	14%
1st	4%	53%	20%	24%
2nd	4%	49%	21%	26%
3rd	9%	33%	20%	38%
4th	26%	55%	8%	10%
5th	22%	41%	21%	15%

### Projects Completed at Proficiency

Across classrooms, teachers and liaisons reported that over half (56%) of their students completed a SWAP that met criteria for proficiency.<sup>2</sup> Completion rates ranged from 5% to 100% of students completing a SWAP. The chart below summarizes the distribution of completion rates across classrooms divided in to quartiles.

**Distribution of SWAPs Completed by Quartile\***



\*Quartile 1 is defined as 1-24%, Quartile 2 is defined as 24-49%, Quartile 3 is defined as 50-74% and Quartile 4 is defined as 75-100%.

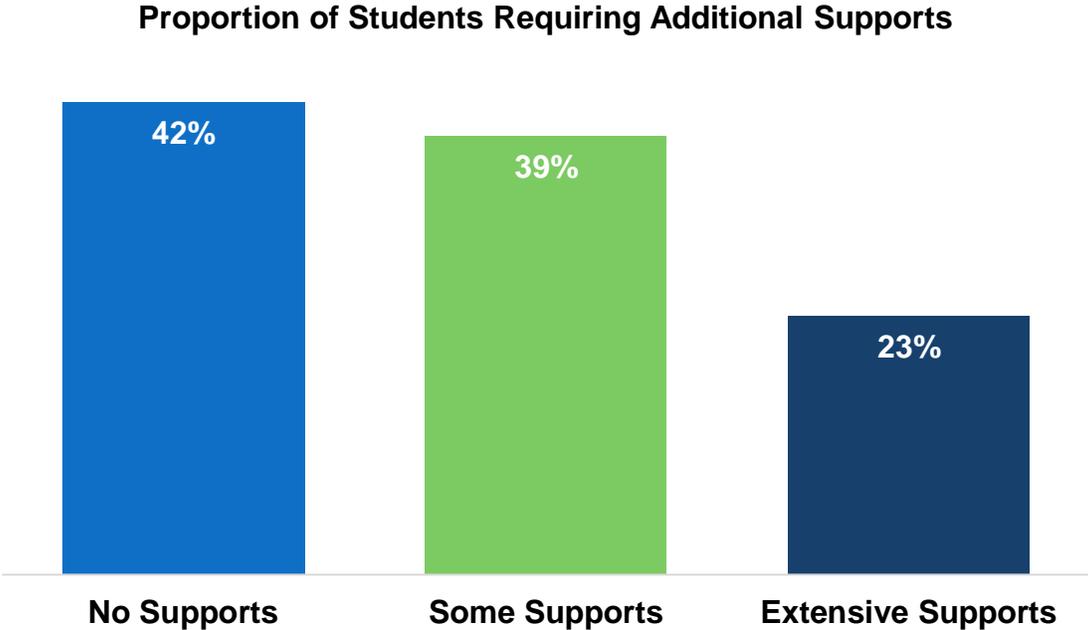
<sup>2</sup> Not all teachers reported their class size and number of students completing a SWAP, which is needed in order to calculate a completion rate. Therefore, this rate only represents 158 classrooms.

It appears that teachers and liaisons most commonly reported rates of completion within the range of 75% to 100%. However, the next most common range was 1% to 24%, indicating that there was a wide range in completion rates. Concurrently, combining Quartiles 1 through 3 would also indicate that a wide majority of teachers and liaisons (n=97) also reported a completion rate under 75%. See Appendix A for a table of completion rates by school.

According to teacher reports, the number of students who completed their first draft of their project at proficiency was also different than the number of students who completed their final draft at proficiency. It appears that more students completed their final draft at proficiency than their first draft across all schools. The average rate for the number of students who completed their first draft at proficiency was 42% while the average rate for the final draft was 62%. This is an increase of 20% more students who were able to complete their project to proficiency by the final draft. See Appendix B for a table of completion rates by draft for the sponsored schools.

**Student Support and Intervention**

Lastly, teachers were asked to indicate the number of students in their class requiring additional supports to complete their first draft of their SWAP to proficiency. The chart below summarizes the breakdown of intensity of supports teachers and liaisons reported.



It appears that, on average, teachers and liaisons reported that almost one-quarter (23%) of students in their classrooms required extensive additional supports in order for students to be successful in completing a SWAP to proficiency and ranged from 0% to 79%. Most teachers and liaisons (92%) reported that less than half of their students required extensive supports.<sup>3</sup>

<sup>3</sup> Not all teachers and liaisons reported the number of students who required extensive supports and their class size. Therefore, this rate represents 116 classrooms.

The following sections describe teachers' and liaisons' perspectives on the successes, challenges, and instructional supports required in order to meet student needs.<sup>4</sup>

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## STUDENT SUCCESSES

Teachers and liaisons were asked to provide a summary of the successes they observed as a result of using SWAP. Overall, eight themes emerged amongst the comments provided.<sup>5</sup> The themes were as follows (described from most common to least common):

**Gains in content knowledge.** Over half (57%) of the comments provided indicated that students demonstrated gains in vocabulary or understanding of the topics taught through SHARP lessons. For example, a teacher observed that her students "...showed solid understanding of parts of the cycle and were able to recall and put details in their own words. Students also gave evidence (facts) for different parts of the cycle." Another teacher noted that "Many students were able to identify the various roles that bees have. They were also able to explain what each job does. Students demonstrated their learning by using 'expert' language such as pollination, waggle dance, and nectar. Lastly, students were able to design a bee that included the correct body parts." Overall, it appears that the biggest success observed by teachers and liaisons was growth in content knowledge on the topic they explored.

**Improved literacy skills.** Almost one third (31%) of the comments indicated that students demonstrated various improvements in literacy skills. Teachers and liaisons reported that their students have improved in the quality of their writing by using SWAP. One teacher noted that her students "...succeeded in writing complete sentences with proper punctuation as well as providing accurate information." Another teacher noted that "Students did a nice job forming an opinion and finding evidence from varied texts to support opinion." Comments related to improved quality of writing were more common for classrooms of students in grades 3 through 5, but teachers of younger grades (K4/K5) noted that students appeared to improve in their phonological awareness, a predictor of later reading ability. A teacher commented that her "scholars did a wonderful job sounding out words." Thus, teachers and liaisons also observed improved skills related to reading and writing as a success of SWAP.

**Improved critical thinking skills.** Twenty percent of comments indicated that students demonstrated improved critical thinking skills after participating in SWAP. Teachers and liaisons observed that their students made stronger connections or were better able to demonstrate reasoning skills. For instance, one teacher commented that her students were "able to incorporate technology with success as well as integrating knowledge and ideas interpreting information presented visually." Other teachers commented that their students improved in "making connections between new information and prior knowledge" and were "able to dictate a reason why they choose to do art with

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<sup>4</sup> Please note that quotes from teachers and liaisons were not edited for grammar or language in order to maintain the expressions of the comments.

<sup>5</sup> Not all teachers and liaisons provided feedback on the successes they observed in their students. The results indicated are based on the reports from 164 teachers and liaisons.

a certain living things.” Based on teacher reports, it appears that students observed engaging in more critical thinking through SWAP.

**Student interest or joy in the topic.** The fourth most common comment (11% of comments) made by teachers was that students appeared to really enjoy SHARP lessons and SWAP and that the lessons motivated students to learn or inspired a sense of “joy.” One teacher noted that “Many students were interested in using poetry to describe Dave. They were excited to research him and turn it into poems.” Another teacher noted that she observed in her students the “...enjoyment and dedication they had to researching and gathering facts on places they have seen, been to, or have heard of” as a major success. Overall, it appears that another noted success was increased interest in learning.

**Imagination and creativity.** Almost as common as interest or joy, teachers also noted that a major success was the inspiration for imagination and creativity that students displayed (10% of comments). One teacher noted the “...imagination and creativity of the art work” observed in her students and another teacher noted that her students were “able to design and create detailed 3D sculptures of food grown in gardens, integrated math and multiplication when designing their garden.” Imagination and creativity thus appear to be another notable success of using SWAP in classrooms.

**Engaging instructional practices.** Teachers noted that having students complete work in groups was another success of the program (10% of comments). It appears that the structure of group work was valuable to some teachers and they found that it benefited their students’ ability to create more proficient projects. One teacher noted that her “...scholars in the academically modified group truly loved the small group interactions and were more confident in their voices and their written pieces.” Another teacher noted that her students “worked in groups to increase involvement and proficiency levels.” It appears that the structure of SHARP lessons and SWAP were also viewed as successful to teachers.

**Opportunities for experiential learning.** A few teachers (4%) commented on how students really enjoyed the opportunity to take field trips connected to what they were learning in class. For example, a teacher noted that “The hands-on opportunities at Discovery World helped students make connections and they were able to apply their learning to make their projects.” Another teacher noted how a trip to a local farm increased her students’ interest in urban agriculture. Therefore, the experiential trips appeared to be a valuable experience to the teachers and liaisons that contributed to the success of the program.

**Increased self-efficacy.** Lastly, only 1% of the comments indicated that students displayed a sense of accomplishment or confidence in their ability to write or create art. One teacher noted that many of her students “...worked hard on summarizing and retelling and felt an accomplishment in this.” Although a less common theme, self-efficacy is an important building block for academic success, and it is possible that many students who worked with SHARP experienced increased confidence in their abilities to complete literacy or art related tasks.

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## STUDENT CHALLENGES

Teachers were also asked to provide a summary of the challenges they faced when using SWAP. Overall, five themes emerged amongst the comments provided by teachers. The themes were as follows (described from most common to least common):

**Students' limited literacy and language skills.** Most teachers (55% of comments) noted having to navigate challenges related to students limited English proficiency or underdeveloped literacy skills. One teacher noted: "One of the biggest challenges was that the students had so many ideas on what they wanted to say about bees, but had limited English to be able to communicate them." Teachers commented that "...organization was a huge challenge in order for story to go in sequential order..." and the "writing portion, not ideas, but putting ideas on paper with correct spelling, punctuation, finger spacing, capitol letters where appropriate." Therefore, it appears that the largest challenge teachers faced in using SWAP was supporting the language and writing skills of their students so they could be successful.

**Difficulties with critical thinking.** The next challenge that was occasionally mentioned (14% of comments) by teachers was student difficulty to reason with information. Teachers indicated that their students struggled to reflect or give critiques. One teacher commented that "...giving detailed and convincing reasons for their season being their favorite..." was a challenge for her students and another teacher noted that some of her students "...would repeat an idea over and over again" in their writing. Thus, many teachers noted having to provide support to students to engage them in thinking about their projects.

**Logistics of implementing SWAP.** Also occasionally mentioned (15%), teachers noted that some of the logistics of implementing SWAP posed an added challenge. Logistical issues noted were student absences delaying the completion of a project, time management of the students to complete projects, the amount of class time required for projects, engaging parents to work with students at home on projects, finding space to display projects, technology (i.e. Chromebooks) being limited or not working properly, or making sure the activities were provided at students' instructional level. Further, another teacher noted: "The information sessions and field trips are so spread out that they struggled to include information in their writing pieces." The logistics of implementing SWAP thus appeared to be a challenge that several teachers noted having to navigate.

**Students' social emotional development.** Several teachers (11% of comments) noted that students' abilities to stay focused in class or work collaboratively in groups posed another challenge with using SWAP. Teachers commented that when activities were too challenging for students, they would get frustrated and disengage. One teacher noted that "...it was a challenging for some students to work with a partner to complete the brochure." It appears that although some teachers observed success in having their students work in groups, others observed it as a challenge.

**Retention or recall of content.** Lastly, several teachers (11%) reported issues with student retention of the content they were exploring that prevented them from completing projects with proficiency. For example, one teacher noted a "...lack of background knowledge" in her students and that that they "...were unable to go deep with the learning. They were grabbed (engaged) right away but can't retain the information." Another teacher commented that her students "...struggled mostly with the new vocabulary, such as soil, sprout, and roots." Thus, many teachers reported that they

had to navigate issues with information retention or recall when supporting the needs of their students.

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## INSTRUCTIONAL SUPPORTS AND STRATEGIES

Teachers were asked to describe the strategies they used in order to support the needs of their students in completing writing projects. Overall, four themes emerged amongst the comments provided by teachers. The themes were as follows (described from most common to least common):

**Use of specific instructional strategies.** Almost all teachers (80% of comments) reported having to be mindful in how they provided instruction in order to support the needs of their students. Teachers reported having to use a great deal of modeling in how they compose a draft and edit their work or revise projects. One teacher commented that she used "...lots of sentence starters, visual supports, videos, modelling, hands-on activities, whole-class work, partner work, and different ways to show comprehension by way of writing, drawing, speaking, or motions." Teachers also noted having to do one-on-one instruction with students to provide specific feedback. A teacher reported: "I had students read their sentences and I corrected the spelling for them. I supplied lined paper and we reviewed handwriting (use of line paper and space and capital letters). They then rewrote their paper." Other teachers noted brainstorming with students for ideas or using graphic organizers, such as charts. Overall, teachers appeared to provide a great deal of follow-up instructional supports to meet the needs of their students so that they could complete the projects at proficiency.

**Review/Integration of lessons.** About a quarter of the comments (26%) also indicated teachers taking class time to review SHARP lessons or integrate content in to other lessons, possibly due to observed student challenges with retention of content. A teacher noted: "This group ended up restarting. I found they benefited from some extra time review the activities we did and the vocab we used." Many teachers reported using the SHARP book as well. One teacher stated that she provided "mini-lessons on poetry, researched types of gardens, read and discussed and did activities with the SHARP book." Thus, it appears that teachers had to spend additional class time reviewing content and were able to use tools or resources provided by SHARP.

**Collaboration with others.** A few teachers commented (3%) on taking time to collaborate with colleagues or other partners in order to meet the needs of their students or further engage them in SWAP. One teacher noted: "After much collaboration with the Special Education Teachers, we found alternative works for comprehension and proof of understanding." Other teachers commented on collaborating with Arts@Large to complete art projects and other staff in their school, including the art teacher, educational assistants, and the English as a Second Language (ESL) teacher. Teachers appeared to rely on other educators and agencies as well to navigate student needs.

**Use of alternative assessments.** A couple teachers (2% of comments) argued that it was important to allow students to demonstrate their learning or abilities in a multitude of ways. One teacher stated: "It was really important to me that students were able to chose how to show what they had learned or a big idea that really stuck with them after the lessons, field trips, and guest speakers." Thus,

some teachers were inspired to ensure that alternative forms of assessment for learning were used to meet the needs of their students.

## INTERVIEWS WITH STUDENTS

Students in grades 2 and 3 of sponsored schools who experienced an educational tour related to the content they were learning with SHARP were interviewed regarding their experience. Students visited one of three sites: Discovery World (salmon life and water cycles), Will's Roadside Farm and Market (urban agriculture), and Keep Greater Milwaukee Beautiful (recycling). Interviews were completed post-tour by a SHARP Literacy staff member. Approximately three students per class were interviewed for a total of 59 interviews.

Interviews comprised of five questions aimed at learning more about the students' experiences on the educational tours and to gather how students were connecting the content with their experiences. Students were asked:

1. what they thought about the topic or the tour site before the tour,
2. what they think they know after participating in the tour,
3. their opinion of the best part of the tour,
4. whether they would want to visit the site again, and
5. their reasoning behind why they would want to visit the site again.

All students (100%) responded that they would like to visit the tour site again (question 4). The sections below summarize the student's responses to the other questions from the interview.

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### I USED TO THINK....

Students were asked to describe what they used to think before participating in the educational tour by completing the sentence stem "I used to think....". Overall, three themes emerged amongst the responses. The themes were as follows (described from most common to least common):

**Lack of knowledge or a misunderstanding.** The majority of students (64%) when asked what they used to think indicated some type of misunderstanding about the topic or a lack of content knowledge. For instance, students stated that they thought "that salmon lived in the sea for their whole lives until they died," "that you're not supposed to put plastic in the recycling," and "that I didn't know how to compost." It appears that students could identify that they lacked an accurate understanding of the topic prior to participating in the tour.

**Perception of the educational tour site.** Almost a quarter (22%) of students' responses included some reference to thoughts they had about the tour site. Examples of students' responses included perceptions that Discovery World was not going to be fun or have so many activities, that Will's Roadside Farm and Market was not going to have "that much stuff," or they thought they were going to pick up trash with their bare hands at Keep Greater Milwaukee Beautiful. Thus, some students also reflected on their perceptions about the site when reflecting on their experience.

**Prior content knowledge.** Several students (15%) articulated in their responses some information they already knew about the topic they would be exploring at the site. Students stated that that they “knew the vocabulary word for the water cycle and the life cycle” or that “that we can reuse things in some way.” Many students appeared to come to the experience with prior knowledge on the topic explored.

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## NOW I’VE LEARNED....

Students were asked to describe what they learned from the educational tour by completing the sentence stem “Now I’ve learned....”. Overall, three themes emerged amongst the responses. The themes were as follows (described from most common to least common):

**Building of knowledge in topic.** Almost all students (90%) indicated that they learned more information related to the topic. One student responded, “the water cycle repeats again and again, the salmon goes out of the water and goes into the water to lay their eggs. Because there was like water in lakes and fish and then a storm. I got to see it, the whole water cycle. The storm was looking like it was real.” Other responses student made were “fish poop is good for plants” and that they learned about the 4 Rs: Reduce, Reuse, Recycle, and Rot (compost). Thus, it appears that the wide majority of students indicated building upon prior knowledge and building new knowledge related to the topic.

**Change in perception of the tour site.** Several students (19%) indicated that they changed their opinion or views of the tour site. Students said that they felt the tour was “fun” or said “I love Discovery World.” Students who participated in the tour with prior negative views of the site appeared to have changed their views for the better after their experience.

**Change in opinion of the topic.** A number of students (8%) also indicated that they changed their views on the topic they explored as a result of the tour. For instance, a student stated, “I came in and whoa, that's a lot of stuff I think maybe I should help plants in my life more.” Another student changed her views on recycling and said, “It's not hard at all. You've got to do your part.” The tours appeared to provide an experience that changed students’ views on the topic they explored.

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## THE BEST PART

Students were asked to share the best part of the tour from their perspective. Overall, three themes emerged amongst the responses. The themes were as follows (described from most common to least common):

**Valuable activities and experiences.** When asked about the best part of their experience, a wide majority of students (80%) referenced an activity or a specific experience. Out of the 40 students who had an opportunity to touch a fish at Will’s Roadside Farm and Market or Discovery World, 17 of them commented that this was the best part (43%). Students also commented being able to touch things they’ve never touched before. One student stated, “I had never touched an animal like that, roly polies, little white spiders, centipedes, white bugs.” It appeared that being able to touch living animals or insects was a standout and positive experience for students. Students also liked seeing

live animals the most, like chickens or goats, and having the opportunity to create art while on the tour (i.e. drawing the salmon). Other experiences or activities students referenced were the Great Lakes exhibit, the tunnel with fish, and watching Will Allen fish with his hands.

**Learning about the topic.** One quarter of students (26%) felt that the opportunity to learn was the most positive experience of the tour. Students indicated that they learned more about the topic by sharing what they learned about salmon, the water cycle, composting, or recycling. It appears that many students appreciated exploring the topic of focus in more depth.

**Positive and fun tour.** A few students (5%) had difficulty naming one part of the experience that they liked the most. When asked, some students said “everything” or that they thought the tour was “fun.” It’s possible that this group of students had difficulty reflecting on the experience or describing their thoughts, but found the tour to be positive.

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## REASONS FOR COMING BACK

Lastly, students were asked to share their reasoning for wanting to return to the tour site. Overall, four themes emerged amongst the responses. The themes were as follows (described from most common to least common):

**Activities and experiences.** A majority of students (64%) reported that they would like to return to the tour site because of the activities they completed. Students wanted to return to touch a fish or see the same things again (i.e. the exhibits at Discovery World, plants growing at Will’s Farm, or digging in dirt to make compost at Keep Greater Milwaukee Beautiful). The activities during the tour appeared to engage the students in a positive learning experience.

**Fun experience.** A wide majority of students (62%) also reported that they wanted to return because they simply had a fun experience. Students responded with statements like, “because it’s so fun there” and “it’s so cool.” Most responses also included a description of the activities students believed were fun (i.e. touching a fish or stingray at Discovery World). Thus, it appears that a large number of students wanted to return because they believed the experience was fun.

**New experiences or learning.** About a third (34%) of students indicated wanting to return because the tour site provided them with an opportunity for a new experience, they liked learning new things, or because they learned something new. Students reported that they never saw a totem pole or large boat before. One student stated, “It’s interesting to learn about other creatures.” Another student wanted to return because she believed that it’s “full of wonders.” A student who visited Keep Greater Milwaukee Beautiful said she wanted to return because she “...learned a lot about composting, recycling and how it can help keep Milwaukee clean and beautiful.” Overall, students felt that having new experiences about learning would make them want to return.

**Interest in topic.** Several students (14%) also wanted to return because they had developed an interest in the topic that was explored. A student said she wanted to return to Discovery World because she likes science. Another student that visited Keep Greater Milwaukee Beautiful stated that she wanted to return because she wants “...to learn more about helping nature.” Thus it

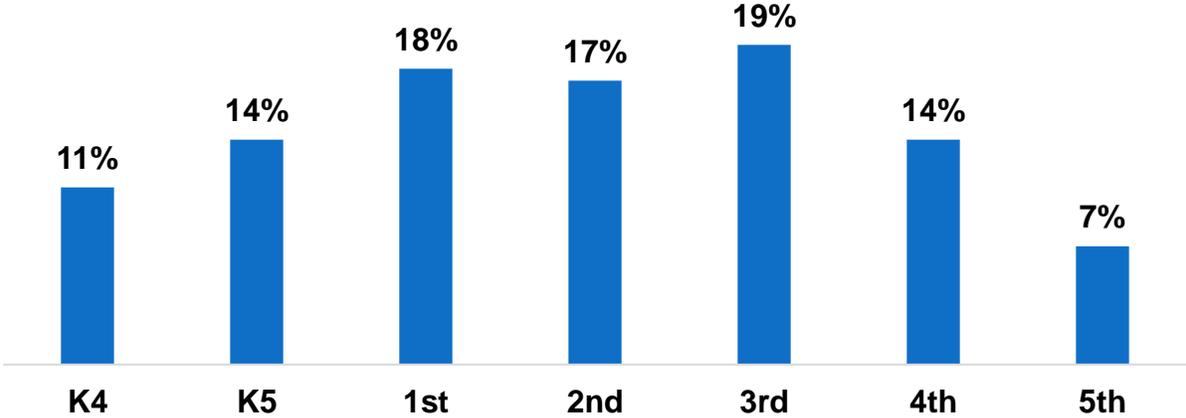
appears that the tour provided students with an opportunity to explore their interests and left them wanting to return.

## TEACHER FEEDBACK SURVEY

Teachers and liaisons were asked to complete a survey at the end of the school year to provide SHARP Literacy with feedback based on their experience with the program in their school or classroom. Questions on the survey included their ratings of observed student engagement during classroom sessions with the guide, whether they have used the SHARP techniques in their own instruction, and whether they would recommend SHARP to other teachers. This section summarizes the teacher’s responses to this survey.

A total of 139 teachers completed a teacher feedback survey. Teachers who completed the survey represented 31 schools<sup>6</sup> served and were similarly distributed across grade levels. The chart below displays the proportion of responses at each grade level represented.

**Distribution of Grades Represented in Teacher Feedback**



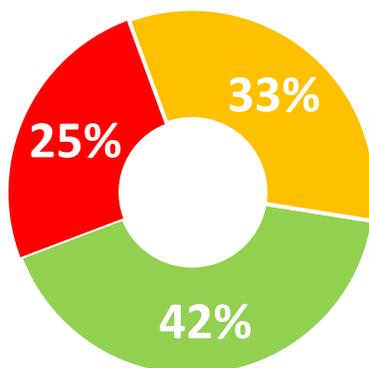
## TEACHER RECOMMENDATION

Teachers were asked to rate on a scale of 0 to 10 as to whether or not they would recommend the core program to other teachers. A net promoter score (NPS) was calculated in order to understand the proportion of teachers who reported a strong sense of loyalty to the program in relation to those who were unhappy with their experience. Those who provided the highest ratings were labeled as

<sup>6</sup> Schools represented in the survey include: ALBA, Atlas Preparatory Academy, Banting Elementary School, Blessed Sacrament School, Brown Street Academy, Browning Elementary School, Catholic East Elementary School, Elm School for the Creative Arts, Forest Home Avenue School, Granville Lutheran School, Hawley Environmental School, Hawthorne Elementary, Hmong American Peace Academy, Hope: Fidelis Campus, Kluge School, La Causa Charter School, Messer St. Rose, Metcalfe Elementary, Milwaukee Environmental Sciences Academy, Northwest Catholic School, Notre Dame School, Renaissance Lutheran School, River Trail Elementary, Rogers St. Academy, St. Rafael School, St. Anthony School, St. Jerome School, St. Joseph Academy, Summit View Elementary, Victory Italian Immersion School, and Whittier Elementary.

*promoters* (ratings of 9 or 10) and those who provided the lowest ratings were labeled as *detractors* (ratings of 0 through 6). Those who provided ratings of 7 or 8 were labeled as *passives* because they were satisfied with their experience but would most likely not be loyal to the program. To calculate the NPS, the percentage of detractors was deducted from the percentage of promoters. Scores between 0 and 50 are considered to be *good* and scores above 50 are considered to be *excellent*. Overall, the NPS based on teacher responses was 17. The chart below displays the breakdown of teacher ratings based on the categories of promoters, detractors, and passives.

### Distribution of Teacher Recommendation Ratings



*Note:* Promoters = green, detractors = red, and passives = yellow.

It appears that the majority of teachers (42%) would promote the program to others while a third (33%) of teachers could be considered passives. A quarter of teachers surveyed (25%) would be considered detractors, or not provide a strong recommendation to others.

Teachers were also asked to provide comment as to what SHARP would need to do in order to receive their “strongest recommendation.” Across responses, five themes emerged. Themes are reported below in order of most common to least common.

**Continue current practices.** About a third of teachers surveyed (32%) reported that SHARP is already doing a great job, could not think of anything SHARP staff could do differently, or that the organization should continue current practices. These responses were most common amongst teachers who provided a rating in the promoter category. Example responses included, “keep having friendly workers” and “None, you’re doing GREAT!!!!” Teachers also seemed to indicate how much they enjoyed working with their guides by commenting on how “amazing” they were and providing examples. Another teacher reported: “SHARP Literacy is fun for the teachers too!” Overall, it appears that a large group of teachers had a positive experience, which led to their rating.

**Improve classroom sessions and curriculum.** Similarly, about a third (32%) of teachers surveyed responded that in order to receive a higher recommendation, they would like to see SHARP improve the sessions provided to students or how the curriculum is structured and delivered. For

instance, some teachers indicated that the curriculum was not developmentally appropriate and that they needed to provide follow up instruction to students in order for them to understand the content. One teacher reported: “The book is very difficult for a second grader to access. It is hard for them to follow the story when it switches between English and Spanish and is broken up by pages of information. It is not a story that the students actively engage with and pick up on their own, because they cannot read without adult support.” Other teachers indicated that the two or four sessions they received were not enough to provide students with an opportunity to explore the topic. A few teachers reported that their guide needed to improve in classroom management and that the lessons could have been more engaging, including doing less talking or presenting. Thus, it appears that teachers provided ratings based on their experience with the curriculum and sessions held in their classrooms.

**Improve training and support for schools.** About a quarter of teachers (26%) indicated that SHARP needs to provide more support and improve communication with schools. Some teachers felt that the program was not made clear prior to implementation or that the guide did not collaborate with the teacher to make sure she or he could prepare the students for the guide’s visit. Further, some teachers felt that they or their school leader were not clear on the purpose of the program. One teacher reported: “I wish we had more connection and communication with the guide coming to our school and had more engaging lessons for the younger students. I felt a little lost at times and the other K4 teacher and I felt like we were not fully understanding the program.” Another teacher reported: “I think that more clear communication not just via e-mail and not just one face to face meeting would have been helpful being new to all of this.” Several other teachers reported the need for more guidance on the final project or suggested a pacing guide. Some requested more supplemental materials, such as books and “oracy cards.” Teachers also appeared to base their ratings on the support they received from SHARP to implement the program and their interaction with their guide.

**Improve the educational tours experience.** A few teachers (9%) reported that the educational tours were not a positive experience for their students. Some examples of comments included feeling as though the visit was too short or “rushed.” One teacher reported that the site for the tour did not seem prepared for her class and that there was too much down time during the visit. Therefore, the educational tour experience also influenced teacher ratings.

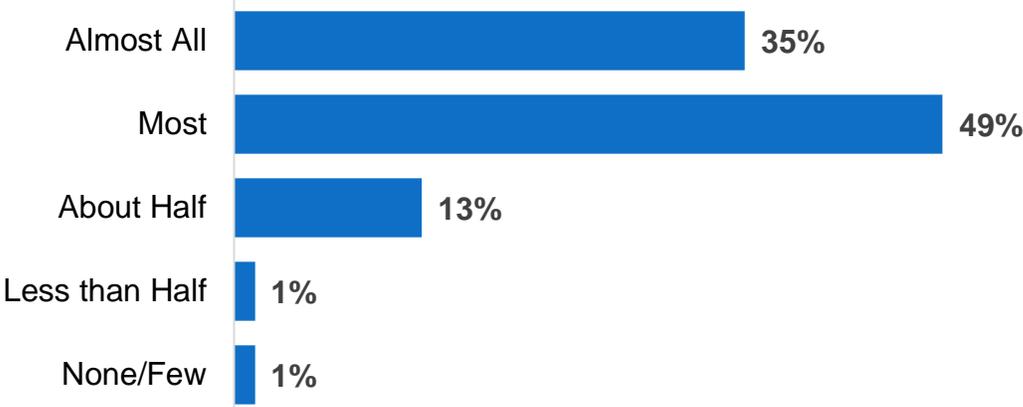
**Address issues with logistics of implementation.** A few teachers (9%) also reported that although they believed that the core program was great, it was very difficult to implement. For instance, one teacher responded that “Although SHARP Literacy is great, it takes up a lot of instructional time.” Another teacher indicated an issue with timing and having to wrap up a project while completing mandated testing with students. Teachers also raised issue with the amount of surveys and paperwork being difficult. The logistics of implementing the program in classrooms within the larger school structure appears to be an issue that influenced teacher ratings.

Teachers were surveyed on their observations of students during sessions with the SHARP guide and were asked to answer questions about the amount of students in their class who they observed to have displayed several behaviors consistent with *engagement*. These behaviors included working productively with peers, taking part in active discussion, asking questions, making their learning visible to others, having fun, and making connections to something they already know. Teachers were given response options of “almost all,” “most,” “about half,” “less than half,” or “none or few.” The charts below summarize the average responses from teachers from each behavior of engagement.

### Working Productively with Peers

Beginning with students observed working productively, 85% of teachers reported that most or almost all of their students were working productively with peers during SHARP sessions in their classrooms. Only 15% of teachers indicated that less than half of their students displayed this behavior. The chart below summarizes teachers’ responses. The wide majority of teachers reported that their students were engaged in productive peer work.

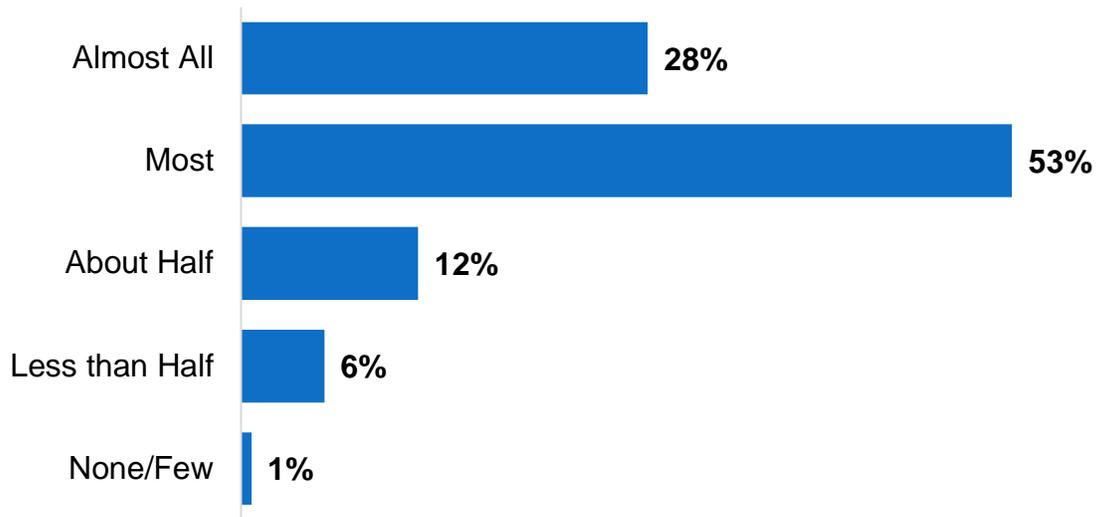
**Amount of Students Observed Working Productively with Peers**



### Engaged in Active Discussion

Next, 81% of teachers reported that most or almost all of their students were observed to be engaged in active discussions during SHARP sessions in their classrooms. Only 19% of teachers indicated that less than half of their students displayed this behavior. The chart below summarizes teachers’ responses. The wide majority of teachers reported that their students were engaged in active discussion.

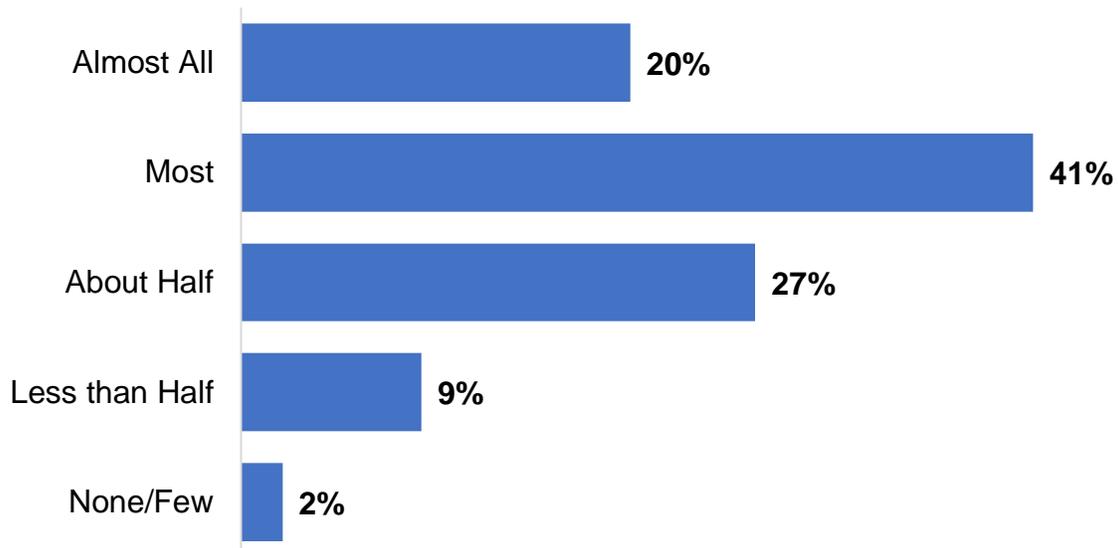
### Amount of Students Observed Engaged in Active Discussion



### Asking Questions

According to teacher reports, 61% of teachers reported that most or almost all of their students were asking questions during SHARP sessions in their classrooms and 38% of teachers indicated that less than half of their students displayed this behavior. The chart below summarizes teachers' responses. The majority of teachers reported that their students asked questions during SHARP sessions.

### Amount of Students Observed Asking Questions

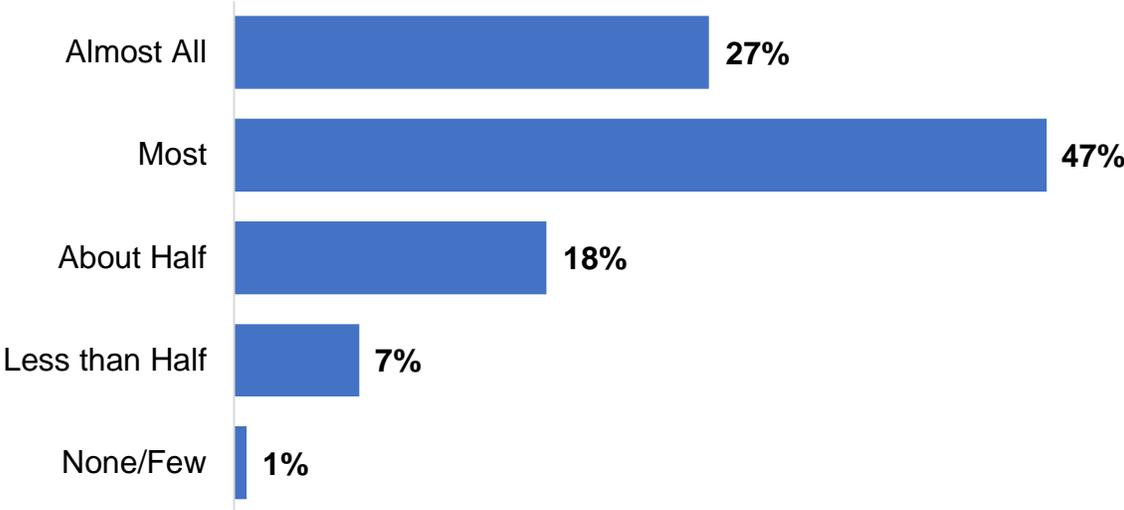


### Making their Learning Visible to Others

Almost three-quarters of teachers (74%) reported that most or almost all of their students were observed to be making their learning visible to others during SHARP sessions in their classrooms.

About a quarter of teachers (26%) indicated that less than half of their students displayed this behavior. The chart below summarizes teachers' responses. The wide majority of teachers reported that their students were making their learning visible to others.

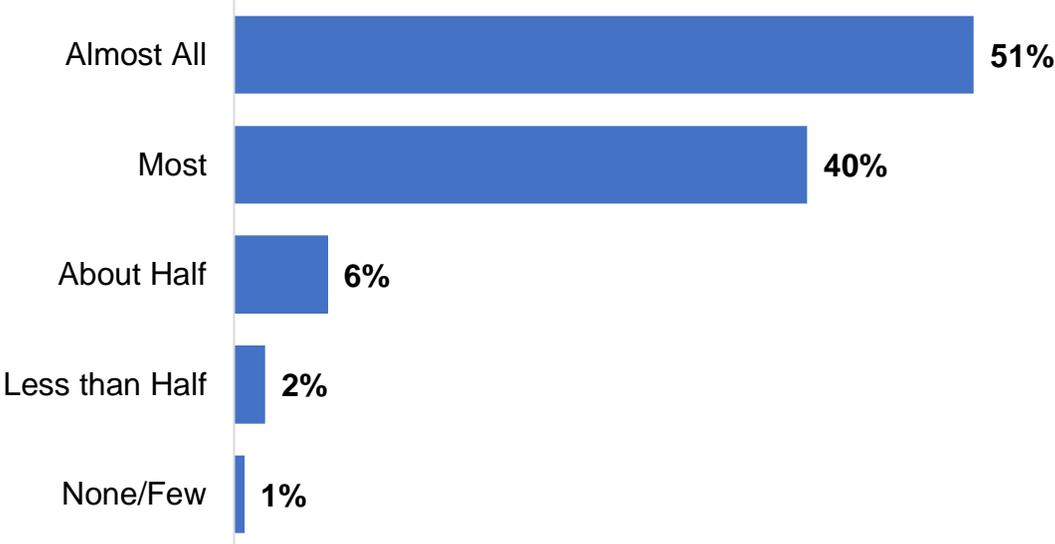
**Amount of Students Observed Making Their Learning Visible to Others**



**Having Fun**

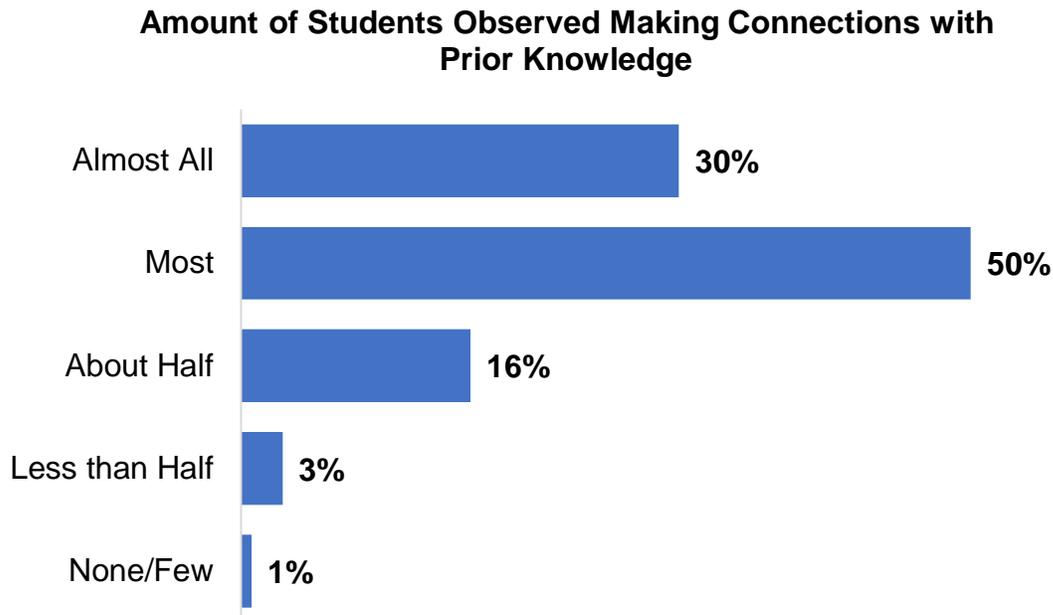
Almost all teachers (91%) reported observing their students having fun during SHARP sessions in their classrooms. Only 9% of teachers indicated that less than half of their students displayed this behavior. The chart below summarizes teachers' responses. It appears that most students enjoyed their SHARP program.

**Amount of Students Observed Having Fun**



## Making Connections with Prior Knowledge

Finally, 80% of teachers reported that most or almost all of their students were observed to make connections with prior knowledge during SHARP sessions in their classrooms and 20% of reported that less than half of their students were observed to display this behavior. The chart below summarizes teachers' responses. It appears that the wide majority of students were also connecting what they were learning to their current knowledge base.



## Student Motivation

Teachers were asked to indicate “yes” or “no” as to whether or not they believed that the educational tours their students experienced motivated their learning on the topic. Based on teacher report, 89% of teachers indicated “yes” and 11% of teachers indicated “no.” Thus, it appears that most teachers believed that the educational tours motivated their students’ learning.

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## TEACHER USE OF THE ARTFUL THINKING PALETTE

Teachers were asked to indicate “yes” or “no” as to whether or not they used the Artful Thinking Palette strategies in their instruction: Parts, Purposes, and Puzzles (PPP) or See, Wonder, Connect (SWC). Overall, 68% of teachers reported using either strategy. Of the K4 and K5 teachers trained in PPP, about half (48%) reported using the strategy in their own instruction. Of the teachers trained in SWC, 73% reported using the strategy.

## SUMMARY & CONCLUSIONS

In this section, a summary is provided of the results described in the previous sections related to the data collected to evaluate the core program. Each summary is followed by conclusions that could be drawn from interpreting the findings.

### STUDENT PRE-POST ASSESSMENT

Three students from every classroom of sponsored schools were randomly selected to complete a pre and post knowledge assessment based on the topic explored in their classroom. A one-tailed t-test showed that students on average appeared to gain in their understanding of the topic explored in their classrooms from the SHARP core program ( $p > .001$ ). Overall, pre-post scores improved by 5 percentage points. Further, the wide majority of schools (11 out of 15 schools) showed growth in performance.

Although students generally showed improvement in their knowledge of the topic they explored, it is not clear how students improved in their critical thinking skills as many students obtained a score of 100% at both pre and post assessments. Further, SHARP core program explicitly teaches critical thinking strategies, but student development in this skill is not directly measured. Lastly, research-based concepts that serve as the foundation for learning and motivation were not explored, such as self-efficacy.

### TEACHER REFLECTION AND OBSERVATION FORM

All teachers were asked to complete a form to record how many of their students were completing SWAPs to proficiency and describe the supports required for students to complete projects. Over 3,700 projects were completed, with a majority being informational or other texts, such as poetry. Over half (56%) of students completed a SWAP to proficiency, but this rate varied from 5% to 100%. The majority of teachers reported completion rates between 1% to 24% and 75% to 100%.

On average, teachers also reported that almost a quarter of their students (23%) required extensive supports in order to complete a SWAP to proficiency. Although noted successes included students demonstrating improved content knowledge, literacy, critical thinking skills, increased student interest or joy in the topic, increased imagination and creativity, engagement in instruction, increased opportunity for experiential learning, and observed increase in student self-efficacy, teachers also noted that student literacy skills, underdeveloped critical thinking skills, student social emotional development, and the logistics of implementing SWAP served as challenges to completing SWAP to proficiency.

Based on teacher reports, it appears that although SWAP led to several observed successes observed in their students, SWAP is not easily implemented in classrooms and that this is possibly a barrier to a higher SWAP completion rate. Additionally, teachers on average reported that a majority of their students required additional support in order to complete a SWAP to proficiency. This could have made SWAP more difficult to implement as well, further affecting the completion rate of projects.

Thus, there is some evidence that the core program does not engage all students with diverse learning needs.

## INTERVIEWS WITH STUDENTS

Approximately three students per class were interviewed after participating in an Educational Tour, for a total of 59 interviews. Tour sites were Discovery World, Will's Roadside Farm & Market, and Keep Greater Milwaukee Beautiful. The wide majority of students indicated that they learned more about their topic after participating in the tour. Others indicated that their perception of the tour site or their opinion of the topic changed (for the better) after the tour.

All students responded that they would like to visit the tour site again. Reasons for returning included the activities or experiences were fun, they valued new learning opportunities, or they were interested in the topic they explored.

Overall, it appears that the Educational Tours are an important component to the core program based on student perspective. Not only did students express value in the experience, but they indicated that they learned something new or were inspired to learn more as a result of the visit.

## TEACHER FEEDBACK SURVEY

One-hundred and thirty-nine (139) teachers from 31 schools completed a survey to provide feedback to SHARP about their experience with the core program. The NPS was found to be in a good range (NPS = 17) with the majority of teachers providing a recommendation rating between 7 to 10. Although many teachers reported that SHARP should continue their current practices, many others indicated issues that prevented a higher recommendation score, such as needed improvements in classroom sessions and curriculum, improvements in training and support for schools, improvement in the educational tours experience, and addressing issues with logistics of implementation.

On average, teachers reported that most or almost all of their students were engaged during classroom sessions and a wide majority of teachers believed that the educational tours motivated student learning. However, not all teachers used the Artful Thinking Palette in their instruction. It is unclear as to why teachers did not use the Artful Thinking Palette, but based on teacher recommendation feedback, it may have been logistically difficult to incorporate, or teachers did not feel properly trained and supported to do so.

## CONSIDERATIONS

Based on the results shared in this report, many implications can be considered for further review by SHARP Literacy leadership. This section outlines some considerations for systemic implementation and evaluation.

**How are the outcomes of the core program aligned to the vision and mission of SHARP Literacy?** It appears that the measures created by SHARP for the purposes of evaluation do not measure the core program's intended impact or how the core program is realizing the vision and mission of SHARP Literacy. For instance, SHARP's mission is to *enhance future life success by energizing urban children, motivating them to identify themselves as confident, capable scholars and lifelong learners by inspiring engagement in reading, writing and research through hands-on interaction and visual arts*. Yet, many of the measures for the core program do not measure outcomes connected to this mission. Critical thinking, a foundation to the core program, is not measured although many teachers noted that they saw improvements in their students' critical thinking skills.

Further, best practices in program evaluation require the evaluation of outcomes based a program's overall theories of process and impact. The W.K. Kellogg Foundation (2006)<sup>7</sup> states that successful program implementation and evaluation begins with a solid base in theories for the activities that will happen within a program and the intended impact. To date, the core program does not appear to have a foundational theory of how the program aligns to SHARP's overall mission and vision, nor a theory of impact that drives the outcomes measured. It is problematic that the evaluation measures contained in this report did not evolve from a foundation of theories of process and impact that served as a road map for communication of the results. As the leadership in SHARP begins to determine the outcomes for programs, consideration should be made to ensure that these outcomes are aligned to the vision and mission of SHARP and the intended impact of the core program. Measures for the core program should then be adjusted based on the intended impact of the program to ensure that future evaluations are measuring SHARP's true impact.

**What are the benchmarks and targets for the core program that would indicate success?** Once clear outcomes and indicators are determined, the next step is to identify benchmarks based on baseline data from indicators. The data contained in this report could serve as a baseline benchmark for indicators that SHARP determines are important measures of their program objectives. Leadership can then set targets for growth or improvement to ensure that their program continues inspiring the literacy skill development of the students they serve.

**How can data collection methods and tools be streamlined?** It is concerning that many schools did not report data to SHARP, which impaired the quality of the data set used for this evaluation. Based on teacher reports, many indicated logistical issues with implementing the program in their classrooms as well as meeting requirements from SHARP. SHARP leadership should consider what

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<sup>7</sup> W.K. Kellogg Foundation Logic Model Development Guide: <https://www.wkcf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide>.

measures are most important based on process and impact theories to streamline their data collection methods so they are less of a burden on partnering schools and teachers. Streamlining measures will also improve the quality of the data collected since there is less work for teachers.

**What research-based theories and measures could be used to guide the evaluation of the core program?** In addition to streamlining the methods for data collection, SHARP leadership should also review current research to guide their outcomes and indicators. Theories for learning and motivation should guide the concepts SHARP programs target and the indicators they choose to use as part of an evaluation. For instance, research supports that arts-integrated instructional practices improve critical thinking.<sup>8,9</sup> Therefore, critical thinking should be a measure included in future evaluation plans. Additionally, if SHARP aims to inspire students to learn, concepts related to self-efficacy or expectancy and value for learning should also be considered as research indicates that these concepts are connected to learning.<sup>10</sup>

Once identifying research-based concepts, SHARP leadership should also consider research-based measures for indicators. Research-based measures have already been rigorously studied and validated to be measures of the concepts they target. Since the tools used in this evaluation were conceptualized and created by SHARP staff without pilot testing and rigorous study, it is unclear as to whether these tools are valid and reliable measures.

**Where can SHARP make improvements for schools in the ease of implementation of the core program?** Considering that 1 in 2 students completed a SWAP to proficiency, SHARP should consider how their program's design is preventing the successful implementation of art-integration projects (i.e. SWAPs). Ideally, if a program is designed well, at least 80-90% of students will respond to the universal design.<sup>11</sup> All teachers reported having to provide follow up support or reteaching concepts shared in SHARP sessions, which added more time responsibilities for teachers and made the program logistically harder to implement for schools. If the core curriculum were designed effectively, then teachers should be reporting that only 10-20% of students require additional supports. Teachers also indicated feeling as though they were not properly trained or supported to implement SWAP, which could have impacted the success for students to complete SWAPs at proficiency. Thus, SHARP should consider how their model for implementation could be adjusted to make it easier to implement for schools so that the completion rate for SWAPs increase.

**Where can SHARP make improvements in their core program curriculum to be more culturally and linguistically relevant to meet the needs of all students?** Some teachers indicated that the curriculum was not interesting to students, which could be another way of expressing a lack of cultural relevance of the topics students explored. This lack of cultural relevance could have also prevented students from engaging in the core program and completing SWAPs to proficiency. Further, many

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<sup>8</sup> Gullatt, D. E. (2008). Enhancing student learning through arts integration: Implications for the profession. *The High School Journal*, 91(4), 12-25.

<sup>9</sup> Nilson, C., Fetherston, C. M., McMurray, A., & Fetherston, T. (2013). Creative arts: An essential element in the teacher's toolkit when developing critical thinking in children. *Australian Journal of Teacher Education*, 38(7), 1-17.

<sup>10</sup> Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior* (Vol. 4, pp. 71-81). New York: Academic Press.

<sup>11</sup> Multi-tiered Systems of Support (MTSS): <https://www.pbis.org/school/mtss>.

teachers also indicated limited English proficiency as a barrier to SWAP completion rates. Considering that SHARP serves a diverse community of students, extra attention should be paid to ensure that the content for programming is relevant and sensitive to the varied identities of students and their life experiences. SHARP's pedagogy has the potential to align with culturally responsive pedagogical practices due to its focus on arts-integration, projects, and critical thinking.<sup>12</sup> If SHARP intends to inspire life-long learners amongst students living in poverty or from racially and culturally diverse backgrounds, leadership should ensure that their core program utilizes culturally and linguistically relevant practices.

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<sup>12</sup> Hammond (2013), Culturally Responsive Teaching & The Brain: <https://crtandthebrain.com/>.

## APPENDIX A

### SWAP Completion Rates by School

Below is a list of each school's reported average classroom SWAP completion rate (percent of students who completed a SWAP to proficiency) in order of highest to lowest rate.

School Name	# of Classrooms	Average Rate	School Name	# of Classrooms	Average Rate
1. ALBA	1	100%	19. Forest Home*	16	52%
2. Northwest Lutheran	1	100%	20. Kluge	1	52%
3. St. Anthony	5	100%	21. MESA	4	52%
4. St. Joseph's Academy	1	100%	22. La Causa*	10	48%
5. St. Augustine Prep	1	89%	23. Hawthorne	6	44%
6. La Casa de Esperanza	2	88%	24. River Trail	5	40%
7. Rogers St. Academy	8	83%	25. Trowbridge	4	36%
8. Hope Fidelis	4	80%	26. Atlas Prep	9	35%
9. Victory	13	79%	27. Messmer St. Mary	14	34%
10. SEDA	4	72%	28. Banting Elementary	3	32%
11. Summit View	1	70%	29. Whittier Elementary	1	32%
12. Catholic East	8	68%	30. St. Jerome	1	27%
13. Elm School	1	67%	31. Browning Elementary	2	25%
14. Doerfler	4	66%	32. Granville Lutheran	1	25%
15. Metcalfe	3	56%	33. Brown St. Academy	1	22%
16. Messmer St. Rose	12	55%	34. Blessed Sacrament**	7	<i>nd</i>
17. Notre Dame	9	54%	35. Renaissance**	2	<i>nd</i>
18. Northwest Catholic	6	53%			

\*Rate calculated without all classrooms reporting their class size or number of students who completed a SWAP to proficiency.

\*\*Class size or number of students who completed a SWAP to proficiency were not reported across classrooms.

## APPENDIX B

### Comparison of SWAP Drafts Completed at Proficiency

Below is a list of the sponsored schools\* in alphabetical order and their overall rate of completion at proficiency (as reported by teachers) for their first draft and then their final draft.

School Name	SWAP Return Rate	Proficient on First Draft	Rate	Proficient on Final Draft	Rate	School Rate Change
Banting	22%	5	37%	11	58%	+21%
Brown Street Academy	22%	0	0%	5	22%	+22%
Catholic East	93%	9	44%	13	76%	+32%
Doerfler	22%	4	35%	4	51%	+16%
Forest Home	11%	0	18%	2	51%	+33%
Granville Lutheran	25%	3	11%	7	25%	+14%
La Casa de Esperanza	88%	13	63%	15	89%	+25%
La Causa	63%	13	36%	15	52%	+17%
Metcalf	58%	0	17%	11	56%	+39%
Northwest Lutheran	100%	16	100%	16	100%	0%
Notre Dame	28%	10	56%	5	53%	-3%
Rogers Street Academy	73%	20	74%	24	82%	+8%
Summit View	70%	45	56%	56	70%	+14%
Victory	83%	3	45%	24	72%	+27%

<b>Whittier</b>	36%	7	19%	13	36%	+17%
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\*Renaissance is not included because teachers did not report the proficiency data for their students.