

**Project Arts for Learning
Annual Program Evaluation (EOY2)**

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2018 Annual Report

Local Educational Agency (LEA)	Coronado Unified School District
Federal Grant Number	4TZB7
Project Title	Project Arts for Learning
Grant Year	2017-2018

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Grant Project Focus Area(s): *Please check the appropriate box(es)*

<input type="checkbox"/> CCR – General Academic	<input checked="" type="checkbox"/> English Language Arts/Reading	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Science	<input type="checkbox"/> STEM	<input type="checkbox"/> Social/Emotional
<input type="checkbox"/> Other: (please list) Click or tap here to enter text.		

Grant Project Subgroup(s), if applicable *Please check the appropriate box(es)*

<input type="checkbox"/> English Learners	<input type="checkbox"/> Free and Reduced Lunch	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Other (please list)	<input type="checkbox"/> N/A
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In 200 words or less, please provide a summary of your activities this year, including successes and/or challenges. If you have challenges, please briefly include a description of the solutions you used.

In terms of strengths and success, Project A4L coordinated integrated arts lessons across more than 50 classroom teachers and 12 teaching artists, resulting in more than 430 total arts lessons. Additionally, student engagement in English language arts and the Arts, increased 22% from an average of 55 points to an average of 72 points. Engagement in the Arts and ELA appear to be bolstered by project activities. Some of the most pronounced challenges include scheduling conflicts. Coordinating 12 teaching artist's schedules remains a challenge, but CUSD is working

proactively with its primary Arts contractor to minimize scheduling issues. Additionally, many teaching artists are not trained teachers, so the relationship between the classroom teacher and teaching artist is important to monitor. Some teachers had negative experiences and CUSD had to address those issues immediately. Both CUSD and Arts for Learning San Diego are working to provide a better match between teacher and artist. Finally, CUSD was not aware of whether students were meeting the goals and objectives of the integrated arts lessons. As a result, they plan to develop some formative assessments to better monitor learning outcomes this year.

Military-Connected Impact:

SY 2017–2018	Elementary	Middle	High
Total Number of Impacted Schools	2	1	1
Total Number of Impacted Military-Connected Students	581	269	375
Total Number of All Impacted Students	1162	750	1193
Total Number of Impacted Teachers	48	6	5

Goals, Strategies, and Outcomes:

Goal 1: Improve academic achievement in English language arts of military-connected elementary students		
Strategies Used:		
Choose an item.	Choose an item.	Choose an item.
In-class supports		
Interim Goal Outcome Target:	79% students meet or exceed standards	
Outcome assessment tool:	Smarter Balanced Summative State Assessment	
Interim Goal Status:	Not Met, But Making Progress	

Goal 2: Improve academic engagement of military-connected secondary students.		
Strategies Used:		
Choose an item.	Choose an item.	Choose an item.
Describe: In-class supports	Describe: Click or tap here to enter text.	Describe: Click or tap here to enter text.
Interim Goal Outcome Target:	60% of students academically engaged in school	
Outcome assessment tool:	Self-Regulated Learner Survey	
Interim Goal Status:	Met	

Project Arts for Learning (Project A4L)
Annual Program Evaluation (EOY2)

Section 1: Background

Military-connected students experience frequent relocations and this mobility often has real implications in both academic achievement and intrinsic motivation. When military-connected students arrive new to Coronado Unified School District (CUSD), teachers have limited knowledge and understanding of what these students know and are able to do, and this limited understanding may hamper their efforts to provide precise instructional support for these students. Furthermore, relocation is a primary stressor for military-connected students. Many may lack the intrinsic motivation necessary to succeed in school as a result of the anxiety encountered due to frequent moves. To overcome these and other challenges, CUSD has designed the Project Arts for Learning (Project A4L) program so that teachers better understand what students' needs are based on the results of a diagnostic assessment along with providing highly engaging lessons that both boost their intrinsic motivation to learn and do well in school as well as their academic achievement. The primary goal of Project A4L is to improve academic achievement in English Language Arts as well as school engagement by providing high quality arts-integrated instruction.

Project Objectives and Activities

The main objective of Project A4L is to provide high quality arts-integrated lessons that address common skills gaps in English Language Arts (ELA). By determining common weaknesses in ELA skills, Project A4L can accurately target these areas with high quality arts-integrated lessons and move students' learning forward in ELA. By reassessing students in the spring, project staff are able to determine the extent to which these lessons impact student learning. In addition to academic achievement, the grant also assesses students' level of engagement in ELA and the extent to which these arts-integrated activities increase their motivation and engagement. To achieve these important objectives, the following M3 activities have occurred:

Table 1. Project activities and current status.

Activity	Status
Coordinated project goals with Arts for Learning San Diego; developed professional development; calendars developed for teaching artists and classroom teachers.	Ongoing
Held steering committee meetings to discuss project goals, activities, and address any ongoing issues.	Ongoing
Provided professional development in arts integration for new classroom teachers.	Completed Summer
Developed curriculum lessons/units for arts-integrated classrooms.	Ongoing
Delivered arts-integrated lessons using a co-teaching model with the teaching artist and classroom teacher.	Ongoing
Assess students' skills using Northwest Educational Association's Measures of Academic Progress (MAP) and Smarter Balanced Assessment Consortium's (SBAC) summative assessments.	Ongoing August to June

Progress Report (since last report)

At the end of year 1, recommendations were made. Below is the list of recommendations and the follow-up that has occurred.

1. Develop a repository for arts-integrated lessons so that all classroom teachers have access to these documents in addition to preserving them for sustainability purposes. *A shared Google Drive folder was created for all grade level teams at each site (Silver Strand Elementary School, Village Elementary School, Coronado Middle School, and Coronado High School) for arts-integrated lessons implemented in the 2017-2018 school year. Classroom teachers can edit the files directly. Other documents in the repository include the arts integration planning template, planning meeting agenda, co-teaching rubric, and roles & expectations.*
2. Develop a mechanism that allows the project director and evaluator to know how effectively the classroom teacher and teaching artist are working

together. *The evaluator and project director collaboratively created an arts integration observation form for an individual lesson co-taught by a classroom teacher and a teaching artist. This analytical rubric assessed evidence of the following criteria on four levels (beginning, developing, progressing, and extending):*

- *The classroom teacher and teaching artist worked together as equal partners and collaborators.*
- *Lesson and activities were aligned with academic and arts standards.*
- *The classroom teacher and teaching artist provided opportunities for students to share or reflect on their work.*
- *The classroom teacher and teaching artist provided opportunities for students to think critically and creatively while collaborating with each other.*
- *The classroom teacher and teaching artist provided lessons and activities that were culturally expansive.*
- *The classroom teacher and teaching artist provided opportunities for students to explore, discover, and interrogate the “what ifs”.*
- *Students were engaged in their learning through the arts integration process because there was balance between instruction and hands-on activity.*
- *The teaching artist was adept at implementing age-appropriate activities.*
- *The classroom teacher and teaching artist provided ongoing feedback to students.*
- *The classroom teacher and teaching artist had plans for how to assess student academic and arts learning.*

The observers gave a rating (1-4) for each item on the form, and the evaluator calculated an average score for each observation.

3. Develop a mechanism that allows the project director and evaluator to know how effective these arts-integrated lessons are at improving academic achievement and engagement in real time (versus waiting for summative assessments to occur). The products of these integrated lessons should be evaluated and compared to expectations developed by the classroom teacher and teaching artist. Student engagement in these lessons should be assessed

in order to know how motivated students are during these lessons/units. *While student engagement in the arts-integrated lessons could be assessed during classroom observations, a mechanism for evaluating the effectiveness of them improving academic achievement was not created during the 2017-2018 school year. These recommended formative assessments should be developed and implemented this 2018-2019 school year. Student work samples should periodically be collected and correlated based on the intention of the arts-integrated lessons.*

Section 2: Evaluation Study Questions

Project Goals and Expected Outcomes

The main goal of A4L for elementary students is *Improve academic achievement of military-connected students in English Language Arts*. This results from the following strategies:

Strategy 1: Provide classroom teachers with a teaching artist to work as a team to develop, instruct, and assess the Arts and English Language Arts-integrated instruction.

Strategy 2: Providing extracurricular learning opportunities in the Arts.

Project A4L uses the following interim indicators to know whether it is meeting annual benchmarks:

By June 2018, **79%** of military-connected students in grades 3-8 and 11 will meet or exceed standards on the Smarter Balanced Assessment in English Language Arts, an increase of 2% over 2015 baseline (77%).

The second goal of Project A4L is to *improve academic engagement and motivation in military-connected students*. This goal results from deploying the following strategies:

Strategy 1: Deliver integrated lessons that connect ELA content standards with Visual and Performing Arts standards

Strategy 2: Provide opportunities for students to exhibit and perform arts-related learning to parent and community members.

By June 2018, the average engagement of military-connected students in grades 3-8 will increase 5%.

Evaluation Questions

1. Have all Project A4L activities been implemented according to plan?
2. To what extent are the activities reaching the targeted audience? Are the activities occurring frequently enough?
3. Did Project A4L meet its interim goals?

Section 3: Evaluation Methodology

The evaluator deployed a case study approach to evaluate Project A4L outcomes. A case study approach allowed for quantitative analysis of student achievement comparing the performance of Project A4L students in Year 2 (and beyond) to their performance in the planning year (where the treatment was absent). To do so, the evaluator compared military-connected student performance in the current year to their performance the prior year on ELA scores from the MAP and SBAC assessments. These comparisons also included the scores of students who are not military connected. The evaluator also reported out on the student scores and whether these scores achieved the targets identified in the grant. Additionally, the evaluator analyzed student engagement and motivation. A survey of intrinsic motivation and engagement served as the principal data collection tool. Project A4L theory suggests that the more arts-integrated lessons students are exposed to, the greater the change in student achievement and engagement. A longitudinal comparison over the life of the grant will determine the accuracy of that theory.

In addition to outcomes, the evaluator answered questions regarding fidelity of implementation and process monitoring. For the fidelity of implementation, the project director and evaluator have collected data to answer the question: "Have all the Project A4L strategies been implemented according to plan?" Data collection included sign-in logs, NWEA MAP reports, progress reports, feedback forms, Arts for Learning documents, and others. Both the project director and the evaluator conducted regular classroom observations, taking scripted notes, to validate that what they observed in instruction was congruent with what teachers learned in professional development.

For process monitoring, the primary question the project director and evaluator determined the extent to which integrated arts activities were reaching the intended audience at the level of frequency needed. For the process measures, the project director and evaluator focused on project documentation, professional development records, curriculum units, student information system records, classroom walk through evidence, and others.

Section 4: Data Analysis and Findings

Study Demographics

In the 2017-2018 school year, approximately 3,134 students enrolled in Coronado Unified School District (CUSD). Of those 3,134, 1,207 or 39% were enrolled in Coronado High School (CHS), 757 or 24% at Coronado Middle School (CMS), 270 or 9% at Silver Strand Elementary School, and 795 or 25% at Village Elementary School. Student enrollment by grade level is arrayed in the table below.

Table 2. Total student enrollment by grade level.

Grade	Number of Students Enrolled	Percent of Students Enrolled
TK	32	1.0%
KN	162	5.2%
1	181	5.8%
2	186	5.9%
3	174	5.6%
4	203	6.5%
5	232	7.4%
6	233	7.5%
7	255	8.1%
8	269	8.6%
9	281	9.0%
10	307	9.8%
11	298	9.5%
12	321	10.2%

Of the 3,134 students enrolled in CUSD, 1,088 or 34.7% are military-connected students. Of those 1,088, 267 or 25% were enrolled at CHS, 271 or 25% at CMS, 250 or 23% at Silver Strand Elementary School, and 294 or 27% at Village Elementary School. Student enrollment by grade level is arrayed in the table below. Furthermore, about 12% of CUSD student's transition in and out of Coronado during the school year. Approximately

376 of the 3,134 students exited CUSD in 2017-2018. About 191 students or 51% of those exiting were military-connected.

Table 3. Military-connected student enrollment by grade level.

Grade	Number of Students Enrolled	Percent of Students Enrolled
TK	22	2.0%
KN	85	7.8%
1	93	8.5%
2	87	8.0%
3	88	8.1%
4	75	6.9%
5	100	9.2%
6	92	8.5%
7	76	7.0%
8	103	9.5%
9	85	7.8%
10	58	5.3%
11	65	6.0%
12	59	7.8%

Fidelity of Implementation (Have we implemented what we said we would do?)

For fidelity data, the project director and evaluator answered the question of whether or not grant actions were delivered. To do so, they created a matrix (below) to validate whether strategies were being implemented.

Table 4. Project activities occurring as planned.

Item	Y/N	Evidence
1. Have teaching artists been identified for every participating teacher?	Y	Arts for Learning San Diego Document
2. Have all students been assessed on MAP?	N	MAP results

3. Has a steering committee met regularly to guide the actions of the program?	N	DoDEA A4L Meeting Log (1 meeting on 12/4/2017)
4. Are classroom teachers and teaching artists writing curriculum lessons and units using National Core Arts Standards and CCSS in ELA?	N	Lesson plan review
5. Have students been assessed on SBAC?	Y	SBAC results

Arts for Learning San Diego works with CUSD to establish a schedule that works for both the school district and the teaching artist. Currently 53 classroom teachers are paired with 12 teaching artists. In 2017, 66 classroom teachers participated in A4L training. Unfortunately in 2017-2018, 6 classroom teachers did not receive a teaching artist. Arts for Learning San Diego was not able to secure a teaching artist for the grade 5 team (5 classroom teachers) at Village Elementary School due to scheduling conflicts. One classroom teacher at Coronado Middle School did not receive a teaching artist because the Principal at that site made the decision to not implement art-integration lessons for grade 8 students in their English classes and just in their history classes for the 2017-2018 school year.

All students are assessed annually on the MAP assessment in the fall, winter, and the spring. These assessments help teachers make instructional decisions about the needs of their students. Of the 3,134 students in CUSD, 20% were assessed on MAP in the fall of 2017 and 20% were assessed in the spring. The percentage of students tested is not 100% because some students do not take the MAP assessment (grades 9-12) and in some situations students were absent, transferred into or out of the district, or did not have a valid test score. Additionally, the district decided to only test certain students in middle school, which dramatically reduced the number of students tested in 2018 and prevented us from examining differences between military-connected and nonmilitary-connected students. *One recommendation would be to determine whether this decision benefits students.*

CUSD formed a Project A4L Steering Committee in 2017 as the decision-making body for the grant. The Committee consists of 12 teachers, staff, and administrators. The Committee meets a minimum of 3 times a year to discuss the project goals, outcomes, and to address issues affecting the grant. In 2017-2018, the committee met only once in December. *The steering committee must take a more active role in the grant to ensure the outcomes are met. Due to a relatively high turnover of staff for the 2018-2019 school*

year, the steering committee will need to be restructured. Also, at least 3 meetings throughout the 2018-2019 school year will need to be scheduled all at once and as soon as possible.

Lesson plans were reviewed to determine whether they included both the National Core Arts Standards and Common Core State Standards in ELA. The evaluator reviewed 16 lesson plans and 68% included both standards. *In order for students to receive arts-integrated lessons, both the classroom teacher and the teaching artist must ensure their lessons are both standards-based and aligned. Furthermore, in terms of sustainability, teaching artists will not be part of the grant at the end of the 2020-2021 school year. We need to ensure that classroom teachers have the capacity to teach these arts-integrated lessons at that point, and it will present a real challenge if these lesson plans are not complete.*

Finally, all students enrolled in grades 3-8 and 11 at CUSD during the SBAC testing window partake in the California state testing system. In 2018, approximately 95% of students were tested in ELA.

Process Monitoring of Ongoing Implementation:

Table 4. Project activities occurring as planned.

Item	Y/N	Evidence
Are classroom teachers and teaching artists planning high quality instruction?	--	2018-2019 Annual Report
Are classroom teachers teaching high quality arts-integrated lessons?	N	Rubric
Are 90% military-connected students receiving arts-integrated instruction?	N	Enrollment data; A4L San Diego hours
Are teaching artists and classroom teachers collaborating about students' needs and their progress in meeting standards?	--	2018-2019 Annual Report
Are parents satisfied with the Project A4L program?	--	2018-2019 Annual Report
Are 75% of military-connected students being served in before school programs?	--	Grant monies not used for before school programs

The planning time between the classroom teachers and the teaching artists is integral to the success of Project A4L. From an evaluation perspective, we do not have a method for knowing whether classroom teachers are meeting with artists, whether they meet face-to-face or plan through email, etc. We do capture the days they schedule to plan. These differ by classroom teacher and grade level. Some classroom teachers and teaching artists have 5 planning sessions over the residency; others schedule 10-12 planning sessions. *One suggestion would be to figure out best practice around planning so the practice can be shared and scaled up across all grant participants. Also integrate the rubric into the planning so that teachers and artists understand the quality of the co-taught lesson.*

In terms of the quality of the arts-integrated lessons, the project director and evaluator observed 13 lessons during the 2017-2018 school year. For each lesson, the two generated a score derived from the rubric developed for this project. To account for any outliers, the project director and evaluator both observed the same classrooms, scored the observation according to the rubric, then averaged the two scores. The 13 classrooms observed on average achieved a score of 2.9 on a 5 point rubric. *One suggestions is to continue to observe and evaluate the quality of these lessons to ensure consistency across classrooms. Additionally, refinements should be made to the rubric as classroom teachers and teaching artists further develop in the co-teaching model. Finally, the project director should provide feedback to teaching artists and classroom teachers regarding the quality of the arts-integrated lesson, which will help ensure consistency across classrooms.*

Project A4L does not teach arts-integrated lessons to military-connected students only. Therefore, all students are receiving the arts-integrated lessons. Currently 53 teachers delivered arts-integrated lesson in 2017-2018. In grades K-8, approximately 70% or 1,325 out of 1,895 students received an arts-integrated lesson. In high school, approximately 85% or 240 out of 281 students received a lesson. In total, 78% of students are receiving arts integrated lessons, which is 78%, 12% lower than the goal of 90%. *One suggestion is to look back at the original names of teachers trained and determine why some are not currently teaching arts-integrated lessons so that we meet the goal of 90%. One suggestion, in collaboration with Arts for Learning San Diego, is to resolve any scheduling conflicts between classroom teachers and teaching artists for arts integration residencies, and also determine why some high school students are not enrolled in an English course and/or are not assigned to an English teacher so that we meet the goal of 90%.*

The grant activities focused exclusively on developing a routine for classroom teachers to work together to deliver arts-integrated lessons during the first year of implementation. As the grant progresses into the second year of implementation, the Project A4L Steering Committee along with the project director should develop a mechanism to know whether teachers and teaching artists are collaborating around students' needs. Student needs are addressed in the Planning Meeting Agenda (item number 5) and the Planning Template (item number 13), but they could be further developed in the lesson planning process.

Similar to the suggestion above, both the steering committee and project director should *develop a mechanism for determining parents' level of satisfaction with the arts-integration project*. In year one, many of the activities were getting underway and it would have been premature to draw any conclusions around how well the program works for parents' point of view. However, as we enter year two, parents' perspectives on the effectiveness of Project A4L will be crucial.

Interim Goals

As depicted in the table, the Smarter Balanced Assessments in ELA were administered to 1,472 students in grades 3-8 and 11. Of the 1,472 students, 499 were military-connected and 973 were not. The Smarter Balanced Assessments in English Language Arts has four cut points: Not Meeting Standards, Nearly Meeting Standards, Meeting Standards, and Exceeding Standards. We examined the performance of students performing at the Meeting and Exceeding Standards thresholds. Of the 499 military-connected students assessed, 369 (or 74%) met or exceeded standards in 2017-2018. Our June 2017 goal was 79%. We were below our initial goal by 6% and below our 2016 baseline (77%) by 3%. Military-connected students performed similarly to nonmilitary-connected students. Furthermore, the ELA results are trending down over the past 2 years.

Table 5. Military-connected and non-military connected student performance on SBAC.

Students	N	% Meeting/Exceeding	Target	Met (Yes/No)
Military-connected	499	74%	79%	No
Nonmilitary-connected	973	74%		

Total	1472	74%		
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The next table indicates the results of the NWEA Measures of Academic Progress (MAP) assessment in grades 3-8. The MAP assessment is used primarily to determine whether students are performing at grade level in reading, in addition to determining what areas of weakness exist within reading. A reading score is comprised of literature, vocabulary, and informational texts.

Of the 1,366 students in the district in grades 3-8, 614 were assessed in the spring of 2017, which represents about 45% of students in those grade levels. Students were not assessed in grade 8 this year, and the district made a decision to only test students who struggled in reading in grades 6 and 7. More than 400 fewer students took the MAP assessment in reading this compared to last. Below the average scores from each grade level are arrayed along with the grade level norm and the extent to which a grade level achieved the norm.

Table 6. Student performance on NWEA MAP Spring 2017 administration.

Grade	N	Average Score	Grade Level Norm	% Achieved
3	156	206	198	104%
4	188	213	206	103%
5	216	217	212	102%
6	34	212	216	98%
7	20	202	218	92%
Total	614			

Using both the MAP and SBAC assessments, the project director and steering committee identified the following skills as areas of weakness and will ultimately serve as a starting point for curriculum writing and arts-integrated lessons.

Table 7. Military-connected students' areas of weakness on MAP and SBAC.

Grade Level	Area of Weakness (Skills)
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	SBAC	MAP
3	Reading	Informational text, vocabulary
4	Reading, Writing, Listening, Research	Informational text
5	Reading, Writing, Listening, Research	Literature, vocabulary, informational text
6	Reading, Research	Vocabulary
7	Reading	Vocabulary

Finally, we administered a student engagement survey to get a reading with regard to how engaged students are in school currently. Results for the student engagement survey for students in grades 3-8 are arrayed below. Students answered 28 questions on student engagement by selecting from responses ranging from “not at all true” (1), “a little bit true” (2) somewhat true” (3), “fairly true” (4) to “totally true” (5).

To facilitate comparisons over time, as well as between groups of students within CUSD, each engagement item is expressed on a 100-point scale. Computing the total score involves two steps.

First, all items that contribute to a total score are converted to a 100-point scale. For example, items with five response options are recoded with values of 0, 25, 50, 75, and 100. Thus a total score of zero means that a student chose the lowest response option for every item in that indicator, while a score of 100 means that a student chose the highest response to every item. Second, recorded values for each component item are averaged together.

Table 8. Total engagement scores for military-connected and nonmilitary connected students.

Students	N	Average Rating	Target	Met (Yes/No)
Military-connected	374	72	56	Yes
Nonmilitary-connected	598	73		
Total	972	72	56	

We administered a student engagement survey during May of 2017 to all students in grades 3-8. Of the 1,366 students enrolled in those grade levels, 972 students completed the survey. Approximately 374 were military-connected and 598 were not. These 972 students represent 72% of the student population. A 72% response rate is congruent with response rates for other types of online surveys. Additionally, the 72% are representative of the school district in terms of proportions of students from elementary and middle school, along with demographics such as English Learner and special education.

Military-connected students' perceptions of engagement averaged 72 compared to nonmilitary-connected students, who averaged 73. Last year during the baseline period, engagement scores were 56 for military-connected and 55 for nonmilitary-connected students. Engagement scores increased by 22% across both groups during the first full implementation year of the grant.

Section 5 & 6: Conclusions and Recommendations

Strengths

Project A4L is a complex initiative that involves coordination of over 50 classroom teachers and 12 teaching artists. Both individuals not only need to plan many arts-integrated lessons, but deliver these lessons conjointly. The following are areas of strength for the project:

1. Overall student engagement in English Language Arts and the Arts is trending up.
2. Classroom teachers and teaching artists delivered approximately 430 arts-integrated lessons in 2017-2018.

Current Challenges

One of the greatest challenges of Project A4L is the *coordination of the arts-integrated lessons with other school programs and curricula decisions*. Coronado classroom teachers have limited time to address all the academic content standards and struggle to find the necessary time to properly plan for how to integrate these art lessons into the ELA content. As a results, many of the *lessons are not integrated arts lessons and are more topical than based on students' needs*.

Additionally, while the relationships between Coronado teachers is strong and their internal perceived value of the program high, Project A4L relies on an outside entity (Arts for Learning San Diego) to supply the lion share of the program's actions. The perceived value of Arts for Learning San Diego and the relationship between artists and teachers is currently in a very formative state. The strength of these relationships should grow over time as teachers work more closely with artists, but these *relationships must be closely monitored to ensure they develop as expected*. With that said, some teachers are not currently participating in the program who were trained and as a result fewer students than expected are receiving arts-integrated lessons. The steering committee and project director *must continue to meet and determine how to build buy-in for the program district wide and to ensure that all students receive the benefits of the program*.

In terms of service delivery, CUSD classroom teachers and artists are developing arts-integrated lessons and delivering them. However, *little is known if students are achieving the outcomes of these lessons*. In most observations, there were no *formal methods of assessing whether students had mastered the ELA and art content*. Furthermore, we have little evidence that teachers and artists are *using evidence from these lessons to make future instructional decisions or address student needs as they emerge*. One suggestion is that classroom teachers and teaching artists be provided time to debrief the lessons when they conclude and develop action steps around improving the lessons and/or addressing the needs that arise after the lessons are taught. Additionally, both teachers and teaching artists need feedback on whether their co-taught lessons are meeting program expectations. Currently, classroom observations occur as scheduled, but classroom teachers and teaching artists have receive no feedback regarding the quality of their lessons in relation to the expectations established in the A4L co-teaching rubric. *One suggestion would be to provide feedback to them and help coach classroom teachers and teaching artists around their strengths and areas of improvement.*

Project A4L is not achieving its objectives regarding ELA achievement. Currently, district ELA achievement is trending down. While attributing cause to why ELA scores increase or decrease is beyond the scope of this project, *the project could be more targeted in its approach to ensure that skills students truly struggle with are the focus of the arts-integrated lessons*. *One suggestion would be to continue to monitor achievement at more regular times during this project versus the end of the year using curriculum-embedded assessments*. Additionally, *MAP scores in ELA could be used more proactively by classroom teachers and teaching artists* to ensure better congruence between arts-integrated lessons and weaknesses in students' skills. Finally, the steering committee and the project director *should also monitor parents' perceptions of the project* to ensure buy-in. Parents are critical stakeholders in the process, and their support may create some additional momentum for positive change in outcomes.