

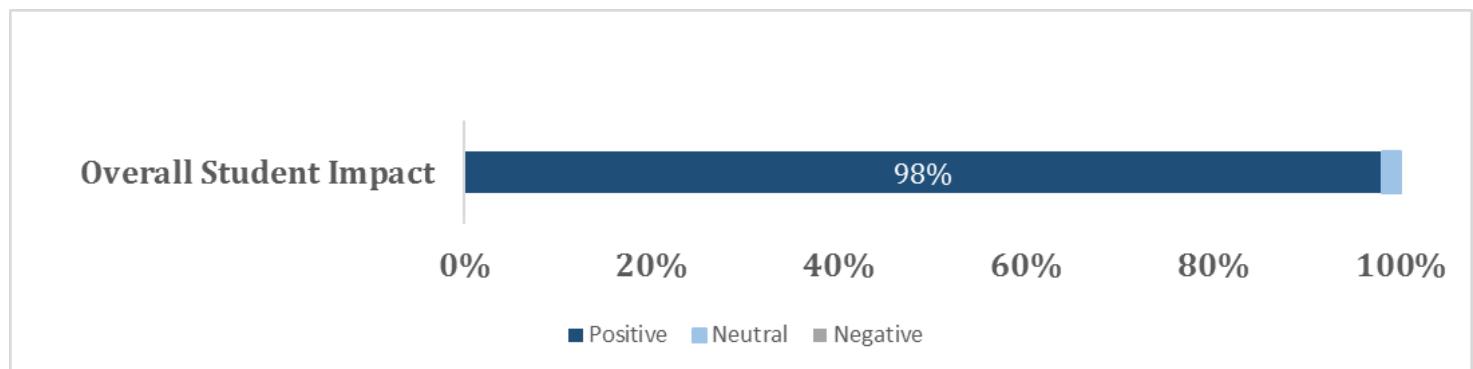
SIDE x SIDE EVALUATION: STUDENT HIGHLIGHTS

Teacher perceived positive impacts on students, including:

- increasing students' interest in content,
- Increased retention of content,
- increased motivation to learn,
- increased interest in art,
- Increased pride in their work, and
- experienced fun while learning.



Overall, teachers reported positive impacts on students.



“

You realize it does sink in, these kids aren't just learning these things in the moment like they might for a test. It's completely digested and rearranged inside each child and re-presented with absolute certainty and confidence and knowledge.

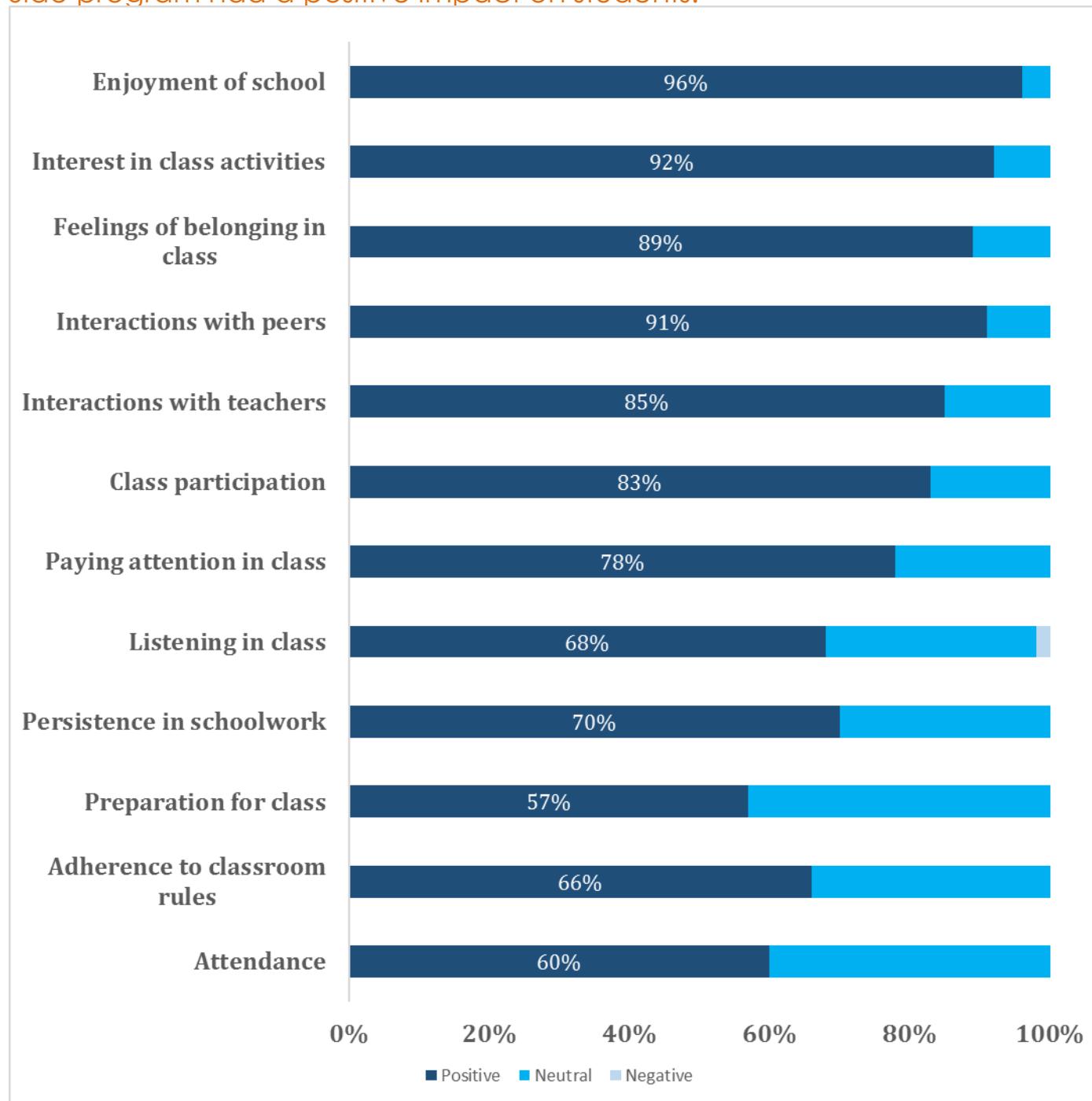
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Photo credit: Side x Side

Teachers reported positive impacts on students.

After completing the program, teachers reported in post-surveys that Side x Side program had a positive impact on students.



“

I would really encourage teachers when teaching about any sort of history to encourage kids to act out what they understand or draw what they understand...it might take away that language piece but it shows understanding without being confined by language. – Grade 3 Teacher

”



“ It made some more permanent connections for them between [the concept] and how to represent it, but it also allowed them to make a connection to their previous unit... That I think is one of the biggest benefits is that they were able to connect their current unit to a previous unit.” – 4th grade Teacher **”**

Student Academic Attitudes and Behaviors

Students in grades 3, 4, and 5 completed a survey at the beginning and end of the Side x Side unit to determine if there were changes in General Interest in Learning, Academic Motivation & Interests, Confidence, and Persistence.

In the first year of the project, there is a pattern of significant improvements on key indicators related to academic attitudes and behaviors, including academic confidence, persistence, and general academic interest. Students receiving the program also started the second year of the program significantly higher on a number of indicators and on the post-test scored significantly higher on academic confidence and general academic interest. **Over the two years, Side x Side students showed improvement or better performance than comparison group students in:**

- academic confidence,
- persistence,
- general academic interest, and
- Creative problem solving.

Student Achievement Scores

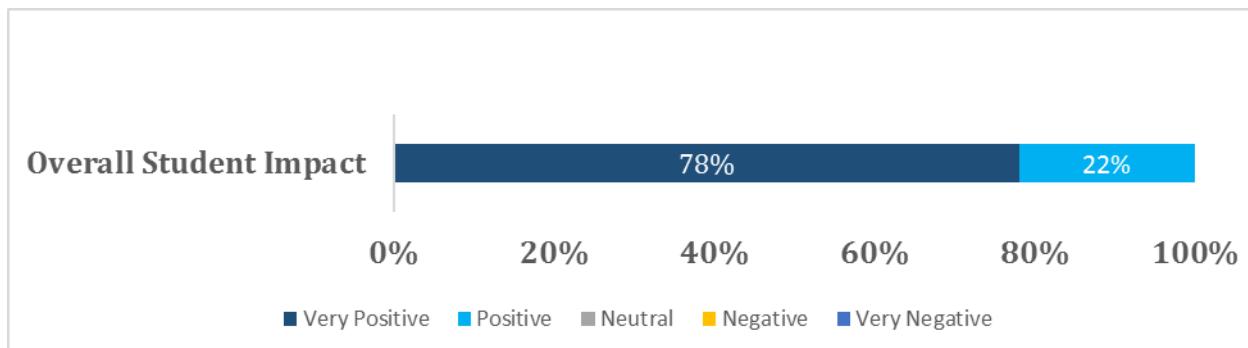
NWEA test scores for students in grades 3, 4, and 5 in the fall and the spring were analyzed to determine if there were differences in learning outcomes.

There was no significant difference between the groups in growth from fall to spring in Reading or Math.

NOTE: The overwhelming majority of the Side x Side programs began late in the year (76% January or later; 59% February or later; 50% March or later). These assessments were administered between mid-March to mid-April, thus not all classrooms had completed the program at the time of Spring 2016 testing.

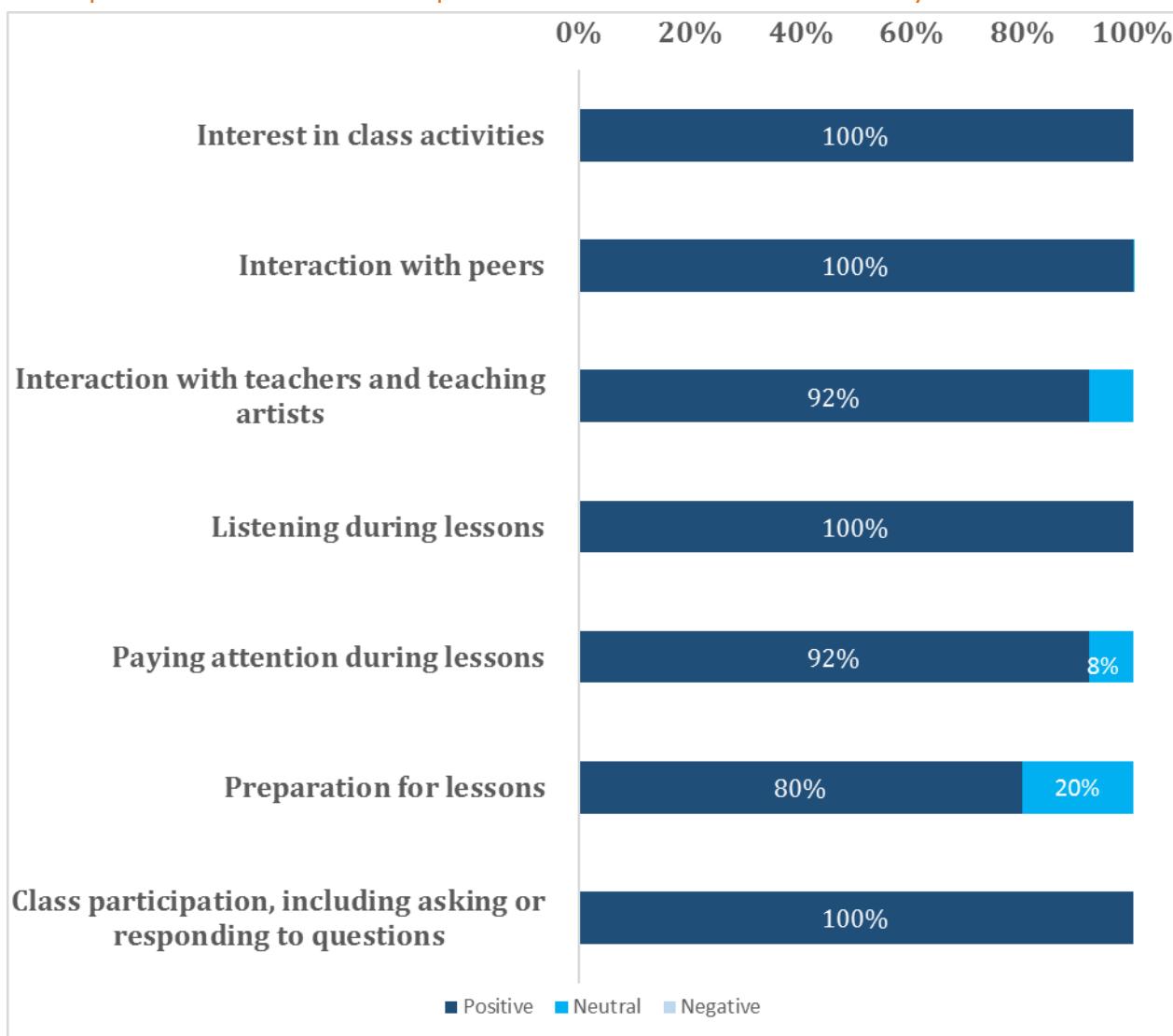
Teaching Artist reported overall positive impacts on students.

Teaching artists reported in post-surveys that Side x Side program had a overall positive or very positive impact on students.



Teaching Artist reported positively on indicators of student impact.

Teaching artists reported in post-surveys that Side x Side program had positive or neutral impact on students on a variety of indicators.



Teachers Perceptions of Impact on Students

Interviewed teachers unanimously praised the Side x Side program for its multitudes of positive student outcomes. In areas such as participation, behavior, interest in the arts and content, as well as the quality of student work, all teachers cited areas of noticeable improvement and engagement in most, if not all of these areas. Teachers frequently cited the programs unique ability to engage students who may typically display high levels of engagement such as students in high-poverty schools, shy and anxious, or students with specials needs; however, during the Side x Side units, these students were given “opportunities to shine” and explore content and art in a new and exciting way.



- *“It allows students to be the teacher. It really has put the content that I’ve taught in a more permanent place in their brain. Such a huge benefit, especially with this population. They really know about it [content/arts], they really can teach others about it.”*
- *“It was great, we have a large ELL population here, some students who don’t raise their hands because they don’t have the vocabulary or they don’t understand the question, it was really cool to see them participate in a way that they felt comfortable and confident. With physical theater, it’s a no opt-out situation, and they really wanted to participate.”*
- *“The end product of seeing the museum gives kids a reason to do the work in school, learn about an animal, and write about an animal. There’s a greater buy in for students...it’s another level we wouldn’t be able to do without Side by Side.”*
- *“This has been a different type of art, not what they do in art class. Physical theater requires having to be thoughtful and creative. This has been just another way for them to think about art. It opens their eyes to the fact that there’s a lot more out there.”*
- *“The quality of work is different. It’s a group project- that helps to build that social skill... they did a really nice job at it.”*
- *“Yeah definitely. They know people will see it, they want it to be their best work. It’s a hard unit- research, but they really love it and they work hard.”*

Teaching Artists Perceptions of Impact on Students

Teaching artists spoke highly of the impact of the Side x Side program on students. Specifically, of the excitement, confidence, and independence students gain through participation in the program.

- *"I think in all the cases the students were excited and proud about what they had done. They were happy to be making something and getting some positive feedback for it. In some cases, the joy of making something was really palpable. I thought all the experiences were really positive."*
- *"I think they've definitely become proud of their work. I've seen kids stepping up to take ownership of what they've done. The knowledge they've retained because of it, their exposure to content wasn't just stories I've told, books I've read, it involved field trips, it involved them getting their hands active with their learning."*
- *"I think the fact that they go home with new skills that are basic skills but they worked on it enough that they are comfortable with it... they can take [their skills] home."*
- *"It means a lot to them to know that there are artists that are professional, it's a possibility that they might be able to do."*
- *"It was really fun. The kids really love it, and the film is really relevant to them. It was a challenge, but a huge accomplishment."*
- *"It helps them get excited about being there. They get a real dose of passion, of the world, they're learning and doing things. There's a set of adults who want to do things with them and help them. They [students] are so proud, feeling like it's 'their thing'."*
- *"It's been a huge positive impact. Getting kids to be proud of their learning, that's something they haven't done before."*

