Administered at the end of the school year or program, the HSA-R contains a subset of the same 61-items and the same 14 subscales as the HSA with a modified response format.

The HSA-R prompts students to “Think about how you feel today compared to the beginning of their program,” and uses a 7-point scale (1 = Much less than before, 4 = About the same, 7 = Much more than before) to rate the extent their thoughts and feelings have changed since the beginning of the school year.
The Holistic Student Assessment Retrospective (HSA-R)

- The HSA-R was administered to 15 Living Arts students in the spring of 2016.

- 93.3% of students were female, and 6.7% were male.

- The HSA-R was administered to students in grades 7-12.

- 80% of students reported being Latino or Hispanic. 20% of students reported being African American/Black.
Attendance

Days of School Missed Last Year

- Less than 5: 40.0%
- 6-10: 40.0%
- 11-20: 20.0%
- More than 20: 0.0%
When did you begin participating in this program?

- 80.0% within more than 12 months ago
- 20.0% 7-12 months ago
- 0.0% 4-6 months ago
- 0.0% within last 3 months
Percentage of Students who Reported Improvements

Resiliencies

- Action Orientation: 93.3%
- Emotion Control: 53.3%
- Assertiveness: 80.0%
- Trust: 66.7%
- Empathy: 93.3%
- Reflection: 86.7%
- Optimism: 80.0%

Relationships

- Peers: 73.3%
- Adults: 86.7%

Learning and School Engagement

- Learning Interest: 93.3%
- Critical Thinking: 86.7%
- Perseverance: 86.6%
- Academic Motivation: 93.3%
- School Bonding: 53.3%
Percentage of Students reporting Positive Change for YDRC Questions

<table>
<thead>
<tr>
<th>YDRC_Q1</th>
<th>YDRC_Q2</th>
<th>YDRC_Q3</th>
<th>YDRC_Q4</th>
<th>YDRC_Q5</th>
<th>YDRC_Q6</th>
</tr>
</thead>
<tbody>
<tr>
<td>46.7</td>
<td>60</td>
<td>60</td>
<td>80</td>
<td>86.7</td>
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</tr>
</tbody>
</table>

Percent Change

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Summary of Key Findings

• Overall, Living Arts students showed statistically significant improvements and reported scores above 4 (i.e., about the same) on 13 out of 14 constructs because of the Living Arts program. Students did not report significant positive change in Emotion Control.

• An impressive 93.3% of Living Arts students reported experiencing positive change in their Action Orientation, Empathy, Learning Interest, and Academic Motivation.

• Attendance and Participation
  • 80% of students missed less than 10 days of school this year.
  • 80% of students have been in the program for more than 12 months.

• YDRC Items
  • 100% of students reported that they think they will graduate high school more than they did before the start of the program!
  • 86.7% of students reported that they think they will pass all of their English/Language Arts classes more than they did before!
Implications

• The social-emotional information detailed in this report reflects the self-reported thoughts and feelings of Living Arts participants. This information can be used to inform programming goals and services in the future.

• Findings that demonstrate positive changes in socio-emotional behaviors from the students’ perspective may indicate more effective teaching, programming, and support strategies.

• Aligning student self-report data with other data (e.g., facilitator, school) could provide a more comprehensive view of socio-emotional development and learning of the youth that Living Arts serves.
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