

YDRC Living Arts

A decorative graphic consisting of four large, rounded, overlapping shapes in red, orange, green, and blue, arranged in a cross-like pattern. A horizontal green bar is overlaid across the center of these shapes.

Holistic Student Assessment Retrospective (HSA-R)

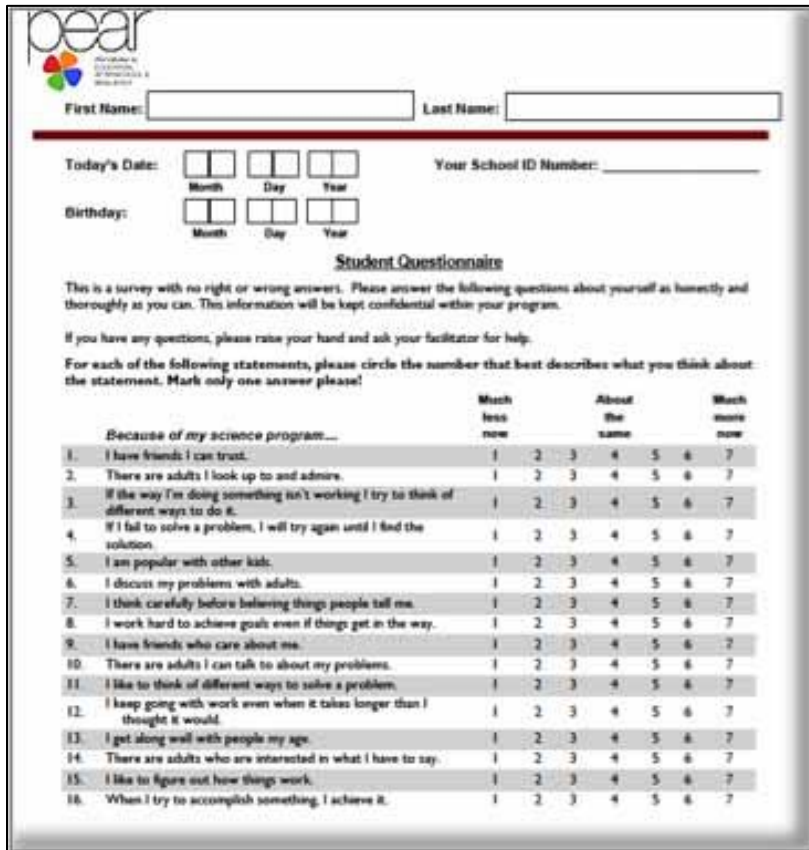


McLean HOSPITAL
HARVARD MEDICAL SCHOOL AFFILIATE



**HARVARD MEDICAL SCHOOL
TEACHING HOSPITAL**

The HSA Retrospective (HSA-R)



The screenshot shows the top portion of the HSA-R Student Questionnaire. It includes the PEAR logo, fields for 'First Name' and 'Last Name', and input boxes for 'Today's Date' (Month, Day, Year) and 'Your School ID Number'. Below this is the 'Student Questionnaire' title and introductory text: 'This is a survey with no right or wrong answers. Please answer the following questions about yourself as honestly and thoroughly as you can. This information will be kept confidential within your program. If you have any questions, please raise your hand and ask your facilitator for help. For each of the following statements, please circle the number that best describes what you think about the statement. Mark only one answer please!'

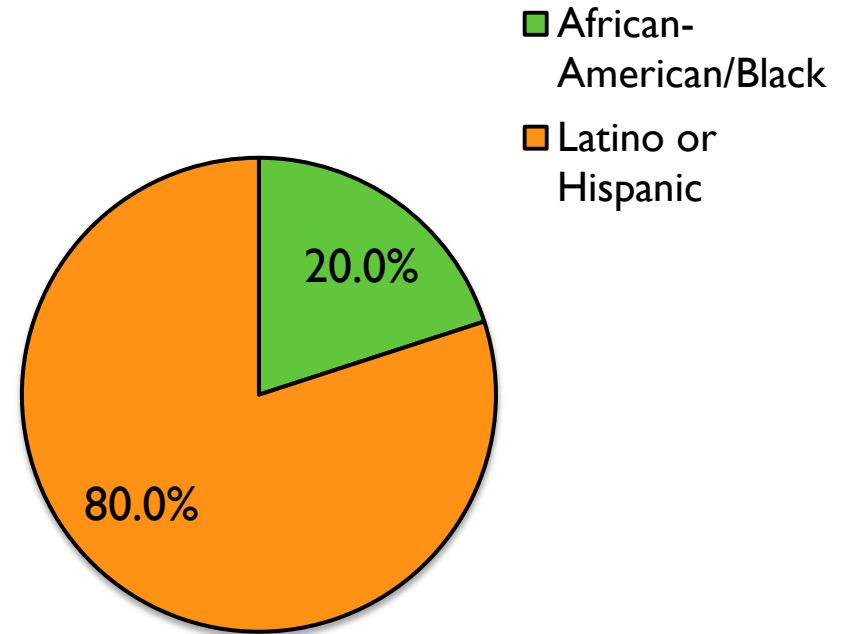
	Much less now	1	2	3	4	5	6	7	Much more now
1. Because of my science program... I have friends I can trust.		1	2	3	4	5	6	7	
2. There are adults I look up to and admire.		1	2	3	4	5	6	7	
3. If the way I'm doing something isn't working I try to think of different ways to do it.		1	2	3	4	5	6	7	
4. If I fail to solve a problem, I will try again until I find the solution.		1	2	3	4	5	6	7	
5. I am popular with other kids.		1	2	3	4	5	6	7	
6. I discuss my problems with adults.		1	2	3	4	5	6	7	
7. I think carefully before believing things people tell me.		1	2	3	4	5	6	7	
8. I work hard to achieve goals even if things get in the way.		1	2	3	4	5	6	7	
9. I have friends who care about me.		1	2	3	4	5	6	7	
10. There are adults I can talk to about my problems.		1	2	3	4	5	6	7	
11. I like to think of different ways to solve a problem.		1	2	3	4	5	6	7	
12. I keep going with work even when it takes longer than I thought it would.		1	2	3	4	5	6	7	
13. I get along well with people my age.		1	2	3	4	5	6	7	
14. There are adults who are interested in what I have to say.		1	2	3	4	5	6	7	
15. I like to figure out how things work.		1	2	3	4	5	6	7	
16. When I try to accomplish something, I achieve it.		1	2	3	4	5	6	7	

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.

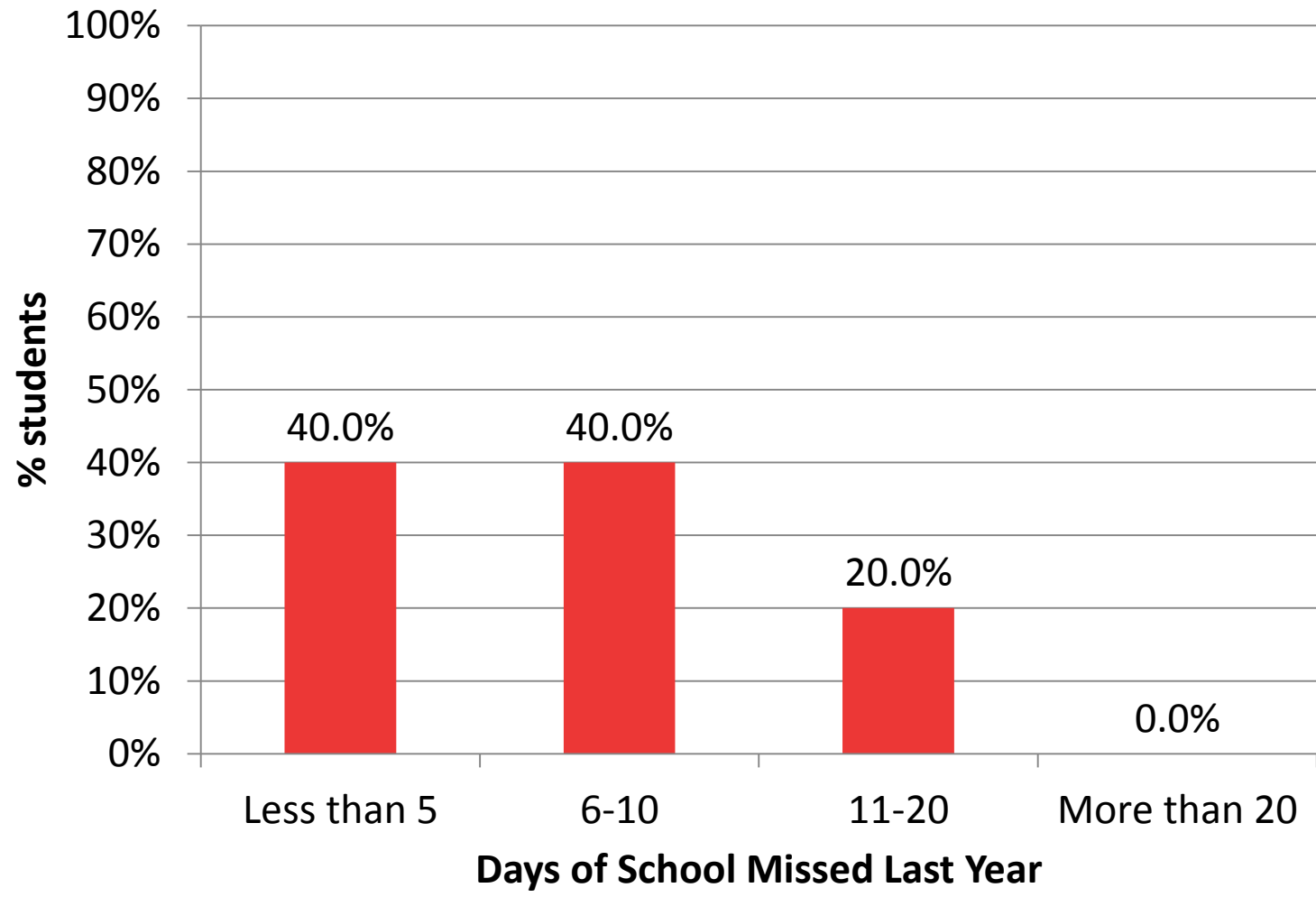
The HSA-R prompts students to “*Think about how you feel today compared to the beginning of their program,*” and uses a 7-point scale (1 = Much less than before, 4 = About the same, 7 = Much more than before) to rate the extent their thoughts and feelings have changed since the beginning of the school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

The Holistic Student Assessment Retrospective (HSA-R)

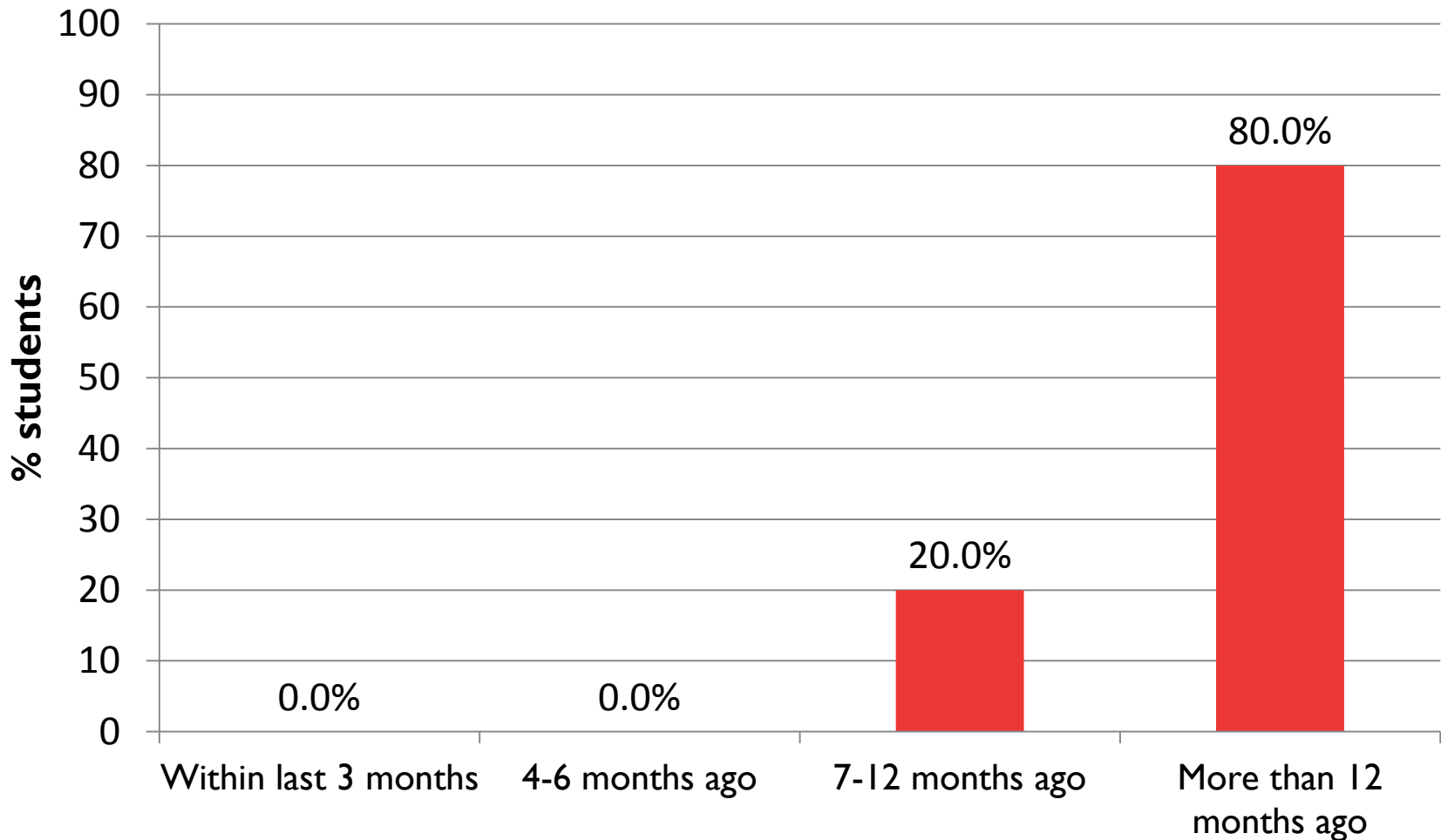
- The HSA-R was administered to 15 Living Arts students in the spring of 2016.
- 93.3% of students were female, and 6.7% were male.
- The HSA-R was administered to students in grades 7-12.
- 80% of students reported being Latino or Hispanic. 20% of students reported being African American/Black.



Attendance

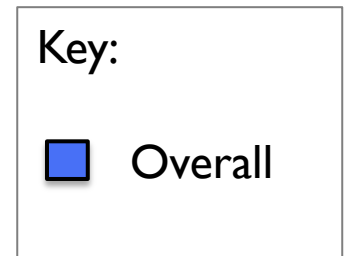
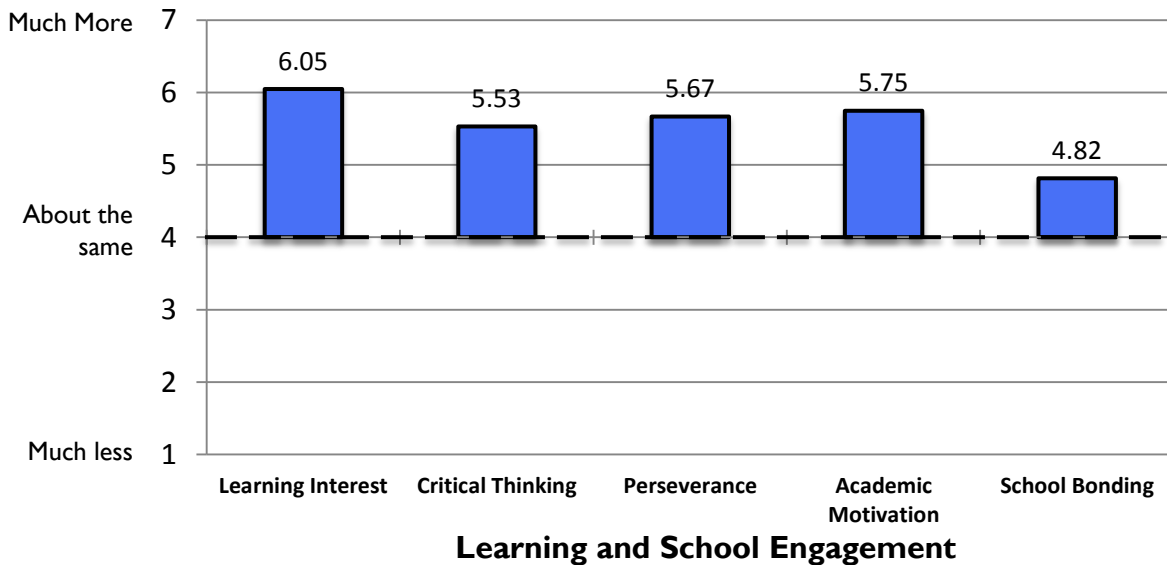
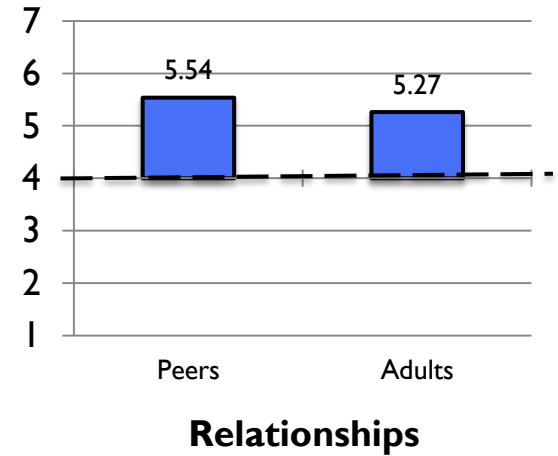
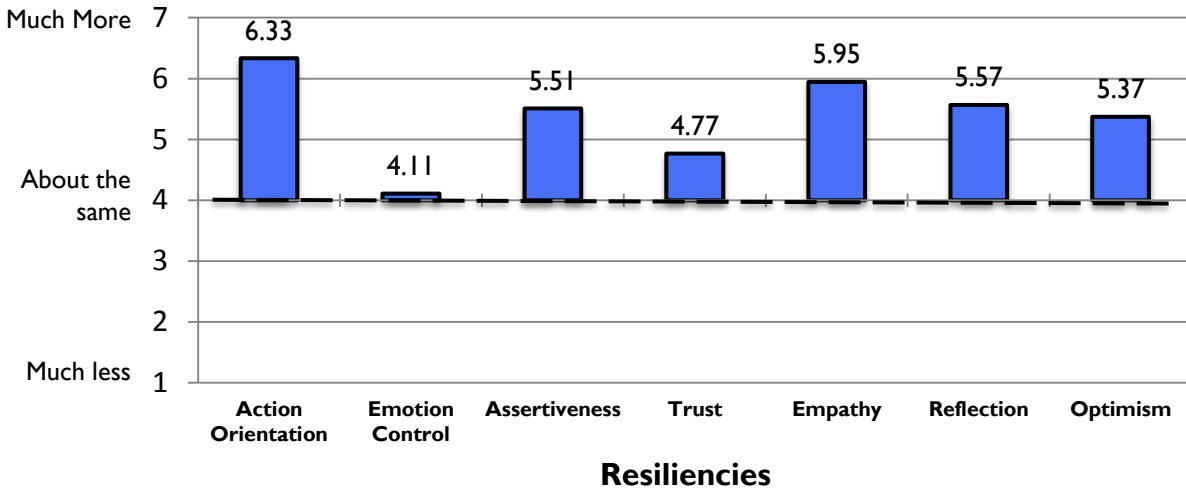


Youth Program Participation

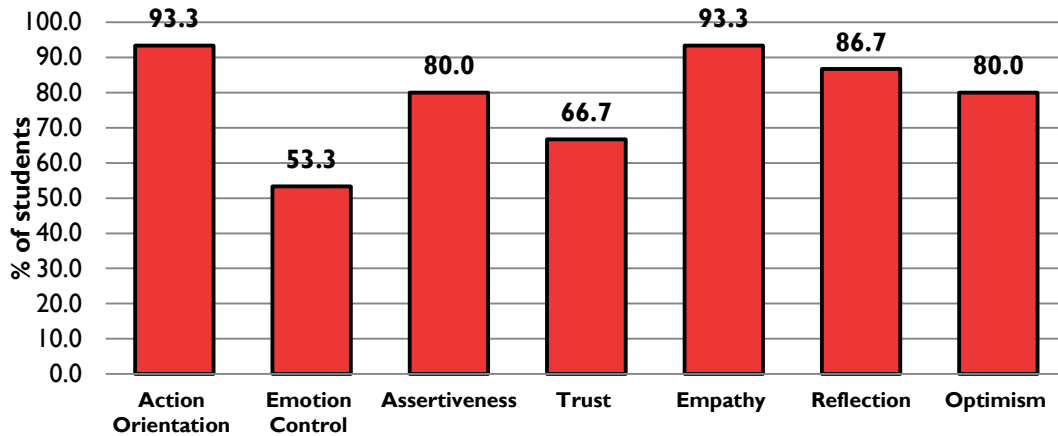


When did you begin participating in this program?

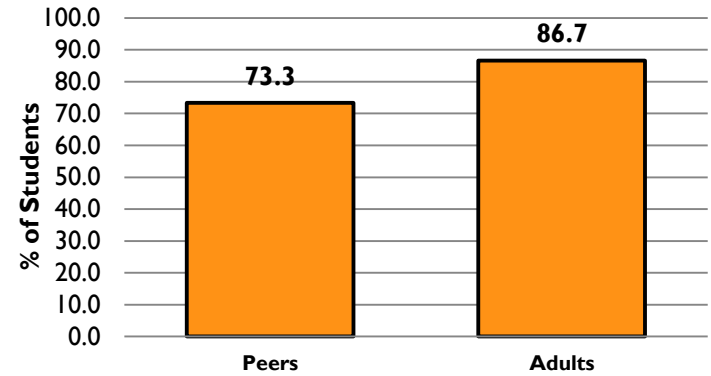
Overall Average



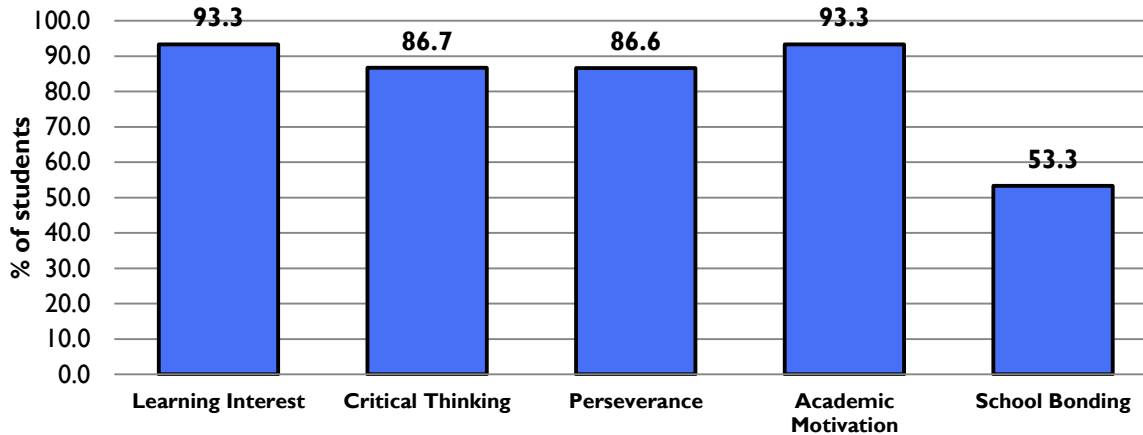
Percentage of Students who Reported Improvements



Resiliencies



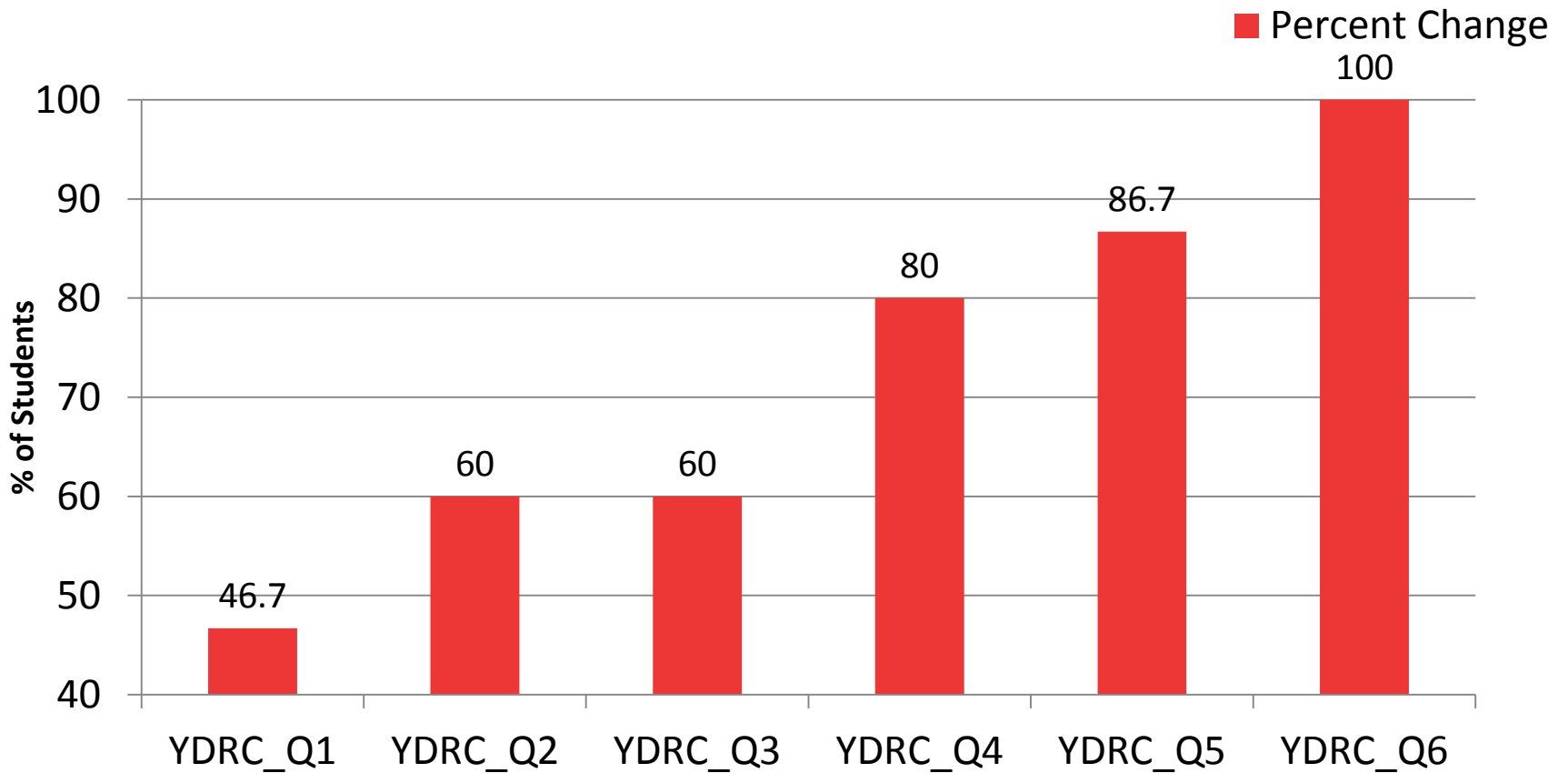
Relationships



Learning and School Engagement



Percentage of Students reporting Positive Change for YDRC Questions



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.

Contact

PEAR Research and Evaluation Department

– Patricia Allen, Ph.D., Research Manager

- pallen@mclean.harvard.edu

– Karene Thomas, M.S., Data Manager

- kthomas@mclean.harvard.edu

– Emily Martin, B.A., Research Assistant

- emartin@mclean.harvard.edu