### Table 17. Summary of Previous Research Studies

<table>
<thead>
<tr>
<th>Research study</th>
<th>Purpose of the study</th>
<th>Methods used</th>
<th>Key findings</th>
<th>Methodology benefits and weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seaman, Michael &amp; Karen Barton. A Study of the Effects of Art Education Research Project: Year 1. Department of Education, University of South Carolina. 2000.</td>
<td>This first year study collects baseline data on four schools that were transitioning to an arts-immersed school. The baseline data was collected on: • achievement in the arts, • achievement in other areas, and • school ecology (behavior variables, student achievement, attendance, and parent, teacher, and administrative perspectives).</td>
<td>• Classroom observations. • Observations outside the classroom. • Surveys of parents and teachers. • Interviews of teachers and administrators. • Teacher focus groups.</td>
<td>“The transition to an arts immersed school is very time consuming, takes a great deal of work, planning, scheduling, support, and cooperation. The opinions of teachers and parents... suggest that all the efforts are perceived as important and worthwhile.” The authors made additional observations that it is important to gain parent and teacher buy-in, and to keep parents well-informed when transitioning into arts-immersion programming.</td>
<td>Benefits: The study uses a mix of research methods. Established baseline data to serve as a comparison in further studies. Surveys included all teachers (not just classroom teachers) and focus groups were randomly selected and stratified. Weaknesses: Only four schools were examined in the study, and resulting observations may not apply to other school sites.</td>
</tr>
<tr>
<td>Research study</td>
<td>Purpose of the study</td>
<td>Methods used</td>
<td>Key findings</td>
<td>Methodology benefits and weaknesses</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------------</td>
<td>--------------</td>
<td>--------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Seaman, Michael &amp; J. Patrick Meyer. A Study of the Effects of Art Education Research Project: Year 2. Department of Education, University of South Carolina. 2001.</td>
<td>This study builds on the previous years’ evaluation at four arts-immersion school sites. The study also examines quantitative data to measure the success at the four arts-immersion schools.</td>
<td>• Parent and teacher surveys. • Students’ standardized test performance on the Palmetto Achievement Challenge Test (PACT) at Arts-Immersed school.</td>
<td>In response to survey questions, parents showed substantial support for an arts-immersed school curriculum. However, some parents reported concerns that an emphasis on the arts might detract from more traditional subject areas. Teachers sought training to develop arts-immersed lesson plans. Teachers reported that students were more motivated to learn due to the arts-immersed curriculum.</td>
<td>Benefits: The longitudinal data collected is helpful in tracking parent and teacher attitudes toward arts-immersion education over time. The study uses a mix of research methods to evaluate the program from various angles.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>There was a decrease in students who were rated as “below basic” on English Language Arts and Mathematics PACT tests from 1999 to 2001, and an increase in the number of students in the “proficient” and “advanced” categories over that same period. It is not certain the test results can be attributed to the arts-immersed curriculum.</td>
<td>Weaknesses: Only a four school sites involved in the study. The results of this study may not apply at other schools. Standardized test scores results from art-immersion sites were not compared to like results at non-arts-immersion schools. Comparison sites could have provided a reference point for interpreting student performance. Did not include in-depth interviews or classroom observations, as done in the previous years’ evaluation. The study is not able to show causation between test scores and arts integrated curriculum.</td>
</tr>
<tr>
<td>Research study</td>
<td>Purpose of the study</td>
<td>Methods used</td>
<td>Key findings</td>
<td>Methodology benefits and weaknesses</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------------</td>
<td>--------------</td>
<td>--------------</td>
<td>-------------------------------------</td>
</tr>
</tbody>
</table>
| Meyer, J. Patrick; Ching Ching Yap; Tania Kjerfve; Do-Hong Kim & Michael Seaman. 2001-2002 Arts Education Project Year-End Report. Office of Program Evaluation, University of South Carolina. 2003. | Examines quantitative and qualitative data to measure the success of arts-immersed schools at eight school sites. | Quantitative data includes:  
  - Parent, teacher and student surveys.  
  - School-level data (attendance, discipline record summary, art shows and performances, resources/budget for arts education, professional development).  
  - Data collected as part of the South Carolina Arts Achievement Project (SCAAP).  
  - Students’ performance on the Palmetto Achievement Challenge Test (PACT) at arts-immersion schools.  
  Qualitative includes:  
  - Interview analysis  
  - Classroom observations | Teacher, parent and student attitudes toward school and the arts are more favorable with longer involvement of arts-immersed programs.  
  Standardized tests scores at the very least were “not adversely affected by an arts-immersed curriculum.” Some schools showed gains in PACT scores.  
  Schools that spent more time in arts-immersion showed higher achievement in the arts. | Benefits:  
  A larger number of schools sites included in the study, compared to previous years.  
  The study uses a mix of research methods: including surveys, stakeholder interviews, classroom observations and analysis of South Carolina Standardized test results.  
 Weaknesses:  
  As previously mentioned, studies to not show causation between arts integrated curriculum and students’ scores on standardized tests. |
<table>
<thead>
<tr>
<th>Research study</th>
<th>Purpose of the study</th>
<th>Methods used</th>
<th>Key findings</th>
<th>Methodology benefits and weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kim, Do-Hong; J. Patrick Meyer; Mary Anne Banich; Michael Moore; Lee Blankenship-Brown; Ching Ching Yap; Michael Seaman. 2002-2003 Arts Education Project Year-End Report. Office of Program Evaluation, College of Education, University of South Carolina. 2004.</td>
<td>The same eight schools from the previous years’ study were included in this investigation. The goal of this fourth year study was to repeat data collection on schools that had joined the Project in the previous year and examine changes from the baseline data. Another goal was to examine changes in school ecology in schools that were involved in the arts-immersion program.</td>
<td>• Parent, teacher and student attitude surveys, and tracking of survey results over time.</td>
<td>Findings were presented for each of the eight schools. In the two new schools that implemented arts-immersion programming the previous year, teachers in both schools said they needed more collaborative planning time to facilitate arts integration. In the six schools that had been involved in arts-immersion education for two or more years, most teachers, students and parents report positive attitudes about the programming.</td>
<td>Benefits: The study uses a mix of research methods and includes longitudinal analysis of survey data and test standardized test results. Weaknesses: While school comparison groups are used in analyzing test results, these comparison groups were chosen based on limited demographic indicators.</td>
</tr>
<tr>
<td>Office of Program Evaluation, South Carolina University, PACT Performance for Arts-Immersed and Comparison Schools. College of Education, University of South Carolina. 2002.</td>
<td>Compares students’ scores on the Palmetto Achievement Challenge Test (PACT) between arts-immersed schools and comparison schools.</td>
<td>This study compares school wide results on the PACT assessment in the areas of English Language Arts and Mathematics between three arts-immersion schools and three comparison sites. PACT results from 1999 to 2001 are included in the analysis.</td>
<td>There are four categories in the standardized test scores – Below Basic, Basic, Proficient and Advanced. Arts-immersed schools tend to have more students in the proficient and advanced rankings compared to students in comparison schools. However, because this is not an experimental study, the authors cannot conclude that arts-immersed classrooms are the sole contributor to higher PACT scores.</td>
<td>Weaknesses: The methodology for selecting comparison schools is fairly limited. Comparison schools were selected from within the same school districts based on similarities in the percentage of students receiving free and reduced lunch and the number of students tested. The study does not show causation between arts-immersion programming and higher standardized test scores.</td>
</tr>
<tr>
<td>Research study</td>
<td>Purpose of the study</td>
<td>Methods used</td>
<td>Key findings</td>
<td>Methodology benefits and weaknesses</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------------</td>
<td>--------------</td>
<td>--------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Yap, Ching Ching; Do-Hong Kim; Pu Peng; &amp; Michael Moore. Arts Education Program in South Carolina Public Schools: 2004 Status Report. Office of Program Evaluation, College of Education, University of South Carolina. 2005.</td>
<td>The main goal of this study was to provide a comprehensive picture of arts education programs in South Carolina Public Schools.</td>
<td>The investigators creating a database of arts education programs from a representative sample of schools from all of South Carolina’s school districts. They examined differences arts education in ABC schools and traditional schools in areas such as course offerings, after school programs, art related grants and teacher qualifications. This study also compares students’ scores on PACT standardized assessments across arts-immersion and traditional schools, from 2001 to 2004. As part of this analysis, the authors conducted a regression analysis predicting student scores at arts-immersion and traditional schools, based on the poverty index at those schools, and then compared the actual to the predicted scores.</td>
<td>This study provides a snapshot of course offerings and testing data in ABC and non-ABC schools in South Carolina. Student performance on the PACT was mixed over time. There is not strong evidence that the PACT was different ABC and non-ABC schools.</td>
<td>Benefits: The database of art programs provides a detailed picture of arts education in South Carolina’s public schools. While the number of variables included in the regression analysis is limited, the methodology was an interesting way to compare test results across art immersion and traditional schools while addressing variation in poverty levels.</td>
</tr>
</tbody>
</table>
### Research study


### Purpose of the study

The compared ABC schools that were categorized as Above Expectations schools and Below Expectations schools, based on the students scores on the PACT and SCAAP tests. Five Above Expectations schools and three Below Expectations Schools are included in the sample.

### Methods used

The study compared arts functioning (available resources, arts course offering, and opportunities for collaboration for arts programs) between Above Expectations and Below Expectations schools. The authors used the following methods to provide school comparisons:

- Classroom observations.
- Interviews with teachers and administrators.
- Parent, teacher, and student surveys.

### Key findings

Teachers at Above Expectations schools were more likely to have Master’s degrees and more years of experience at their current schools.

Teachers at Above Expectations schools had more appropriate resources; teachers at Below Expectations schools reported limited opportunities for integration and collaboration with teachers from other areas.

Arts coordination in Above Expectation schools involved efforts to increase funding and opportunities for collaboration with outside individuals and organizations. Arts coordination in Below Expectations schools involved promoting awareness among the stakeholders about the impact of arts-based instruction.

### Methodology benefits and weaknesses

### Benefits:

- Provided an in-depth look at participating ABC sites, and what helps them lead students to success on state standardized tests.
- Uses a mix of research methods, including surveys and observations.

### Weaknesses:

- Categorization of schools into “low expectations” and “high expectations” completed via a regression analysis that takes limited variables into consideration.
- The findings are not generalizable, and may not apply to schools outside of the study.