Center of Applied Research for Non-Profit Organizations

Tulsa Ballet
Leaps Ahead
Program Evaluation

Prepared by
Meg Myers Morgan, MPA
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Summary</td>
<td>3</td>
</tr>
<tr>
<td>Teachers’ Student Specific Survey</td>
<td>4</td>
</tr>
<tr>
<td>Leaps Ahead</td>
<td>15</td>
</tr>
<tr>
<td>Teachers’ Overall Classroom Survey</td>
<td>27</td>
</tr>
<tr>
<td>Discussion (for final report)</td>
<td>43</td>
</tr>
<tr>
<td>Appendix A: Pre Test/Post Test (for final report)</td>
<td>44</td>
</tr>
<tr>
<td>Appendix B: Student Specific Survey (for final report)</td>
<td>47</td>
</tr>
<tr>
<td>Appendix C: Classroom Survey (for final report)</td>
<td>48</td>
</tr>
</tbody>
</table>
Executive Summary

The Tulsa Ballet conducts two educational programs, Leaps Ahead and Leaps in Motion, which brings the art of ballet, ballet education and ballet instruction into at-risk elementary schools that are generally lacking in art education. Both the Leaps Ahead and Leaps in Motion program seek to raise awareness of the art of ballet, to build self confidence and self esteem, to increase dexterity and flexibility, and to expose students to the art of ballet.

Hypothesis:

The Leaps Ahead and Leaps in Motion programs help to positively impact participating students by increasing self esteem, improving posture, increasing flexibility and exposing students to—and increasing their appreciation of—ballet as an art form.

Methods:

The research design for this project was in three parts:

- A Student Specific Survey—11 question survey sent to all participating teachers who assessed a small group of randomly selected, participating students after the completion of the program.
- Pre Testing and Post Testing—All participating students were tested before the program with a written test concerning ballet foot and arm positioning, as well as activities such as stretching, jumping, sit ups and pushups. These same measurements were taken upon completing the programs for a longitudinal study using matched data across time.
- A Classroom Survey —21 question survey sent to each participating classroom teacher to assess their overall classroom after their students participated in the program.

Results:

The data showed statically significant improvement in the students’ written tests, jump scores, sit up scores, and stretching scores. When analyzing mean scores across time while accounting for gender, males showed statistically significant improvement over females, with the exception of the sit up score. Teachers answering questions on a student specific basis noted an increase in the student’s posture, classroom discipline and self confidence. Teachers’ response to their overall classroom assessments noted an increase in their students’ self esteem, ability to follow directions and appreciation of ballet as an art form.
The Teacher Student Specific Survey was designed to allow for teachers to evaluate individual students in the Leaps Ahead program. This survey was an 11 question survey distributed through an online database. A smaller sect of students was randomly selected, using their de-indentified code, from the group of students who were participating in the Leaps Ahead program. The codes were used to track each student’s progress in the program as well as the teacher’s assessment of each chosen student’s self-esteem, appreciation of arts, discipline and posture. The following pages are the results from this survey.
Of the students being analyzed in the Teacher Student Specific Survey, 40.6% (13) were female, and 59.4% (19) were male.
When asked if the Leaps Ahead program provided an important educational opportunity for this student, 34.4% (11) of the teachers agreed, and 65.6% (21) of the teachers strongly agreed.
When asked if this program was this student’s only opportunity to be exposed to ballet, 71.9% (23) strongly agreed, 21.9% (7) agreed, 3.1% (1) disagreed and 3.1% (1) strongly disagreed with the statement.
When asked if the program helped change the student's attitude toward or misconceptions about ballet, 37.5% (20) agreed and 62.5% (12) strongly agreed with this statement.
When asked if the program helped this student gain a deeper appreciation for the arts, 53.1% (17) agreed and 46.9% (15) strongly agreed with this statement.
When asked if the student seems to have more self-confidence since the Leaps Ahead program, 12.5% (4) disagreed, 46.9% (15) agreed and 40.6% (13) strongly agreed with the statement.
When asked if the student's posture had improved as a result of the Leaps Ahead program, 18.8% (6) disagreed, 43.8% (14) agreed and 37.5% (12) strongly agreed with this statement.
When asked if the student seems more disciplined in classroom activities as a result of the Leaps Ahead program, 21.9% (7) disagreed, 43.8% (14) agreed and 34.4% (11) strongly agreed with this statement.
When asked if the Leaps Ahead program had a positive impact on the student, 50% (16) agreed and 50% (16) strongly agreed with this statement.
When asked to choose the student's single biggest challenge, 9.4% (3) answered learning disability, 0% answered physical disability, 18.8% (6) answered lack of parent/mentor involvement, 31.3% (10) answered poverty, 18.8% (6) answered verbal expression, 15.6% (5) answered physical fitness and 6.3% (2) did not answer the question.
To best assess the impact of the Leaps Ahead program on participating elementary school students, data was gathered in two ways. The first was a pre test and a post test, created and distributed by the ballet educators with the Tulsa Ballet. This pre/post test was 10 questions in length and asked students about arm and foot positioning within the ballet art form. Students were given this test at the beginning of the program, and then given the exact same test after they completed the program. The ballet instructors graded these tests, which were in a quantifiable structure.

The second means of assessing the impact of the Leaps Ahead program was a series of activities the students were asked to do at both the beginning of the program, and again at the end. These activities included sit up, pushups, jumping and stretching. By using the same measurement at both the beginning and end of the program, this longitudinal study was able to track the improvements of each student throughout the program. The following pages are the results.
Of the students participating in the Leaps Ahead program, 51.5% (86) were *female* and 48.5% (81) were *male*.
Of the students participating in the Leaps Ahead program, 69.5% (116) were from *Marshall Elementary School* and 30.5% (51) were from *Wright Elementary School*.
A paired sample t-test was used to assess differences in mean scores for all participating students (N = 123). As the preceding graph illustrates, there are statistically significant differences between the pre test and post test, indicating improvement. Pre test and post test scores \( t(122) = -4.769; p < .001 \) significantly increased, indicating students gained knowledge of ballet concepts during the course of the program.
A repeated measures ANOVA was computed to compare differences in mean pre test and post test scores among males and females. There was a statistically significant difference between the males’ and females’ pre test and post test scores \( [F(1,121)=9.27; \ p<.01] \).
A paired sample t-test was used to assess differences in mean scores for all participating students (N = 140). As the preceding graph illustrates, there are statistically significant differences between jump 1 and jump 2, indicating improvement. Jump 1 and jump 2 scores [t (139) = -8.042; p < .001] significantly increased, indicating students were able to jump higher as a result of the Leaps Ahead program.
A repeated measures ANOVA was computed to compare differences in mean jump scores among males and females. The range of jump scores across both genders was 60 inches to 90 inches. There was no statistically significant difference between the males' and females' jump scores [F (1,138)=3.161; p>.01].
A paired sample t-test was used to assess differences in mean scores for all participating students (N = 132). As the preceding graph illustrates, there are statistically significant differences between the numbers in sit up 1 and sit up 2, indicating improvement. Sit up 1 and sit up 2 scores \( t (131) = -2.589; p < .01 \) significantly increased, indicating students were able to complete more sit ups as a result of the Leaps Ahead program.
Graph #8

**Difference in Sit Up Mean Scores among Males and Females**

A repeated measures ANOVA was computed to compare differences in mean sit up scores among males and females. The range of sit up scores across both genders was 1 sit up to 89 sit ups. There was no statistically significant difference between the males’ and females’ sit up scores \([F (1,130)=.322; \ p>.01]\).
A paired sample t-test was used to assess differences in mean scores for all participating students ($N = 63$). As the preceding graph illustrates, there are differences between the numbers in push up 1 and push up 2 which were negative and not statistically significant. Sit up 1 and sit up 2 scores [$t (62) = 1.016; p < .314$] decreased, indicating students were not able to complete more pushups as a result of the Leaps Ahead program.

*Because only males were tested with the push up measurement, no repeated measures ANOVA was computed.*
A paired sample t-test was used to assess differences in mean scores for all participating students (N = 130). As the preceding graph illustrates, there are *statistically significant* differences between the numbers in stretch 1 and stretch 2, indicating improvement. Stretch 1 and stretch 2 scores \[ t (129) = -7.607; \ p < .001 \] significantly increased, indicating students were able to stretch farther as a result of the Leaps Ahead program.
A repeated measures ANOVA was computed to compare differences in mean stretch scores among males and females. The range of stretches across gender was -8 inches to 7 inches. There was a statistically significant difference between the males' and females' stretch scores \( F(1,128)=6.47; \) \( p>.05 \).
An overall classroom assessment was given to the teachers of the Leaps Ahead and Leaps in Motion participating schools. This was a 21 question survey distributed through an online survey software program. This survey asked teachers about their perceptions of their entire classroom after the students had participated in the Leaps Ahead and Leaps in Motion programs. Questions asked were about students' behavior, focus, self-esteem and increased ability to follow directions after the program. The results of this survey are on the following pages.

Note: This survey is open for all teachers with students participating in the Leaps Ahead and Leaps in Motion programs. The following data represent the collection of the teachers and is not separated by the two programs.
The preceding graph indicates how many teachers represent each school. Note that while all of these schools are part of the Tulsa Public School (TPS) district, one teacher selected TPS to indicate where he/she teaches, rather than the particular school.
When asked what grade level the teachers taught, 6 marked fifth grade, 6 marked fourth grade, 13 marked third grade, 13 marked second grade and 9 marked first grade. A majority of teachers selected more than one grade level for which they are responsible.

Teachers answered the question *How many Students are in your classroom*. There was a large range as some of the teachers who answered teach more than one class (music, special education, etc.). The highest number was 480, and by eliminating the outliers, the average number of students per classroom was 14.9.
Graph

Was this your First Time Involved with the Leaps Ahead/Leaps in Motion Program?

- Yes: 53.8%
- No: 46.2%

H = 26
Tulsa Ballet, 2010
Center of Applied Research for Non-Profit Organizations

Teachers were asked if this was their first time involved with the Leaps Ahead or Leaps in Motion program and for 46.2%, it was. The remaining 53.8% had experienced the program(s) before. Of the teachers surveyed, 100% agreed that the program seemed age appropriate.
When asked if the ballet program changed the students' attitudes and misconceptions about ballet, 11.5% (3) felt neutral, 34.6% (9) agreed and 53.8% (14) strongly agreed with this statement.
When asked if the students are now interested in ballet as an art form, 3.8% (1) disagreed, 3.8 (1) felt neutral, 50% (13) agreed and 38.5% (10) strongly agreed with this statement.
When asked if the teachers utilized the materials provided by the Tulsa Ballet to incorporate ballet into the classroom, 3.8 (1) strongly disagreed, 26.9% (7) disagreed, 38.5% (10) felt neutral, 15.4% (4) agreed and 15.4% (4) strongly agreed with this statement.
When asked if without this program, their students would not be exposed to ballet, 3.8% (1) disagreed, 23.1% (6) agreed and 73.1% (19) strongly agreed with this statement.
When asked if at least half of their students showed an improved focus in the classroom following the program, 19.2% (5) disagreed, 38.5% (10) felt neutral, 26.9% (7) agreed and 15.4% (4) strongly agreed with this statement.
When asked if at least half of their students showed an improvement in self esteem following the program, 7.7% (2) disagreed, 19.2% (3) felt neutral, 53.8% (14) agreed and 19.2% (5) strongly agreed with this statement.
When asked if at least half of their students showed an increased ability to follow directions, 15.4% (4) disagreed, 34.6% (9) felt neutral, 34.6% (9) agreed and 15.4% (4) strongly agreed with this statement.
When asked if they were satisfied with the Tulsa Ballet staff, 3.8% (1) felt neutral, 26.9% (7) agreed and 69.2% (5) strongly agreed with this statement.
When asked if the Leaps Ahead/Leaps in Motion Program had a positive impact on their students, 7.7% (2) felt neutral, 30.8% (4) agreed and 61.5% (5) strongly agreed with this statement.
When asked if the teachers were satisfied overall with the Leaps Ahead/Leaps in Motion program, 7.7% (2) felt neutral, 26.9% (7) agreed, and 65.4% (17) strongly agreed with this statement.
When asked, *How Can Leaps Ahead be Improved Upon in the Future*, the following comments were made:

- The children like to show the dances that they know. It would be a cool thing if the kids had an opportunity to show the instructors what they can do in addition to the ballet they have learned.
- hip hop for boys
- It is wonderful! The students enjoyed the "hip-hop" a couple of years ago.
- I don't know.
- I cannot think of anything.
- 8 week session instead of 6 and boys had hip-hop lessons one year. They really enjoyed that. Maybe a mix would be good for reaching more boys.
- It's great. Maybe do a routine that the kids can show off to the parents at the end.
- We need to provide a bigger room for the girls.
- My students did not enjoy the video provided at the beginning.
- An assistant for the boy's teacher so she can make spot corrections while the assistant leads.
- No improvements
- Have something for students to do or watch during pre and post testing.
- I loved the pre-test/post-test this year, maybe add educational game, chats, something students will use in the classroom during the short breaks.
- Either longer in time during the day or longer duration (more days)
- Keep doing what you are doing.
- Have some of the DVD translated
- If we can offer the program to more students. I realize that it was school scheduling issue this year.
- More initial advertisement to attract boys.
- Scheduling is a big headache. maybe take smaller class sizes and do it for a longer period of weeks
- Continue the status quo
When asked to *Please provide any additional comments*, the following comments were written:

- Excellent program!
- We are blessed to have this for our students....Thank you!
- none
- I think both of the teachers my students had were excellent.
- It was awesome...still hearing great things about the program.
- Great work, Stacy is truly a gifted teacher!
- It is a wonderful program
- The students loved the program, even the boys who were apprehensive had a great time.
- I THINK ALL OF TULSA STUDENTS SHOULD HAVE LEAPS AHEAD PROGRAM IN THEIR CLASS
- The teachers were AWESOME and related well to the kids
- My students loved the program. More students came to school on time and they were excited about going to ballet daily. I noticed in the library students started checking out ballet books. Also, I had lots of girls and boys attempting to practice their turns in the hallway. Thanks for a wonderful opportunity for my students.