



PROGRAM ASSESSMENT: EXECUTIVE SUMMARY

Overview

From Fall 2018 to Spring 2019, 205 preschool students from under-served communities in New Orleans participated in Mini Masters, an early childhood arts integration program provided by the New Orleans Museum of Art (NOMA). In its seventh year, results suggest that program participants continue to experience an increase in responsiveness and appreciation for art, in addition to an improvement in receptive vocabulary skills.

Key Findings

- Children in the intervention group continue to demonstrate overall increase in all parts of speech (nouns, adjectives, and verbs) used during the art interpretation assessment. The most notable finding this year was a significant increase in verb usage. Additionally, improvements were seen in the intervention group for all of the Bloom's Taxonomy higher order thinking skills categories (naming, describing, inferring, connecting, questioning, extending).
- Findings show an overall increase in receptive vocabulary (Peabody Picture Vocabulary Test scores) in the intervention group from baseline to follow-up suggesting a positive impact of the program not only on art appreciation, but also language development.
- Mini Masters is a unique and valuable program to the early childhood community in New Orleans. Its programmatic activities are a useful way to not only enrich classroom experience but to impact positive child development for those children participating.

Assessment

Ninety-seven students participated in the evaluation. Students were interviewed both pre and post program intervention, with a final intervention group of 83 students. Students were assessed utilizing the art interpretation assessment that has been used in previous years of the program. An additional assessment was administered to explore the impact of the Mini Masters program on language and cognitive skills.

Study Design

In the Fall 2018 to Spring 2019 school year, 205 children from four different schools within the New Orleans city limits participated in the Mini Masters program. The preschools included classes within a charter school for preschoolers through eighth graders; and two Head Start centers for children ages birth through five years old. Participating students were between the ages of four and five years old and preparing to enter kindergarten the following year.

mini MASTERS

YEAR 7 | 2018 – 2019

Prepared for the New Orleans Museum of Art Mini Masters Leadership Team
By the Local Evaluation Partner, Tulane University



Assessment

For the art interpretation, interviews entailed a discussion concerning the reproduction of a piece of art from NOMA. The interviews were recorded, and a coding checklist was created based on the 2013-2014 protocol. The checklist including coding for parts of speech used during the discussion (nouns, adjectives, and verbs) and for seven patterns of thinking skills based on Bloom's Taxonomy including: naming, describing, inferring, extending, connecting, and questioning. The length of the interviews and number of adult prompts required for the discussion were also included in the coding checklist. The items on the coding checklist were averaged for the group.

Language was assessed with the Peabody Picture Vocabulary Test (PPVT). The PPVT is a vocabulary test that measures how many words a child understands. The validated assessment has a mean standard score of 100, with a range of 85-115 considered typical. The PPVT measure was selected to explore the impact of the Mini Masters program on language skills.



ART INTERPRETATION

Table 1: Change in Bloom's Taxonomy Thought Processes, Pre & Post Intervention

INTERVENTION GROUP	THOUGHT PROCESSES					
	Names	Describes	Infers	Connects	Questions	Extends
Pre: n=88	9.57	3.55	0.38	0.08	0.07	0.15
Post: n=77	12.39	4.58	0.66	0.45	0.30	0.23
Total Δ	2.82	1.04	0.29	0.38	0.23	0.09
% Δ	29% increase	29% increase	77% increase	471% increase	338% increase	58% increase

Changes in higher-order thinking skills:

Between the pre- and post-intervention interviews, intervention group participants increased the number of times they named by 29%; described by 29%; made interferences by 77%; connected by 471%; asked questions by 338%; and extended by 58%. These findings indicate that more time during the post-intervention interview was spent on higher order thinking skills overall.

Table 2: Change in Number of Nouns, Adjectives, and Verbs Used, Pre & Post Intervention

	INTERVENTION GROUP (Pre-Interview n=88, Post-Interview n=77)		
	Nouns Used	Adjectives Used	Verbs Used
Pre-interview	9.58	3.56	0.83
Post-interview	12.47	5.65	2.18
Total Change	2.89	2.09	1.35

Changes in vocabulary:

Intervention group participants increased the number of adjectives, nouns and verbs used between the pre- and post- intervention; a 30% increase in nouns, a 59% increase in adjectives, and a 163% increase in verbs. These findings indicate that more nouns, adjectives and verbs were used during the post intervention interview overall.

ART INTERPRETATION

Table 3: Change in Length of Assessment and Number of Prompts, Pre & Post Intervention

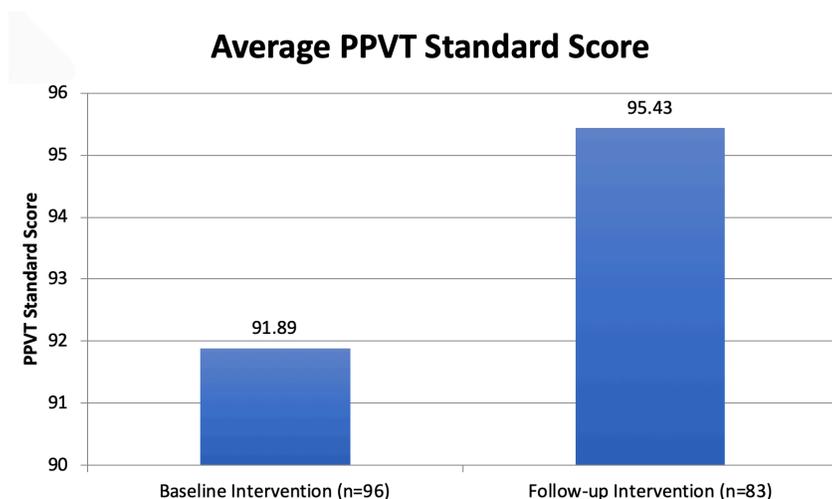
INTERVENTION GROUP	THOUGHT PROCESSES (Pre-Interview n=88, Post-Interview n=77)			
	Length of Assessment (minutes)		Number of Prompts	
	Mean	Range	Mean	Range
Pre-interview	3:10	1-11 minutes	8	4 - 16
Post-interview	2:49	1-9 minutes	5.14	3 - 8
Total Change	-0:21		0.29	
Percentage	11% decrease		34% decrease	

Results:

There was a decrease in the number of prompts between post interview and pre- interview for the intervention (34%) group. The length of the assessment time between post interview and pre interview also decreased for the intervention group (11%). During the post interview, participants required shorter interview times and less prompting to discuss the art.

VOCABULARY COMPREHENSION

Figure 1: Average Peabody Picture Vocabulary Test (PPVT) Standard Score



The Peabody Picture Vocabulary Test (PPVT) is a vocabulary test that measures how many words a child understands. The validated assessment has a mean standard score of 100, with a range of 85-115 considered typical.

Figure 1 illustrates the average standard PPVT score for children in the intervention group at baseline and follow-up.