



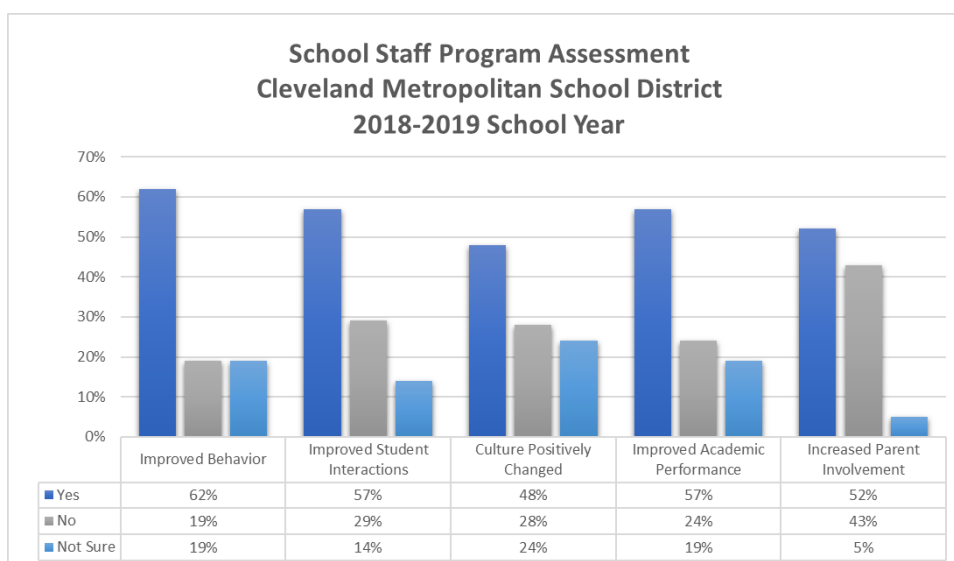
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Dancing Classrooms Northeast Ohio

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Program Impact: 2018-2019 School Year

In the 2018-2019 school year, Dancing Classrooms Northeast Ohio expanded its program assessment. At the conclusion of the residency, school administration (Principals, Deans, etc.) and staff members involved in the program (participating teachers) were asked to complete a post-residency survey to assess the program's impact on their students in the targeted areas. The results below highlight how the program positively impacted students throughout the Cleveland Metropolitan School District in the targeted performance areas.



2018-2019 CMSD Schools Involved	
5th Grade	
AJ Rickoff Almira Anton Grdina Artemus Ward Bolton Campus International Case Clark Dike School of the Arts East Clark Fullerton George Washington Carver Iowa Maple	James A. Garfield Louisa May Alcott Mary Bethune Miles Park Nathan Hale Patrick Henry Robert H. Jamison Scranton Sunbeam Wade Park Wilbur Wright William Cullen Bryant
8th Grade	
Fullerton Iowa Maple Scranton	

PROGRAM HIGHLIGHTS
Goals to be achieved by program:
<ul style="list-style-type: none"> ✓ Improved attendance ✓ Increase academic performance ✓ Improve behavioral management ✓ Improve school and classroom culture ✓ Increase family engagement ✓ Increase health and wellness knowledge
Key Elements
<ul style="list-style-type: none"> ✓ Students understand how attendance contributes to their personal success. ✓ Students enjoy learning new things. ✓ Students interact well with one another. ✓ Students consider themselves a leader. ✓ Students enjoy family interaction. ✓ Students understand a healthy lifestyle.



Through our partnership with the Cleveland Clinic, Dancing Classrooms Northeast Ohio has developed a pre- and post-residency survey that every participating student completes. We measure whether Dancing Classrooms is changing students' perceptions: for example, does the program make students feel that their classroom culture is a positive environment to support their success? If students' perceptions begin to shift in a positive direction, then positive actions may follow. The results below highlight that our program positively impacted the students' perceptions in our targeted areas during the program's implementation in various schools throughout the Cleveland Metropolitan School District.

- After completing Dancing Classrooms, 77% of the CMSD students (compared to 76% at the start of the residency) indicated that their overall school and classroom culture had improved.
- After completing Dancing Classrooms, 47% of the CMSD students (compared to 40% at the start of the residency) indicated that they were considering a career in health care.

Throughout our program, we also measure specific elements (attendance) within our evaluation area by taking actual attendance within our program and compiling the data. Our data indicates, that, on the days of our program, the 5th and 8th grade students we worked with had an average attendance rate of 91%.

The chart below illustrates that 53% of the CMSD fifth and eighth grade students in our program had a 95% attendance rate or higher in the Dancing Classrooms program. Additionally, of that 53%, **30% of the students had a perfect 100% attendance rate in our program**. Attendance is the first step to improving students' academic performance. Dancing Classrooms is teaching students the value of showing up.

*Chart on previous page outlines CMSD schools implementing DC program

