



Young Playwrights' Theater

IMPACT OF ARTS EDUCATION ON ACADEMIC ACHIEVEMENT

Professional education evaluator, Dr. Barry Oreck has worked with YPT to develop assessment tools to measure the positive impact of the YPT arts education model on student learning and development.

Oreck received his doctorate in Educational Psychology from the University of Connecticut and is an adjunct professor in Education at Long Island University Brooklyn and the International Graduate Programs for Educators of SUNY Buffalo. From 1983 to 2001, he directed ArtsConnection's arts-in-education programs in over 150 New York City public schools. Since 2001, he has been a consultant in curriculum assessment and program development for numerous organizations, including YPT as well as the Ohio Department of Education, Shakespeare Theatre Company, Lincoln Center Theater, the Metropolitan Opera Guild, Educational Testing Service, the Council of Chief State School Officers and the DeWitt-Wallace Readers Digest Fund, among others.

Oreck collaborated with YPT to develop criteria to measure pre and post assessments of YPT student writing skill sets including creative thinking, character development, grammar and punctuation, among others, all of which correlate to Common Core State Standards and local DC Arts Standards for elementary, middle and high school.

Here is a sampling of the assessment results outlined in [Write to Dream](#).

For 2011-2012 high school students participating in YPT's 12-week *In-School Playwriting Program*:

- The percentage of students that reached Exemplary or Proficient levels in their ability to convey unique points of view and innovative thinking in their writing rose from 29% to 68%.
- The percentage of students demonstrating Exemplary or Proficient skill in creating compelling, active and fully formed characters rose from 20% to 76%.
- 57% of student attained Exemplary or Proficient levels in dramatizing an engaging conflict based on the objectives and obstacles of the characters, as compared to 28% at the beginning of the program.

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- The percentage of students that were able to manipulate language to accurately portray character and situation in their writing rose from 20% to 67%.
- By the eleventh workshop, 64% of students were able to demonstrate Exemplary or Proficient skill in the proper use of grammar, or the intentional misuse of grammar to accurately depict speech communities, as compared to only 30% of students in the second workshop.

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