

# The Creative Learning Initiative Innovates Teaching and Learning

## Impact Highlights of the 2014–2015 School Year

### Introduction

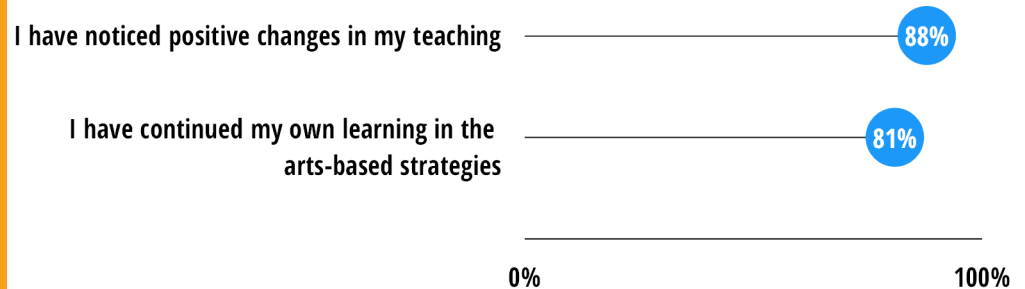
The Creative Learning Initiative (CLI), a collective impact partnership among the Austin Independent School District (AISD), the city of Austin, and MINDPOP (an arts organization dedicated to expanding creative learning in Austin and representing over 50 arts and cultural agencies), created arts-rich schools at a rate that exceeded the benchmark goal. The CLI had a positive impact on teachers and students, as well as the district. Teachers reported positive experiences with the program activities and positive changes in student engagement, behavior, and student achievement. Students had better academic performance, improved attendance, decreased discipline incidents, and increased access to arts opportunities.

### CLI teachers improved teaching and student learning.

The overwhelming majority of CLI educators perceived the arts-based instruction workshops as effective for both increasing their conceptual understanding of arts-based instruction and increasing their instructional skills in implementing this instruction. Most CLI educators reported that the practice of this hands-on approach was conducive to improved student learning. Teachers using arts-based strategies more frequently reported an even greater impact on their teaching and student learning.

Figure 1.

**As a result of the arts-based instruction workshop, almost 90% of teachers reported positive changes in their teaching.**

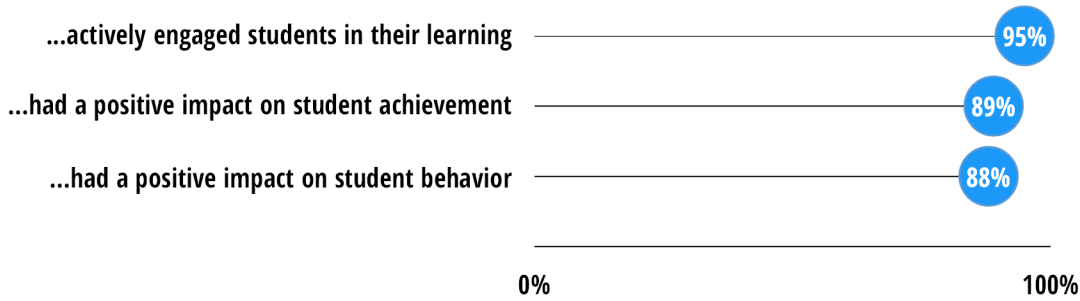


Source. 2014–2015 Creative Learning Initiative November Workshop and Follow-up Implementation Survey

Figure 2.

As a result of arts-based strategies, 95% of teachers reported positive impacts on student engagement.

My changed teaching practices have...

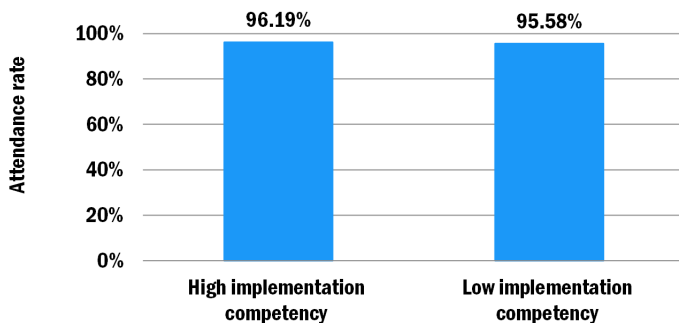


Source. 2014–2015 Creative Learning Initiative November Workshop and Follow-up Implementation Survey

Students whose teachers were more proficient in creative teaching had better attendance.

Figure 3.

Students with more proficient teachers had an attendance rate .61% higher than students with less proficient teachers. A district wide attendance rate increase of .61% would result in 4 million dollars of revenue.



Source. 2014–2015 Creative Learning Initiative Coach Observation of Teacher Implementation Survey, AISD Student Attendance Record 2014–2015

Students whose teachers were more competent in implementing creative teaching were more likely to meet the STAAR reading and math standards, and to meet the STAAR advanced reading and math standards.

Figure 4.

Students were more likely to meet the STAAR reading and math standards when their teachers' implementation competency level was high than when their teachers' implementation competency level was low.

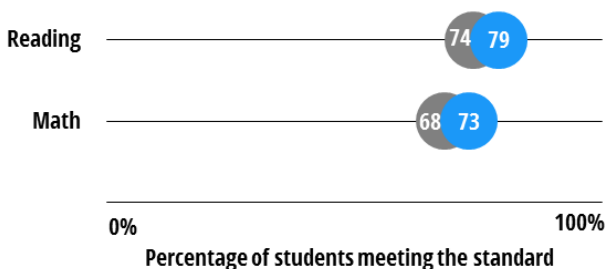
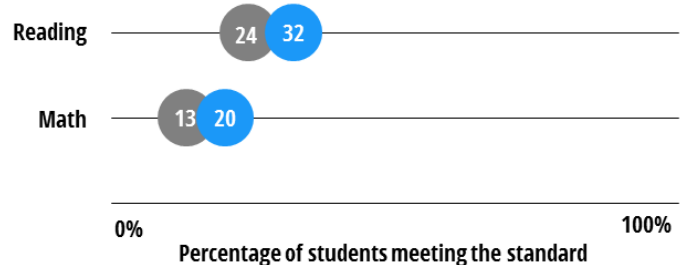


Figure 5.

Students were more likely to meet the STAAR advanced reading and math standards when their teachers' implementation competency level was high than when their teachers' implementation competency level was low.



Source. 2014–2015 Creative Learning Initiative Coach Observation of Teacher Implementation Survey, AISD Student STAAR Record 2014–2015

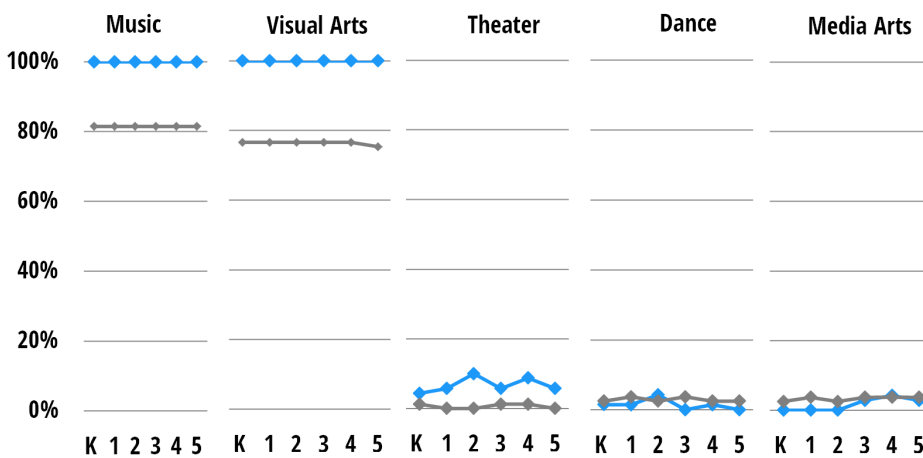
Note. Teachers' implementation competency was positively related to students' STAAR science and STAAR advanced science passing status, but not significant.

## AISD students have greater access to fine arts instruction since the implementation of CLI.

Our findings indicated that 37% of AISD schools were arts-rich, which exceeded the benchmark goal for schools meeting the arts-rich standard (30%). Moreover, since the implementation of CLI, the district provided students with more opportunities to fine arts instruction at all school levels.

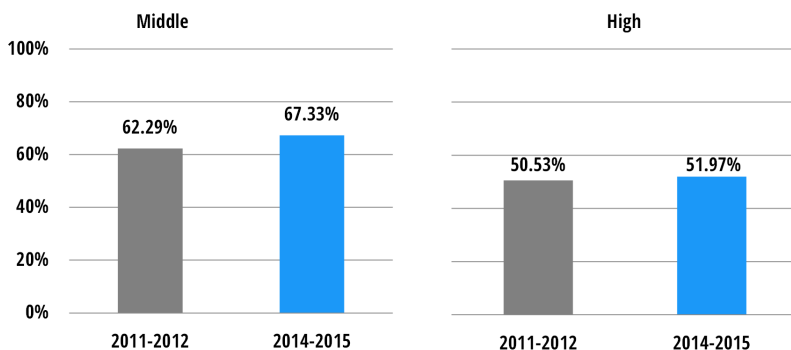
Results from the 2011–2012 school year, prior to the CLI implementation, served as baseline data to better understand changes between the baseline year and the most recent year of program implementation. Students’ increased access to fine arts instruction were explicit in the following two aspects: the percentage of campuses offering fine arts instruction for at least 45 minutes every three days at the elementary school level, and students’ enrollment rates in fine arts classes at the secondary school level.

**Figure 6.** Across the District, elementary students had greater access to music, visual arts, and theater in 2014–2015 than in baseline year (2011–2012).



Source. 2011–2012 Elementary School Arts Inventory, 2014–2015 Elementary School Arts Inventory

**Figure 7.** The percentage of AISD students enrolled and completed in fine arts classes increased from baseline year (2011–2012) to 2014–2015 at the middle and high school levels.



Source. AISD Student Class Enrollment Record 2011–2012 and 2014–2015

## The CLI Program Goals

Through ongoing professional development activities that teach educators to engage students through integration of arts-based strategies into core subject instruction, partners from higher education, arts organizations, and philanthropy join with AISD. The CLI aims to achieve four broad goals:

- Create arts-rich schools for all students
- Create a community network that supports and sustains the arts-rich life of every child
- Develop leaders and systems that support and sustain quality creative learning for the development of the whole child
- Demonstrate measurable impacts on students, families, and community

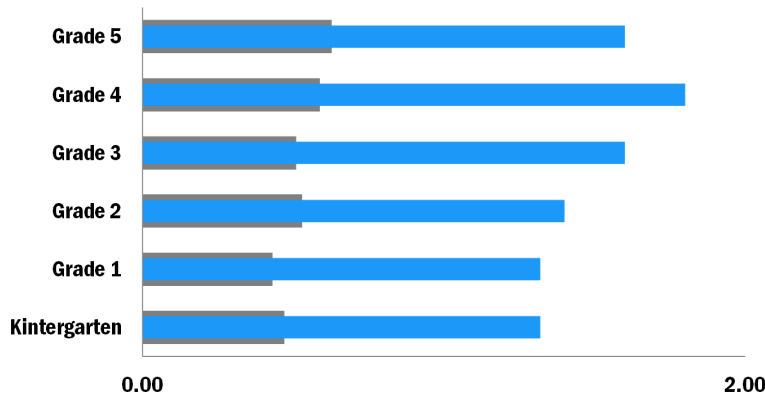


## CLI campuses provided students with more creative learning opportunities through community arts partners than did non-CLI campuses.

CLI campuses provided students with more community arts opportunities in each art form and built partnerships with multiple arts partners in more grade levels than did non-CLI campuses. In 2014–2015, CLI campuses established or maintained partnerships with 70 community arts partners, which was 43% more than did non-CLI campuses.

Figure 8.

The average number of school-time arts partners at each grade level at CLI campuses was greater than that at non-CLI campuses.

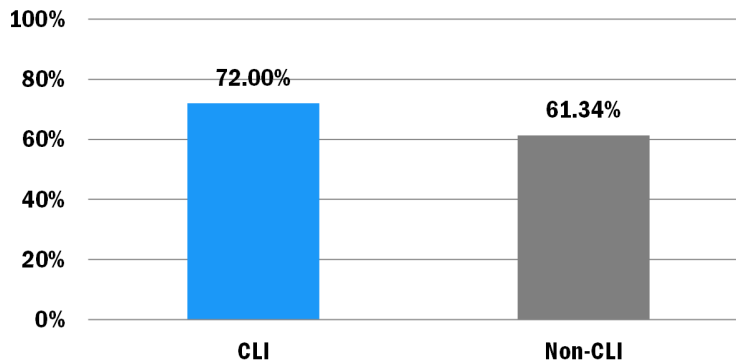


Source. 2014–2015 Elementary School Arts Inventory

Note. Twenty-five CLI campuses and 51 non-CLI campuses were included for analysis.

Figure 9.

At the elementary school level, the percentage of grade levels that had school-time arts partners at CLI campuses was greater than that at non-CLI campuses.



Source. 2014–2015 Elementary School Arts Inventory

Note. Twenty-five CLI campuses and 51 non-CLI campuses were included for analysis.

## AUSTIN INDEPENDENT SCHOOL DISTRICT

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