



## **Creative Learning Initiative: Summary Findings of Elementary School Arts Inventory, 2013–2014**

The Creative Learning Initiative is made possible through the collaboration of MINDPOP, The City of Austin, Austin Independent School District, and The Kennedy Center.



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## **CREATIVE LEARNING INITIATIVE ELEMENTARY SCHOOL ARTS INVENTORY**

The Creative Learning Initiative Elementary School Arts Inventory was created to gauge the implementation of arts-based instruction during in-school and out-of-school times. Specifically, the inventory comprised the following four sections: (a) sequential fine arts instruction during school, (b) community arts experiences during school, (c) out-of-school time arts opportunities on campus, and (d) opportunities for students to publicly perform or exhibit in each art form. This report, therefore, is divided according to the inventory sections and presents findings for each section.

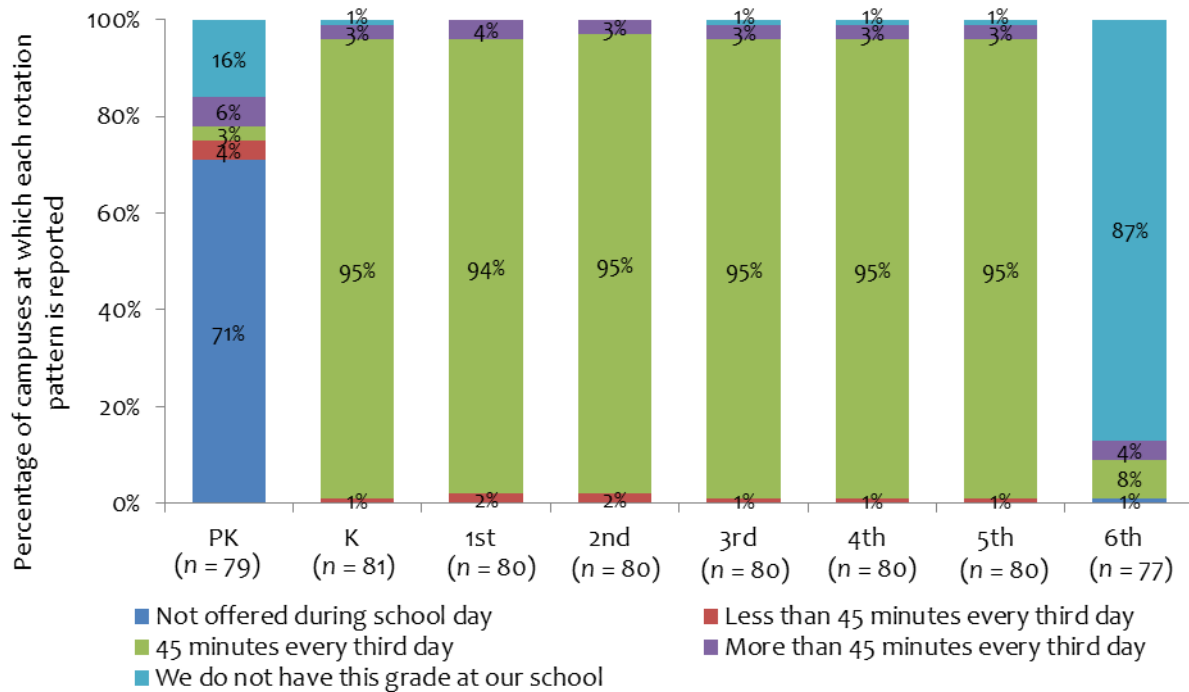
Principals from 81 (91%) of all 89 Austin Independent School District (AISD) elementary schools submitted inventory data for their campuses. In the process of data collection, cooperation of the campus arts specialists and principals played an important part in ensuring the accuracy of data. The campus arts specialists collected the information required by the inventory, then the completed campus data profiles were presented to the principals for review and approval.

The aim of this report is to summarize the findings of the inventory and to provide information to district administrators, program staff, and parents regarding AISD students' access to fine arts instruction and creative learning opportunities. This information will help enhance implementation of arts-based instruction and identify opportunities to increase the equitable access to creative learning across the district. This report presents findings across all 81 campuses. In addition, campus-level findings regarding instruction in each art form and community arts partnerships are presented.

### SEQUENTIAL FINE ARTS INSTRUCTION DURING SCHOOL

The AISD Fine Arts Department defines the standard of service for sequential instruction in music and visual arts at the elementary level. The standard recommends offering each art form for 45 minutes every 3 days. The distribution of the music, visual arts, theater, dance, and media arts rotation cycles during school for each grade level is presented in Figures 1 through 5. The majority of elementary campuses do not have a 6<sup>th</sup> grade at their school. At an overwhelming majority of elementary campuses, music and visual arts instruction were offered at least 45 minutes every third day in kindergarten through 5<sup>th</sup> grade. Data reflected that almost all schools met the district’s requirement that all elementary students receive 45 minutes of art and music instruction once every 3 days. Given that theater, dance, and media arts education is not required as part of the district standard, it is not surprising that very few campuses offered instruction in these art forms during the school day at any grade level. In particular, medial arts instruction was least likely to be offered during the school day. In addition, because pre-kindergarten is optional, and not included in the district standards for art, it is also not surprising that very few campuses offered instruction in any art form in pre-kindergarten.

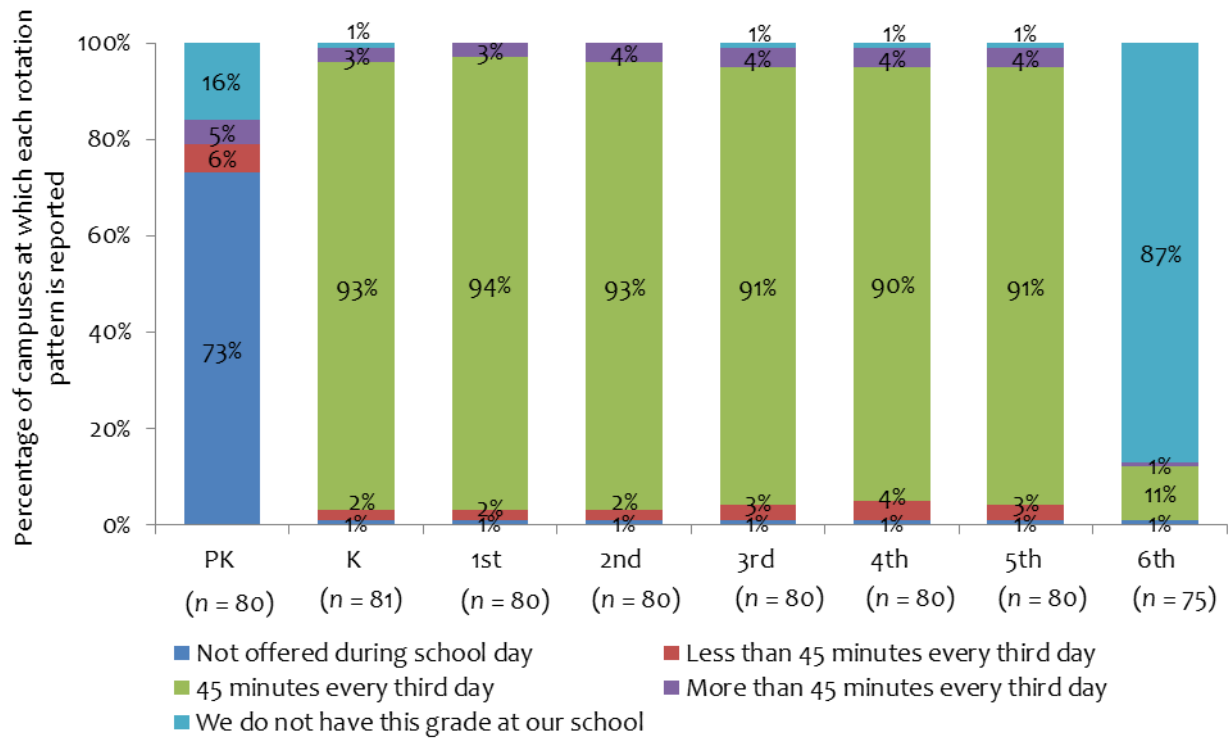
Figure 1. 2013–2014 Campus Music Instruction Rotation During the School Day, by Grade Level



Source. 2014 Creative Learning Initiative Elementary School Arts Inventory

Note. PK is pre-kindergarten. K is kindergarten. n indicates the number of responding campuses.

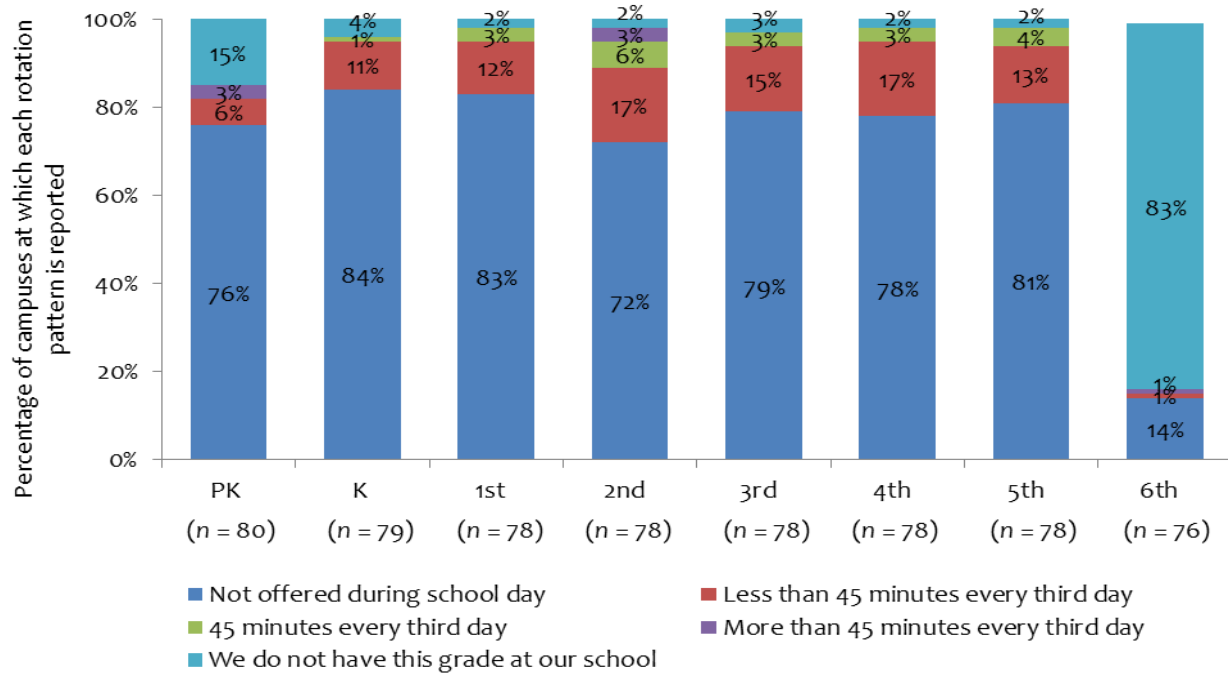
Figure 2. 2013–2014 Campus Visual Arts Instruction Rotation During the School Day, by Grade Level



Source. 2014 Creative Learning Initiative Elementary School Arts Inventory

Note. PK is pre-kindergarten. K is kindergarten. n indicates the number of responding campuses.

Figure 3. 2013–2014 Campus Theater Instruction Rotation During the School Day, by Grade Level

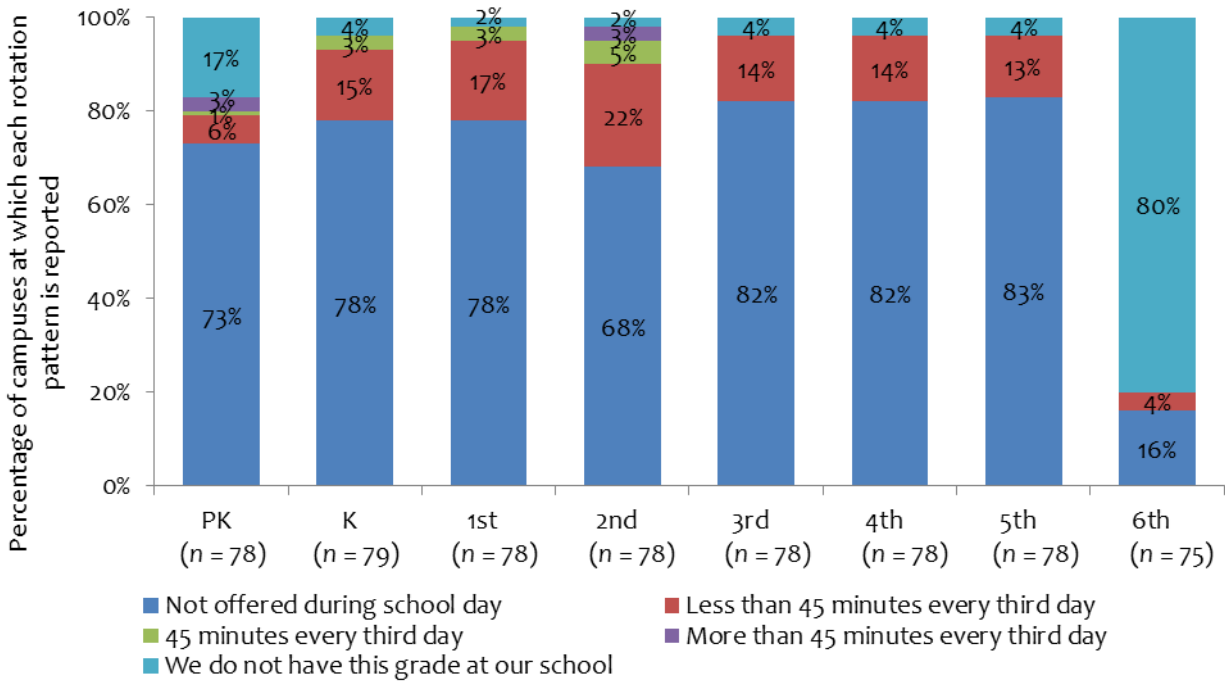


Source. 2014 Creative Learning Initiative Elementary School Arts Inventory

Note. PK is pre-kindergarten. K is kindergarten. n indicates the number of responding campuses.



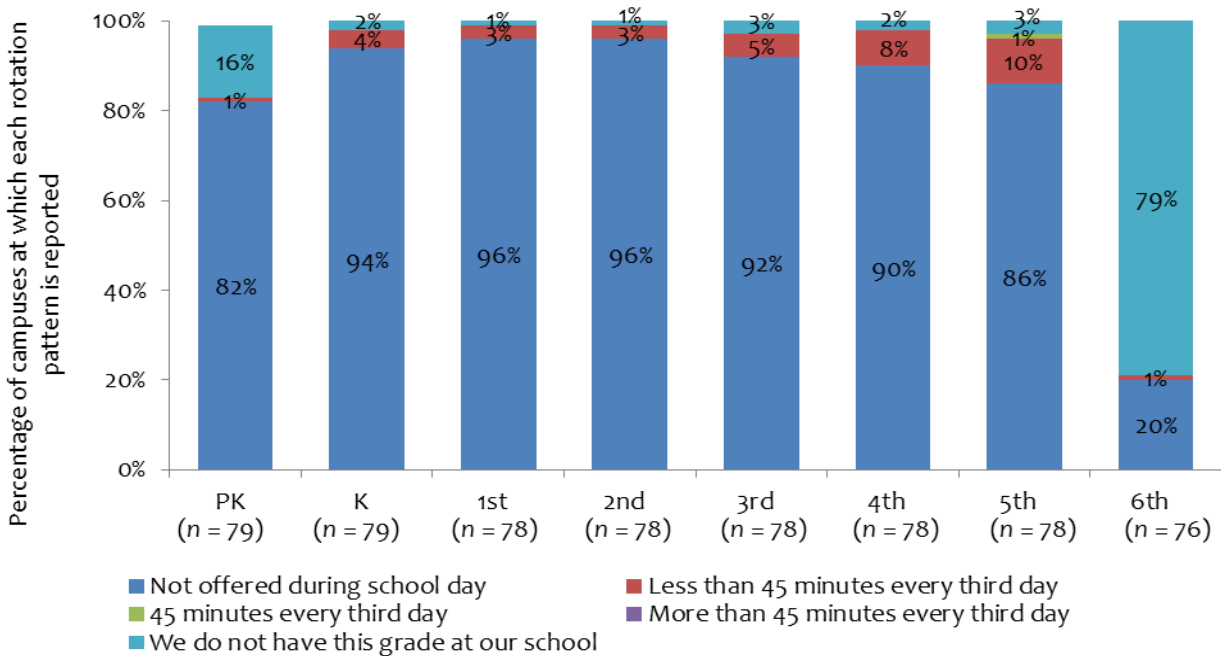
Figure 4. 2013–2014 Campus Dance Instruction Rotation During the School Day, by Grade Level



Source. 2014 Creative Learning Initiative Elementary School Arts Inventory

Note. PK is pre-kindergarten. K is kindergarten. n indicates the number of responding campuses.

Figure 5. 2013–2014 Campus Media Arts Instruction Rotation During the School Day, by Grade Level



Source. 2014 Creative Learning Initiative Elementary School Arts Inventory

Note. PK is pre-kindergarten. K is kindergarten. n indicates the number of responding campuses.

Table 1 provides detailed information about AISD elementary school level fine arts instruction in kindergarten through the 5<sup>th</sup> grade.<sup>1</sup> Notably, all elementary schools met the district standard, with the exceptions of Blazier Elementary School, McBee Elementary School, Odom Elementary School, William Elementary School, and Wooten Elementary School. For example, Odom and William each had one grade level that did not meet the district standard. McBee and Wooten did not meet the district standard due to not providing visual arts instruction at any grade level.

In terms of theater, dance, and media arts instruction, only a handful of campuses reported provision of 45 minutes of instruction at some grade levels, and other campuses did not provide 45 minutes of instruction at any grade level. Students at Oak Springs Elementary School and St Elmo Elementary School had 45 minutes of theater instruction in more grade levels than did students at other campuses. Students at Reilly Elementary School experienced 45 minutes of dance instruction in more grade levels than did students at other campuses. Galindo Elementary School was the only campus at which 45 minutes of media arts instruction was provided every third day (their 5<sup>th</sup> grade students benefited).

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<sup>1</sup> Because a significant number of campuses reported that fine arts were not offered at the prekindergarten level, and because most do not have a 6<sup>th</sup> grade, these two grades are excluded.

Table 1. Distribution of AISD Elementary Schools That Provided Fine Arts Instruction at Least 45 Minutes Every Three Days

Campus	Music					Visual arts					Theater					Dance					Media arts								
	K	1	2	3	4	5	K	1	2	3	4	5	K	1	2	3	4	5	K	1	2	3	4	5	K	1	2	3	4
Allison	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Andrews	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Baldwin	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Baranoff	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Barrington	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Barton Hills	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Becker	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓							✓								
Blackshear	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Blanton	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Blazier																												✓	
Boone	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Brentwood	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Brooke	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Brown	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Bryker Woods	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓															✓		
Campbell	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓									✓						
Casey	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Casis	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Clayton	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Cook	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Cowan	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Cunningham	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Davis	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Dawson	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Doss	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Galindo	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																✓	
Govalle	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Graham	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Guerrero-Thompson	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Gullet	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Harris	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Hart	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Highland Park	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Hill	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Houston	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓											✓				
Jordan	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Joslin	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Kiker	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Kocurek	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Langford	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Lee	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓															
Linder	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Maplewood	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	

Campus	Music					Visual arts					Theater					Dance					Media arts								
	K	1	2	3	4	5	K	1	2	3	4	5	K	1	2	3	4	5	K	1	2	3	4	5	K	1	2	3	4
Mathews	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
McBee	✓	✓	✓	✓	✓	✓																							
Menchaca	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Metz	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Mills	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Norman	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Oak Hill	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Oak Springs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓					✓	✓						
Odom	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Ortega	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Overton	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Palm	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Patton	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Pease	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Pecan Springs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Perez	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Pickle	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Pillow	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Pleasant Hill	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Reilly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓															✓	✓	✓
Ridgetop	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Rodriguez	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Sanchez	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Sims	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
St Elmo	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓							
Summitt	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Sunset Valley	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Travis Heights	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Uphaus	✓						✓																					✓	
Walnut Creek	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Webb Primary	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Widen	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓															✓		
Williams	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Winn	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Woolridge	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Wooten	✓	✓		✓	✓	✓																							
Zavala	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	
Zilker	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																	

Source. 2014 Creative Learning Initiative Elementary School Arts Inventory

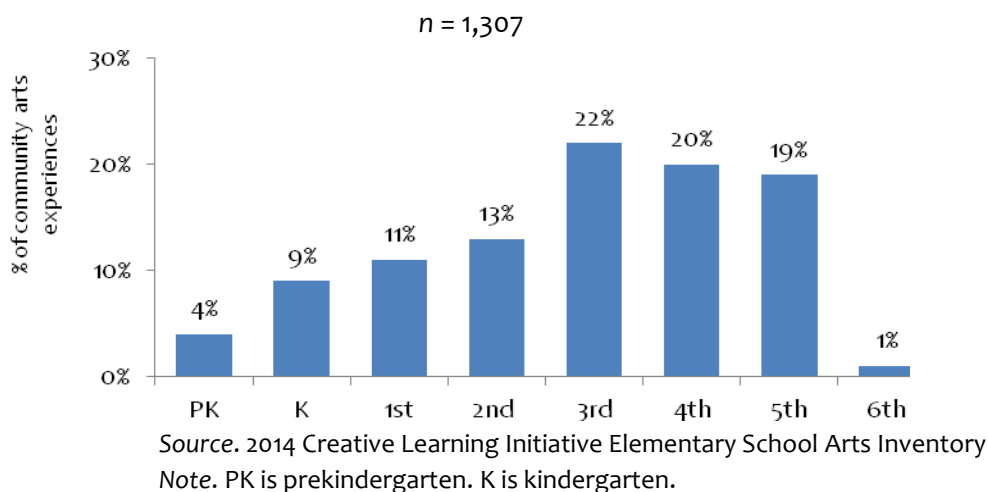
Note. The district standard recommends offering music and visual arts at least 45 minutes every 3 days. K is kindergarten. If “✓” is checked at certain grade levels under each art form, that means the campus provided 45 minutes instruction in this art form.

## COMMUNITY ARTS PARTNERSHIPS DURING SCHOOL

Each campus representative was asked to list the during-school community arts partnerships for each grade level. In addition, each was asked to indicate each art form involved in each community arts experience; the percentage of students participating; the program length; and the format of arts experience (e.g., assembly, classroom visit, or field trip). If an arts partner served multiple grade levels with a single experience, the campus representative was required to list each grade level's experience separately. Seventy-seven campus representatives listed experiences with arts partners, and four (from Guerrero-Thompson, Gullet, Mills, and Norman) did not list any community arts partnerships. At each campus, students had different community arts experiences available as a result of variances in community arts partners, grade levels served, art forms used, percentage of participating students, and program length and format. A total of 1,314 unique community arts experiences were reported across the elementary schools. It is important to note that the total number of community arts experiences varied from Figure 6 to Figure 10. Some campuses did not provide complete information due to missing information on grade level, art form, percentage of participating students, program length, or format.

Figure 6 shows that the majority of community arts experiences were available in grades 3, 4, and 5. Findings regarding community arts partnerships again indicate that only a small percentage of the fine arts education was offered at the prekindergarten and 6<sup>th</sup> grade levels, reflecting state requirements and typical elementary school grade structure. However, the fact that roughly half as many arts experiences were provided in kindergarten through 2<sup>nd</sup> grade as in the 3<sup>rd</sup> through 5<sup>th</sup> grade is notable.

Figure 6. Community Arts Experiences Across Grade Levels

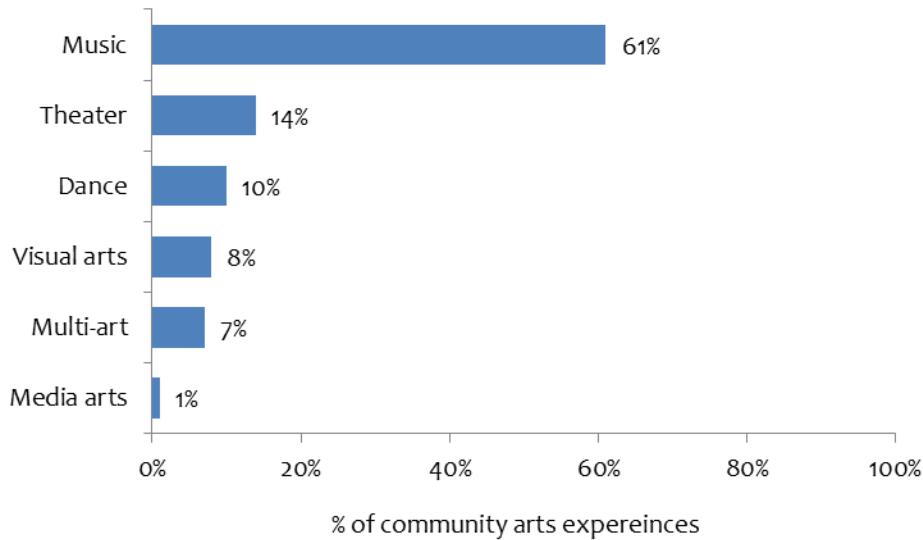


The majority of community arts experiences were in music (Figure 7). Less than 10% of community arts experiences were in visual arts. The emphasis in music education offered through community arts partnerships supports the district's policy requiring music for all elementary students. Visual arts education experiences offered through community arts partnerships were not

as extensive as music education experiences offered through community partners. However, the district standard (at least 45 minutes instruction every 3 days) was still met through the classroom teachers.

Figure 7. Community Arts Experiences in Each Art Form

n = 1,306

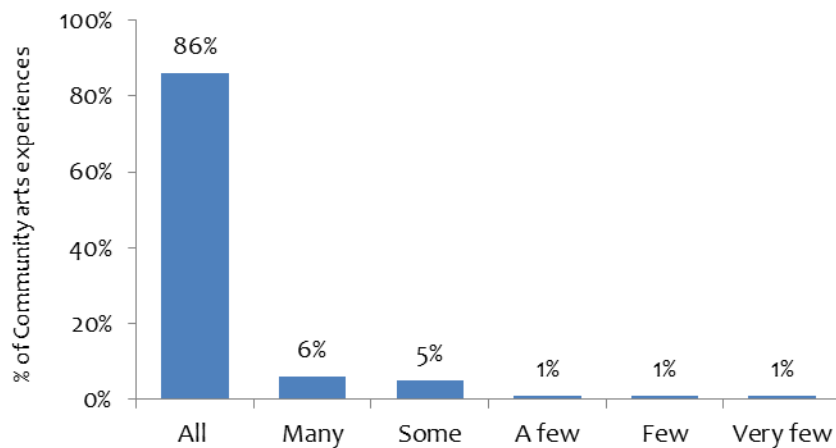


Source. 2014 Creative Learning Initiative Elementary School Arts Inventory

Students’ participation in community arts activities indicates that, across the majority of community arts experiences (86%), most were available to all students in the class (Figure 8).

Figure 8. Range of Amount of Students in Each Class Who Were Participating in Community Arts Experiences

n = 1,309

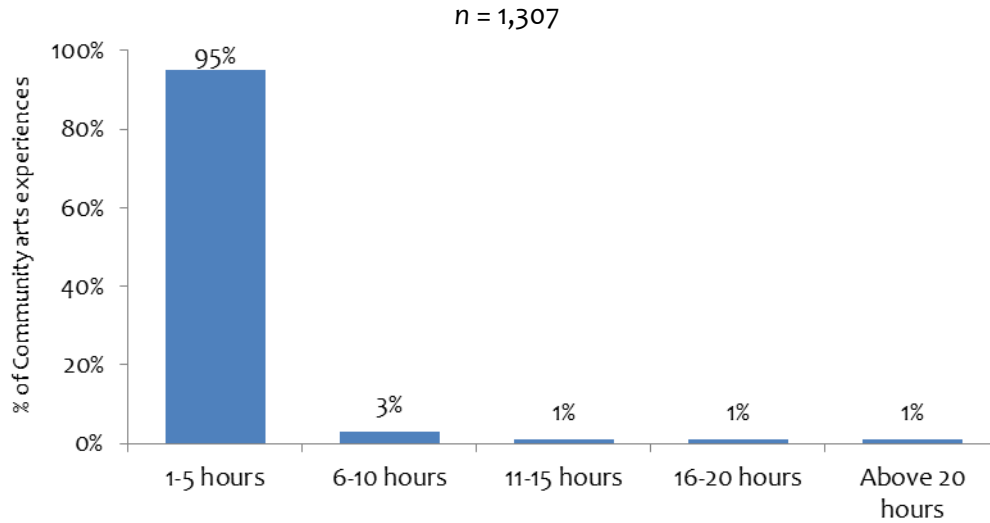


Source. 2014 Creative Learning Initiative Elementary School Arts Inventory

School representatives reported the length of community arts experiences ranged from 1 hour to 40 hours. Most community arts experiences were 1 hour in length (74%), though a few were

longer (5%), ranging up to 40 hours in length (0.2%). Figure 9 indicates the range of program length of community arts experiences. The vast majority of community arts experiences provided students with 1 to 5 hours of arts experiences, and only a handful of arts experiences were more than 6 hours.

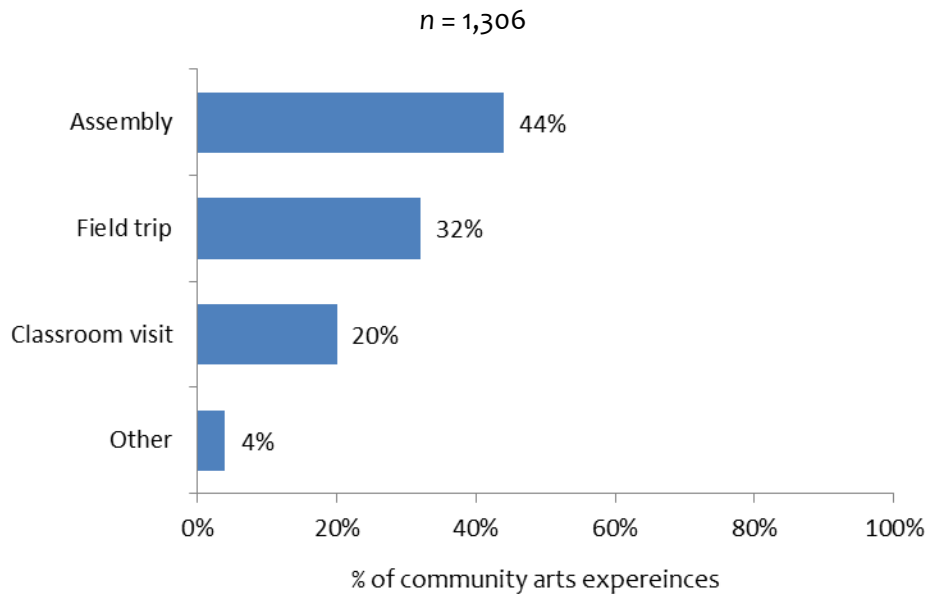
Figure 9. Community Arts Experiences in Different Program Length



Source. 2014 Creative Learning Initiative Elementary School Arts Inventory

Classroom visit, assembly, and field trip were all common formats in students’ community arts experiences, with assembly being the most frequent (Figure 10).

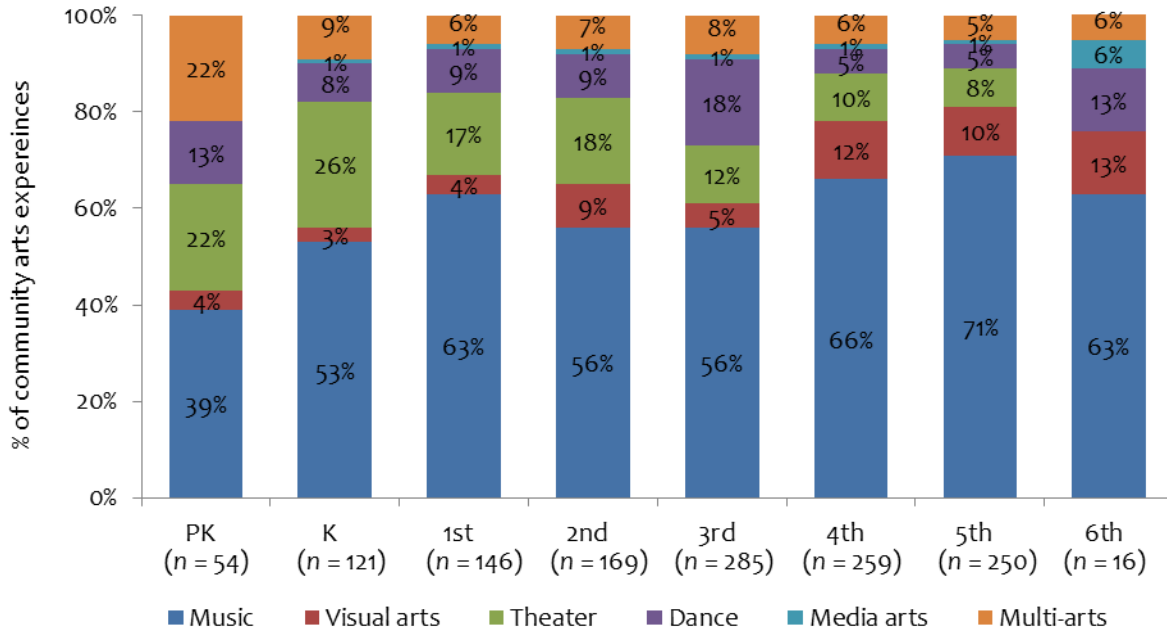
Figure 10. Community Arts Experiences, by Format



Source. 2014 Creative Learning Initiative Elementary School Arts Inventory

Community arts experiences across grade levels revealed that students at each grade level had more community arts experiences in music than in any other art form (Figure 11). Media arts was the least frequent community arts experience at each grade level.

Figure 11. Community Arts Experiences in Each Art Form, by Grade Level



Source. 2014 Creative Learning Initiative Elementary School Arts Inventory

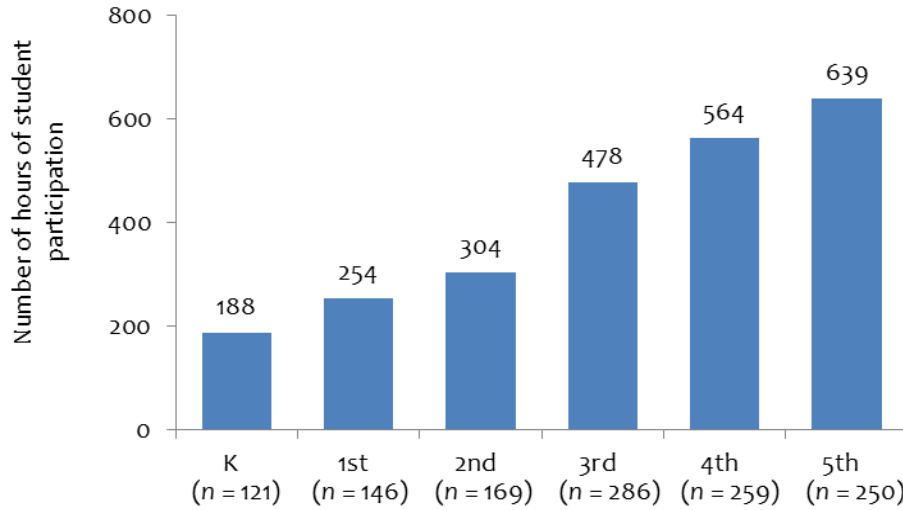
Note. PK is prekindergarten. K is kindergarten. n indicates the number of community arts experiences at each grade level.

The total hours of community arts experiences varied across grade levels, ranging from 188 hours at kindergarten to 639 hours at grade 5<sup>2</sup> (Figure 12). It is notable that the total hours of community arts experiences increased with grade levels.

<sup>2</sup> Because the majority of campuses reported they did not have grade 6 in their school, data related to grade 6 were not included for analysis.



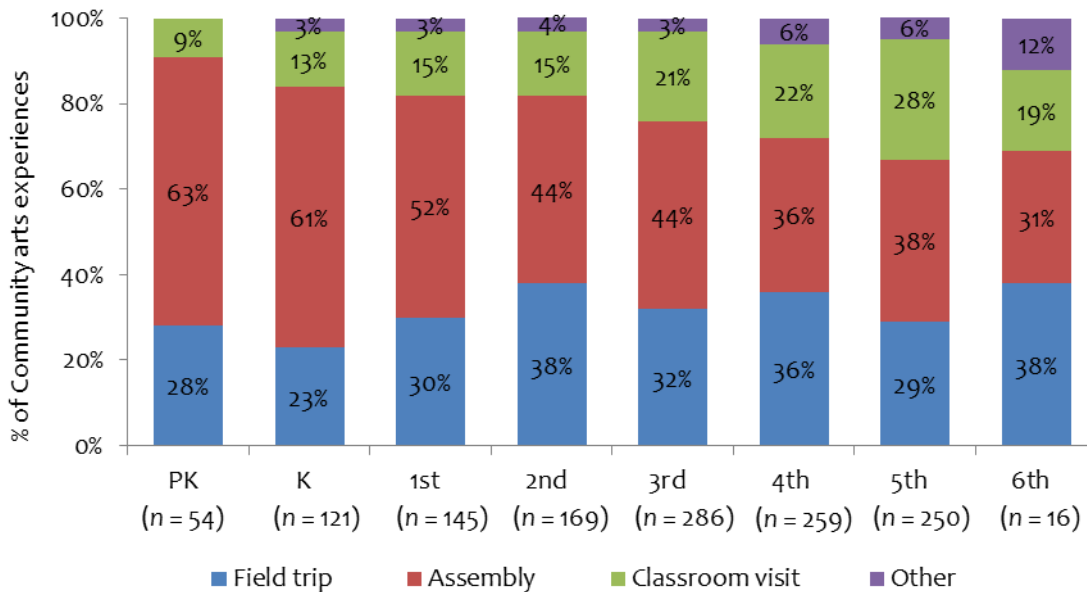
Figure 12. Total hours of Student Participation in Community Arts Experiences, by Grade Level



Source. 2014 Creative Learning Initiative Elementary School Arts Inventory  
 Note. K is kindergarten. n indicates the number of community arts experiences at each grade level.

Assembly was the most frequently cited program format at all grade levels, and represented more than half the experiences of prekindergarten, kindergarten, and 1<sup>st</sup>-grade students (Figure 13). Classroom visits became more prevalent as grade levels increased.

Figure 13. Community Arts Experiences, by Format and Grade Level



Source. 2014 Creative Learning Initiative Elementary School Arts Inventory  
 Note. PK is prekindergarten. K is kindergarten. n indicates the number of community arts experiences at each grade level.

Table 2 shows the distribution of community arts partnerships across campuses and art forms. Notably, the majority of campus representatives indicated that they had more than five community arts partnerships that covered at least three art forms. In particular, Becker Elementary School, Galindo Elementary School, Hill Elementary School, Maplewood Elementary School, Mathews Elementary School, Oak Hill Elementary School, and Sunset Valley Elementary School had at least nine community arts partnerships, and provided their students with community arts experiences in at least four art forms.

Table 2. Distribution of Community Arts Partnerships Across Campuses

Campus	Number of community arts partnerships across grade levels	Art form
Allison	6	Dance, music, visual arts, theater
Andrews	2	Music
Baldwin	8	Visual arts, music, dance, media arts, theater
Baranoff	7	Music, dance, multi-arts, theater
Barrington	5	Music, dance, visual arts
Barton Hills	4	Dance, music
Becker	9	Multi-arts, music, visual arts, theater
Blackshear	7	Music, dance, theater, visual arts
Blanton	7	Music, multi-arts, theater
Blazier	4	Music, dance, theater
Boone	8	Music, multi-arts, theater
Brentwood	7	Music, visual arts, theater, dance
Brooke	7	Music, multi-arts
Brown	4	Music, dance, multi-arts
Campbell	5	Music, dance, multi-arts, theater
Casey	4	Multi-arts, music
Casis	3	Multi-arts, music
Clayton	3	Music, dance
Cook	3	Music, dance
Cowan	6	Multi-arts, music, dance, theater, visual arts
Cunningham	3	Music, visual arts, theater
Davis	4	Music, visual arts, dance
Dawson	6	Music, visual arts, theater
Doss	2	Music
Galindo	9	Music, multi-arts, visual arts, theater, dance
Govalle	8	Music, visual arts, theater, multi-arts
Graham	3	Music
Harris	3	Music
Hart	7	Music, dance, theater
Highland Park	8	Music, dance, theater
Hill	9	Music, visual arts, dance, multi-arts
Houston	8	Multi-art, music, dance, visual arts, theater
Jordan	4	Music, dance, visual arts
Joslin	6	Music, visual arts, theater
Kiker	7	Visual art, music, multi-arts, theater
Kocurek	7	Multi-arts, music, visual arts, dance, theater
Langford	3	Music, theater
Lee	2	Music
Linder	6	Music, dance, theater
Maplewood	9	Media arts, music, visual arts, theater, multi-arts
Mathews	11	Music, visual arts, dance
McBee	5	Music, dance, theater
Menchaca	5	Music, multi-arts, visual arts, theater
Metz	7	Music, theater, visual arts, multi-arts, dance
Oak Hill	9	Multi-art, music, theater
Oak Springs	4	Music, dance, multi-arts, visual arts

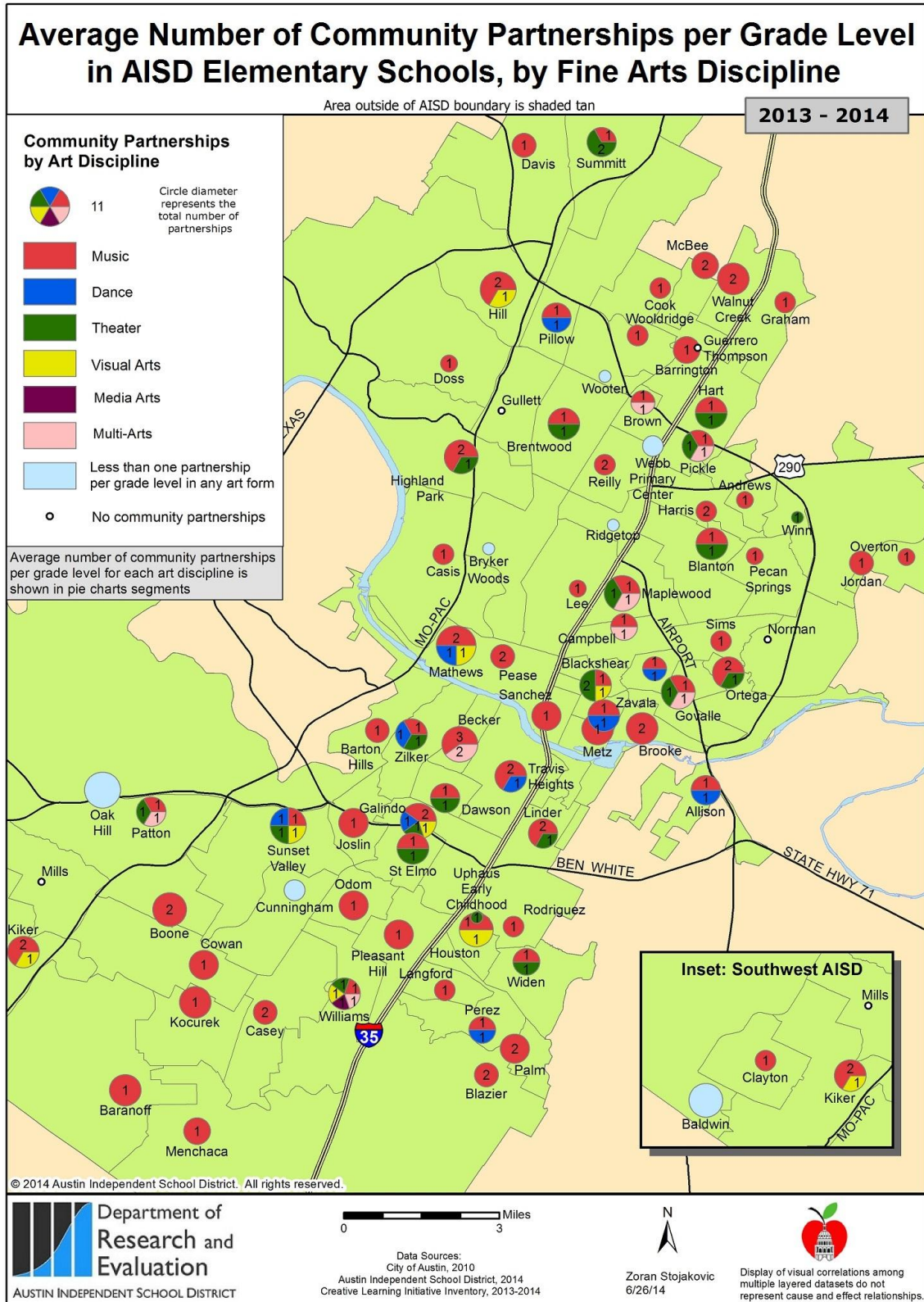
Campus	Number of community arts partnerships across grade levels	Art form
Odom	6	Music, visual arts, multi-arts
Ortega	7	Music, theater, visual arts
Overton	2	Music
Palm	6	Music, visual arts
Patton	6	Dance, music, theater, multi-arts
Pease	4	Music, dance
Pecan Springs	2	Music
Perez	5	Multi-arts, music, dance, theater
Pickle	7	Multi-arts, dance, music, visual arts, theater
Pillow	6	Music, visual arts, dance, theater
Pleasant Hill	6	Music, dance, visual arts
Reilly	3	Music, dance
Ridgetop	1	Visual arts
Rodriguez	3	Music, multi-arts
Sanchez	6	Music, multi-arts, visual arts
Sims	3	Music
St Elmo	7	Music, dance, visual arts, theater
Summitt	6	Music, dance, visual arts, theater
Sunset Valley	9	Music, visual arts, multi-arts, theater, dance
Travis Heights	7	Music, dance, visual arts
Uphaus	1	Theater
Walnut Creek	7	Music, multi-arts
Webb Primary	3	Music, visual arts
Widen	5	Music, theater, visual arts
Williams	7	Multi-arts, music, theater, dance, media arts, visual arts
Winn	1	Theater
Woolridge	3	,Music
Wooten	1	Theater
Zavala	7	Music, dance, visual arts
Zilker	7	Music, visual arts, media arts, dance, theater

Source. 2014 Creative Learning Initiative Elementary School Arts Inventory

Note. This table shows the total number of community arts partnerships across grade levels at each campus. The distribution of average number of community arts partnerships per grade level in each campus is shown on the following map.

The map (Figure 14) indicates the average number of community arts partnerships in each art form at each grade level. The vast majority of campuses had, on average, one or two arts partners per grade level in just one art form. Notably, Blackshear Elementary School, Galindo Elementary School, Govalle Elementary School, Maplewood Elementary School, Mathews Elementary School, Patton Elementary School, Pickle Elementary School, Sunset Valley Elementary School, Williams Elementary School, and Zilker Elementary School had an average of at least one community arts partnership per grade level in at least three art forms.

Figure 14. Average Number of Community Partnerships per Grade Level in AISD Elementary Schools, by Fine Arts Discipline



The average number of community arts partners per grade level across all art forms for Becker Elementary School, Blackshear Elementary School, Galindo Elementary School, Mathews Elementary School, Sunset Valley Elementary School, and Williams Elementary School was 4 or 5. Although some campuses had several community partners who offered a variety of art forms, because each grade level might not have had at least one partner who addressed the same art form, many campuses showed less than one community partner per grade level in any or all art forms. For example, Baldwin Elementary School and Oak Hill Elementary School had a total number of eight and nine community art partnerships, respectively, but neither had a single art form with at least one community partner representative in each grade level. Therefore, Baldwin and Oak Hill were represented on the map with less than one community arts partner per grade level in any art form. This is not meant to indicate that they had no arts partners, just that, on average, there were no art forms in which every grade level had access to at least one or more community partners.

Of the 63<sup>3</sup> community arts partners who worked with elementary schools, 59% worked with a single school, while the remaining 41% worked with two to 60 or more schools (Table 3).

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<sup>3</sup> Some schools listed their community arts partners as “other” without specifying who they were; therefore, these unidentifiable partners were not counted.

Table 3. Number of Schools Served by Community Arts Partners

Community arts partnership	Number of schools served
African American Safari	1
Akins High School Band	1
Austin Film Kids	1
Austin Green Art	1
Ballet Folklorico	1
Bedicheck 5 <sup>th</sup> Grade Presentations	1
Bob Bullock Museum	1
Central Texas Bluegrass Association	1
Choral Fest	1
Covington Middle School Band Performance	1
Covington Middle School Fine Arts Extravaganza	1
Covington Middle School Band Classroom Visits for Instrument Testing	1
Creation in Motion	1
Daughtery Arts	1
Eagle Talk Show	1
East Austin Studio Tour Partnership	1
Ecolab Stop–Animation	1
EdUkaction	1
EdUkaction-Ukulele seminar	1
Elizabeth Ney Museum	1
Galaxy Dance Studio	1
Gen Austin	1
HavilahRand: Song Writing Seminar	1
Kavin Carrol and Neal Kasonoff: Song Writing Seminar	1
Life Skills from HS (dance troupe)	1
Murchison Middle School Theater Arts Performance	1
Nutcracker	1
Oklahoma Fancy Dancers	1
Paredes Middle School Band	1
Paredes String Teacher	1
Summitt Theater Arts Club Performance	1
TCEQ	1
Travis High School-Guitar	1
Travis High School-Mariachi Band	1
Zachary Scott	1
diy Youth Art	1
Fall and Spring Programs	1
Abracadoodle	2
Austin Shakespeare	2
Drama for Schools	2
New World Kids	2
The University of Texas at Austin	3
Austin Lyric Opera	3

<b>Community arts partnership</b>	<b>Number of schools served</b>
Creative Arts Austin	3
Pollyanna Theater Company	3
Umlauf Sculpture Garden	3
One World Theater	4
Tapstry Dance Company	5
Austin Classical Ballet	6
Mexic-Arte	6
Private Lessons	6
Austin Classical Guitar Society	7
Austin Children's Museum	8
Austin Chamber Music Center	9
Creative Action	11
The Contemporary Austin	13
Paramount Theater	13
Bob Bullock Texas State History Museum	15
Blanton Museum	16
ZACH Theater	27
Ballet Austin	50
Austin Jazz Workshop, Inc.	67
Austin Symphony	69
Other	17

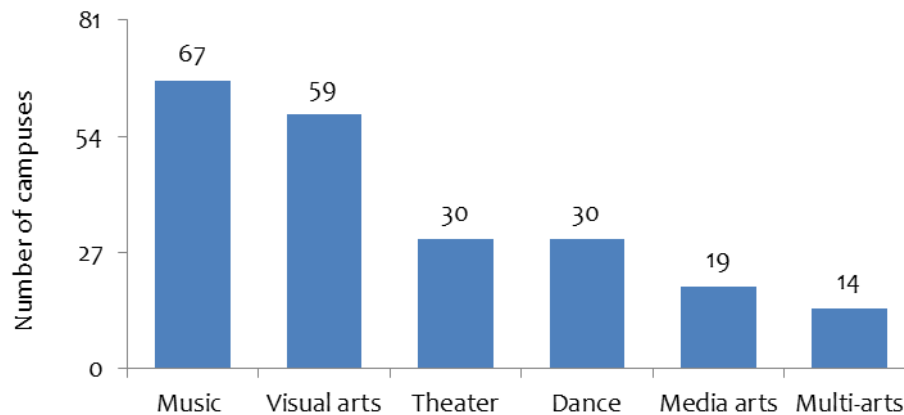
Source. 2014 Creative Learning Initiative Elementary School Arts Inventory



### OUT-OF-SCHOOL TIME ARTS OPPORTUNITIES ON CAMPUS

In this section, findings are focused on out-of-school time (after or before school hours) arts opportunities on campus. Each campus was asked to indicate the grade levels at which students had access to each art form. Out of 81 completed campus inventories, 74 indicated out-of-school time arts opportunities at their campus. The remaining seven campuses with no out-of-school time arts opportunities were Cook Elementary School, Govalle Elementary School, Graham Elementary School, Lee Elementary School, Menchaca Elementary School, Patton Elementary School, and Uphaus Early Childhood Center. The number of campuses at which students had access to out-of-school time arts opportunities for particular art forms varied. Students at the majority of the 81 campuses had access to out-of-school time arts opportunities in music (Figure 14).

Figure 15. Number of Campuses at Which Student Had Access to Out-of-School Time Arts Opportunities

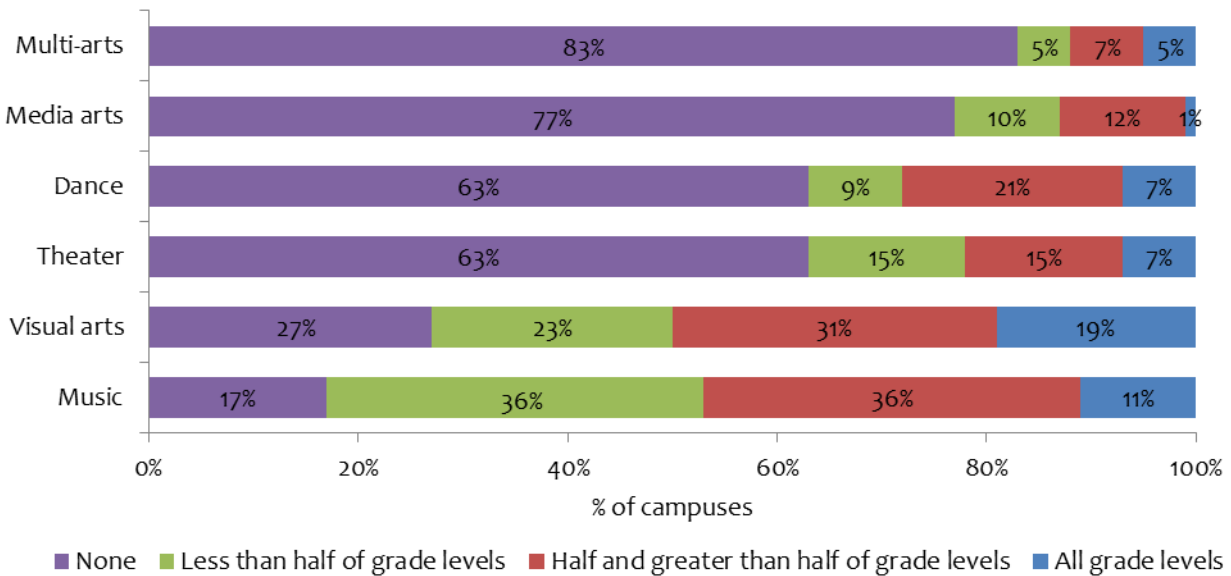


Source. 2014 Creative Learning Initiative Elementary School Arts Inventory

Figure 15 shows the distribution of access to each art form across grade levels (i.e., at all grade levels, at half and greater than half of grade levels, at less than half of grade levels, and at none of the grade levels). Approximately half of the campuses provided access to music and visual arts in at least half of grade levels. Students in the majority of campuses did not have access to theater, dance, media arts, and multi-arts during out-of-school time. Students at less than 30% of campuses had access to theater and dance in at least half of the grade levels during out-of-school time. Students at approximately 10% of campuses had access to media arts and multi-arts in at least half of grade levels. Students' limited access to theater, dance, and media arts during out-of-school time, coupled with the finding that many campuses did not offer theater, dance, and media arts instruction during the school day, consistently demonstrated that these five art forms were not equally delivered to the students.

Figure 16. Percentage of Campuses at Which Students Had Access to Each Art Form During Out-of-School Time

$n = 81$

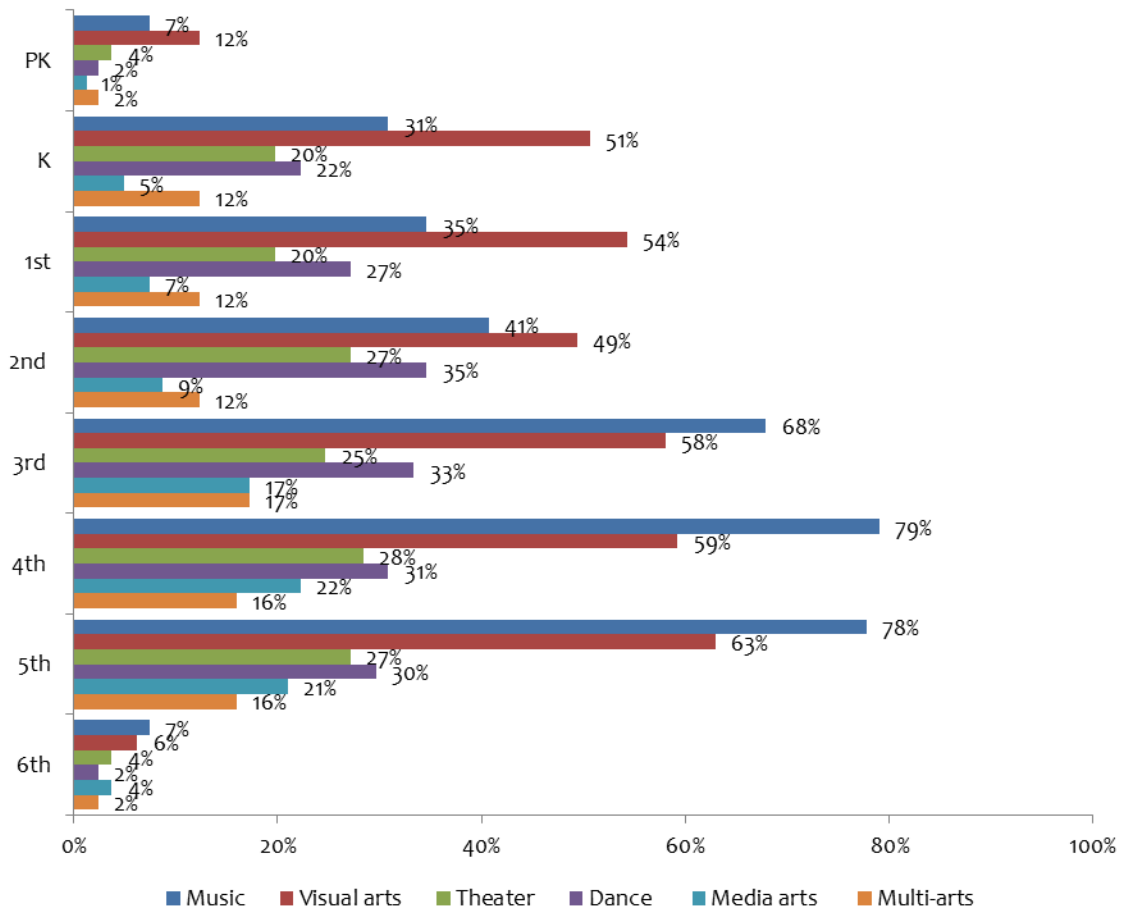


Source. 2014 Creative Learning Initiative Elementary School Arts Inventory

In addition to the grouped grade level access information (Figure 15), analysis was conducted to examine the distribution of access to the six art forms at each individual grade level. Figure 20 shows that students at the majority of campuses had access to music and visual arts in grades 3 through 5 during out-of-school time. Excluding music and visual arts, students had more access to dance than to theater, media arts, or multi-arts at kindergarten through grade 5 during out-of-school time.

Figure 17. Percentage of Campuses at Which Students Had Access to Each Art Form during Out-of-school Time, by Grade Level

n = 81



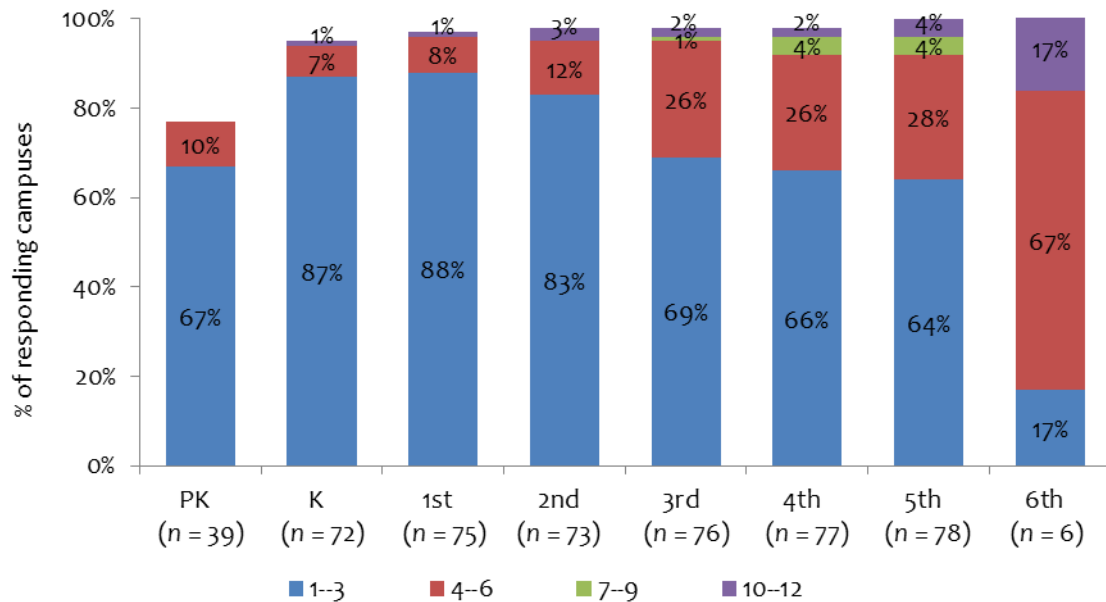
Source. 2014 Creative Learning Initiative Elementary School Arts Inventory

Note. PK is prekindergarten. K is kindergarten.

### OPPORTUNITIES TO PUBLICLY PERFORM OR EXHIBIT IN AN ART FORM

This section presents findings about the number of opportunities in 2013–2014 for students to publicly perform or exhibit in each art form. Figures 17 through 21 display the percentages of campuses at which students at each grade level publicly performed or exhibited in each art form. Students at each grade level were more likely to have opportunities to publicly perform in music and visual arts than in other art forms. The majority of campus representatives reported that students had with one to three opportunities a year to publicly perform or exhibit in music and visual arts at kindergarten through grade 5. Similar to previous sections, data regarding students' public performance indicated that music and visual arts were the focus of the fine arts education, starting from the kindergarten level. Media arts continued to have the least attention with regard to students' public performance opportunities, as well.

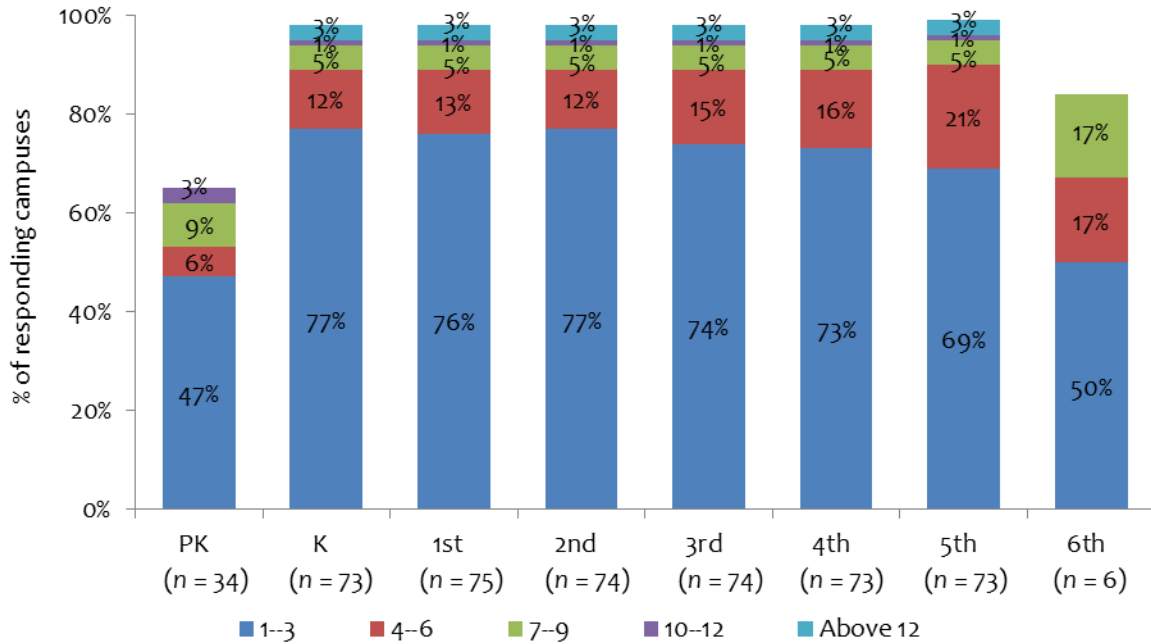
Figure 18. Percentage of Campuses at Which Students Had Opportunities to Publicly Perform or Exhibit in Music, by Grade Level



Source. 2014 Creative Learning Initiative Elementary School Arts Inventory

Note. PK is prekindergarten. K is kindergarten. n indicates the number of responding campuses.

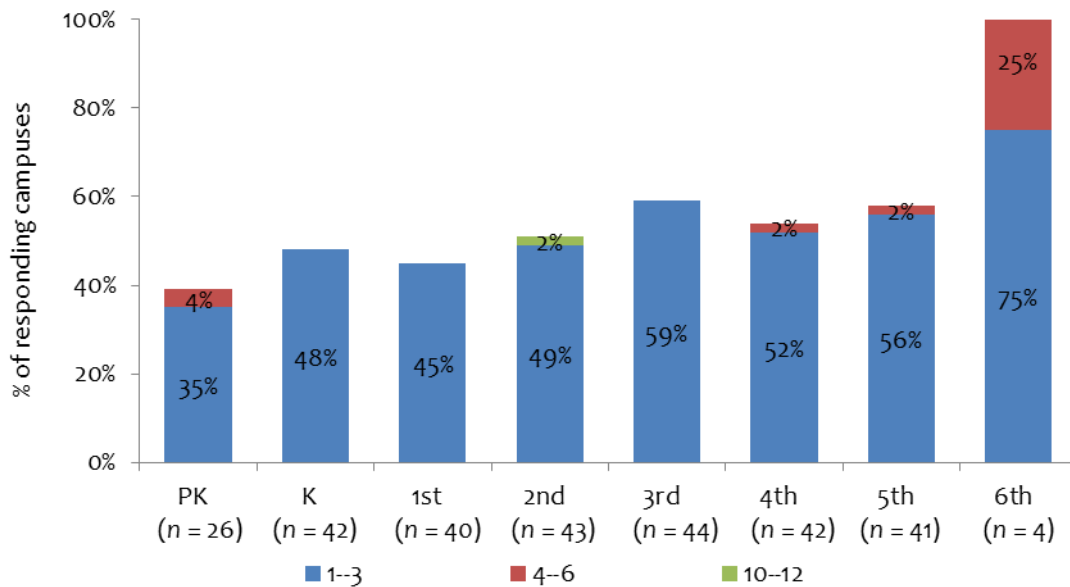
Figure 19. Percentage of Campuses at Which Students Had Opportunities to Publicly Perform or Exhibit in Visual Arts, by Grade Level



Source. 2014 Creative Learning Initiative Elementary School Arts Inventory

Note. PK is prekindergarten. K is kindergarten. n indicates the number of responding campuses.

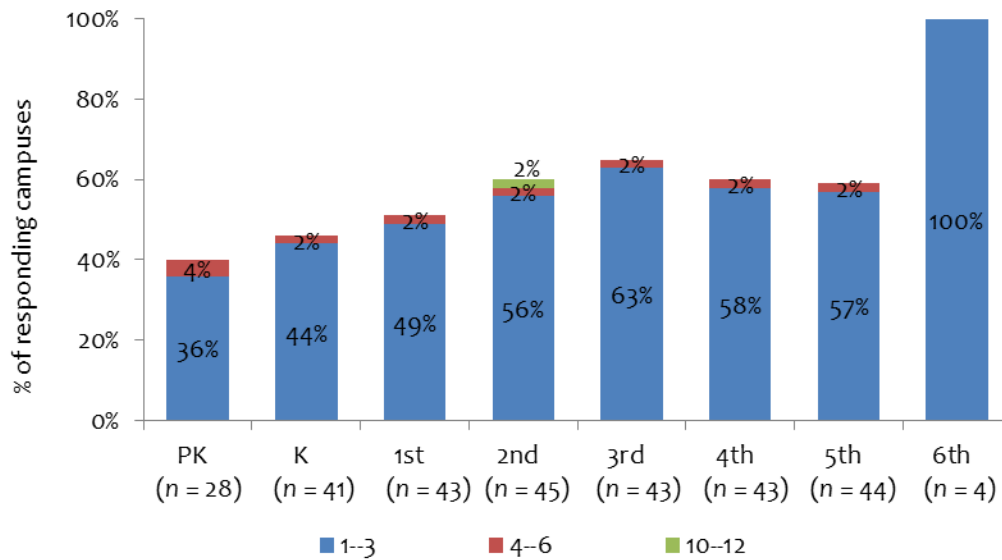
Figure 20. Percentage of Campuses at Which Students Had Opportunities to Publicly Perform or Exhibit in Theater, by Grade Level



Source. 2014 Creative Learning Initiative Elementary School Arts Inventory

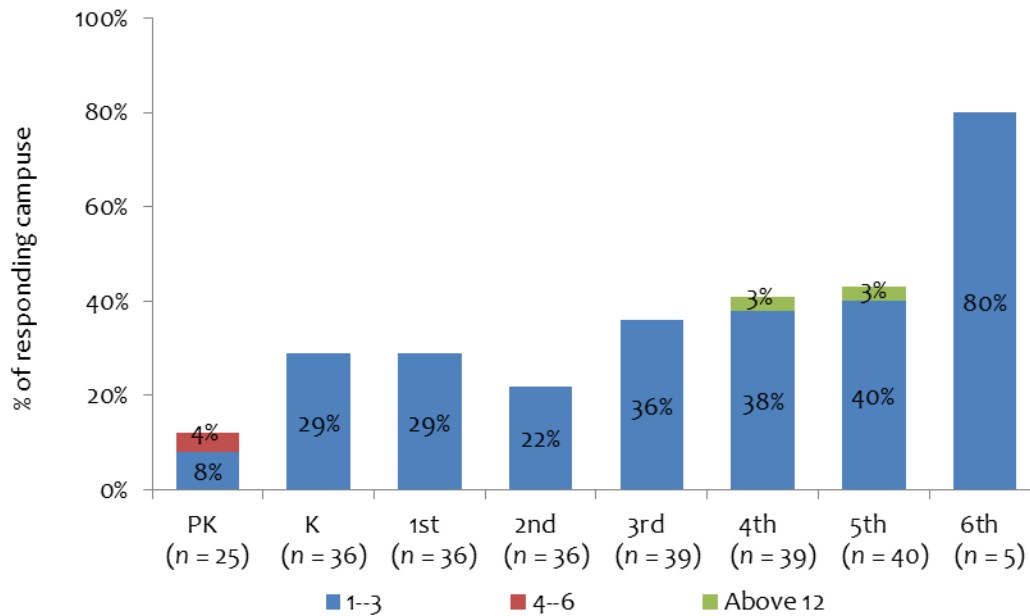
Note. PK is prekindergarten. K is kindergarten. n indicates the number of responding campuses.

Figure 21. Percentage of Campuses at Which Students Had Opportunities to Publicly Perform or Exhibit in Dance, by Grade Level



Source. 2014 Creative Learning Initiative Elementary School Arts Inventory  
 Note. PK is prekindergarten. K is kindergarten. n indicates the number of responding campuses.

Figure 22. Percentage of Campuses at Which Students Had Opportunities to Publicly Perform or Exhibit in Media Arts, by Grade Level



Source. 2014 Creative Learning Initiative Elementary School Arts Inventory  
 Note. PK is prekindergarten. K is kindergarten. n indicates the number of responding campuses.

## CONCLUSION

The purpose of the Creative Learning Initiative Elementary School Arts Inventory is to gain information about students' access to sequential arts instruction and community arts experiences during school as well as out-of-school time arts opportunities, and opportunities for public performance in the arts. Arts opportunities for students in AISD elementary schools, across all delivery modalities (i.e., class time, community partner in school time, out-of-school time, and performance opportunities), closely mirrored state and local policy regarding required provision of music and visual arts. Only a minority of schools, and within a minority of grade levels, were providing arts opportunities in other art forms, such as theater, dance, and media.

Among the 81 AISD elementary schools participating in the inventory, 76 elementary schools demonstrated consistency with district requirement that all elementary students receive 45 minutes of music and visual arts instruction every 3 days at each grade level. Five campuses, or 6% of the schools surveyed, did not meet the standard of service according to their self-report.

Only 17 % of campuses offered regular instruction in theater, dance, or media. Even among those who did offer these art forms, most campuses only had them available at one or two grade levels. As a result, students' access to theatre, dance, and media was very limited. Campuses participating in the Creative Learning Initiative represented most of the campuses offering instruction in dance or theater. Almost all campuses serving prekindergarten students did not offer fine arts instruction in any art form to those students.

Seventy-seven campuses reported that they had community arts partnerships during school. These partnerships varied in grade level, art form, program length, and number of students participating. The majority of campuses indicated they had more than five community arts partnerships in at least three art forms. The vast majority of campuses had, on average, one or two arts partners per grade level in at least one art form. Community arts partnerships in music were most common and approximately one-fourth of campuses reported multiple arts partnerships in music. Community arts partnerships in music were particularly prevalent in grades 1, 4, and 5. A significant number of community arts partnerships were able to provide 1 to 5 hours of arts experiences. Totaling the hours of students' arts experiences at each grade level, community arts partnerships in grades 2 through 5 provided students with more than 300 hours of community arts experiences.

Approximately half of the 81 campuses provided access to out-of-school time arts experiences in music and visual arts in at least half of the grade levels. A further exploration of students' access to art forms at each grade level showed that students at the majority of campuses had access to music and visual arts in grades 3 through 5 during out-of-school time. Campuses were most likely to offer students one to three opportunities a year to publicly perform in music and visual arts at each grade level.

Findings consistently showed that AISD campuses provided students with more opportunities to be immersed in music and visual arts education, both during school time and during out-of-school time, when compared with education in other art forms. Media arts education draws special attention because it was least likely to be offered to students; community arts partnerships in media arts were least represented, and the number of campuses offering students public performance opportunities in media arts was the smallest. District policy can play an important role in increasing students' learning opportunities in media arts; however, the Creative Learning Initiative's professional development activities that focus on media arts-based instruction can also be an effective strategy to increase opportunities for students to experience media arts.



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