



## Barton Hills Creative Campus Profile

### Results for 2015-2016 School Year: Arts Emerging-2

Based on the data provided in the Arts Inventory by the campus principal in the spring of 2016, Barton Hills was found to be an **Arts Emerging-2** campus. Inventory responses and the associated Creative Campus stages are listed below. More information about how this stage was calculated can be found on the following page.

#### Primary Creative Campus Components

	Your Response	Creative Campus Stage
<b>1. Sequential Fine Arts Instruction</b>		
Number of grade levels where most students receive regular music and visual arts instruction	7	3.5
Number of grade levels where most students receive regular theatre, dance or media arts instruction	0	
<b>2. Creative Teaching Across the Curricula</b>		
Percentage of general classroom teachers who use creative teaching strategies or arts integrated instruction at least once a week	50-74%	3
<b>3. Community Arts Partnerships</b>		
Number of grade levels with at least two community arts partners during school time	6	4
<b>4. After School</b>		
Number of grade levels with after school arts opportunities in at least two art forms	1	1
<b>Average stage of components 1 through 4</b>		<b>2.88</b>

#### Additional Creative Campus Components

	Your Response	Creative Campus Stage
<b>5. Community Building Through the Arts</b>		
Number of campus created arts experiences this year to engage families, faculty, and community [Criteria $\geq$ 2]	10	Yes
<b>6. Leadership</b>		
Arts goals and strategies are included in the Campus Improvement Plan (CIP) [Criteria = Yes]	No	No
<b>7. Communication</b>		
Frequency of school communication to families about the value of creative learning in person or through print or social media [Criteria $\geq$ Once per semester]	Rarely/Never	No
<b>8. Professional Development</b>		
Percentage of teachers who participate in creative teaching or arts integration professional development [Criteria $\geq$ 50%]	Less than 50%	No
<b>9. Facilities</b>		
Campus facilities meet the 2008 Fine Arts Education Specifications or sufficiently accommodate arts programming [Criteria = Meets standard or able to make accommodations]	No, and we are unable to make accommodations	No
<b>Total number of additional criteria met</b>		<b>1</b>

## Why is the Creative Campus Stage Measured?

Research on creative learning shows that students attending arts-rich schools have higher levels of motivation and better academic and social success (President’s Committee of the Arts and Humanities, 2011, *Reinvesting in Arts Education*: [http://www.pcah.gov/sites/default/files/PCAH\\_Reinvesting\\_4web\\_0.pdf](http://www.pcah.gov/sites/default/files/PCAH_Reinvesting_4web_0.pdf)). Because the arts benefit students academically and creatively, prepare them for the workforce, help to keep them engaged in school until they graduate, and provide them with positive personal and social benefits, AISD, in collaboration with the City of Austin and MINDPOP through the Creative Learning Initiative, is strategically working towards achieving Creative Campuses for all students by 2022-2023. Current AISD findings indicate that 57% of our schools are already Creative Campuses (Figure 1) and that the implementation of creative teaching strategies has been related to increased levels of student engagement, greater student achievement, and decreased high school dropouts (Creative Learning Initiative Annual Evaluation Report, 2015-2016). In order to track progress and identify key areas for growth, the Creative Campus rubric is used to measure the stage of arts richness reported by campus leaders on the annual Arts Inventory (see side bar for calculation).

## What Does it Mean to be an Arts Emerging-2 Campus?

Though your campus doesn’t yet meet the full criteria of a Creative Campus, it is on that path since it qualifies as arts emerging. In arts emerging school, many students receive sequential fine arts instruction, less than half of teachers use creative teaching strategies at least once a week, and some community arts partnerships are cultivated both during and after school. To improve, encourage all teachers to attend CLI professional development and implement creative teaching regularly, develop new community arts partnerships in additional grade levels, and communicate more frequently with families about the value of creative learning.



## Calculation of Creative Campus Stage

The Creative Campus stage is calculated as the average of the primary four components (Sequential Fine Arts Instruction, Creative Teaching across the Curricula, Community Arts Partnerships, and After School) plus points earned (or lost) from the additional five components (Community Building through the Arts, Leadership, Communication, Professional Development, and Facilities).

Description of points earned/lost from additional five components:

- If # "Yes"=0, then -1 point
- If # "Yes"=1, then -0.5 points
- If # "Yes"=2 or 3, then 0 points
- If # "Yes"=4, then +0.5 points
- If # "Yes"=5, then +1 point

Creative Campus stages by final score:

- ≥ 4 = Arts Rich
- 3-3.99 = Arts Involved
- 2-2.99 = Arts Emerging -2
- 1-1.99 = Arts Emerging -1
- <1 = Arts Uninvolved

Creative Campus Stage = Avg + earned/lost

### Barton Hills calculation:

Avg of primary 4 components: **2.88**

# of additional components met: **1**  
Points earned/lost for additional: **-0.5**

Therefore:

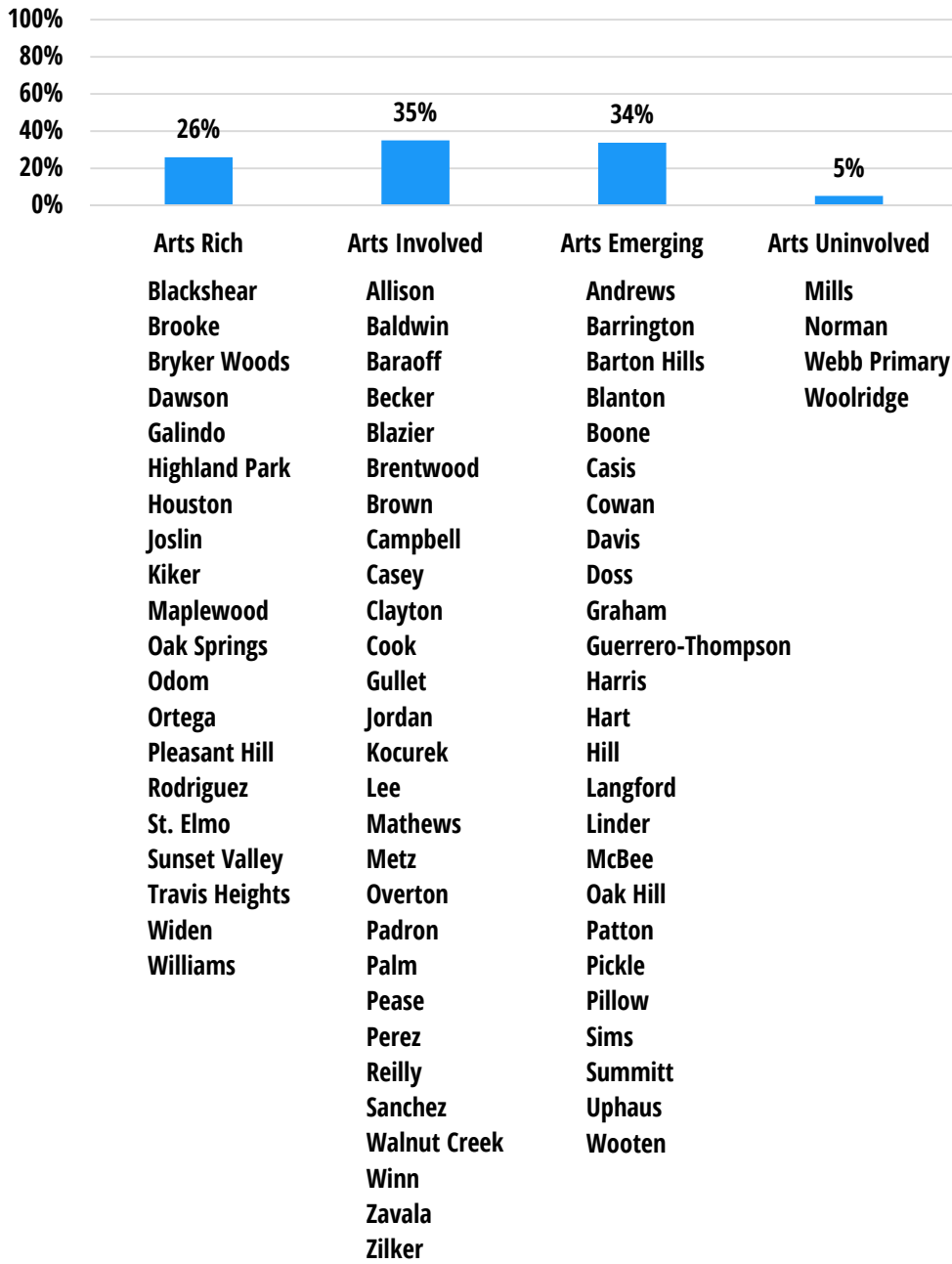
Average + earned/lost = **2.38**

Stage = **Arts Emerging-2**

## In Which Creative Campus Stages Were AISD Elementary Schools in 2015-2016?

Figure 1.

In 2015-2016, the majority of AISD elementary schools had characteristics of being Arts Rich or Arts Involved.



Source. 2015-2016 AISD Elementary Arts Inventory



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