

Cunningham Creative Campus Profile

Results for 2016-2017 School Year: Arts Involved

Based on the data provided in the Arts Inventory by the campus principal in the spring of 2017, Cunningham was found to be an **Arts Involved** campus. Inventory responses and the associated Creative Campus scores are listed below. More information about how the Creative Campus score was calculated can be found on the following page.

Primary Creative Campus Components

| | 2016-17 Response | 2016-17 Score | Change from 2015-16* |
|--|------------------|---------------|----------------------|
| 1. Sequential Fine Arts Instruction | | | |
| # of grade levels (K-6) where most students receive regular music and visual arts instruction | 6 | 3 | ↓ |
| # of grade levels (K-6) where most students receive regular theatre, dance or media arts instruction | 1 | | |
| 2. Creative Teaching Across the Curricula | | | |
| % of general classroom teachers who use creative teaching strategies or arts integrated instruction at least once a week | 75-100% | 4 | = |
| 3. Community Arts Partnerships | | | |
| % of grade levels with at least 2 community arts partnerships during school time | 43% | 2.5 | ↓ |
| Calculated # of hours of arts exposure per student during school time | 6.15 | | |
| 4. After School | | | |
| # of grade levels (Pre K-6) with afterschool arts opportunities in at least two art forms | 1 | 1 | ↑ |
| Average score of components 1 through 4 | | 2.63 | ↓ |

Additional Creative Campus Components

| | 2016-17 Response | 2016-17 Score | Change from 2015-16* |
|--|------------------|---------------|----------------------|
| 5. Community Building Through the Arts | | | |
| # of campus created arts experiences this year to engage families, faculty, and community [Criteria ≥ 8] | 8 | Yes | = |
| 6. Leadership | | | |
| Arts goals and strategies are included in the Campus Improvement Plan (CIP) [Criteria = Yes] | Yes | Yes | = |
| 7. Communication | | | |
| Frequency of school communication to families about the value of creative learning in person or through print or social media [Criteria ≥ Once per semester] | At least monthly | Yes | = |
| 8. Professional Development | | | |
| % of teachers who participate in creative teaching or arts integration professional development [Criteria ≥ 50%] | 100% | Yes | = |
| 9. Facilities | | | |
| Campus facilities meet the 2008 Fine Arts Education Specifications or sufficiently accommodate arts programming [Criteria = Meets standard or able to make accommodations] | Meets standard | Yes | = |
| Total number of additional criteria met | | 5 | = |

*Note: "↑" denotes increase, "↓" denotes decrease, "=" denotes no change, and "n/a" denotes an impossible comparison due to missing data or a change in criteria.

Cunningham Elementary School calculation

| | |
|--|---------------|
| Average of primary 4 components: | 2.625 |
| Points earned/lost for additional components: from # of additional components met out of 5: 5 | 1 |
| Primary average +/- additional components: | 3.625 |
| Arts richness score: | Arts Involved |

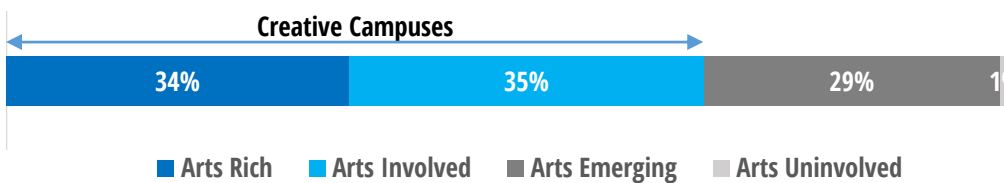
What Does it Mean to be an Arts Involved Campus?

Your campus classifies as an arts involved school, and therefore meets the basic criteria as a Creative Campus. In arts involved schools, the majority of students receive sequential fine arts instruction, many teachers use creative teaching strategies at least once a week, and community arts partnerships are cultivated both during and after school. To improve, support, and encourage all teachers to implement creative teaching, develop new community arts partnerships in additional grade levels both during and after school and communicate more frequently with families about the value of creative learning.

Why does AISD Measure Creative Campus Scores for its campuses?

National research on creative learning shows that students attending arts-rich schools have higher levels of motivation and better academic and social success (Dwyer, 2011). In addition, prior research into the Creative Learning Initiative (CLI) in AISD indicated that the implementation of creative teaching strategies is related to increased levels of student engagement, attendance, greater academic achievement, and social emotional skills (Christian, Hasty, & Wang, 2017). Current AISD findings indicate that 69% of our elementary schools are already Creative Campuses (Figure 1). Because the arts benefit students academically and creatively, AISD, in collaboration with the City of Austin and MINDPOP, is strategically working towards achieving Creative Campuses for all students by 2022-2023 (MINDPOP, 2012).

Figure 1.
In 2016-2017 the majority of AISD elementary school had characteristics of being Arts Rich and Arts Involved-



Source. 2016-2017 AISD Elementary Arts Inventory

Calculation of Creative Campus Score

The Creative Campus score 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

$$\text{Creative Avg +earned/lost} = \text{Campus Score}$$

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

Additional Information

Creative Campus Goals at Cunningham

Each year, school leaders develop a Campus Improvement Plan (CIP). Despite there being no district requirement to do so, in 2016-2017 74% of elementary schools made CIP goals related to becoming a more Creative Campus. Cunningham set the following goal: *"All instructional staff will attend two, three-hour CLI professional development workshops.*

Communicate the value of creative learning through parent newsletter, at CAC meetings and faculty meeting once a month. Offer at least two opportunities per semester for all students to exhibit/showcase their fine arts learning in the community."

At the end of the year, school leaders reflected on progress in the spring, as follows:

Progress: "Completely accomplished"

Challenges: "Our campus needs support in digital and media arts."

Successful Strategies: "District organized PD for Creative Learning Initiative."

Distribution of Arts Partners by Grade at Cunningham

As schools engage with community arts partners they distribute those experiences across different grades, representing different art forms and different cultures. These calculations are provided to help reflect on the current distribution of arts partners and art form to help guide future choices.

| | Pre-K | K | 1 st | 2 nd | 3 rd | 4 th | 5 th | 6 th |
|---------------------------|-------|---|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| # of arts partners | 0 | 0 | 0 | 0 | 0 | 2 | 2 | n/a |
| # of art forms | 0 | 0 | 0 | 0 | 0 | 2 | 2 | n/a |

References

- Christian, C., & Wang, C. (2016a). *Elementary creative campus profile: Results for 2015–2016 school year*. Austin, TX: Austin Independent School District.
- Christian, C., Hasty, B., & Wang, C., (2017). *Creative Learning Initiative Annual Evaluation Report 2015-2016*. Austin, TX: Austin Independent School District.
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- MINDPOP. (2012). *Ensuring the Arts for Any Given Child Summary Report*. Austin, TX: Austin Independent School District.

AUSTIN INDEPENDENT SCHOOL DISTRICT

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