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## **Eastside Memorial Creative Campus Profile** Results for 2016-2017 School Year: Arts Emerging-2

Based on the data provided in the Arts Inventory by the campus principal in the spring of 2017, Eastside Memorial was found to be an **Arts Emerging-2** campus. Inventory responses and the associated Campus Creative scores are listed below. More information about how the Creative Campus score was calculated can be found on the following page.

	Response	Score	Change from
	2016-17	2016-17	2015-16*
1. Sequential Fine Arts Instruction			
% of students taking the prescribed amount of fine arts classes during their tenure at your school	100%	25	2/2
% of students exceeding the prescribed amount of fine arts classes during their tenure at your school	84%	3.5	n/a
<ol> <li>Creative Teaching Across the Curricula % of general classroom teachers who use creative teaching strategies or arts integrated instruction at least once a week</li> </ol>	10-24%	1	n/a
<ul> <li>Community Arts Partnerships         Departments coordination partnerships during school time         Calculated # of hours of arts exposure per student during the school day     </li> </ul>	More than 1 FA department 0.31	1	n/a
<ul> <li>4. After School</li> <li># of art forms in which after school opportunities are offered for more than one ability level (e.g., beginning, intermediate, advanced)</li> </ul>	5	4	n/a
Average score of components 1 through 4		2.38	n/a

## **Additional Creative Campus Components**

	Response	Score	Change from
	2016-17	2016-17	2015-16*
munity Building Through the Arts mber of campus created arts experiences this year to engage families, faculty, and community [Criteria $\geq$ 10]	10	Yes	n/a
dership ts goals and strategies are included in the Campus mprovement Plan (CIP) [Criteria = Yes]	Yes	Yes	n/a
nmunication equency of school communication to families about the value of creative learning in person or through print or social media [Criteria <u>&gt;</u> Once per semester]	Rarely/Nev er	No	n/a
fessional Development rcentage of teachers who participate in creative teaching or arts integration professional development [Criteria ≥ 50%]	100%	Yes	n/a
lities mpus facilities meet the 2008 Fine Arts Education Specifications or sufficiently accommodate arts orogramming [Criteria = Meets standard or able to make accommodations]	accomo- dations	Yes	n/a
number of additional criteria met		4	n/a
and a second s			

↑" denotes increase,"↓" denotes decrease,"=" denotes no change, and "n/a" denotes an impossible comparison hissing data or a change in criteria.

## **Primary Creative Campus Components**

due

## **Eastside Memorial calculation:**

Avg of primary 4 components	2.375
Points earned/lost for additional components:	0.5
from # of additional components met:: 4	
Primary average +/- additional components	2.875
Arts Richness Score:	Arts Emerging-2

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

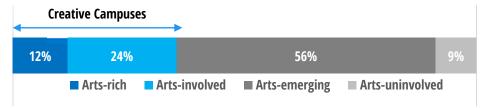
Though your campus doesn't yet meet the full criteria of a Creative Campus, it is on that path since it qualifies as arts emerging. In arts emerging school, many students receive sequential fine arts instruction, less than half of teachers use creative teaching strategies at least once a week, and some 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.

#### 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 36% of our secondary 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, approximately half of AISD secondary schools had characteristics of being Arts Emerging, and 36% were Arts Involved or Arts Rich.



Source: 2016-2017 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

Creative Avg +earned/lost = 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 Eastside Memorial**

Each year, school leaders develop a Campus Improvement Plan (CIP). Despite there being no district requirement to do so, in 2016-2017 77% of secondary schools made CIP goals related to becoming a more Creative Campus. Eastside Memorial set the following goal:"*Increase student access to high quality, sequential fine arts courses. All instructional staff will attend two, three-hour CLI professional development workshops.*"

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

**Progress:** "Completely accomplished" **Challenges:** "n/a" **Successful Strategies:** "CLI"

## Distribution of Arts Partners by Subject Area at Eastside Memorial

As schools engage with community arts partners they distribute those experiences across different departments, different grades and 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.

	English	Math	Science	Social Studies	Foreign Language	Music	Visual Arts	Dance	Theater	Media Arts
of arts partners	0	0	0	0	0	3	0	0	1	0
# of art forms	0	0	0	0	0	1	0	0	1	0

# References

- Christian, C., & Wang, C. (2016b). *Secondary creative campus profile: Results for 2015-2016 school year*. 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.

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