



Sadler Means Creative Campus Profile

Results for 2016-2017 School Year: Arts Emerging-2

Based on the data in the Arts Inventory by the campus principal in the spring of 2017, Sadler Means 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.

Primary Creative Campus Components

	Response 2016-17	Score 2016-17	Change from 2015-16*
1. Sequential Fine Arts Instruction			
% of students taking the prescribed amount of fine arts classes during their tenure at your school	100%		
% of students exceeding the prescribed amount of fine arts classes during their tenure at your school	90%	4	n/a
2. Creative Teaching Across the Curricula			
% of general classroom teachers who use creative teaching strategies or arts integrated instruction at least once a week	50-74%	3	n/a
3. Community Arts Partnerships			
Departments coordination partnerships during school time	1 Non-FA department		
Calculated # of hours of arts exposure per student during the school day	21.94	3.5	n/a
4. After School			
# of art forms in which after school opportunities are offered for more than one ability level (e.g., beginning, intermediate, advanced)	1	1	n/a
Average score of components 1 through 4		2.88	n/a

Additional Creative Campus Components

	Response 2016-17	Score 2016-17	Change from 2015-16*
5. Community Building Through the Arts			
Number of campus created arts experiences this year to engage families, faculty, and community [Criteria ≥ 10]		No	n/a
6. Leadership			
Arts goals and strategies are included in the Campus Improvement Plan (CIP) [Criteria = Yes]	Yes	Yes	n/a
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]	Rarely/Neve er	No	n/a
8. Professional Development			
Percentage of teachers who participate in creative teaching or arts integration professional development [Criteria ≥ 50%]	100%	Yes	n/a
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	n/a
Total number of additional criteria met		3	n/a

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

Sadler Means calculation:

Avg of primary 4 components	2.875
Points earned/lost for additional components:	0
from # of additional components met:: 3	
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Primary average +/- additional components	2.875
Arts Richness Score:	Arts Emerging-2

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

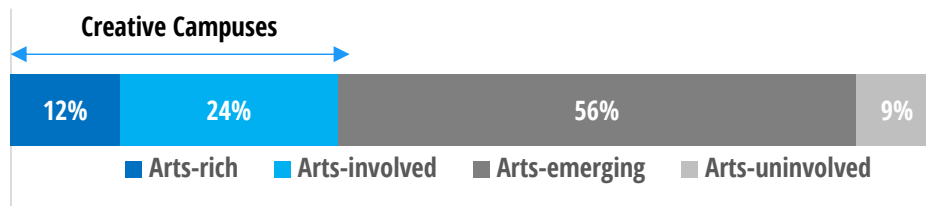
Though your campus doesn't yet meet the full criteria of a Creative Campus, it is on that path since it qualifies as arts emerging. In arts emerging school, many students receive sequential fine arts instruction, less than half of teachers use creative teaching strategies at least once a week, and some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

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

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 Sadler Means

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

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

Progress: "Somewhat accomplished"

Challenges: "We did have opportunities for students to display their work throughout the building and have our parents have access to them. As for the communication, it was a challenge to give families more of a notice, such as the dance showcase. But many families did attend."

Successful Strategies: "Our school faculty, staff and community have embraced the fine arts programs and do believe that if our girls are involved in a fine arts program, they are more successful academically. Therefore, the support for the programs are important."

Distribution of Arts Partners by Subject Area at Sadler Means

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	1	0	5	3	0	0	0
# of art forms	0	0	0	1	0	2	3	0	0	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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Dwyer, C. (2011). *Reinvesting in Arts Education*. Portsmouth, NH: President's Committee of the Arts and Humanities.

MINDPOP. (2012). *Ensuring the Arts for Any Given Child Summary Report*. Austin, TX: Austin Independent School District.

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