Brentwood Creative Campus Profile

Results for 2015-2016 School Year : Arts Involved

Based on the data provided in the Arts Inventory by the campus principal in the spring of 2016, Brentwood was found to be anArts Involved campus. Inventory responses and the associated Creative Campus stages æ 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
1. Sequential Fine Arts Instruction Number of grade levels where most students receive regular music and visual arts instruction	6	3.5
Number of grade levels where most students receive regular theatre, dance or media arts instruction	0	0.0
2. Creative Teaching Across the Curricula Percentage of general classroom teachers who use creative teaching strategies or arts integrated instruction at least once a week	50-74%	3
3. Community Arts Partnerships Number of grade levels with at least two community arts partners during school time	0	0
4. After School Number of grade levels with after school arts opportunities in at least two art forms	5	4
Average stage of components 1 through 4		2.63

Additional Creative Campus Components

	Your Response	Creative Campus Stage
5. Community Building Through the Arts Number of campus created arts experiences this year to engage families, faculty, and community [Criteria >_2]	5	Yes

6. Leadership

Arts goals and strategies are included in the Campus

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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/def ault/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 strategi es 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).

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

Figure 1.

In 2015-2016, the majority of AISD elementary schoots hand teristics of being Arts Rich or Arts Involved.

100%				
40%	26%	35%	34%	
40 <i>%</i>	2070			F 0/
20%				5%
0%	Arts Rich	Arts Involved	A E snerging	Arts Uninvolved
	Blackshear	Allison	Andrews	Mills
	Brooke	Baldwin	Barrington	Norman
	Bryker Woods	Baraoff	Barton Hills	Webb Primary
	Dawson	Becker	Blanton	Woolridge
	Galindo	Blazier	Boone	
	Highland Park	Brentwood	Casis	
	Houston	Brown	Cowan	
	Joslin	Campbell	Davis	
	Kiker	Casey	Doss	
	Maplewood	Clayton	Graham	
	Oak Springs	Cook	Guerrero-Thor	npson
	Odom	Gullet	Harris	
	Ortega	Jordan	Hart	
	Pleasant Hill	Kocurek	Hill	
	Rodriguez	Lee	Langford	
	St. Elmo	Mathews	Linder	
	Sunset Valley	Metz	McBee	
	Travis Heights	Overton	Oak Hill	
	Widen	Padron	Patton	
	Williams	Palm	Pickle	
		Pease	Pillow	
		Perez	Sims	
		Reilly	Summitt	
		Sanchez	Uphaus	
		Walnut Creek	Wooten	
		Winn		
		Zavala		
		Zilker		

Source. 2015-2016 AISD Elementary Arts Inventory



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