

Guerrero-Thompson Creative Campus Profile

Results for 2016-2017 School Year: Arts Uninvolved

Based on the data provided in the Arts Inventory by the campus principal in the spring of 2017, Guerrero-Thompson was found to be an **Arts Uninvolved** 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.

	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		
# of grade levels (K-6) where most students receive regular theatre, dance or media arts instruction	1	3	
2. Creative Teaching Across the Curricula			
% of general classroom teachers who use creative teaching strategies or arts integrated instruction at least once a week	Less than 10%	0	=
3. Community Arts Partnerships			
% of grade levels with at least 2 community arts partnerships during school time			
Calculated # of hours of arts exposure per student during school time			

Primary Creative Campus Components

Additional Creative Campus Components

Guerrero-Thompson Elementary School calculation

Average of primary 4 components:	1.125
Points earned/lost for additional components: from # of additional components met out of 5: 1	-0.5
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Primary average +/- additional components:	0.625
Arts richness score:	Arts Uninvolved

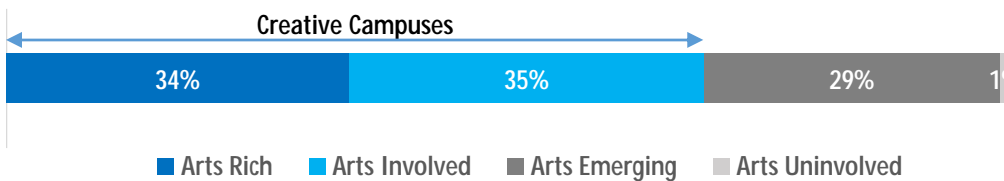
What Does it Mean to be an Arts Uninvolved Campus?

Your campus is currently an arts uninvolved school. In arts uninvolved schools, many of the creative learning initiative goals are not met for being a Creative Campus. To get started, include arts goals and strategies in the campus improvement plan, cultivate community arts partnerships both during and after school and work with vertical team leadership to be included in the next group of campuses to implement CLI.

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

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

Avg +earned/lost =

