

Kealing 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, Kealing 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	79%		
% of students exceeding the prescribed amount of fine arts classes during their tenure at your school	53%	1	=
2. Creative Teaching Across the Curricula			

Kealing calculation:

Avg of primary 4 components

Points earned/lost for additional components:

from # of additional components met::

Primary average +/- additional components

Arts Richness Score:

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).



Additional information

Creative Campus Goals at Kealing

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. Kealing set the following goal: *"Offer at least two opportunities per semester for all students to exhibit/showcase their fine arts learning in the community. Provide one single visit and one multi-visit residency per grade level in a variety of art forms. All instructional staff will receive professional development in using CLI strategies in core content areas."*

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

Progress: "Completely accomplished"

Challenges: "Scheduling and space are our two greatest challenges due to the number of programs our students participate in and the limited space for large performances. We were pretty successfully is dealing with this challenge but will continue to work on scheduling and space next year."

Successful Strategies: "Utilizing CLI partners to connect the arts to core content instruction. We also have a number of non-traditional music programs which are engaging students who are interested in the arts but who do not fit the typical mold."

Distribution of Arts Partners by Subject Area at Kealing

As schools engage with community arts partners they distribute those experiences across different departments, different grades and representing different art forms and di

References

- Christian, C., & Wang, C. (2016b). *Secondary 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.
- 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.

