Paredes 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, Paredes 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	Score	Change from	
2016-17	2016-17	2015-16*	

1. Sequential Fine Arts Instruction

Paredes calculation:

Avg of primary 4 components Points earned/lost for additional components: from # of additional components met:: 2	2.25 0
Primary average +/- additional components	2.25
Arts Richness Score:	Arts Emerging-2

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

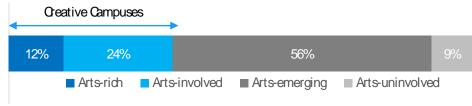
Though your campus doesn't yet meet the full criteria of a Creative Campus, it is on that path since it qualifies as arts emerging. In arts emerging school, many students receive sequential fine arts instruction, less than half of teachers use creative teaching strategies at least once a week, and some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

Avg +earned/lost = Campus Score

Creative Campus stages by final score: $\geq 4 = \text{Arts Rich}$ 3-3.99 = Arts Involved 2-2.99 = Arts Emerging -2 1-1.99 = Arts Emerging -1 <1 = Arts Uninvolved Creative Campus Profile 2016-2017

Additional information

Creative Campus Goals at Paredes

Each year, school leaders develop a Camp

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.

AUSTIN INDEPENDENT SCHOOL DISTRICT Authors

Crystal Wang, Ph.D., Melissa Andrews, M.A., M.Ed., Onda Christian, Ph.D.

Department of Research and Evaluation



1111 West 6th Street, Suite D-350 | Austin, TX 78703-5338 512.414.1724 | fax: 512.414.1707 www.austinisd.org/dre | Twitter: @AISD_DRE

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