

Patton Creative Campus Profile

Results for 2016-2017 School Year: Arts Involved

Based on the data provided in the Arts Inventory by the campus principal in the spring of 2017, Patton was found to be an **Arts Involved** 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.

Primary Creative Campus Components

| | 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 | 0 | 2 | |
| 2. Creative Teaching Across the Curricula | | | |
| % of general classroom teachers who use creative teaching strategies or arts integrated instruction at least once a week | 75-100% | 4 | |
| 3. Community Arts Partnerships | | | |
| % of grade levels with at least 2 community arts partnerships during school time | 86% | | |
| Calculated # of hours of arts exposure per student during school time | 19.30 | 4 | |
| 4. After School | | | |
| # of grade levels (Pre K-6) with afterschool arts opportunities in at least two art forms | | | |

Additional Creative Campus Components

What Does it Mean to be an Arts Involved Campus?

Your campus classifies as an arts involved school, and therefore meets the basic criteria as a Creative Campus. In arts involved schools, the majority of students receive sequential fine arts instruction, many teachers use creative teaching strategies at least once a week, and community arts partnerships are cultivated both during and after school. To improve, support, and encourage all teachers to implement creative teaching, develop new community arts partnerships in additional grade levels both during and after school 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,

Additional Information

Creative Campus Goals at Patton

Each year, school leaders develop a Campus Improvement Plan (CIP). Despite there being no district requirement to do so, in 2016-2017 74% of elementary schools made CIP goals related to becoming a more Creative Campus. Patton did not state a Creative Campus goal in their CIP this year.

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

Progress: “n/a”

Challenges: “n/a”

Successful Strategies: “n/a”

Distribution of Arts Partners by Grade at Patton

As schools engage with community arts partners they distribute those experiences across different grades, 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.

| | Pre-K | K | 1 st | 2 nd | 3 rd | 4 th | 5 th | 6 th |
|---------------------------|-------|---|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| # of arts partners | 1 | 3 | 3 | 4 | 5 | 3 | 3 | n/a |
| # of art forms | 1 | 2 | 2 | 4 | 5 | 3 | 1 | n/a |

