

# Pickle 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, Pickle was found to be an **Arts Emerging-2** 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*
<b>1. Sequential Fine Arts Instruction</b>			
# of grade levels (K-6) where most students receive regular music and visual arts instruction	6	4	
# of grade levels (K-6) where most students receive regular theatre, dance or media arts instruction	6		
<b>2. Creative Teaching Across the Curricula</b>			
% of general classroom teachers who use creative teaching strategies or arts integrated instruction at least once a week	Less than 10%	0	=
<b>3. Community Arts Partnerships</b>			
% of grade levels with at least 2 community arts partnerships during school time	86%	2.5	
Calculated # of hours of arts exposure per student during school time	4.89		
<b>4. After School</b>			
# of grade levels (Pre K-6) with afterschool arts opportunities in at least two art forms	6	4	
<b>Average score of components 1 through 4</b>		<b>2.63</b>	

### Additional Creative Campus Components

2016-17  
Response      2016-17

## 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 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

**Additional Information**

