Pickle Creative Campus Profile Results for 2015-2016 School Year : Arts Emerging-1

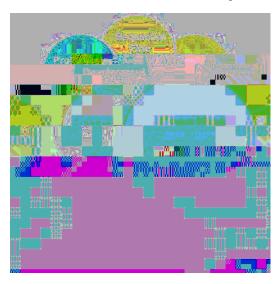
Based on the data provided in the Arts Inventory by the campus principal in the spring of 2016, Pickle was found to be anArts Emerging-1 campus. Inventory responses and the associated Creative Campus stages ær listed below. More information about how this stage was calculated can be found on the following page.

Why is the Creative Campus Stage Measured?

Research on creative learning shows that students attending arts-rich schools have higher levels of motivation and better academic and social success(President's Committee of the Arts and Humanities, 2011, Reinvesting in Arts Education: http://www.pcah.gov/sites/def ault/files/PCAH Reinvesting 4web 0.pdf). Because the arts benefit students academically and creatively, prepare them for the workforce, help to keep them engaged in school until they graduate, and provide them with positive personal and social benefits, AISD, in collaboration with the City of Austin and MINDPOP through the Creative Learning Initiative, is strategically working towards achieving Creative Campuses for all students by 2022-2023. Current AISD findings indicate that 57% of our schools are already Creative Campuses (Figure 1) and that the implementation of creative teaching strategi es has been related to increased levels of student engagement, greater student achievement, and decreased high school dropouts (Creative Learning Initiative Annual Evaluation Report, 2015-2016). In order to track progress and identify key areas for growth, the Creative Campus rubric is used to measure the stage of arts richness reported by campus leaders on the annual Arts Inventory (see side bar for calculation).

What Does it Mean to be an Arts Emerging-1 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 improv e, encourage all teachers to attend CLI professional development and implement cr eative teaching regularly, develop new community arts partnerships in additi onal grade levels, and communicate more frequently with families about the value of creative learning.



Calculation of Creative Campus Stage

The Creative Campus stage is calculated as the average of the primary four components (Sequential Fine Arts Instruction, Creative Teaching across the us Creatmg-1 <1

In Which Creative Campus Stages Were AISD Elementary Schools in 2015-2016?

Figure 1.

In 2015-2016, the majority of AISD elementary schoots hand teristics of being Arts Rich or Arts Involved.

100%					
40%	26%	35%	34%		
40 <i>%</i>	2070			F 0/	
20%				5%	
0%	Arts Rich	Arts Involved	A E snerging	Arts Uninvolved	
	Blackshear	Allison	Andrews	Mills	
	Brooke	Baldwin	Barrington	Norman	
	Bryker Woods	Baraoff	Barton Hills	Webb Primary	
	Dawson	Becker	Blanton	Woolridge	
	Galindo	Blazier	Boone		
	Highland Park	Brentwood	Casis		
	Houston	Brown	Cowan		
	Joslin	Campbell	Davis		
	Kiker	Casey	Doss		
	Maplewood	Clayton	Graham		
	Oak Springs	Cook	Guerrero-Thor	Guerrero-Thompson	
	Odom	Gullet	Harris		
	Ortega	Jordan	Hart		
	Pleasant Hill	Kocurek	Hill		
	Rodriguez	Lee	Langford		
	St. Elmo	Mathews	Linder		
	Sunset Valley	Metz	McBee		
	Travis Heights	Overton	Oak Hill		
	Widen	Padron	Patton		
	Williams	Palm	Pickle		
		Pease	Pillow		
		Perez	Sims		
		Reilly	Summitt		
		Sanchez	Uphaus		
		Walnut Creek	Wooten		
		Winn			
		Zavala			
		Zilker			

Source. 2015-2016 AISD Elementary Arts Inventory



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

AUSTININDEPENDE SCHOOD STRICT Department of Research and Evaluation