

# Becker Creative Campus Profile

## Results for 2016-2017 School Year: Arts Rich

Based on the data provided in the Arts Inventory by the campus principal in the spring of 2017, Becker was found to be an **Arts Rich** 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		
# of grade levels (K-6) where most students receive regular theatre, dance or media arts instruction	1	3	
<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	75-100%	4	
<b>3. Community Arts Partnerships</b>			
% of grade levels with at least 2 community arts partnerships during school time	100%		
Calculated # of hours of arts exposure per student during school time	20.65	4	
<b>4. After School</b>			

### Additional Creative Campus Components

## Becker Elementary School calculation

Average of primary 4 components:	3.5
Points earned/lost for additional components: from # of additional components met out of 5: 5	1
Primary average +/- additional components:	4.5
A4 1 Tf/94 components:	

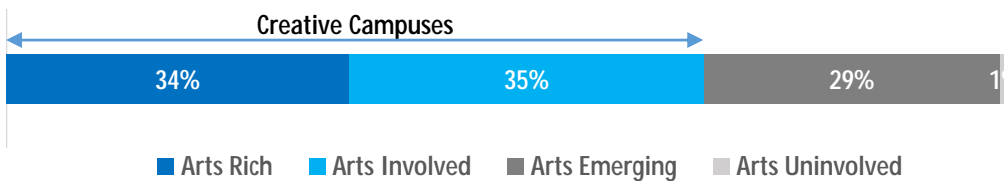
## What Does it Mean to be an Arts Rich Campus?

Your campus classifies as an arts rich school, and therefore meets the fullest criteria of a Creative Campus. In arts rich schools, nearly all students receive sequential fine arts instruction, more than half of the teachers use creative teaching strategies at least once a week, and community arts partnerships are cultivated both during and after school. To improve, continue supporting teachers to implement creative teaching, develop additional community arts partnerships, communicate regularly with families about the value of creative learning, expand opportunities for students across new art forms, and serve as a demonstration site.

## 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 for all students by 2022-2023 (MINDPOP, 2012).

Figure 1.  
In 2016-2017 the majority of AISD elementary school had characteristics of being Arts Rich and Arts Involved-



Source. 2016-2017 AISD Elementary Arts Inventory

## Additional Information

### Creative Campus Goals at Becker

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. Becker 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. Creative Learning Leadership Team will provide professional development to all teachers once a month to introduce a new focus strategy. Establish at least 6 community arts partnerships. Engage teachers with 30 hours instructional coaching for creative learning strategies. Students will exhibit work publicly on campus, at district facilities, and in campus publications. All teachers will implement a creative learning strategy at least twice a week."*

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

**Progress:** "Mostly accomplished"

**Challenges:** "Time: the time after school teachers have together before the duty day is over has been reduced. Due to the added 12 minutes of instruction during the day this year, teachers are not able to plan together for 30 mins after school. This time when students are dismissed and the end of the teachers' duty day has been reduced to approx 15 mins. In

