

Covington 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, Covington was found to be an **Arts Rich** 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 2016-17	Score 2016-17	Change from 2015-16*
1. Sequential Fine Arts Instruction			
% of students taking the prescribed amount of fine arts classes during their tenure at your school	92%		
% of students exceeding the prescribed amount of fine arts classes during their tenure at your school	85%	3.5	
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			
Departments coordination partnerships during school time	More than 1 non-FA department	4	
Calculated # of hours of arts exposure per student during the school day	18.04		
4. After School			
# of art forms in which after school opportunities are offered for more than one ability level (e.g., beginning, intermediate, advanced)	4	4	=
Average score of components 1 through 4		3.88	

Additional Creative Campus Components

	Response 2016-17	Score 2016-17	Change from 2015-16*
5. Community Building Through the Arts			

Covington calculation:

Avg of primary 4 components

Points earned/lost for additional components:

from # of additional components met::

Primary average +/- additional components

Arts Richness Score:

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 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).



Additional information

Creative Campus Goals at Covington

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.
- Christian, C., Hasty, B., & Wang, C., (2017). *Creative Learning Initiative Annual Evaluation Report 2015-2016*. Austin, TX: Austin Independent School District.
- 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.

