

Garza Creative Campus Profile

Results for 2016-2017 School Year: Arts Uninvolved

Based on the data provided in the Arts Inventory by the campus principal in the spring of 2017, Garza was found to be an **Arts Uninvolved** 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	No data		
% of students exceeding the prescribed amount of fine arts classes during their tenure at your school	No data	0	=
2. Creative Teaching Across the Curricula			
% of general classroom teachers who use creative teaching strategies or arts integrated instruction at least once a week	10-24%	1	
3. Community Arts Partnerships			
Departments coordination partnerships during school time	More than 1 FA department		
Calculated # of hours of arts exposure per student during the school day	1.54	1.5	
4. After School			
# of art forms in which after school opportunities are offered for more than one ability level (e.g., beginning, intermediate, advanced)	1	1	
Average score of components 1 through 4		0.88	n/a

Additional Creative Campus Components

	Response 2016-17	Score 2016-17	Change from 2015-16*
5. Community Building Through the Arts			
Number of campus created arts experiences this year to engage families, faculty, and community [Criteria ≥ 10]	6	No	n/a
6. Leadership			
Arts goals and strategies are included in the Campus Improvement Plan (CIP) [Criteria = Yes]	No	No	n/a
7. Communication			

What Does it Mean to be an Arts Uninvolved Campus?

Your campus is currently an arts uninvolved school. In arts uninvolved schools, many of the creative learning initiative goals are not met for being a Creative Campus. To get started, include arts goals and strategies in the campus improvement plan, cultivate community arts partnerships both during and after school, and work with vertical team leadership to be included in the next group of campuses to implement CLI.

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 Garza

Each year, school leaders develop a Campus Improvement Plan (CIP). Despite there being no district requirement to do so, in 2016-2017 77% of secondary schools made CIP goals related to becoming a more Creative Campus. Garza did not

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.

