

# Joslin 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, Joslin 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	9.27	3	
<b>4. After School</b>			
# of grade levels (Pre K-6) with afterschool arts opportunities in at least two art forms	5	4	=
<b>Average score of components 1 through 4</b>		<b>3.50</b>	

### Additional Creative Campus Components

	2016-17 Response	2016-17 Score	Change from 2015-16*
<b>5. Community Building Through the Arts</b>			
# of campus created arts experiences this year	64	ca0628a.8(2.8(e)-6.6( ))-T15.907 -1.359 TD.003 Tc-.0059 Tw6( famil(o)7.9	

## 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.

## Additional Information

### Creative Campus Goals at Joslin

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. Joslin set the following goal: *"Provide ongoing professional development for teachers in creative teaching strategies. Implement a monthly creative teaching strategy focus to increase teacher familiarity with and use of creative teaching strategies. Ensure teachers utilize at least one creative teaching strategy per week. Ensure all students have access to a fine arts residency program during the school day."*

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

**Progress:** "Mostly accomplished"

**Challenges:** "Insufficient time for professional development, modeling, planning."

**Successful Strategies:** "CLI money, having a creative learning coach, and having teacher leaders on campus."

### Distribution of Arts Partners by Grade at Joslin

As schools engage with community arts partners they distribute those experiences across different grades, representing different art forms and different cultures. These calculations are provided to help reflect on the current distribution of arts partners and art form to help guide future choices.

	Pre-K	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
<b># of arts partners</b>	4	3	2	2	4	5	3	n/a
<b># of art forms</b>	4	3	2	2	4	5	■	n/a

