

Mathews Creative Campus Profile

Results for 2015-2016 School Year : Arts Involved

Based on the data provided in the Arts Inventory by the campus principal in the spring of 2016, Mathews was found to be an **Arts Involved** campus. Inventory responses and the associated Creative Campus stages are listed below. More information about how this stage was calculated can be found on the following page.

Primary Creative Campus Components

	Your Response	Creative Campus Stage
1. Sequential Fine Arts Instruction		
Number of grade levels where most students receive regular music and visual arts instruction	7	3.5
Number of grade levels where most students receive regular theatre, dance or media arts instruction	0	
2. Creative Teaching Across the Curricula		
Percentage 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		
Number of grade levels with at least two community arts partners during school time	8	4
4. After School		
Number of grade levels with after school arts opportunities in at least two art forms	4	3
Average stage of components 1 through 4		3.63

Additional Creative Campus Components

	Your Response	Creative Campus Stage
5. Community Building Through the Arts		
Number of campus created arts experiences this year to engage families, faculty, and community [Criteria ≥ 2]	11	Yes
6. Leadership		
Arts goals and strategies are included in the Campus Improvement Plan (CIP) [Criteria = Yes]	Yes	Yes
7. Communication		
Frequency of school communication to families about the value of creative learning in person or through print or social media [Criteria ≥ Once per semester]	At least once a semester	Yes
8. Professional Development		
Percentage of teachers who participate in creative teaching or arts integration in professional development [Criteria ≥ 50%]	Less than 50%	No
9. Facilities		
Campus facilities meet the 2008 Fine Arts Education Specifications or sufficiently accommodate arts programming [Criteria = Meets standard or able to make accommodations]	No, and we are unable to make accommodations	No
Total number of additional criteria met		3

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/default/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 strategies 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).

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

Figure 1.

In 2015-2016, the majority of AISD elementary schools had characteristics of being Arts Rich or Arts Involved.