

Mathews Creative Campus Profile
Results for 2016-2017 School Year: **Arts Rich**

Mathews Elementary School calculation

Average of primary 4 components:	3.5
Points earned/lost for additional components:	1
from # of additional components met out of 5: 5	
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Primary average +/- additional components:	4.5
Arts richness score:	Arts Rich

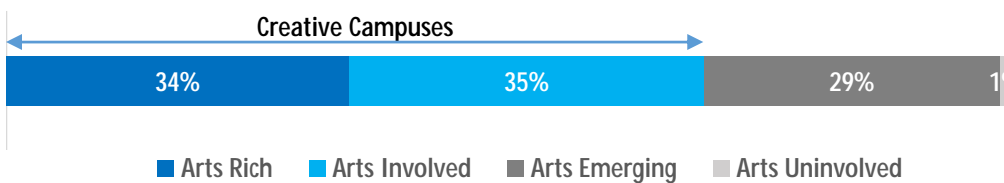
What Does it Mean to be an Arts Rich Campus?

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

The Creative Campus score is calculated as the average of the primary four components (Sequential Fine Arts Instruction, Creative Teaching across the Curricula, Community Arts Partnerships, and After School) plus points earned (or lost) from

Additional Information

Creative Campus Goals at Mathews

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. Mathews set the following goal: *"Continue to partner with the arts community to bring fine arts experiences to students at school and in the community."*

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

Progress: "Completely accomplished"

Challenges: "Scheduling. We have a very busy campus. Space. Our stage is small. We make it work well for what it is."

Successful Strategies: "Flexibility. Communication. Long-standing relationships with arts organizations."

Distribution of Arts Partners by Grade at Mathews

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 st	2 nd	3 rd	4 th	5 th	6 th
# of arts partners	7	6	4	4	5	4	3	5
# of art forms	4	3	3	4	5	4	2	5

