

McBee Creative Campus Profile

Results for 2016-2017 School Year: Arts Emerging-2

Based on the data provided in the Arts Inventory by the campus principal in the spring of 2017, McBee was found to be an **Arts Emerging-2** 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*
1. Sequential Fine Arts Instruction			
# 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	0	2	
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			
% of grade levels with at least 2 community arts partnerships during school time			

Additional Creative Campus Components

McBee Elementary School calculation

Average of primary 4 components:	2.5
Points earned/lost for additional components: from # of additional components met out of 5: 3	0
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Primary average +/- additional components:	2.5
Arts richness score:	Arts Emerging-2

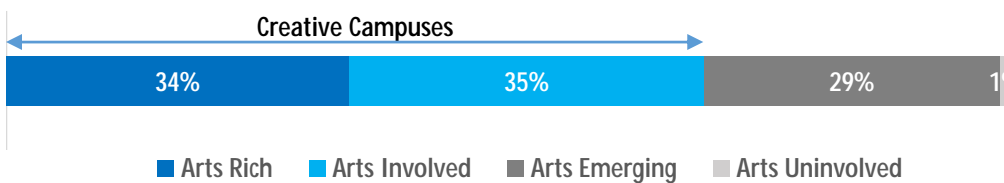
What Does it Mean to be an Arts Emerging-2 Campus?

Though your campus doesn't yet meet the full criteria of a Creative Campus, it is on that path since it qualifies as arts emerging. In arts emerging school, many students receive sequential fine arts instruction, less than half of teachers use creative teaching strategies at least once a week, and some community arts partnerships are cultivated both during and after school. To improve, encourage all teachers to attend CLI professional development and implement creative teaching regularly, develop new community arts partnerships in additional grade levels, and communicate more frequently with families about the value of creative learning.

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

Additional Information

Creative Campus Goals at McBee

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. McBee set the following goal: *"Provide one single visit and one multi-visit residency per grade level in a variety of art forms. Provide students who are enrolled in fine arts classes at least 2 opportunities to perform in, actively participate in, or display their work in a fine arts related production or exhibit. Communicate the value of creative learning through parent newsletter, at CAC meetings and faculty meeting once a month. Fine arts instruction and /or creative learning strategies will be included in weekly lessons. Offer at least two opportunities per semester for all students to exhibit/showcase their fine arts learning in the community."*

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

Progress: "Mostly accomplished"

Challenges: "Attendance, students having access to transportation after school hours."

Successful Strategies: "Flexible Special Areas team, parents, district support."

Distribution of Arts Partners by Grade at McBee

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	0	1	1	1	3	2	4	n/a
# of art forms	0	1	1	1	3	2	1	n/a0

