# **McCallum Creative Campus Profile**

Results for 2016-2017 School Year: Arts Involved

Based on the data provided in the Arts Inventory by the campus principal in the spring

#### McCallum calculation:

Avg of primary 4 components	2.625
Points earned/lost for additional components:	0.5
from # of additional components met:: 4	
Primary average +/- additional components	3.125
Arts Richness Score:	Arts Involved

### What Does it Mean to be an Arts Involved Campus?

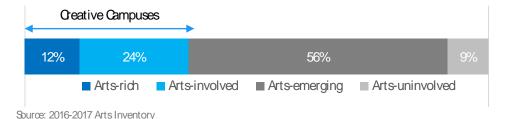
Your campus classifies as an arts involved school, and therefore meets the basic criteria as a Creative Campus. In arts involved schools, the majority of students receive sequential fine arts instruction, many teachers use creative teaching strategies at least once a week, and community arts partnerships are cultivated both during and after school. To improve, support, and encourage all teachers to implement creative teaching, develop new community arts partnerships in additional grade levels both during and after school, 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 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).

Figure 1.

In 2016-2017, approximately half of AISD secondary schools had characteristics of being Arts Emerging, and 36% were Arts Involved or Arts Rich.



# Calculation of Creative Campus Score

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 the additional five components (Community Building through the Arts, Leadership, Communication, Professional Development, and Facilities).

Description of points earned/lost from additional five components:

If # "Yes"=0, then -1 point
If # "Yes"=1, then -0.5 points
If # "Yes"=2 or 3, then 0 points
If # "Yes"=4, then +0.5 points
If # "Yes"=5, then +1 point

Avg +earned/lost = Campus Score

Creative Campus stages by final score:

≥ 4 = Arts Rich
3-3.99 = Arts Involved
2-2.99 = Arts Emerging -2
1-1.99 = Arts Emerging -1
<1 = Arts Uninvolved

### **Additional information**

# **Creative Campus Goals at McCallum**

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. McCallum set

### References

- Christian, C., & Wang, C. (2016b). *Secondary creative campus profile: Results for 2015-2016 school year*. Austin, TX: Austin Independent School District.
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- 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.

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