

Reilly 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, Reilly 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	0		
# of grade levels (K-6) where most students receive regular theatre, dance or media arts instruction	0	0	
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	0%		
Calculated # of hours of arts exposure per student during school time	3.04	0.5	
4. After School			
# of grade levels (Pre K-6) with afterschool arts opportunities in at least two art forms	6	4	=

Additional Creative Campus Components

Reilly Elementary School calculation

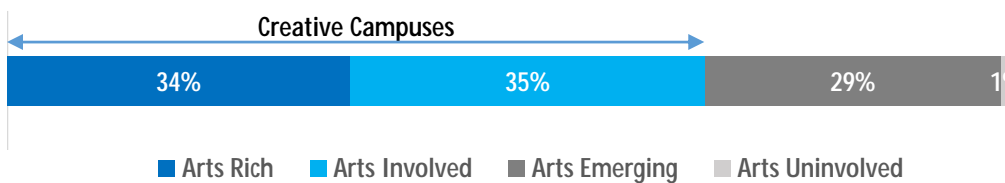
What Does it Mean to be an Arts Emerging-2 Campus?

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

Additional Information

Creative Campus Goals at Reilly

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. Reilly set the following goal: *"Professional Development by CLI. Support from CLI Coach"*

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

Progress: "Mostly accomplished"

Challenges: "Priority of instruction focus due to data/status of academic achievement at Reilly."

Successful Strategies: "Having the support from various departments to support initiatives."

Distribution of Arts Partners by Grade at Reilly

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.

