

Ridgetop Creative Campus Profile

Results for 2016-2017 School Year: Arts Rich

Based on the data provided in the Arts Inventory by the campus principal in the spring of 2017, Ridgetop was found to be an **Arts Rich** 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	4	
# of grade levels (K-6) where most students receive regular theatre, dance or media arts instruction	6		
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	100%	3.5	
Calculated # of hours of arts exposure per student during school time	11.64		
4. After School			
# of grade levels (Pre K-6) with afterschool arts opportunities in at least two art forms	6	4	=
Average score of components 1 through 4		3.88	

Additional Creative Campus Components

Ridgetop Elementary School calculation

Average of primary 4 components:	3.875
Points earned/lost for additional components:	1
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Primary average +/- additional components:	4.875
Arts richness score:	Arts Rich

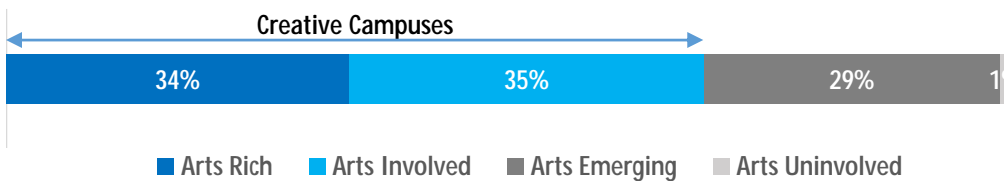
What Does it Mean to be an Arts Rich Campus?

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 compon

