

# Travis Heights 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, Travis Heights was found to be an **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-

## Additional Information

### Creative Campus Goals at Travis Heights

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. Travis Heights set the following goal: *"Communicate the value of creative learning through parent newsletter, at CAC meetings and faculty meeting once a month. 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:** "We have had partnerships with outside agencies and used grant funds to support this learning during the day. Even with grants, we did not have the \$2,000-\$3,000 to cover our portion of the grant. Finding time, which is always an issue in elementary, is troublesome."

**Successful Strategies:** "The creativity of my fine arts specialists along with our parents have been helpful in accomplishing our goals."

### Distribution of Arts Partners by Grade at Travis Heights

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 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
<b># of arts partners</b>	1	2	2	2	3	3	2	n/a
<b># of art forms</b>	1	2	2	2	3	3	1	n/a

