

Webb Creative Campus Profile

Results for 2016-2017 School Year: Arts Uninvolved

Based on the data provided in the Arts Inventory by the campus principal in the spring of 2017, Webb was found to be an **Arts Uninvolved** campus. Inventory responses and the associated Campus Creative 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

	Response 2016-17	Score 2016-17	Change from 2015-16*
1. Sequential Fine Arts Instruction			
% of students taking the prescribed amount of fine arts classes during their tenure at your school	71%		
% of students exceeding the prescribed amount of fine arts classes during their tenure at your school	53%	1	
2. Creative Teaching Across the Curricula			
% of general classroom teachers who use creative teaching strategies or arts integrated instruction at least once a week	25-49%	2	
3. Community Arts Partnerships			
Departments coordination partnerships during school time	1 FA department	0.5	
Calculated # of hours of arts exposure per student during the school day	0.05		
4. After School			
# of art forms in which after school opportunities are offered for more than one ability level (e.g., beginning, intermediate, advanced)	0	0	=
Average score of components 1 through 4		0.88	

Additional Creative Campus Components

	Response 2016-17	Score 2016-17	Change from 2015-16*
5. Community Building Through the Arts			
Number of campus created arts experiences this year to engage families, faculty, and community [Criteria ≥ 10]	13	Yes	=
6. Leadership			
Arts goals and strategies are included in the Campus Improvement Plan (CIP) [Criteria = Yes]	Yes	Yes	=
7. Communication			
Frequency of school communication to families about the value of creative learning in person or through print or social media [Criteria ≥ Once per semester]	At least once a year	No	
8. Professional Development			
Percentage of teachers who participate in creative teaching or arts integration professional development [Criteria ≥ 50%]	0%	No	=
9. Facilities			
Campus facilities meet the 2008 Fine Arts Education Specifications or sufficiently accommodate arts programming [Criteria = Meets standard or able to make accommodations]	accommodations	Yes	=
Total number of additional criteria met		3	

*Note: " " denotes increase, " " denotes decrease, "=" denotes no change, and "n/a" denotes an impossible comparison due to missing data or a change in criteria.

Webb calculation:

Avg of primary 4 components

What Does it Mean to be an Arts Uninvolved Campus?

Your campus is currently an arts uninvolved school. In arts uninvolved schools, many of the creative learning initiative goals are not met for being a Creative Campus. To get started, include arts goals and strategies in the campus improvement plan, cultivate community arts partnerships both during and after school, and work with vertical team leadership to be included in the next group of campuses to implement CLI.

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).

Additional information

Creative Campus Goals at Webb

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. Webb set the following goal: *"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 their progress, as follows:

Progress: "Mostly accomplished"

Challenges: "Class conflicts with elective choices limited student involvement in fine arts programs like band, choir, orchestra and guitars. Students involved in dance did so after school. This impacted student participation."

Successful Strategies: "The community partnerships and students' willingness to stay after hours has helped us achieve our goals."

Distribution of Arts Partners by Subject Area at Webb

As schools engage with community arts partners they distribute those experiences across different departments, different grades and representing different art forms and different cultures. These calculations are provided to help reflect on the current distribution of arts partnerships at Webb. calO2a9nt re. 8a65 ["TS23 TrSTw /(0Tm0002(0Tm4w400ft.643TT6gTD.0002

References

- Christian, C., & Wang, C. (2016b). *Secondary creative campus profile: Results for 2015-2016 school year*. Austin, TX: Austin Independent School District.
- Christian, C., Hasty, B., & Wang, C., (2017). *Creative Learning Initiative Annual Evaluation Report 2015-2016*. Austin, TX: Austin Independent School District.
- 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.

