



Covington 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, Covington was found to be an **Arts Rich** 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 | 92% | | |
| % of students exceeding the prescribed amount of fine arts classes during their tenure at your school | 85% | 3.5 | ↓ |
| 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 | | | |
| Departments coordination partnerships during school time | More than 1 non-FA department | 4 | ↑ |
| Calculated # of hours of arts exposure per student during the school day | 18.04 | | |
| 4. After School | | | |
| # of art forms in which after school opportunities are offered for more than one ability level (e.g., beginning, intermediate, advanced) | 4 | 4 | = |
| Average score of components 1 through 4 | | 3.88 | ↑ |

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] | 60 | 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 monthly | Yes | = |
| 8. Professional Development | | | |
| Percentage of teachers who participate in creative teaching or arts integration professional development [Criteria ≥ 50%] | 100% | Yes | = |
| 9. Facilities | | | |
| Campus facilities meet the 2008 Fine Arts Education Specifications or sufficiently accommodate arts programming [Criteria = Meets standard or able to make accommodations] | accomo- dations | Yes | = |
| Total number of additional criteria met | | 5 | = |

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

Covington calculation:

| | |
|--|------------------|
| Avg of primary 4 components | 3.875 |
| Points earned/lost for additional components: | 1 |
| from # of additional components met:: 5 | |
| <hr/> | |
| Primary average +/- additional components | 4.875 |
| Arts Richness Score: | Arts Rich |

What Does it Mean to be an Arts Rich Campus?

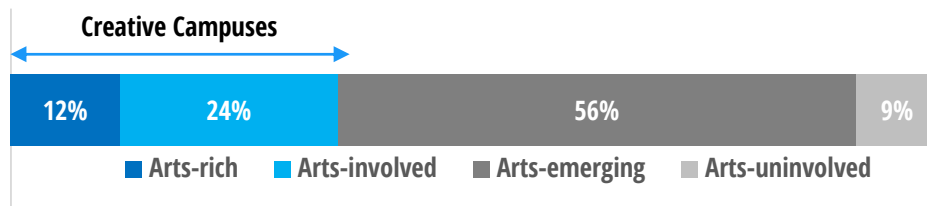
Your campus classifies as an arts rich school, and therefore meets the fullest criteria of a Creative Campus. In arts rich schools, nearly all students receive sequential fine arts instruction, more than half of the teachers use creative teaching strategies at least once a week, and community arts partnerships 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 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.



Source: 2016-2017 Arts Inventory

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

$$\text{Avg +earned/lost} = \text{Creative Campus Score}$$

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 Covington

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. Covington set the following goal: *"All campus administrators & staff attend varied professional development sessions, including use of Campus Coach, promoting the use of scientific research-based arts-enhanced (CLI) strategies, coordinated with AVID and SEL collaborative strategies, and use these in weekly Core class instruction, electives, and COLT Connect period (Admin. Institute, campus-wide half-days). Advance our implementation of varied arts events (student and visitor presentations) on campus and in the community that build culturally responsive community connectivity amongst all stakeholders and that offer student varied performance options. Continue advancement of Fine Arts Academy structures and systems that support increasingly more specialized optimal student arts experiences (programming, systems, public relations & recruitment). Maintain and build community arts partnerships that promote diversity of art form, cultural heritage, and varied experience types."*

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

Progress: "Mostly accomplished"

Challenges: "1) Finding appropriate and cost effective, culturally responsive community connections is an on-going goal. 2) Advancing the programming levels and options of our Fine Arts Academy requires funds for private lessons, instruments, and costuming that are challenging to secure."

Successful Strategies: "1) CLI funds to support varied activities. 2) On-going district publicity of our Academy. 3) Use of social media & phone messenger calls & emails to publicize our activities, events, & goals."

Distribution of Arts Partners by Subject Area at Covington

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 partners and art form to help guide future choices.

| | English | Math | Science | Social Studies | Foreign Language | Music | Visual Arts | Dance | Theater | Media Arts |
|------------------|---------|------|---------|----------------|------------------|-------|-------------|-------|---------|------------|
| of arts partners | 0 | 0 | 0 | 1 | 0 | 5 | 1 | 1 | 4 | 0 |
| # of art forms | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 |

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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MINDPOP. (2012). *Ensuring the Arts for Any Given Child Summary Report*. Austin, TX: Austin Independent School District.

AUSTIN INDEPENDENT SCHOOL DISTRICT

Authors

Crystal Wang, Ph.D., Melissa Andrews, M.A., M.Ed., Cinda Christian, Ph.D.

Department of Research and Evaluation



1111 West 6th Street, Suite D-350 | Austin, TX 78703-5338

512.414.1724 | fax: 512.414.1707

www.austinisd.org/dre | Twitter: @AISD_DRE

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