



## McCallum Creative Campus Profile

### Results for 2016-2017 School Year: Arts Involved

Based on the data provided in the Arts Inventory by the campus principal in the spring of 2017, McCallum was found to be an **Arts Involved** 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*
<b>1. Sequential Fine Arts Instruction</b>			
% of students taking the prescribed amount of fine arts classes during their tenure at your school	88%		
% of students exceeding the prescribed amount of fine arts classes during their tenure at your school	66%	2	↓
<b>2. Creative Teaching Across the Curricula</b>			
% of general classroom teachers who use creative teaching strategies or arts integrated instruction at least once a week	25-49%	2	=
<b>3. Community Arts Partnerships</b>			
Departments coordination partnerships during school time	More than 1 FA department	2.5	↓
Calculated # of hours of arts exposure per student during the school day	10.23		
<b>4. After School</b>			
# of art forms in which after school opportunities are offered for more than one ability level (e.g., beginning, intermediate, advanced)	5	4	↑
<b>Average score of components 1 through 4</b>		<b>2.63</b>	<b>↑</b>

#### Additional Creative Campus Components

	Response 2016-17	Score 2016-17	Change from 2015-16*
<b>5. Community Building Through the Arts</b>			
Number of campus created arts experiences this year to engage families, faculty, and community [Criteria ≥ 10]	88	Yes	=
<b>6. Leadership</b>			
Arts goals and strategies are included in the Campus Improvement Plan (CIP) [Criteria = Yes]	Yes	Yes	=
<b>7. Communication</b>			
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	=
<b>8. Professional Development</b>			
Percentage of teachers who participate in creative teaching or arts integration professional development [Criteria ≥ 50%]	Less than 50%	No	↓
<b>9. Facilities</b>			
Campus facilities meet the 2008 Fine Arts Education Specifications or sufficiently accommodate arts programming [Criteria = Meets standard or able to make accommodations]	accommodations	Yes	=
<b>Total number of additional criteria met</b>		<b>4</b>	<b>↓</b>

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

### McCallum calculation:

Avg of primary 4 components	2.625
Points earned/lost for additional components:	0.5
from # of additional components met:: 4	
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Primary average +/- additional components	3.125
Arts Richness Score:	Arts Involved

### What Does it Mean to be an Arts Involved Campus?

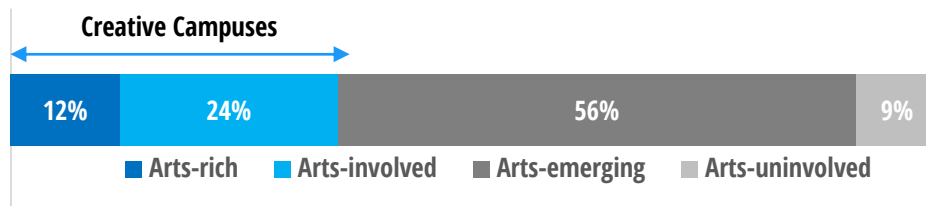
Your campus classifies as an arts involved school, and therefore meets the basic criteria as a Creative Campus. In arts involved schools, the majority of students receive sequential fine arts instruction, many teachers use creative teaching strategies at least once a week, and community arts partnerships are cultivated both during and after school. To improve, support, and encourage all teachers to implement creative teaching, develop new community arts partnerships in additional grade levels both during and after school, 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 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 McCallum

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. McCallum set the following goal: *"All instructional staff will attend two, three-hour CLI professional development workshops. Offer at least two opportunities per semester for all students to exhibit/showcase their fine arts learning in the community. Provide one single visit and one multi-visit residency per grade level in a variety of art forms. Communicate the value of creative learning through parent newsletter, at CAC meetings and faculty meeting once a month. 75% of teachers will plan, team-teach and reflect with CLI instructional coach at least 4 hours per semester."*

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

**Progress:** "Mostly accomplished"

**Challenges:** "Time for CLI professional development for all-staff limited, which also impacted CLI participation of 4 hours each semester."

**Successful Strategies:** "Many opportunities to showcase learning to community as well as partnerships for a variety of art forms sought out by faculty and brought to us by community. All of our parent advocacy groups as well as faculty and staff regularly communicate the value of creative learning to community."

### Distribution of Arts Partners by Subject Area at McCallum

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	0	0	11	2	0	6	0
# of art forms	0	0	0	0	0	1	2	0	1	0

## 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.

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August 2017

Publication 16.37aRB