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Uphaus Creative Campus Profile
Results for 2016-2017 School Year: Arts Emerging-2

Based on the data provided in the Arts Inventory by the campus principal in the spring of 2017, Uphaus was found to be an **Arts Emerging-2** 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	1		
		4	↑
# of grade levels (K-6) where most students receive regular theatre, dance or media arts instruction	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	75-100%	4	=
3. Community Arts Partnerships			
% of grade levels with at least 2 community arts partnerships during school time	100%		
		3	↑
Calculated # of hours of arts exposure per student during school time	7.44		
4. After School			
# of grade levels (Pre K-6) with afterschool arts opportunities in at least two art forms	0	0	=
Average score of components 1 through 4		2.75	↑

Additional Creative Campus Components

	2016-17 Response	2016-17 Score	Change from 2015-16*
5. Community Building Through the Arts			
# of campus created arts experiences this year to engage families, faculty, and community [Criteria ≥ 8]	3	No	=
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			
% 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]	Meets standard	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.

Uphaus Early Childhood Center calculation

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Average of primary 4 components:	2.75
Points earned/lost for additional components:	0
from # of additional components met out of 5: **3**	
Primary average +/- additional components:	2.75
Arts richness score:	Arts Emerging-2

What Does it Mean to be an Arts Emerging-2 Campus?

Though your campus doesn't yet meet the full criteria of a Creative Campus, it is on that path since it qualifies as arts emerging. In arts emerging school, many students receive sequential fine arts instruction, less than half of teachers use creative teaching strategies at least once a week, and some community arts partnerships are cultivated both during and after school. To improve, encourage all teachers to attend CLI professional development and implement creative teaching regularly, develop new community arts partnerships in additional grade levels, 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 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–
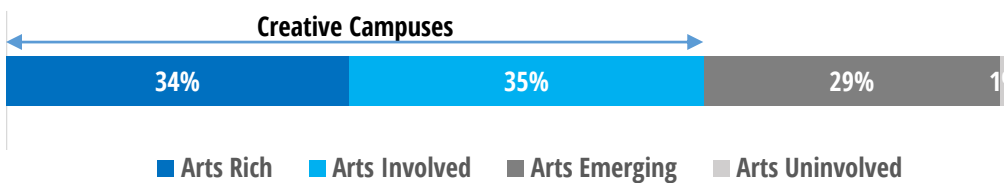
Source. 2016-2017 AISD Elementary Arts Inventory

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

Avg +earned/lost = Creative Campus Score

Creative Campus stages by final score:

$\geq$ 4 = Arts Rich
3-3.99 = Arts Involved
2-2.99 = Arts Emerging -2
1-1.99 = Arts Emerging -1
<1 = Arts Uninvolved

Creative Campus Goals at Uphaus

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. Uphaus set the following goal:*"Provide professional development to teachers on integrating arts-based strategies into lessons such as CLI Team presentations, CLI Intensive Trainings, etc. Provide a semester of dance and drama instruction during the school day for Pre-Kinder students. Integrate arts-based strategies into instruction at least once a week. Provide students with arts-based experiences during the school year. -schedule performances in at least 2 art forms -art exhibits -schedule multi-visit arts-based workshops. Communicate the value of Creative Learning to families through newsletters and social media. Schedule a family arts-centered event. Provide students the opportunity to publicly perform and/or display art work. Provide sequential Fine Arts Instruction during school to Kinder students."*

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

Progress: "Completely accomplished"
Challenges: "n/a"
Successful Strategies: "We have a Campus Learning Initiative Committee on our campus that is focused on creative learning. The committee has representatives from each grade level, fine arts, and administration. The theater classes and dance classes per semester provided by CLI have been available for all students."

Distribution of Arts Partners by Grade at Uphaus

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	1st	2nd	3rd	4th	5th	6th
# of arts partners	5	5	0	0	0	0	0	n/a
# of art forms	3	4	0	0	0	0	0	n/a

References

Christian, C., & Wang, C. (2016a). *Elementary 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.