



The Creative Learning Initiative Benefits AISD English Language Learners

Impact Highlights of CLI on ELL Students

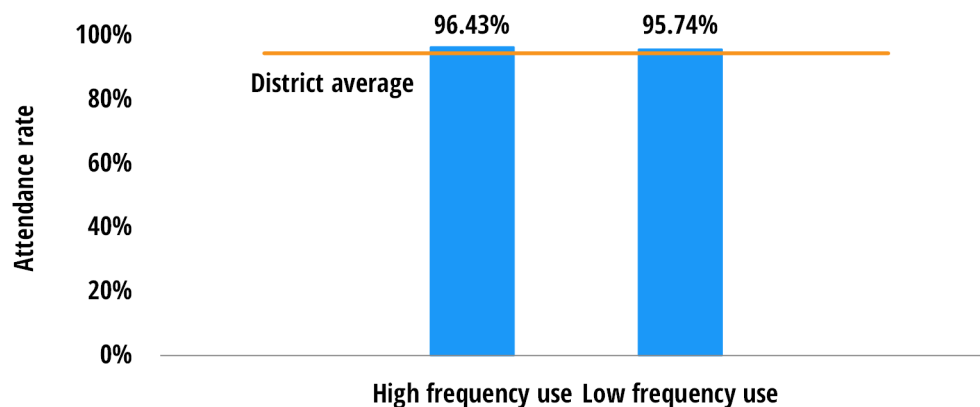
Introduction

The Creative Learning Initiative (CLI) is a citywide collaboration between MINDPOP, the City of Austin, Austin Independent School District (AISD), and more than 50 arts and cultural organizations dedicated to equitable access to creative learning and the arts for all students in AISD. This report investigates the impact of CLI on English Language Learners (ELLs).

The results were positive. ELLs were more likely to attend school when their teachers used creative teaching strategies more frequently than they were when teachers used creative teaching strategies less frequently. Also, ELLs whose teachers used creative teaching strategies more frequently were more likely to meet the STAAR passing standard in reading and math than were students whose teachers used creative teaching strategies less frequently. These findings coincide well with the research that encourages teachers of foreign languages to be creative in their teaching so that students not only benefit from language learning, but also develop broader educational objectives and learning outcomes (Maley & Peachey, 2015).

ELL attendance rates were greater in creative teaching classrooms.

Figure 1. ELLs whose teachers used creative teaching strategies more frequently had an attendance rate .69 percentage points higher than ELLs whose teachers used strategies less frequently.



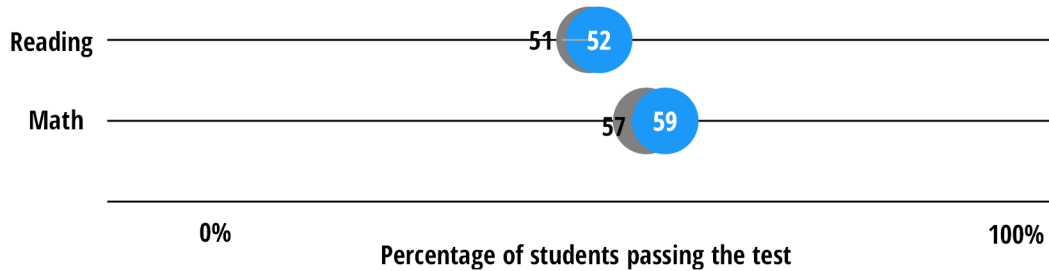
Source. 2015–2016 Creative Learning Initiative End-of-Year Stages of Concern Questionnaire, 2015–2016 Creative Learning Initiative Coaching Survey, AISD Student Attendance Records 2015–2016, AISD ELL Records 2015–2016

Note. Teachers' frequency level of using was divided into high and low at the median point.

ELLs passed the State of Texas Assessment of Academic Readiness (STAAR) reading and math standards at a higher rate in creative teaching classrooms.

Figure 2.

ELLs were more likely to meet the STAAR passing standard in both reading and math when their teachers' frequency level of using creative teaching strategies was high than when their teachers' frequency level of using creative teaching strategies was low.



Source. 2015–2016 Creative Learning Initiative End-of-Year Stages of Concern Questionnaire, 2015–2016 Creative Learning Initiative Coaching Survey, AISD Student STAAR records 2015–2016, AISD ELL Records 2015–2016

Note. Teachers' frequency level of using was divided into high and low at the median point.

No significant findings were found regarding teachers' frequency of using creative teaching strategies and ELLs' STAAR advanced reading and math, as well as science and advanced science passing status. In addition, no relationship was found between teacher implementation competency in creative teaching strategies and ELLs' outcomes (e.g., attendance, STAAR reading, math, and science passing status). On the contrary, findings drawn from all CLI students, regardless of ELL status, in the annual evaluation report indicated that teacher implementation competency demonstrated a positive relationship with students' STAAR reading, advanced reading, and advanced math passing status (Wang et al., 2017).

It appears that teachers' frequency of use of creative teaching might have more of an impact on ELLs than their proficiency with creative teaching. This might imply that simply integrating creative activities in the ELL classroom, regardless of proficiency level of use, is an effective pedagogical strategy to support student engagement and learning.

References

Maley, A., & Peachey N. (2015). *Creativity in the English language classroom*. London, UK: British Council.

Wang, C., Christian, C., Hasty, B., Williams, H., Andrews, M., & Green-Otero, J. (2017). *Creative Learning Initiative annual evaluation report 2015-2016*, TX: Austin Independent School District.

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