

English Language Learners and the After School Programs

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A Special Project

Presented to

Steve Morlan

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FACULTY APPROVAL

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## ABSTRACT

The No Child Left Behind Act (NCLB) adopted by the United States Congress in 2001, was designed to help students succeed in math, reading and writing. With this in mind, it has become clear that English Language Learners (ELL) need special instructional support. Special 21<sup>st</sup> Century federal grants have been awarded to Title I school districts to provide learning assistance for ELL students. The purpose of this experimental research study was to determine if an After School Program (ASP) would help ELL students improve their reading scores, as measured by the DIBELS assessment. Before the ASP began, the school tested the students based on the DIBELS assessment to determine whether the students met DIBELS standards.

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## CHAPTER 1

### Introduction

#### Background for the Project

The No Child Left Behind Act (NCLB) adopted by the United States Congress in 2001, was designed to help students succeed in math, reading, and writing. The NCLB also required states to establish certain assessments and standards that students were required to pass. A strong case has been made, however, that NCLB requirements were culturally biased and favored English speaking Americans, while causing English Language Learners (ELL) to fail these standardized tests. Therefore, with regard to ELL, it was simply not fair to have students take a test on something they were not culturally prepared for (Crawford, 2004).

With this in mind, it has become clear that ELLs present teachers with a difficult challenge and, as a group, ELLs need special instructional support. As stated by Echevarria and Graves (2007):

Little has been written about the challenges caused by carrying levels of educational background and abilities of English language learners.

Teachers frequently report that they struggle to accommodate the diversity of skills and abilities of the students in their classes. These diverse skills and abilities are even more difficult to understand for those teachers who



lack training and knowledge about second-language acquisition and related issues. Certain types of difficulties for ELLs are predictable and understandable, given adequate preparation to work with these students. Other students may have needs that require specialized attention, such as those who are undereducated and those who have learning difficulties. Certain types of instruction are appropriate for English language learners, regardless of whether they are (1) in small groups or large groups, (2) in primarily bilingual or monolingual placements, or (3) identified for special education services. (p. xiii)

Special 21<sup>st</sup> Century federal grants have been awarded to Title I school districts to provide learning assistance for ELLs. These grants provide fiscal support for after-school remediation programs for areas of special need as reading and mathematics. The Sunnyside School District had received a Title I grant, and had used these funds to support an after-school program (ASP) to help ELLs prepare for the Washington State Assessment of Student Learning (WASL). According to a 2007-2008 demographic report, the Sunnyside School District student population consisted of 82% Hispanic, 17% Caucasian, and one percent other.

### Statement of the Problem

In the Sunnyside School District, ELLs had a difficult time with oral reading fluency, retell/comprehension, and word use fluency/vocabulary. These students needed at least 90 minutes of focused instruction, each day, to address these reading deficiencies. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) reading assessment indicated that test scores were below standard for ELL students, who needed to catch up with most students. An urgent need existed for a voluntary after school program to help ELLs. Without the extra help of the ASP or other aide students fall more and more behind state standards, schools fail in the Annual Yearly Progress (AYP) and in NCLB.

Phrased as a question, the problem which represented the focus of the present study may be stated as followed: to what extent did a volunteer ASP help improve ELL reading scores as measured by the DIBELS assessment?

### Purpose of the Project

The purpose of this experimental research study was to determine if an afterschool program would help ELL students improve their reading scores, as measured by the DIBELS assessment. To accomplish this purpose, a review of selected literature was conducted. Additionally, DIBELS assessment scores of participating 3<sup>rd</sup> grade students were obtained and analyzed, and from which related generalizations, conclusions, and recommendations were formulated.

### Delimitations

The sample consisted of seventeen (17) 3<sup>rd</sup> grade ELL students, including eight males and nine females. Of the 17 participating students, 10 were enrolled in Dual Language Classrooms and all were of Hispanic ethnicity. Oral Reading Fluency, Retell/Comprehension, and Word Use Fluency/Vocabulary scores were obtained from the DIBELS reading assessment and Fluency Reads were administered to determine growth. There were 733 students enrolled in Washington Elementary School as of October 2007. Sunnyside resides in an agricultural farming community. The district had 87% free and reduced lunches that year. Annual Graduation was 41% and the Dropout Rate was 16.7%. There were 27.4% in Transitional Bilingual Education, and 12.3% were receiving Special Education services.

### Assumptions

The assumption was made that ELL students who participated in the ASP would score higher in Oral Reading Fluency, Retell/Comprehension, Word Use Fluency/Vocabulary. Further, participating students would be provided greater opportunity to practice reading different stories, retelling what they read, increasing their fluency, building vocabulary, and scoring higher in comprehension than students not in ASP. In addition, it was assumed that the

students would give their best effort and that the DIBELS test was the most appropriate assessment of reading skills and ability.

#### Hypothesis One

Third grade ELL students enrolled in the volunteer ASP at Washington Elementary School (WES) will achieve higher Oral Reading Fluency scores as measured by the DIBELS reading assessment after participating in the after school instruction.

#### Hypothesis Two

Third grade ELL students enrolled in the volunteer ASP at Washington Elementary School (WES) will achieve higher Retell/Comprehension scores as measured by the DIBELS reading assessment after participating in the after school instruction.

#### Hypothesis Three

Third grade ELL students enrolled in the volunteer ASP at Washington Elementary School (WES) will achieve higher Word Use Fluency/Vocabulary scores as measured by the DIBELS reading assessment after participating in the after school instruction.

#### Null Hypothesis

Third grade ELL students enrolled in the volunteer ASP at Washington Elementary School (WES) will not achieve higher Oral Reading Fluency,

Retell/Comprehension, and/or Word Use Fluency/Vocabulary scores as measured by the DIBELS reading assessment after participating in the after school instruction. Significance was determined for  $P \geq$  at .05, .01, and .001 levels.

### Significance of the Project

The present study would provide important factual information concerning the effectiveness of the ASP at WES, when attempting to help ELL students improve their reading fluency. Essentially, this study would allow Sunnyside District administrators and teachers to determine whether or not the ASP, supported by Title I funds, was successful. If successful, then the ELLs will improve their standard scores as a result of the ASP. If not successful, then the district needs to focus on a different approach to help the ELLs.

### Procedure

Prior to the opening of the 2007-2008 school year, the researcher sought and obtained permission to undertake the study and to obtain essential baseline data from Mrs. Gwyn Trull, principal at WES, and Mr. Roy Montelongo, the ASP Director. At this time, permission to obtain participating students DIBELS test scores was also obtained by the students' parents. The researcher sent an informational note home to parents asking their permission to participate in the ASP. When permission slips were returned the researcher had the students complete a reading DIBELS at the beginning, during, and end of the program, to

elicit related information (Appendix A). The ASP has a nine month program that was divided into three sections throughout the school year and the middle three months were chosen for this study. The goals were to implement reading and math as the focus. The DIBELS testing and Fluency Reads were administered by para-professionals and the researcher who had been provided special DIBELS test training.

### Summary

The NCLB Act effected many schools throughout the United States to have “no child left behind.” The Sunnyside School District implemented the ASP in their schools. Washington Elementary School focused on improving Reading scores. The DIBELS assessment was used as one factor of the reading scores. The administrators and teachers focused on helping ELLs in the afterschool program in hoping to help their students improve to grade standards.

### Definition of Terms

At Risk. Students that were below average in their reading scores. At risk students need more opportunity to practice their reading.

English Language Learner. Any person or student learning English and they either know or don't know other languages. Students that come from Mexico or any other country not knowing English usually qualifies as an English Language Learner.

Oral reading fluency. Number of words students can read without struggling. The students read for one minute, how far they get in the story determines their fluency.

Retell. Summary of what students read. After the timed reading the students retell for one minute.

Word use fluency. Using a word in a sentence.

### Acronyms

ASP. After School Program

AYP. Annual Yearly Progress

BEA. Bilingual Education Act

BLE. Bilingual Education

CCLC. 21<sup>st</sup> Century Community Learning Centers

DIBELS. Dynamic Indicators of Basic Early Literacy Skills

ELL. English Language Learners

LESA. Limited English Speaking Ability

NCLB. No Child Left Behind Act

WASL. Washington State Assessment of Student Learning

WES. Washington Elementary School

## CHAPTER 2

### Review of Selected Literature

#### Introduction

When undertaking the review of selected literature, the researcher discovered major federal action dating back to the 1950's indicating an emerging trend in support for students with limited English Language skills. Significant related research was also found which detailed critical student literacy skills and the role played by DIBELS reading assessment. Both of these subtopics have been addressed in the review. A summary of major areas produced from the review of literature has been provided. Literature primarily within the last five (5) years were identified through an online computerized literature search of the Educational Resources Information Center (ERIC), the Internet, Proquest, and the library.

#### Recent Federal Action Impacting English Language Learners (ELL)

The 1954 Brown vs. Board of Education of Topeka Supreme Court ruling found segregation in the public schools unconstitutional. This represented a major improvement of education for minority students, especially the African American population. This ruling also brought about desegregation of public schools in America.



The 1968 Lau vs. Nichols case against San Francisco School District focused on denial of equal education opportunity for 1,800 Chinese students. The case argued that having the same facilities, textbooks, teachers, and curricula did not guarantee an equal education. The court agreed, since the students knew little or no English, they were “foreclosed from any meaningful education” Crawford 1987 (as cited in Stewner-Manzanares, 1988, p 3). In addition to court cases, congress enacted a variety legislation that impacted Education Facilities.

The Civil Rights Act of 1964 helped Black and other minority groups to receive greater opportunity for employment, housing, and education. This act prevented discrimination and segregation from employment based on race or national origin (Stewner-Manzanares, 1988).

In 1968, the Bilingual Educational (BEA) Act provided funds for school districts to use resources for educational programs, training for teachers and teacher aids, development and dissemination of materials, and parent involvement projects. Prior to that time, no allowance had been made for using native language to help students. The BEA of 1968 helped meet the needs of students with Limited English Speaking Ability (LESA). Senator Ralph Yarborough of Texas introduced this legislation to provide assistance to school districts teaching Spanish as a native language, the teaching of English as a second language, and

programs designed to give Spanish speaking students an appreciation of ancestral language and culture (21<sup>st</sup> Century Community Initiative, n.d).

Title II of the Education Amendments Act of 1974, also known as the Equal Education Opportunity Act, also impacted education of LESA students by recommending that language barriers be overcome by means of special instructional programs. School districts were now required to provide programs specifically designed for LESA students whether they had funds or not.

The BEA finally specified guidelines needed to define a bilingual program. In addition to defining a Bilingual Education (BLE) program, school districts were now required to establish program goals, have regional support centers, and have capacity-building efforts. The 1984 BEA provided greater flexibility for states and local school districts to implement transitional bilingual education programs, developmental bilingual education programs, and special alternative instructional programs for ELLs (Stewner-Manzanares, 1988).

The No Child Left Behind Act (NCLB) passed by United States Congress in 2006, was intended to help children improve their math, reading, and writing skills. Unfortunately, English Language Learner students experienced difficulty passing the test due to cultural bias. As the test focused on American Society, students that came from different cultures, not knowing English and the prevailing culture, were greatly effected (21<sup>st</sup> Century Community Initiative, n.d).

The NCLB has supported programs such as 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC), to provide students served under Title I with their struggles, particularly in reading and mathematics. In addition to receiving federal Title I funding, for the past three years, the Sunnyside School District has provided additional financial support to help students pass the Washington State Assessment of Student Learning (WASL) and to improve DIBELS scores. In general, the NCLB also encouraged teachers, students, and parents to work together to accomplish higher standards (Crawford, 2004).

Through NCLB support 21<sup>st</sup> CCLC grant also provided school districts with funding for after-school programs. Each state received federal funds based on its share of Title I funding for low-income students. The 21<sup>st</sup> CCLC grant funded schools that provided: academic enrichment activities that helped students meet state and local achievement standards; additional services designed to reinforce and complement the regular academic program; and literacy and related educational development service to the families of children who were served in the program (21st Century Community Nationwide, n.d.). Federal funding support for the 21<sup>st</sup> CCLC has increased from \$40 million in 1998 to \$1.08 billion in 2008. There have been reports that students who attended the 21<sup>st</sup> CCLC improved their reading scores by 43%, and math scores by 49%. Students who

attended regularly improved their test scores and overall academic behavior (21<sup>st</sup> Century Community Initiative, n.d).

### Early Learning Skills Assessment and Reading Fluency

“The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) were developed based on measurement procedures for Curriculum-Based Measurement which were created by Stanley L. Deno and colleagues through the Institute for Research and Learning Disabilities at the University of Minnesota in the 1970s-1980s” (DIBELS, 2008, p 1). This assessment was intended to help students improve their fluency acquisition and included measures for assessing the acquisition and of early literacy skills from Kindergarten through sixth grade. Procedures included one-minute assessments that measured the development of early literacy and early reading skills. An ongoing series of studies on DIBELS documented the reliability and validity of the measures, as well as their sensitivity to student change (Dynamic Measurement Group, 2008, p 1).

Fluency reading was explained as recognizing words automatically, and utilized two different approaches, direct and indirect. The direct approach involved modeling and practicing with repeated reading under time pressure. This showed how fast a student read during a minute period. The students’ goal was to aim for speed and accuracy. Every grade level incorporated a baseline reading goal. After the reading, students were allowed one minute to retell the story. This

measured the student's comprehension of what they had read. The indirect approach involved encouraging children to read voluntarily during their free time. Teachers usually assigned this for homework to record what they read, how many pages, and for how long. Some teachers required students to write a summary about what they read (Overview:How Children Learn, n.d. ).

Reading Comprehension incorporated many essential reading skills including: required motivation from the reader; mental framework for holding ideas; and concentration and good study techniques. This practice developed broad background knowledge needed to become interested in different topics, while also identifying the types of reasoning for using critical thinking skills (Gruwell, 2002).

### Summary

Throughout the years, there were rights to protect students learning, even though they didn't know English. It all started with the 1954 Brown vs. Board of Education of Topeka desegregation case of students in the public school which all lead to the NCLB in 2000. Concerns from NCLB that was addressed was the progress of the ELLs scores. With the help of DIBELS assessment, it can help show where students need help.

## CHAPTER 3

### Methodology and Treatment of the Data

#### Introduction

The purpose of this experimental research study was to determine if an After School Program (ASP) would improve ELL students' Oral Reading Fluency, Retell/Comprehension, and Word Use Fluency/Vocabulary scores, as measured by the DIBELS assessment. To accomplish this purpose, a review of selected literature was conducted. Additionally, DIBELS assessment scores of participating 3<sup>rd</sup> grade students were obtained and analyzed.

#### Methodology

The researcher used a third grade class that was struggling with reading fluency and comprehension. The lower than average students were given the opportunity to participate in an ASP to help with reading, writing and math. They were in the ASP and the second session scores, during the middle three months were used for analysis.

The researcher had the students read to the Para-educator every day to record their progress in their reading fluency and comprehension. The researcher used an experimental method to determine the effectiveness of the ASP. Experimental research focuses on the strongest results of any quantitative research approach because it provides clear evidence for linking variables.

### Participants

The sample consisted of the seventeen (17) 3<sup>rd</sup> grade ELL students. The students' ages were between nine and ten, and included eight males and nine females. Of the 17 participating students, 10 were enrolled in Dual Language Classrooms the other seven students were enrolled in regular education classes and all were of Hispanic ethnicity. Oral Reading Fluency, Retell/Comprehension and, Word Use Fluency/Vocabulary scores were obtained from the DIBELS reading assessment and Fluency Reads.

### Instruments

The instrument used to gather the data was the DIBELS assessment. This assessment assesses the students' Oral Reading Fluency, Retell/Comprehension, and Word Usage Fluency/Vocabulary. "Initial research on DIBLES was conducted at the University of Oregon in the late 1980s. Since then, an ongoing series of studies on DIBELS has documented the reliability and validity of the measures as well their sensitivity to student change" (Dynamic Measurement Group, p 1).

There are other claims that DIBELS assessment is not the best assessment instrument for both the students and the teachers. "It is bad for students (they end up engaging in curricular activities that do not promote their progress as readers) and bad for teachers (it requires them to judge student progress and shape

instruction based on criteria that are not consistent with our best knowledge about the nature of reading development” (Goodman, 2006, p 1). The research is reporting that they are using the DIBELS as an easy route, since it only takes one minute.

### Design & Procedure

Before the ASP began, the school tested the students based on the DIBELS assessment to determine whether the students meet DIBELS standards. The students with low scores were chosen to attend the ASP to help them improve reading skills.

During the ASP, the researcher utilized the Para-professional to take one student at a time to read for one minute. The Para-professional then graphed each students’ fluency progress to show the students their progress. The students were timed for one minute on what they read, this would happen every day. The researcher employed the same process as the Para-professional but with the whole class, in partners, to practice three times a week. Everyone practiced every week to read as fast as they can, remember what they read, and used some new vocabulary.

The researcher also helped the students build their vocabulary by reviewing high frequency words and having students read the words. The



researcher used the Pre-test, Post-test and daily individual growth charts for each student's Oral Reading Fluency and Retell/Comprehension.

#### Treatment of Data

The researcher used non-independent *t*-test to measure amount of improvement. The DIBELS scores from their Pre-test and Post-test was used from Oral Reading Fluency, Retell/Comprehension, and Word Use Fluency/Vocabulary scores.

#### Summary

The DIBELS is administered three times a year to assess Oral Reading Fluency, Retell/Comprehension, and Word Use Fluency/Vocabulary. From the first test the ELL students with low scores were selected to participate in the ASP. After three months, the students were again tested using DIBLES assessment. The researcher used the Pre-test and Post-test design and a non-independent *t*-test for analysis of the data. The researcher noticed that having the graphs as a visual to show the students how they improved appeared to inspire them on the Oral Reading Fluency. With that, the Researcher is anticipating that the inspiration will transfer to the Retell/Comprehension and the Word Use Fluency/Vocabulary.

## CHAPTER 4

### Analysis of the Data

#### Introduction

The purpose of this experimental research study was to determine if an ASP for ELL students improve their reading scores, as measured by the DIBELS assessment. To accomplish this purpose, a review of selected literature was conducted. Additionally, DIBELS assessment scores of participating 3<sup>rd</sup> grade students were obtained and analyzed, from which related generalizations, conclusions, and recommendations were formulated.

#### Description of the Environment

The sample group was small and specifically addressed students from one area of Washington Elementary School. The group consisted of 17 students, 8 males and 9 females, in third grade. Comprehension scores were determined on reading programs: Open Court and Corrective Reading. DIBELS and Fluency Reads also were administered to show growth. DIBELS testing and Fluency Reads were administered by Para-professionals trained on testing students.

The students were 100% Hispanic. Of these students, all were determined to be English Language Learners (ELL).

### Hypothesis One

Third grade ELL students enrolled in the volunteer ASP at Washington Elementary School (WES) will achieve higher Oral Reading Fluency scores as measured by the DIBELS reading assessment after participating in the after school instruction.

### Hypothesis Two

Third grade ELL students enrolled in the volunteer ASP at Washington Elementary School (WES) will achieve higher Retell/Comprehension scores as measured by the DIBELS reading assessment after participating in the after school instruction.

### Hypothesis Three

Third grade ELL students enrolled in the volunteer ASP at Washington Elementary School (WES) will achieve higher Word Use Fluency/Vocabulary scores as measured by the DIBELS reading assessment after participating in the after school instruction.

### Null Hypothesis

Third grade ELL students enrolled in the volunteer ASP at Washington Elementary School (WES) will not achieve higher Oral Reading Fluency, Retell/Comprehension, and/or Word Use Fluency/Vocabulary scores as measured

by the DIBELS reading assessment after participating in the after school instruction. Significance was determined for  $P \geq$  at .05, .01, and .001 levels.

### Results Discussion

The researcher found that the Oral Reading Fluency scores, hypothesis one, was supported based on the t-value obtained. The researcher found there was a huge growth on reading fluency from a mean of 70.59 to 91.18 words per minute. Each of the Dependent variables and t-values can be found in Table 1.

Table 1

#### Oral Reading Fluency (ORF)

Statistics	Pre	Post	t-Value	Probability
Mean	70.59	91.18	8.28	.001
Standard Deviation	11.33	14.99		

#### Retell Fluency (RF)

Statistics	Pre	Post	t-value	Probability
Mean	34.29	38.88	0.56	N/S
Standard Deviation	9.99	14.10		

#### Word Usage Fluency (WUF)

Statistics	Pre	Post	t-value	Probability
Mean	51.12	52.00	0.24	N/S
Standard Deviation	13.29	17.66		

The researcher found the more the students practice reading every day, the more fluent they would become.

The Retell/Comprehension scores indicate that the null hypothesis was not rejected based on the  $t$ -value obtained. The scores only improved slightly from 34.24 to 38.88 words per minute. The scores were lower than expected. There were some individual growth but not enough to support that the ASP really benefited the students.

The Word Usage Fluency indicated the null hypothesis could not be rejected based on the  $t$ -value. The research scores based on the DIBELS assessment indicated that the ASP did not build vocabulary as the scores only improved about one word during a three month period.

The students that attended every day improved. The other students either met their goal in one area in the DIBELS assessment or improved their individual score from the previous assessment. The researcher noticed that the Oral Reading Fluency was the highest in improvement with eight students meeting that assessment. In this assessment the students just have to read as fast as they can in order to get a good score. The problem with this is that their retell score suffers. The students focused on reading as fast as they can and not on the story for comprehension. Retell Fluency was the next on the list with four students meeting that assessment. Word Use Fluency did not really change much. When just

examining each student's individual improvements there were eleven students that improved on their individual scores.

The researcher had the students graph their progress each time they read. This seemed to help them see where they were and where they need to be. It also appeared to give them confidence that they can achieve in improving Reading Skills.

The researcher analyzed the data and noticed that to improve the fluency of a story they need to read as fast as they can. In order to Retell they need to know what they just read. The problem with this approach is the students are focused on reading as fast as they can and not on what the story was about. As a result retell score suffers. Word Use Fluency score reflects the students' ability to put the word in a sentence. The fact that all students did not improve and meet their goal, then other factors should be examined. For example their attendance to ASP was not consistent. There might be other indicators away from the school environment such as home issues, social issues, or personal issues that impact their performance at school.

### Summary

The researcher discovered that not all three of the Hypothesis were achieved. The Oral Reading Fluency scores showed eight students improved enough to support Hypothesis One. The Retell Fluency scores indicated five

students improved but not enough so Hypothesis Two was not supported. The Word Use Fluency scores showed ten students improved but not enough to support Hypothesis Three. Overall, all the students improved at least in one of the three areas.

## CHAPTER 5

### Summary, Conclusions and Recommendations

#### Introduction

The purpose of this experimental research study was to determine if an ASP for ELL students would improve their reading scores, as measured by the DIBELS assessment. To accomplish this purpose, a review of selected literature was conducted. Additionally, DIBELS assessment scores of participating 3<sup>rd</sup> grade students were obtained and analyzed, from which related generalizations, conclusions, and recommendations were formulated.

#### Summary

Since the NCLB was adopted in 2001, a strong case had been made that NCLB requirements were culturally biased and favored English speaking Americans, while causing ELL students to fail these standardized test. The Title I schools were awarded 21<sup>st</sup> Century federal grants to provide assistance for ELLs. Sunnyside School District, one of many Title I schools were eligible for the federal grants that support after-school remediation programs for areas of special need such as reading and math.

The purpose of this research was to determine if ASP would help ELL students improve their Oral Reading Fluency, Retell/Comprehension, and Word Use Fluency/Vocabulary scores as measured by the DIBELS assessment.



The researcher spent three months with a group of 3<sup>rd</sup> grade ELLs to review and help them improve their scores for the DIBELS. The researcher provided individual instruction and practice with the whole group on reading skills. The researcher used different stories to help the students practice the skills they needed to master reading, retell and word usage. To practice with Oral Reading Fluency the reader would have one minute to read the story. Then the reader would retell what they read to their partner for one minute. The researcher found that reading a story three times appeared to give students confidence in their fluency and their comprehension. For Word Use Fluency they played a game related to spelling various words. After spelling the word the researcher would demonstrate what the word meant and to visualize the word if possible. Then as a class they would put the word in a sentence.

The researcher found that the ASP was beneficial for ELLs in the Oral Reading Fluency scores provided by the DIBELS assessment. This finding may be related to the immediate feedback concerning their performance. More specifically, the students appeared more excited and focused on Oral Reading Fluency and how far they read in their stories because graphic feedback on performance was provided. The areas of Retell/Comprehension and Word Use Fluency/Vocabulary were not as successful as the students showed little

improvement. For these two measures there was only minimal evidence that showed that the ELLs really benefited from the ASP.

### Conclusions

There have been many court cases that have helped the ELL students. The 1954 *Brown vs. Board of Education of Topeka* Supreme Court for segregating African Americans in the public schools ruling found segregation in the public schools unconstitutional. This ruling also brought about desegregation of public schools in America. The 1968 *Lau vs. Nichols* case denied the equal education opportunity for 1,800 Chinese students. The case argued that having the same facilities, textbooks, teachers, and curricula did not guarantee an equal education. The Civil Rights Act of 1964 helped African American and other minority groups to receive greater opportunity for employment, housing, and education. In 1968, The Bilingual Education Act (BEA) provided funds for school districts to use resources for educational programs, training for teachers and teacher aids, development and dissemination of materials, and parent involvement projects. That helped meet the needs of students with Limited English Speaking Ability (LESA) which provided school districts teaching Spanish as a native language. Title II of the Education Amendments Act of 1974 also known as the Equal Education Opportunity Act that meant school districts were required to provide programs specifically designed for LESA students whether they had funds or not.

Despite the laws and legislation there were no specific guidelines set for BEA programs. In 1984 BEA provided flexibility for states and local school districts to implement transitional bilingual education program, developmental bilingual education programs, and special alternative instructional programs. The NCLB was intended to help all children improve in math, reading, and writing skills. The ELL students scored lower than the native English students on the standardized tests. The prior knowledge of English that ELL students know and is on the tests make most tests culturally bias. The NCLB supported 21<sup>st</sup> Century programs under Title I funding to support students to pass the state standards. The DIBELS assessment was developed to measure the fluency acquisition and early literacy from Kindergarten through sixth grade.

The researcher found that the ASP did in fact help the ELL students in certain areas. State law made it easier for ELL students to go to school. The DIBELS assessment has been adopted throughout the school district. To pass this test all Third grade students need to read words in English. If they are struggling in English, it is extremely difficult to pass this test, especially if they only have one minute to read the story, retell the story, know what word means, and make a sentence with that word in English. That is the very reason the ASP was created to help students meet the state standards in Reading and Math.

### Recommendations

Attendance is an important factor in all programs. Future programs should have more time to help the students with the improving Retell/Comprehension and Word Use Fluency/Vocabulary. There should be numbers new stories available to have them practice at their level in contrast to the existing curriculum in the classroom.

Any ASP should not be viewed as just for homework. The focus should be on developing their skills. Parents should be encouraged to help them at home with their homework, reading the stories, asking them what they read, and learning new vocabulary.

The Director of the program should be involved with the learning. He should spend some time in the classroom to help monitor students as well as the teachers to see what is needed. Any ASP should commit to providing an adequate amount of time to achieve the objectives of the program: passing the DIBELS benchmark.

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## APPENDIX A

Lisa Tiliano, has my permission to do research for her Master's Degree on the afterschool group.

Gywn Trull  
Principal at Washington Elementary

Lisa Tiliano has my permission to do research for her Master's Degree on the afterschool group.

Roy Montelongo  
Afterschool Director

Dear Parent,

Jan. 4, 2008

I am writing to obtain your permission to survey your child to determine his/her interest in reading. The survey questions to be asked are listed. This information which will be kept confidential, will be used to provide reading materials for use in the After School Program at Washington Elementary School best suited for your child's interest. In providing information needed to complete my Master's degree thesis.

### Survey Questions

1. I like to read interesting books
2. I need help with some words
3. I like to tell others what I read
4. I like to learn new things
5. I like to speak English
6. I like to speak Spanish

My child, \_\_\_\_\_ has my permission to take the survey for the research of Miss Lisa Tiliano's Master's Degree.

\_\_\_\_\_  
Parent's Signature

Appendix B

Table 2

Data Table of ORF, RF, WUF Pretest and Posttest Scores

Group	Pre	Post	Pre	Post	Pre	Post
S00	97	115	25	44	46	74
S01	71	78	24	32	43	61
S02	70	95	25	29	51	30
S03	62	77	38	36	52	47
S04	75	114	38	47	34	47
S05	63	88	32	0	44	27
S06	51	72	18	34	44	51
S07	73	104	36	63	72	73
S08	85	87	49	50	57	81
S09	73	100	51	41	42	37
S10	63	81	46	55	48	47
S11	59	87	28	63	41	47
S12	64	65	44	20	47	50
S13	76	102	25	36	46	53
S14	81	111	25	17	62	46
S15	58	79	43	22	50	28
S16	79	95	36	33	90	85