

English Language Development (ELD) Efficacy

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by
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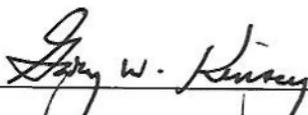
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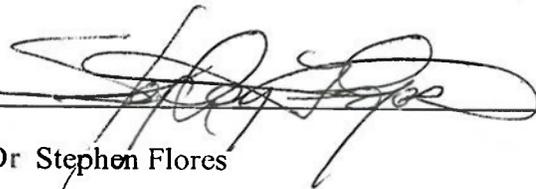
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English Language Development Efficacy

Title of Item

ELO programs, English Learners, Grammar, Instruction

3 to 5 keywords or phrases to describe the item

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Chapter 1

Statement of Problem

Marisol was a sweet, hard-working, eighth grade student. Unfortunately, her Language Arts teacher's fond memory of Marisol also reminded her of feeling that Marisol's needs were not met. Marisol spoke only Spanish. Her family was a migrant family that had moved back and forth from Mexico to the United States. When she came to class as a new student near the beginning of the year, her teacher was faced with the realization that she had to somehow teach her about persuasive essays and research papers and eighth grade level vocabulary, even with the language barrier between them. Her teacher knew some Spanish, but not to the extent where she could teach Marisol grade level material.

Another challenge Marisol's teacher was faced with was the fact that her school district, Briggs Elementary, did not have any intervention to offer Marisol to help her acquire English. This was surprising, considering the school's demographics. According to the Educational Demographics Office, the student population at that time was 82.3% Hispanic, 23.8% were classified English Learners and 5.2% were redesignated fluent English proficient (RFEP), meaning their classification had just recently changed from being an English Learner (California Department of Education, 2011). Another 23.3% were considered Fluent English Proficient, meaning that even though their English was considered proficient according to district criteria; their primary language was still another language other than English. A safe assumption was that the language spoken in many of the students' homes was not English, but Spanish. Essentially, at least one out of every four students in the district was still not considered to be proficient in English. Yet, there was no English Language Development program to assist these students with learning English.

An English Language Development program, or ELD program, is the systematic, explicit teaching of English, such as the syntax, grammar and vocabulary, to non-speakers so they can speak, write, read and comprehend in English. In the years leading up to this point, Briggs School District had made several attempts to meet the language needs of their English Learners according to superintendent, Deborah Cuevas. First, textbooks were available in Spanish for the English Learners to use and instructional aides were in the classrooms for translation help. As budgets were cut, the aides were eventually gone from the classroom. Then, a small pullout group was created for the English Learners with the most need, essentially the students who only spoke Spanish and knew no English. Again, an aide was used to teach and they used a program called High Point. Eventually, the pullout group was also phased out as money was not available to keep an aide. Lastly, the curriculum Avenues was purchased, but its usage in the classroom was stopped due to little money available for extensive staff development, no training, and a reluctant staff.

Although the previous attempts at creating an ELD program were unsuccessful, Briggs superintendent Ms. Cuevas was still adamant about finding and implementing an effective program. Finally, in the 2010 – 2011 school year another ELD program was attempted. Tens of thousands of dollars was spent on training teachers to implement an intensive, grammar-based, teacher-created English Language Development program. This program was presented to the district by the Clark Consulting Group, Inc. The consultants, Kevin Clark and Heidi Koski, presented teachers with eight methods of the program that were to be taught to students and an individualized scope and sequence for each school to follow. Although it has much of the teachers' support, they still question whether this program will stay, considering all the time and

money invested into it and the failure of ELD programs in the past. But if the program is effective, shouldn't that fact support its future?

An effective ELD program successfully teaches students how to read, write, speak and understand academic English. If students can become proficient readers, writers, and speakers in English, opportunities will open for them not only in education and school, but in life. These students need this opportunity, and an ELD program begins to meet that need.

Purpose of the Study

The purpose of this study is to measure the effectiveness of the newly-implemented, grammar based English Language Development program by Briggs School District. The effectiveness will be evaluated by examining student performance on the California English Language Development Test (CELDT), proficiency on a Language Arts report card standard (as shown through a score of a "3") and proficiency on the Language Arts subtest on the California Standards Test (CST) through a score that reaches the "Proficient" or "Advanced" levels. Parent and student input on the program will also be studied through an opinion questionnaire.

Significance

Many teachers in Briggs School District are concerned about the high number of EL students who read and write below grade level. Many of these students cannot put together a complete sentence, verbally or in writing. For the middle school students, it is very worrisome because these EL students are going on to high school and are expected to pass many requirements and tests to graduate. With the English Learner subgroup having a 170 point achievement gap between themselves and the White subgroup on the 2011 Academic Performance Index, or API, and having only 27.8%, on average over the past four years, scoring proficient on the Language Arts subtest of the CST, it is very evident that, as a district, more

needs to be done to prepare these students for the future. This study is important because now that the district has committed to implementing this ELD program with fidelity and if it shows to be effective, it needs to stay. This has been a huge undertaking and change to the school culture and if this program is to stay, it needs to prove its efficacy.

This issue of providing English Learners language instruction through English Language Development programs is currently an important one in education, especially in the state of California. According to the Educational Demographics Office, California had 1,052,286 English Learner students in its school system in the 2010-2011 school year (California Department of Education, 2011). It is not a matter of whether teachers in California have English Learners in their classroom, it is a matter of how many and how the students are getting their needs met. Those needs being the opportunity to learn and become proficient in a language that will help them be successful citizens now and in the future.

The federal government also has an interest in this issue as well. The No Child Left Behind Act of 2001 has been praised for bringing attention to this long, under-looked topic of the English Learner subgroup not receiving the instruction they need to succeed. There are several program models to choose from, such as Structured English Immersion, English as a Second Language, Bilingual Education and Dual Language. The type of population, resources a school has and school board approval usually determines the type of program they offer. It has made educators critically look at the programs they are offering to this subgroup of students.

This district is not alone in the difficulties they are facing in effectively serving English Learners. This issue is an important one on every level; school, district, state and federal.

Setting

The research will take place in Briggs School District at its elementary school; Olivelihoods Elementary. Briggs School District is a small, two- school district in Santa Paula, California. Olivelihoods Elementary holds kindergarten through fourth grade on its campus with a total of 302 students, of which 179 students are English Learners. The focus of the research will be solely on the English Learner (EL) subgroup of students. Due to limitations of the study, 104 students of the total 179 English Learners will participate.

Definitions of Terms

California English Language Development Test (CELDT) – The test given in California to those students who have identified on a Home Language Survey that their home language is a language other than English. This test helps schools identify students who need to improve their skills in listening, speaking, reading, and writing in English. Schools also give the test each year to students who are still learning English to measure their English proficiency and those who have met district-determined criteria are eligible for reclassification to English Proficient (California Department of Education, 2011).

California Standards Test (CST) The test given in California on academic content standards. Each spring, students in grades two through eleven take a STAR test. The STAR Program looks at how well schools and students are performing. Students take tests in math, reading, writing, science, and history (California Department of Education, 2011).

English Language Development (ELD) –A specialized program of English language instruction appropriate for the English learner (EL) student's (formerly LEP students) identified level of

language proficiency. This program is implemented and designed to promote second language acquisition of listening, speaking, reading, and writing (California Department of Education, 2011).

English Learner (EL) A student for whom there is a report of a primary language other than English on the state-approved Home Language Survey **and** who, on the basis of the state approved oral language (grades kindergarten through grade twelve) assessment procedures and literacy (grades three through twelve only), have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs (California Department of Education, 2011).

Working Definitions

improvement (CST) – Any increase in the numeric scaled score or increase in level (Far Below Basic, Below Basic, Basic, Proficient and Advanced).

improvement (report cards) Any increase within the numeric grade scale (1, 2-, 2, 2+, 3).

proficient (CST) – Students are considered to be on grade level if they score *proficient* or *advanced* on the CST. Each grade level has a different scale to determine these levels.

proficient (report cards) – In the Briggs School District students are considered proficient in a particular standard if they score a “3” on their report card. This means they are at grade level in that particular standard.

Redesignated Fluent English Proficient (RFEP) – In the Briggs School District students are eligible to be reclassified from EL to RFEP if they meet the following criteria: (1) has achieved an overall score of at least *Early Advanced* or higher AND at least *Intermediate* or higher in the

four subcategories of the CELDT, (2) is meeting or close to meeting grade level content standards, (3) has achieved a score of at least “Basic” or higher on the Language Arts portion of the CST, and (4) class participation is at a level equivalent to English Only students.

Research Questions

The purpose of this study is to measure the effectiveness of the newly-adopted, grammar based English Language Development program by Briggs School District by answering the following research questions:

1. What effects does the program have on student performance on the CELDT?
2. Did eligible students (those in grades 1-3) show improvement reaching proficiency on the language arts standard “Writes and speaks in complete sentences” on this year’s quarter report cards?
3. Did eligible students (those in grade 4) show improvement in reaching proficiency on the language arts portion of the CST?
4. How do students feel about their learning during this program?
5. Do parents observe improvement in their child’s overall performance in English?

Methodology

This study will be focused around evaluation research. The data that is to be collected, both quantitative and qualitative, will be done with the intent of evaluating the effectiveness of the current ELD program at Oliveland Elementary. Quantitative data collected will be only from the EL subgroup of students learning under the ELD program. The quantitative data will include their CELDT scores, CST scores (for students in grade 4 only) and report card scores (for students in grades 1-3 only). Qualitative data will include an opinion survey on the program that

will be issued to both students learning in the program and their parents. All data collected will be used to evaluate the effectiveness of the program.

Limitations

This study will be limited to only students who have been classified as English Learners *and* who have participated in the current ELD program for the last two years. Due to the quantitative data collected being related to student performance, some other limitations will be considered. Any students who have been identified in special education will not have their test scores considered since their progress is determined by their Individualized Education Program (IEP). Also, students who have been identified with a 504 plan will also not have their test scores considered. Kindergarteners will also not be included due to the limited data available. Students in first and second grade will also not have any CST scores as they have not yet taken the test. However, students in first and second grade will still have their CELDT scores and report cards analyzed and qualitative data will still be collected from these groups. Third graders will also not have CST scores analyzed since at the time of research they will only have their scores from second grade available. However, students in third grade will still have their CELDT scores and report cards analyzed and qualitative data will still be collected from these groups. Lastly, any students who participated in the ELD program this year, but not the previous year (for example, new students to the district) will not have their scores analyzed. Taking into consideration the limitation of the research, out of the 179 English Learner students at Oliveland's Elementary, 104 students will be eligible for this research.

Chapter 2

Literature Review

There are many aspects to implementing a curriculum program. To determine whether it is effective or not, you must fully examine its core components. This study is grounded in the literature on English Learners, the federal legislation, No Child Left Behind (NCLB) and how that affects them, the variety of programs available, such as English Language Development, effective strategies and grammar instruction.

Review Procedure

A preliminary literature search was conducted through Educational Resources Information Center (ERIC), Journal Storage (JSTOR) and ProQuest Education Journals using the John Spoor Broome internet library connection for California State University, Channel Islands. Used were the keywords *English Learners*, *NCLB*, *English Language Development*, *language acquisition*, *effective strategies and grammar instruction*.

English Learners

An English Learner (EL) is defined as “those students for whom there is a report of a primary language other than English on the state-approved Home Language Survey **and** who, on the basis of the state approved oral language (grades kindergarten through grade twelve) assessment procedures and literacy (grades three through twelve only), have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs” (California Department of Education, 2011). ELs were previously known as Limited English Proficient

students, or LEP students. In addition to the everyday challenges that every school-aged child faces, ELs also have the challenge of being able to speak, understand, read and write in a foreign language; English (Coleman & Goldenberg, 2010).

Not only do ELs face challenges, but so do their teachers. Teaching can be difficult. More difficulties arise in teaching ELs. Some of these challenges include the lack of teacher-parent communication, the lack of teacher-student communication, adequate teaching time for English and academic subjects and the range of needs by these students (Gàndara, Maxwell-Jolly, & Driscoll, 2005). Students who have grown up speaking English simply have oral language development and literacy development skills that those who did not grow up speaking English do not. Teachers are faced with the task that they “must differentiate instruction to manage, promote, encourage, and stimulate both oral and written language development concurrently” (Coleman & Goldenberg, 2010, p. 107).

Why is this challenge to teachers becoming more prevalent? During the 2009-2010 school year, there were 1,475,988 EL students in the state of California (California Department of Education, 2011). This equated to 23.7 % of the total enrollment of students, which means that almost one out of every four students in the state of California is an EL. What does this mean for educators? It means that approximately 25% of the students in their class are not only struggling to learn the grade level curriculum, they are also struggling with learning the language in which it is taught. Although California is identified as the state with the largest number of EL students, it is also an important issue facing the rest of the country (U.S. Department of Education, 2010). “While the overall school population has grown by less than 3% in the last 10 years, the number of LEP students has increased by more than 60 percent in that same time period” (U.S.

Department of Education, 2008, p. 8). Focus on this growing demographic of students was helped by the widely-debated law enacted by Congress in 2001 called No Child Left Behind.

No Child Left Behind (NCLB)

NCLB is an act “to close the achievement gap with accountability, flexibility and choice, so that no child is left behind” (No Child Left Behind, 2001, p. 1). It was signed into law on January 8, 2002, with the purpose “to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments” (p. 15) One of the ways this purpose is to be accomplished is by “closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers” (No Child Left Behind, 2001, p. 16). Those students who are classified ELs are considered to be in one of the disadvantaged subgroups of students and NCLB created a focus upon them.

NCLB has provisions built in it to ensure these students and their progress is monitored. States had to develop academic content standards and English language proficiency standards, valid and reliable assessments linked to those standards and were required to analyze the data according to subgroups, including ELs. Districts had to administer a Home Language Survey, administer English Language proficiency assessments, administer state content assessments, provide language instruction to ELs, provide educators with professional development to improve instruction to ELs and communicate to parents regarding educational programs for ELs (Garcia, 2009).

To keep the states accountable, they were directed to create three Annual Measurable Achievement Objectives (AMAOs) that are to be calculated at a district and a state level. AMAO 1 says there must be annual increases in the number or percentage of children making progress in learning English. AMAO 2 says there must be annual increases in the number or percentage of children attaining English proficiency. AMAO 3 says those children in the EL subgroup must be making Adequate Yearly Progress (AYP) on the content assessments in English Language Arts and Math (U.S. Department of Education, 2010). These AMAOs have been monitored closely.

In keeping with accountability, the federal government has compiled this data from the districts and states and reported on the status of the nation's EL population. In a brief dated May 2010, the U.S. Department of Education found 4.7 million students or 10% of the nation's K-12 student population was made up of ELs in 2007-2008. Progress was found to be disappointing. Only 11 states met their AMAO goals for the 2007-2008 school year and 59% of school districts met theirs. Of those districts, one-quarter of them missed their goals for two to four consecutive years. A problem raised in this brief was that NCLB allowed for the states to create their own performance goals and this varied drastically from state to state. This makes comparing districts and states difficult. This inconsistency is only some of the skepticism of NCLB.

Testing is a means to evaluate accountability. With all the testing required through NCLB, some feel that the focus in the classroom has become on test taking and not on giving students the opportunity to use their new language in academic contexts (Tran, 2009). Another problem is with AYP. One of the AMAOs in NCLB is Adequate Yearly Progress within subgroups. Even though a student meets their district's requirements to become redesignated Fluent English Proficient (RFEP), they are still considered an EL for two years after their redesignation. The thought is that this subgroup will then always contain students with low

English language proficiency and very little chance of meeting AYP (Abedi, 2004). There is also speculation with the tests given to determine AYP; the state-defined academic achievement tests. These are believed to be constructed for native English speakers (Abedi, 2004) making them difficult to measure non-native English speakers' abilities. Having schools pressured to meet AYP goals in all subgroups, compounded with the NCLB stating "all children must be proficient in language arts, math, and science by 2014" it is thought that "both of those goals are clearly impossible for *all* children" (Gàndara & Baca, 2008, p. 206). Although many argue the negative components of NCLB, it isn't without its merits. As Gàndara and Baca (2008) state, "It brought much needed attention to the plight of these students and shone a spotlight on their serious underachievement" (p. 205). And despite his criticism, Abedi (2004) concurs, that NCLB's attention to all the subgroups, including the ELs "is a step in the right direction" (p. 11). Regardless of their progress or the lack thereof, NCLB is a demonstration that EL students must have their educational needs met.

English Language Development

The ultimate goal is for all EL students to attain literacy proficiency in English. Simply, they should be able to speak, understand, read and write in English. "NCLB requires that schools help English language learners develop their English language proficiency skills at the same time that they provide grade-level content instruction for these students" (Garcia, 2009, p. 6). How this is done varies from school to school, district to district and state to state.

School districts should be concerned with the type of program their district is providing for their ELs. "With consistent and coherent policies in place, schools and districts can build and maintain effective programs for English Learners" (Coleman & Goldenberg, 2010). Some

districts deal with primarily Spanish speakers, while others have a multitude of different primary languages. Districts should evaluate their population as well as their resources and determine the best English Language Development (ELD) program. (Garcia, 2009) Questions that arise in establishing a program are: (1) Who will provide the instruction to the English Language Learners? (2) What type of curriculum and methods of instruction are we going to use? (3) What will be the language(s) of instruction? and (4) Is the desired outcome for ELLs to become bilingual or to exit the program and become mainstreamed (Honigsfeld, 2009)? Answering these questions might help a district decide which of the many ELD models to choose as their course of instruction.

Four common ELD models are Structured English Immersion (SEI), English as a Second Language (ESL), Bilingual Education and Dual Language.

Structure English Immersion – SEI programs became prevalent in many states after the passing of legislation that required English instruction. For example, in California, Proposition 227 was passed in 1998 which mandated that “all children in California public schools be taught English as rapidly and effectively as possible” (California State Legislature, 1998). In this type of program, students are placed in classrooms where English and content instruction is delivered in English all day (Honigsfeld, 2009). The classroom teacher gives explicit instruction in English as a second language and also delivers content instruction with modifications and various types of additional learning strategies, such as visuals, demonstrations, etc (Garcia, 2009).

English as a Second Language – ESL programs have EL students immersed in mainstream classrooms where instruction is delivered in English all day. They are then given explicit English instruction by an ESL specialist. The amount of time spent with the ESL specialist depends on the proficiency of the student (Honigsfeld, 2009). ESL programs can vary.

Many of the ESL programs are considered “pull-out” which means the students receive this instruction outside of their mainstream classrooms. Some are “push-in” where the ESL teachers go into the mainstream classroom to give help and instruction.

Bilingual Education – In the bilingual education model, students receive instruction in their native language as well as receive instruction in English. “The most prevalent feature is the amount of time spent on each of the target languages” (Honigsfeld, 2009, p. 169). For example, some programs follow a 90/10 model where they receive 90% of instruction in their native language and 10% in English. Some will have a 50/50 approach, where both languages are used 50% percent of the time. The goal is that eventually over time, the majority of the teaching should switch from the native language to English (Garcia, 2009).

Dual Language – In dual language programs, both English-speaking and non-English speaking students are served in the same classroom. The goal is for both groups of students to become fully bilingual in both languages (Garcia, 2009). Some take the minority-language dominant approach, where the minority language is taught for 80 to 90 percent of the time. Others take a balanced approach, where instructional time is equal between the two languages.

EL students have educational needs. Districts need to make sure they provide the most effective program to reach these students. This may vary from school to school, district to district, state to state, but what matters is what works for the students.

Effective ELD Programs

Having “a sustained and coherent focus in schools and districts leads to higher student achievement” (Coleman & Goldenberg, Summer 2010, p. 157). Although it has been difficult to pinpoint how schools have gone from less to more effective programs for their ELs, certain

characteristics have been identified. These include having explicit academic goals, ongoing student assessment, leadership, professional development, and a culture of high expectations and accountability (Coleman & Goldenberg, Summer 2010).

Higher EL achievement can be found at schools that set academic goals for themselves by maintaining “a school-wide focus on English Language Development and standards-based instruction, shared priorities and expectations with regard to educating English Learners and curriculum and instruction targeted to English Learner progress” (Parish et al. 2006). In addition to the school’s academic goals, there should also be student learning goals. The progress towards these goals should be monitored through ongoing assessments. Assessments “reinforce the importance of the goals and help teachers and administrators gauge their goal-directed efforts” (Coleman & Goldenberg, Summer 2010, p. 159). This is a common characteristic in school effectiveness. If schools want to ensure students are benefitting from a program, they should be monitoring it regularly.

This monitoring requires organization provided by strong leadership. Leadership can be from the top, the principal, or from the teachers themselves. Leadership from different levels supports high expectations and accountability. To sustain progress, ongoing professional development is essential. Gándara, Maxwell-Jolly, & Driscoll (2005) found that although there was very little or no professional development offered to teachers of English Learners, when there was, teachers felt better prepared to teach EL students. Effective professional development can include using assessment to drive instruction and setting up ongoing meetings and dedicated times for teachers to collaborate on the goals. Effective programs benefit from these practices.

By setting up a school-wide focus on English language development, there is a culture being established. Having goals, strong leadership, and ongoing assessment promotes

accountability. Ongoing professional development and dedicated collaboration time keeps teachers talking and learning themselves. All of these characteristics make an effective ELD program possible and attainable.

Effective Language Instruction

“English language development (ELD) instruction must be a priority from the moment students walk into school” (Coleman & Goldenberg, 2012, p. 49). As previously mentioned, teachers are the ones faced with the challenge of providing this instruction. Factors that contribute to effective instruction include knowledge of teaching and learning, deep content knowledge, experience and full certification in the field (Gàndara, Maxwell-Jolly & Driscoll, 2005). Abedi (2004) also agrees that teacher capacity should be improved. He states “LEP students need teachers who are well qualified in both language development and content, each of which plays a crucial role in LEP student achievement” (p. 12). He continues that “teachers of LEP students should receive training in content delivery, language sheltering and the teaching of academic language” (p. 12). Due to the overwhelming increase in the numbers of ELs in the classroom, Garcia also agrees with the investment in high-quality professional development for teachers to support their work with ELs. Along with English instruction, it is suggested that key literacy skills and connections made in the students’ primary language is also successful (Coleman & Goldenberg, 2010; Garcia 2009).

For teachers to deliver effective ELD, it should consist of daily language instruction, academic language, structured student talk, sufficient duration of services, careful grouping and student interaction. Coleman & Goldenberg (2012) believe that

Instruction should include explicit teaching of elements of English (e.g., vocabulary, syntax, and conventions), conversational conventions (e.g., taking turns and signaling disagreement), and strategies for how to learn the language (e.g., taking notes, paying selective attention, and summarizing (p. 49).

The type of instruction that is believed to attain literacy development contains phonemic awareness, phonics and decoding, oral reading fluency, vocabulary, reading comprehension and writing (Coleman & Goldenberg, 2010; Garcia, 2009). The way this instruction is delivered is also very important. Instruction should be explicit and interactive. Modifications that make the instruction meaningful includes: making instruction and expectations extremely clear, focused and systematic, displaying visuals to illustrate concepts, incorporating additional practice and repetition and offering reading material with familiar concepts (Coleman & Goldenberg, 2010).

To bridge the connection between ELD instruction and content instruction, daily instruction should include academic language. This will allow ELs to learn, discuss and comprehend the terms in content areas. Not only should it include vocabulary, but also the syntax and text structures (Coleman & Goldenberg, 2012). Students can then put the vocabulary into text structures orally or in writing. Having time for students to practice these structures orally is key. Students can practice using the academic vocabulary while answering using specific sentence frames.

The length of the daily instruction is also important. Coleman & Goldenberg (2012) believe “ELD instruction should probably continue until students reach level four (Early Advanced) and possibly through level five (Advanced or native-like proficiency) (p. 50). For success in middle and high school, reaching these levels is crucial. Grouping during daily instruction is also important. Grouping by the students’ language ability is likely to be effective

as long as the language needs are being met (Coleman & Goldenberg, 2012). However, for the rest of the day, ELs should have time to practice their skills with English speakers. Peer interaction gives ELs opportunities to use their English.

Effective ELD instruction does not “just happen” during the regular day instruction. It must be daily, direct, explicit and should continue for the duration of time it takes a student to reach the Advanced level. Students must be grouped accordingly and be given ample opportunities to put their English skills to use. Anything else is doing a disservice to EL students.

Grammar Instruction for Second Language Acquisition

“Grammar is not a constraining imposition but a liberating force” (Widdowson, 1990). Grammar instruction has been long-debated for many years. It has gone from being revered to being loathed and back to being important (Celce-Murcia, 1991). Recently, it has been concluded that there is direct and indirect evidence to support the teaching of grammar (Ellis, 2006). It certainly is not viewed as the only type of instruction for second language acquisition, but it is seen as an important aspect. Celce-Murcia (1991) sees “grammar, along with lexis – and also phonology for spoken-discourse – are resources for creating meaning through text and for negotiating socially motivated communication” (p. 477). Cullen (2008) agrees it’s a “resource to enhance power and precision in the communication of meaning” (p. 223).

Although the belief that grammar instruction should be a part of second language acquisition is becoming more accepted, how it should be delivered and what should be delivered is still being discussed and researched. As Hinkel and Fotos (2002) state “there may be no single best approach to grammar teaching that would apply in all situations to the diverse types of learners a teacher can encounter.” They believe in teachers and programs being flexible. Though

there might not be a single way to deliver grammar instruction, there are many common aspects that are suggested. Those suggestions include explicit instruction, having communicative tasks where students can practice the forms and correcting errors. Grammar instruction has a place in second language acquisition despite the debate of how it may be done.

Conclusions

There is no denying that the demographics of students are changing drastically in education today. It may vary from state to state, but in states like California, where numbers in subgroups like the English Learners is quickly growing, there is no denying that something must be done. These students have different needs and that fact cannot be ignored. The federal government chose not to ignore this issue through its No Child Left Behind Act. Its methods may be flawed, but its acknowledgment of the issue speaks volumes. Districts need to take the responsibility of finding the right program and making it effective seriously. Effective programs have distinct characteristics. Language instruction must be explicit and focused. Including grammar in that instruction deepens the learners' knowledge of what they are communicating. In conclusion, the success of EL students lays with all, the teachers, administrators, districts and states.

Chapter 3

Methodology

Research Design

Evaluation research is “done to make judgments about the quality of particular programs, procedures, materials and the like” (Mertler & Charles, 2005, p. 33). This study’s research will be evaluative in nature of the current grammar-based ELD program in Briggs School District as presented by Kevin Clark and Heidi Koski. Data collected to make the evaluation will coincide with measures found in evaluation research, such as assessing student performance, analyzing materials, and interviewing teachers, students and administrators (Mertler & Charles, 2005).

Both qualitative and quantitative data will be collected. Student performance will be assessed using comparative measures. Individual student scores will be evaluated from previous school years and compared to the scores from the current school year to determine progress.

Setting of the Study

Participants. The participants in this study are both students and their parents. The 104 students included in this study are classified English Learners, attend Olivelihoods Elementary and have participated in the current ELD program for the last two years.

Nature of the school. Briggs School District consists of two schools and 555 students. Olivelihoods Elementary holds kindergarten through fourth grade on its campus; Briggs School holds fifth through eighth grade. Of the 555 students in the district, 84% are Hispanic and 15% are White. 48% of the students are classified as English Learners. Both schools are under Title I, with 67% of the students qualifying for free and reduced lunch.

In the past, no permanent ELD program has been used. Although the district acknowledges a desperate need for an ELD program, no sustaining solution has been found. Some strategies and curriculum in the past have included a corrective reading program, a reading specialist and Avenues. None of these strategies or curriculums remained in use or was implemented with fidelity. The effect of not having a viable ELD program in Briggs School District has resulted in our EL students having little or no improvement in their academics. Analyzing the current ELD program will help determine whether it is effective and if the program should stay.

Data Collection

Procedures for Human Subject Protection. Authorization from the Institutional Review Board (IRB) to conduct this study involving human subjects will be attained before data collection begins, and IRB procedures will be followed to ensure their protection. Confidentiality will be ensured. No names will be used. All data to be collected will be inputted using a numbered system.

Qualitative Data Sources. The qualitative data sources include opinion surveys on the ELD program. The student survey will focus on their thoughts about the program and the effects of it on their communication in English. The parent survey will focus on the parents' observation of their child's use and understanding of English.

Quantitative Data Sources. The quantitative data sources that will be collected will be from the student records. Data that will be collected includes the students' previous year's CELDT and CST scores. They will be compared to the current year's CELDT and CST scores. For report card grades, the data that will be collected and compared will be one Language Arts

standard by quarter. Individual results will be analyzed for progress and the progress will be combined. The analysis will be looking at the progress of the entire EL subgroup as a whole.

Analysis

The quantitative data gathered will be coded and entered into a Microsoft Excel spreadsheet. Student CELDT scores, CST scores and number of proficient report card scores will be compared individually for improvement. Then the number of students showing improvement or decline will be combined into groups to evaluate the overall progress from one year to another. It is assumed that if there is an improvement on the CELDT test that this is a direct result from the efficacy of the current ELD program.

The qualitative data, student and parent surveys will be coded and analyzed using grounded theory. Grounded theory is a research process of note-taking, concept discovery, concept definition and preliminary elaboration of theory (Yancey-Martin & Turner, 1986). My qualitative data will be used as theoretical sampling. "The purpose of theoretical sampling is to collect data from places, people, and events that will maximize opportunities to develop concepts in terms of their properties and dimensions, uncover variations, and identify relationships between concepts" (Corbin & Strauss, 2008, p. 143). It is believed that from this research and data, a conclusion can be made and a theory formed on the efficacy of the ELD program. Therefore, all quantitative and qualitative data will be used to make a determination on the effectiveness of the ELD program used by Briggs School District.

Schedule

Research Proposal	August, 2011
Consultation with Advisor	October, 2011
IRB application	April, 2012
Data Collection	April - May 2012
Analysis	April – May, 2012
Report/Thesis	October – May, 2012

Chapter 4

Results

In order to determine whether this ELD program is effective, a variety of qualitative and quantitative data was analyzed. Again, this data helped to answer the following research questions:

1. What effects does the program have on student performance on the CELDT?
2. Did eligible students (those in grades 1-3) show improvement reaching proficiency on the language arts standard “Writes and speaks in complete sentences” on this year’s quarter report cards?
3. Did eligible students (those in grade 4) show improvement in reaching proficiency on the language arts portion of the CST?
4. How do students feel about their learning during this program?
5. Do parents observe improvement in their child’s overall performance in English?

The data to answer each research question was first analyzed individually.

CELDT

Federal law and state law require the administration of the CELDT to students in grades kindergarten through twelfth grade whose home language is not English and to students previously identified as English Learners until they have reached an RFEP designation. Students are to have an initial assessment within 30 days after their first enrollment in a California public school and an annual assessment every year thereafter until they reach an RFEP designation

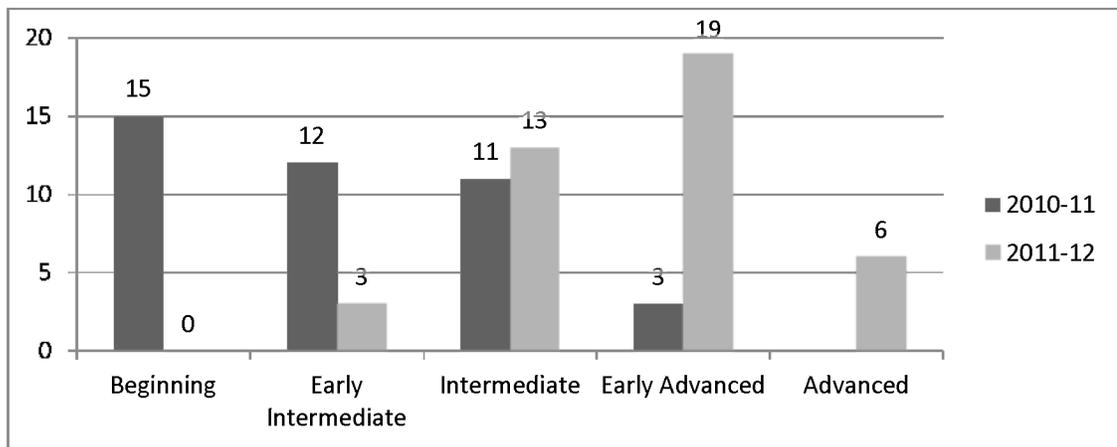
according to the state education code. The annual assessment must be done within the testing window of July 1 – October 31.

The test has different forms for the grade levels; one test for Grades K-1, one test for Grade 2, one test for Grades 3-5, one test for Grades 6-8 and one test for Grades 9-12. For each test form, the students are tested in four domains; listening, speaking, reading and writing. The raw scores from the domains are computed into scaled scores. The scaled scores from the four domains are computed into an overall scaled score. Each of the four domains and the overall scaled score has a score range that is separated into five performance levels; Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. The range for the performance levels differs for each test form, so for the purposes of this research, the performance level of the overall scaled scores was used in the students' performance comparison from year to year.

For Grades K and 1, the weight of each of the domains in the overall scores is as such: Listening is 45%, Speaking is 45%, Reading is 5% and Writing is 5%. For first grade, 41 student scores were analyzed. For the 2010 – 2011 school year, 15 students scored Beginning overall, 12 students scored Early Intermediate overall, 11 students scored Intermediate overall, three students scored Early Advanced overall and no students scored Advanced overall. For the 2011 – 2012 school year, no students scored Beginning overall, 3 students scored Early Intermediate overall, 13 students scored Intermediate overall, 19 students scored Early Advanced overall and six students scored Advanced overall. In comparing the two years, five students stayed the same overall, nine students improved one level overall, 23 students improved two levels overall, and four students improved three levels overall. Of the five students that stayed at the same performance level, four improved their overall scaled score. The average of the overall scaled score improvement was 37.5 points. From grade to grade the performance level threshold is

increased, thus changing the scaled score range for each performance level. From kindergarten to 1st grade, the scaled score ranges increases six points per performance category. However, the change in scaled score ranges did not affect the improvement of those students that stayed in the same overall performance level. The most outstanding facts from this group's data was 87% of these students who participated in the ELD program improved at least one overall level on the CELDT test with the majority of the students in first grade showing an improvement in two overall performance levels and in the 2011 – 2012 school year, no students were still at the Beginning level overall.

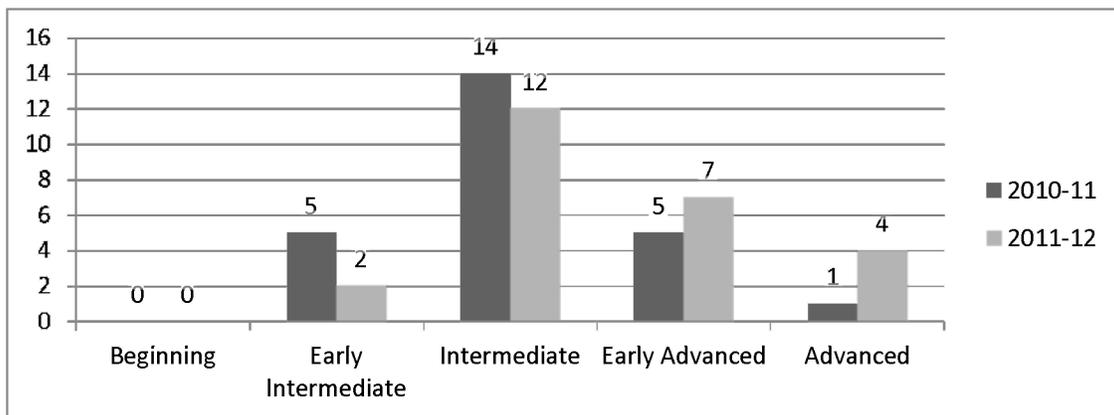
First Grade Overall Performance Level Breakdown



For Grade 2, the weight of each of the domains in the overall score is as such: Listening is 25%, Speaking is 25%, Reading is 25% and Writing is 25%. For second grade, 25 student scores were analyzed. For the 2010 – 2011 school year, no students scored Beginning overall, five students scored Early Intermediate overall, 14 students scored Intermediate overall, five students scored Early Advanced overall and one student scored Advanced overall. For the 2011 – 2012 school year, no students scored Beginning overall, two students scored Early Intermediate overall, 12 students scored Intermediate overall, seven students scored Early Advanced overall

and four students scored Advanced overall. In comparing the two years, 13 students stayed the same overall, five students improved one level overall, and four students improved two levels overall. Three students went down one level overall. However, all the students that stayed at the same performance level and two of the three students that went down one performance level increased their scaled score. Again, the change in the performance level threshold is a factor. From the Grade 1 CELDT test to the Grade 2 CELDT test, the overall scaled score range for each performance level increases an average of 37 points. So, even though the students who either stayed at the same performance level or went down one level showed an average increase of 40 points to their scaled score, it did not show as an increase in performance level. An outstanding fact from this group's data is 100% of the students who participated in the ELD program increased their overall scaled score.

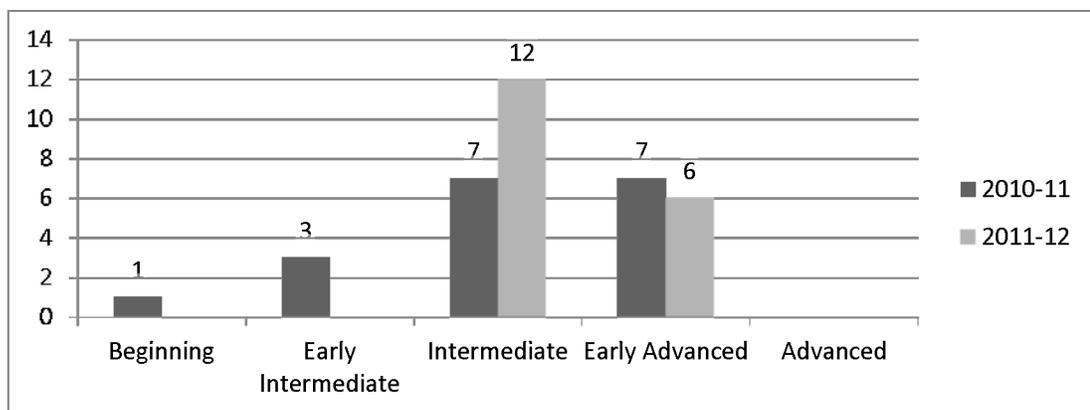
Second Grade Overall Performance Level Breakdown



For Grade 3, the weight of each of the domains in the overall score is as such: Listening is 25%, Speaking is 25%, Reading is 25% and Writing is 25%. For second grade, 18 student scores were analyzed. For the 2010 – 2011 school year, 1 student scored Beginning overall, three students scored Early Intermediate overall, seven students scored Intermediate overall, seven

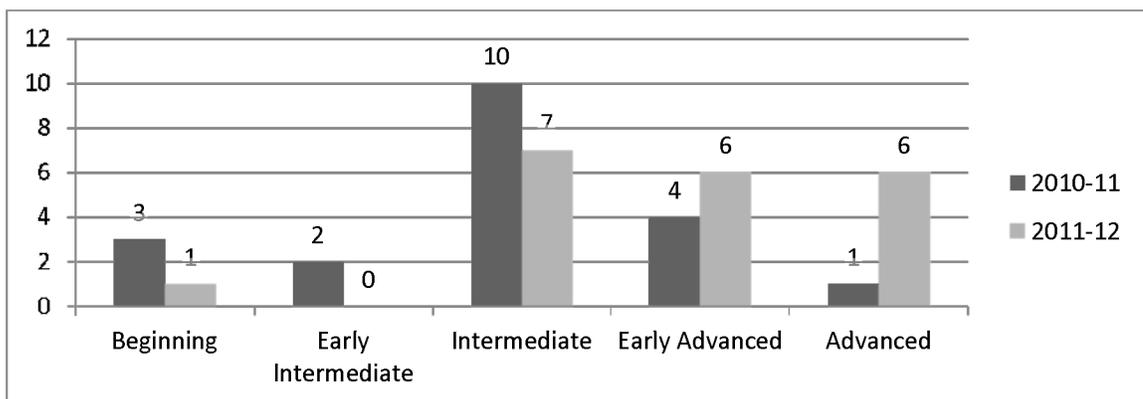
students scored Early Advanced overall and no students scored Advanced overall. For the 2011 – 2012 school year, no students scored Beginning overall, no students scored Early Intermediate overall, 12 students scored Intermediate overall, six students scored Early Advanced overall and no students scored Advanced overall. In comparing the two years, two students went down one performance level, 12 students stayed at the same performance level overall, four students improved one level overall, and one student improved two levels overall. Of the two students who went down one level, one increased their overall scaled score by 11 points and the other scored the exact same scaled score. Of the 11 students that stayed the same, all 11 students increased their overall scaled score by an average of 42 points. Again, this could be due to the performance level threshold increase. The range shifts from the Grade 2 test to the Grade 3 test by an average of 16 points. Another factor that should be considered is the academic level of this test. This test is not only for third graders, but for fourth and fifth graders as well, which implies a harder academic rigor. Some outstanding facts from this group's data are there are not students any longer in the Beginning or Early Intermediate performance levels and 94% of the students who participated in the ELD program increased their overall scaled score.

Third Grade Overall Performance Level Breakdown



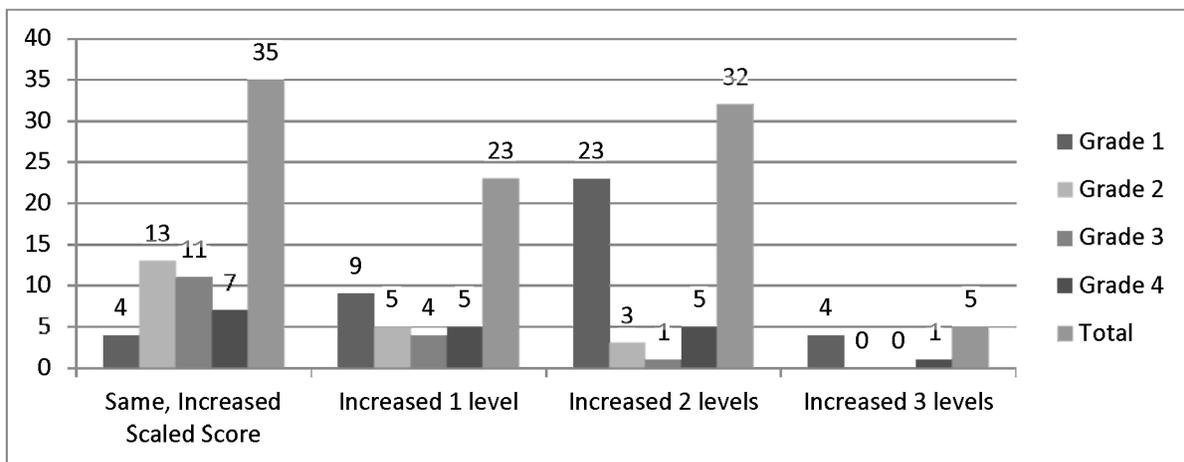
For Grade 4, the weight of each of the domains in the overall score is as such: Listening is 25%, Speaking is 25%, Reading is 25% and Writing is 25%. For fourth grade, 20 student scores were analyzed. For the 2010 – 2011 school year, three students scored Beginning overall, two students scored Early Intermediate overall, 10 students scored Intermediate overall, four students scored Early Advanced overall and one student scored Advanced overall. For the 2011 – 2012 school year, one student scored Beginning overall, no students scored Early Intermediate overall, five scored Intermediate overall, six scored Early Advanced overall and six students scored Advanced overall. In comparing the two years, seven students stayed at the same performance level overall, five students improved one level overall, five students improved two levels overall and one student improved three levels overall. Of the seven students that stayed the same level, all seven students improved their overall scaled score by an average of 52 points. Some outstanding facts from this group's data was that previously five students were either at the Beginning or Early Intermediate level and now there is only one student is at this level. The Intermediate level went down by five students as the Early Advanced level increased by two students and the Advanced level increased by five students. Overall, 100% of the students who participated in the ELD program improved their overall scaled score.

Fourth Grade Overall Performance Level Breakdown



The vast improvement of student performance on the CELDT across all the grade levels showed that the ELD program is helping students become proficient listeners, speakers, readers and writers in English. It should be noted that due to an unforeseen personnel issue, the majority of the tests were done outside the testing window of July 1 – October 31. Despite the time that the tests were completed, the students' proficiency levels in English cannot be denied.

Overall Performance Level Increases



Report Card Standards

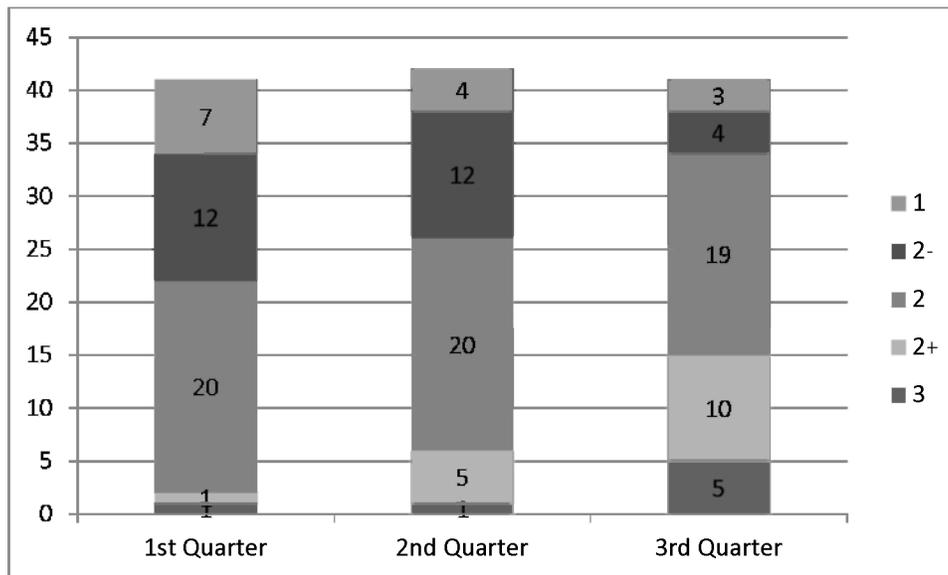
Olivelands Elementary uses a standards-based report card, where the subjects are separated into content standards. Grades are given to those individual content standards as opposed to the subject as whole. The grading scale used for the content standards is a number scale. A “3” represents being proficient at grade level achieving 90% correct on assessments. A “2+” represents progressing towards grade level achieving 80-89% correct on assessments. A “2” represents progressing towards grade level achieving 70-79% correct on assessments. A “2-” represents progressing towards grade level achieving 60-69% correct on assessments. A “1”

represents being below grade level achieving 59% or below on assessments. Improvement from one grade to the next shows a substantial increase in performance on assessment.

One of the core principles in the ELD program is that students will write and speak in complete sentences at all times. This is also a language arts standard on the report card for Grades 1-3. Because of this correlation, students' progress on this standard from first quarter to third quarter will be analyzed for this study.

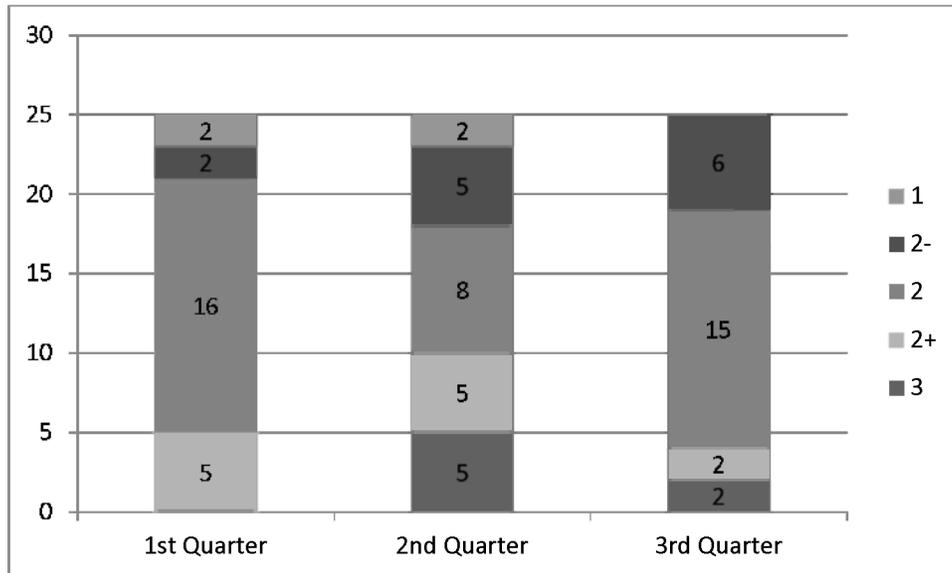
For first grade, the majority of the students were still progressing towards grade level. However, the improvement from quarter to quarter showed definite movement towards proficiency. In the first quarter seven students were below grade level scoring a "1" in this standard. This decreased to four students in the second quarter and only three students in the third quarter. In the first and second quarter, 12 students scored a "2-" in this standard and this decreased to only four students in the third quarter. The majority of the number of students scored a "2" throughout the three quarters with 20 students scoring a "2" in both the first and second quarters and 19 students scoring that in the third quarter. In this first quarter, only one student scored a "2+" in this standard, but this increased to five students in the second quarter and 10 students in the third quarter. In the first and second quarter only one student reached proficiency in this standard with a "3", but this increased to five students by the third quarter. Year to date, the number of students in the ELD program that was below grade level has decreased and the number of students that reached proficiency has increased.

First Grade Report Card Standard Breakdown



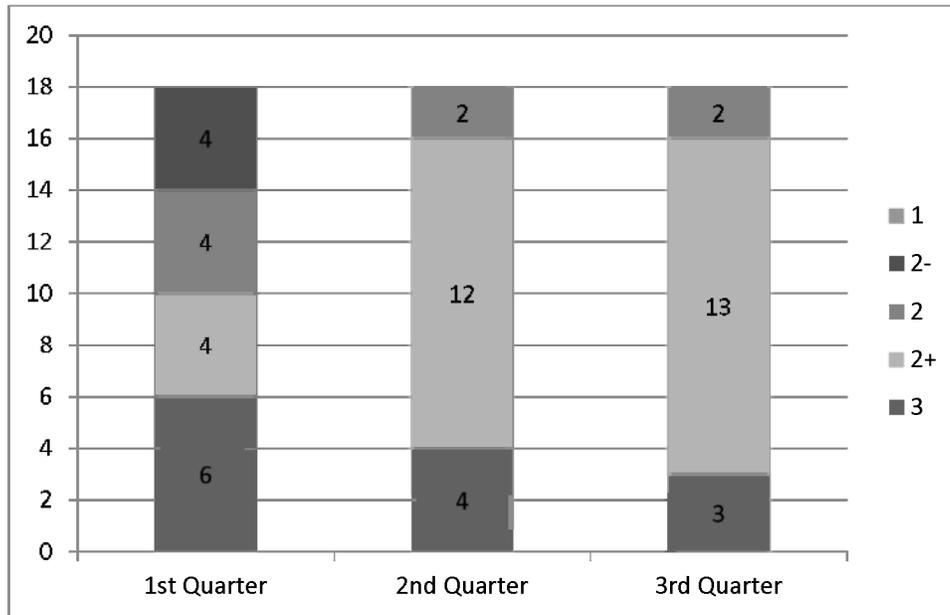
For second grade, the majority of students were still progressing towards reaching proficiency in this standard. In the first quarter and second quarter, two students were below grade levels scoring a “1” in this standard, but by the third quarter, no students were below grade level. In the first quarter, two students scored a “2-“. In the second quarter, five students scored a “2-“and in the third quarter six students scored a “2-“. In the first quarter, 16 students scored a “2“and in the third quarter six students scored a “2-“. Even though this went down to only eight students in the second quarter, it went back up to 15 students in the third quarter. In the first and second quarter, five students scored a “2+” and in the third quarter, two students scored a “2+”. In the first quarter, no students reached proficiency, but in the second quarter five students reached proficiency by scoring a “3” and in the third quarter two students reached proficiency by scoring a “3”. Even though there was a fluctuation of increases and decreases in the grades between the quarters, the general movement of this group of student who participated in the ELD program is a positive one. By third quarter, no students were below grade level and students were beginning to reach proficiency.

Second Grade Report Card Standard Breakdown



For third grade, the majority of students each quarter were still progressing towards reaching proficiency in this standard, but there was definite improvement towards proficiency. No students were below grade level in all three quarters. In the first quarter, four students scored a “2-“, but no students scored a “2-“ in the second and third quarters. In the first quarter, four students scored a “2” and two students scored a “2” in the second and third quarters. In the first quarter only four students scored a “2+”, but by the second quarter 12 students scored a “2+” and by the third quarter 13 students scored a “2+”. In the first quarter, six students reached proficiency by scoring a “3” in this standard. Four students reached proficiency in the second quarter and three reached proficiency in the third quarter. Positive facts from this group that participated in the ELD program is that no students were below grade level all year and the numbers were moving with a majority of the students scoring a “2+” by third quarter.

Third Grade Report Card Standard Breakdown



Although the majority of students have not yet reached proficiency in the standard “Writes and speaks in complete sentences” the movement across the grade levels was one of going from below grade level to progressing towards grade level. There is still one more quarter left this school year for students to reach proficiency and if the improvement trend continues as shown, more students will be receiving a “3” in this standard.

CST

Each year, California students in grades two through 11 take a standardized test. There are four different standardized tests available to students in California depending on their needs. However, the majority of students take what is known as the California Standards Test. The content areas tested are math and reading and depending on the grade, writing, science and history. In each content area, the student is given a scaled score and the scaled score is then divided into five performance levels: Far Below Basic, Below Basic, Basic, Proficient and Advanced. The goal is for students to score Proficient or above.

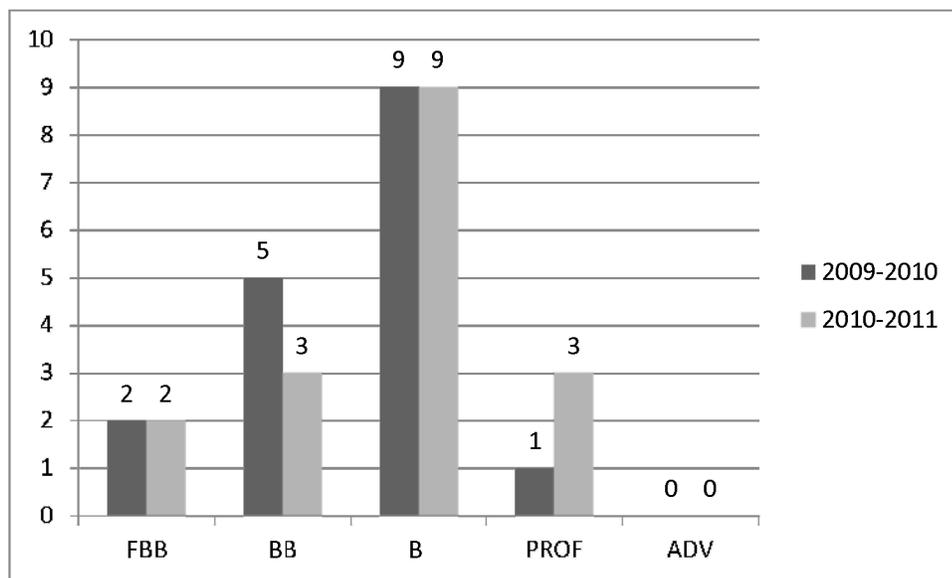
The only students who had two consecutive years of test scores to compare at the time of this research were the students in fourth grade. They had scores from the 2009-2010 school year of which they were in second grade and scores from the 2010-2011 school year of which they were in third grade. At the time of the 2010-2011 CST, these students would have completed one year of the ELD program. For the purposes of this research, only the Language Arts scores were compared as those skills would be affected by those taught in the ELD program. The scaled scores for the Language Arts portion of the CST in second grade and third grade are almost identical, making them easily comparable. The scaled score range for Basic, Proficient and Advanced are exactly the same. The scaled score range for Far Below Basic in second grade is 150-261 and for Below Basic is 262-299. This shifts by only three points for third grade. The scaled score range for Far Below Basic in third grade is 150-258 and for Below Basic is 259-299.

Of the 20 students whose CELDT scores were analyzed, 17 had two consecutive years of CST scores to compare. In 2009-2010, two students scored Far Below Basic, five students scored Below Basic, nine students scored Basic, one student scored Proficient and no students scored Advanced. In 2010-2011, two students scored Far Below Basic, three students scored Below Basic, nine students scored Basic, three students scored Proficient and no students scored Advanced. The movement from one year to the next showed promise of improvement. Six students improved one performance level. One student went from Far Below Basic to Below Basic, three students went from Below Basic to Basic and two students went from Basic to Proficient. Nine students stayed at the same performance level. Although this may not seem significant, it is, because even though they did not improve, they also did not decline, as their scaled score improved. Even though the Far Below Basic and Basic categories had the same number of students each year, there was considerable movement in and out of them, essentially

affecting the other levels. Five students had scored Below Basic in 2009-2010, but only three students had scored Below Basic in 2010-2011. Only one student scored Proficient in 2009-2010, but three scored Proficient in 2010-2011.

The momentum from this two-year comparison was one of students slowly improving their performance level on a standardized, grade level test in Language Arts. Again, this was after only one year in the ELD program. This summer we will be able to look at the students' CST scores from 2011-2012 and see what improvement will have occurred after two years in the ELD program.

Fourth Grade CST Performance Level Breakdown



Student Survey

It was important to find out how students feel about their own learning from the ELD program. The goal of the ELD program is to help students become fluent English listeners, speakers, readers and writers. The most important group to believe in this program is the

students. If they didn't enjoy it or did not feel it was beneficial to their learning, than it would be counterproductive. To find out students' opinion, students were given a simple eight-question survey. Questions one through seven were answered with a simple "YES" or "NO" and question eight was an opinion question. The questions were as such:

1. Do you enjoy learning during ELD time?
2. Do you feel like you are learning how to speak better English during ELD?
3. Do you feel like you speak more English now?
4. Do you feel like you write better in English now?
5. Do you feel like you read better in English now?
6. When you read in English, do you feel like you understand better?
7. In your regular class, do you feel that you understand your teacher better?
8. If you could change anything about ELD to make it better, what would it be?

The survey was only given to the students who have participated in the ELD program for two years. First grade had 35 out of 41 student surveys turned in. Second grade had 23 of 25 student surveys turned in. Third grade had 16 out of 18 student surveys turned in. Fourth grade had 21 of 21 student surveys turned in. Following are the results:

Question #1: Do you enjoy learning during ELD time?

74% of the first graders, 91% of second graders, 94% of third graders and 90 % of fourth graders said "YES".

Question #2: Do you feel like you are learning how to speak better English during ELD?

77% of first graders, 91% of second graders, 88% of third graders and 90% of fourth graders said "YES".

Question #3: Do you feel like you speak more English now?

94% of first graders, 83% of second graders, 75% of third graders and 90% of fourth graders said "YES".

Question #4: Do you feel like you write better in English now?

80% of first graders, 96% of second graders, 69% of third graders and 81% of fourth graders said "YES".

Question #5: Do you feel like you read better in English now?

80% of first graders, 78% of second graders, 88% of third graders and 100% of fourth graders said "YES".

Question #6: When you read in English, do you feel like you understand better?

83% of first graders, 52% of second graders, 94% of third graders, and 81% of fourth graders said "YES".

Question #7: In your regular class, do you feel that you understand your teacher better?

100% of first graders, 100% of second graders, 100% of third graders and 90% of fourth graders said "YES".

Percentage of Total Students Answering Yes

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7
85%	85%	87%	82%	85%	77%	98%

Overall the majority of students said they enjoyed learning during ELD, that they felt they were learning how to speak better English, that they were speaking more English and that they were reading better in English. Overwhelming, with 98% of the students saying “YES”, they felt that in the regular class they understood their teacher better. This 98% included 100% of the first, second and third graders. This is an amazing fact. Students receive all their teaching from the teacher, and understanding the teacher is half the battle. The fact that this number of students say that they understand their teacher better is incredible. The reaction to the program is very positive overall and the information learned from the surveys is also very telling.

Even though Questions #4 and #6 still had the majority of students answering “YES” to these questions, they were the ones with the lowest percentages. Question #4 asked if they felt they could write better in English and Question #6 asked when they read in English, if they understood better. Interestingly enough, these two skills are the ones that are a culmination of all the Language Arts skills and the students were honest in saying that they did not feel that they were seeing enough improvement in those skills. This came through in the comments for Question #8. When asked “If you could change anything about ELD to make it better, what would it be?” one first grader wrote, “I think read more.” A second grader wrote, “Write more in that class” and a third grader wrote, “I think making us read for ten minutes.” A fourth grader added, “If I could change ELD to make it better, it would be to read more so you can learn new

words". These two areas are the ones that teachers have noticed as areas of improvement in the program, and it is obvious that students have noticed it as well.

From the high percentage of affirmative answers from the students, it is clear that the students have a positive outlook on the ELD program. They not only feel the benefits from the program, but they recognize it as well.

Parent Survey

Along with taking the students' opinion into consideration, it was important to see what their parents thought as well. If the ELD program was doing what it is designed to do, which is make students become proficient listeners, speakers, readers and writers, parents should be observing this improvement in their children. To determine what, if anything, parents observed in their children's performance, they were asked the following questions:

1. Do you observe your child speaking more English?
2. Do you feel like your child has any easier time doing homework in English?
3. Do you feel like your child understands more in English?
4. Do you feel like your child writes better in English now?
5. Do you feel like your child reads better in English now?

Of the 104 parent surveys sent out, 58 were returned. Following are the results:

Question #1: Do you observe your child speaking more English?

100% of the parents said "YES".

Question #2: Do you feel like your child has any easier time doing homework in English?

96% of the parents said “YES”.

Question #3: Do you feel like your child understands more in English?

100% of the parents said “YES”.

Question #4: Do you feel like your child writes better in English now?

93% of the parents said “YES”.

Question #5: Do you feel like your child reads better in English now?

94% of the parents said “YES”.

Overwhelming, all the parents agreed that their children were speaking more English and understanding more in English. A high majority felt that their children were having an easier time doing homework in English, were writing better in English and were reading better in English. If the parents are seeing these improvements in their children's performance, it is obvious that the ELD program is doing what it is intended to do; making students proficient listeners, speakers, readers and writers in English.

Chapter 5

Discussion

Without a doubt, the ELD program being used utilized by Briggs School District is effective. The evidence to support its efficacy is staggering and because of this data the ELD program must continue as it is making our English Learner students proficient listeners, speakers, readers and writers in English.

Conclusions

Upon analyzing the data gathered in regards to the research questions it is obvious that the ELD program used by Oliveland's Elementary is effective. This is shown through the outstanding student improvement on the CELDT with 23 students increasing one performance level overall, 32 students improving two performance levels overall and five students increasing three performance levels overall. This is slowly translating into improvement in the classroom as shown through report card grades and on the state standardized test as shown through CST scores. The number of students scoring proficient on both, respectively, was slowly starting to increase. Through the student survey, students clearly expressed that their learning from the program has helped them become better speakers, readers and writers in English. 98% of the students agreed that in their regular classroom they understand the teacher better. Their parents concurred this through their observations with 100% of the parents agreeing that their children are not only speaking more English, but understanding more as well. Taking all of this data into consideration, not only has the ELD program proven its efficacy, but it is confirmed that this program should continue helping students become proficient listeners, speakers, readers and writers in English in the Briggs School District.

Implications for practice

With the students showing such significant success on the CELDT, the methods already being implemented through the ELD program must continue with fidelity. The school community, the administrators and the teachers, should make it their goal to keep this program a priority and relevant. Teachers should refresh themselves with the teaching methods and strategies before next school year begins. Student success is contingent upon the correct delivery of the teaching methods and it is important that teachers recognize how important continuing this program is and how important it is to deliver it with fidelity. Teachers should also continue to collaborate to discuss what is working and what is not working to ensure that student learning continues to be the ultimate goal. This collaboration should be a reflective time. Teachers can use this time to talk about the progress of the methods, how to challenge students, how to keep student engagement and if it is successful.

Besides keeping teachers current with the program, another focus of the school community to keep this effective ELD program relevant is to recognize the gaps of the program and work towards filling them. No curriculum is perfect. However, it can be supplemented to fulfill all the needs of the students. The improvement on report cards and information from the student and parent surveys indicated that areas in need of improvement are in reading comprehension and writing. Teachers of the program have also expressed this concern. Discussion should open up on how these gaps can be filled, what will be used and how it will be delivered. Having teachers stay current, along with supplemental materials that address the identified gaps, will only make this already effective program even better and make our students even better listeners, speakers, readers and writers in English.

Future Research

In order to ensure that the ELD program is maintaining its efficacy, student performance should be analyzed annually. CELDT data should be analyzed annually as results are published and student scores should be studied to determine if any students are eligible for redesignation from an EL to an RFEP. A major concern of schools is the number of students that remain at an Intermediate level and do not progress. It would be prudent to monitor the number of students at the Intermediate each year and watch their progress.

If time and personnel allow, these scores should be cross checked against performance in the classroom through report card grades and against performance on the CST for those in eligible grades. The next step will be to look at the most current CST scores this summer. These scores will be after students have had two years in this program. If scores continue to improve, then it would be prudent to continue as is. If scores do not continue to improve, then administration would need to take a step back and question what steps need to be taken to bridge the learning from being proficient in English to being proficient in academic English which is reflects the skills needed for the CST.

In addition to analyzing the various results, they should also be shared. It is important that all the stakeholders in the school community; the students, the teachers, the administration and the school board, know what progress students are making, especially their successes. If something is working, all those involved should be commended. This positive reinforcement can keep the morale up of all the key stakeholders, including the students.

My hope in starting this research was that I would find student success in a group of students that was overlooked for so long. Overwhelmingly, the data concluded that students were making excellent improvement towards English proficiency on the CELDT as demonstrated by the number of students who may not have improved their performance level, but improved their scaled score dramatically and by the number of students who improved one, two and three levels overall! As a teacher of this ELD program, I was seeing daily success in my students and I knew it could not have been a fluke in just my own classroom. This study clearly has made a case for the importance and relevance of this program. This ELD program is making our English Learners successful listeners, speakers, readers and writers in English. It must continue and the data reinforces that. Its existence will continue to make our English Learners successful by giving them the key to unlock the English language. I think back to my student Marisol and even though Marisol was not able to benefit from it, future English Learners in Briggs School District will.

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