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A study of immigrant English language educational risk factors and reading performance at Best Elementary School

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A STUDY OF IMMIGRANT ENGLISH LANGUAGE EDUCATIONAL RISK FACTORS AND READING PERFORMANCE AT BEST ELEMENTARY SCHOOL

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By

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DEDICATION

I would like to dedicate this endeavor to my parents, Tim and Tora Bengochea. I hope my effort to improve my life and the lives of others will make you proud. I also hope that when my daughter, Eleanor Rose Copp Bengochea, is older she can hold this work up as evidence that I was committed to improving the educational opportunities for all children and that she will recognize the importance of this obligation to my life and to hers as well.

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I wish to acknowledge my gratitude to the teachers and administration of my school district that allowed me to solicit ideas and work with them in discovering the best way to help and students.

VITA

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ABSTRACT

English Language Learner (ELL) immigrant students at Best Elementary School (BES) are underperforming in reading as measured by state mandated tests. The purpose of this study was to identify the risk factors that most affect BES immigrant English language learners' ability to read in English. Correlational research was utilized in this study to evaluate the relationships among demographic information, English reading performance and literature-based risk factors associated with 95 BES Immigrant English Learner students.

The findings from this study revealed that students who went to school in their home country, older students, and those who learned to read in another country had higher scores on the Arizona Instrument to Measure Standards (AIMS) in Reading, Writing, and Math.

Chapter 1: The Problem

Introduction to the Study

Changes in the ethnic, linguistic, and cultural mix of the U.S. population carry important implications for shaping our multicultural society (Kennedy, 1993). We are no longer a country of primarily European descendents who speak English as a first language and who share a common cultural background. Instead America is transforming into a diverse country with a variety of ethnicities outside of Europe, who speak a range of languages from Spanish to Swahili, and who express their cultures in an assortment of religious practices, social arrangements, and political associations. The changes and challenges everyday Americans face are also faced by American school children particularly in the younger grades as children attempt to assimilate into the dominant culture.

According to Ed Source (2003), in 2003 more than a third of U. S. kindergarten to second grade students had a native language other than English, and one quarter of all K-12 students were English language learners. The English Language Learner (ELL) student population in the United States, immigrant and non-immigrant, increased 4.8% from 2003–2004 to an estimated total of 4.5 million students. ELL enrollment levels in the United States continued to increase in 2004–2005, in absolute numbers and as a percentage of the total student enrollment (Kindler, 2005, p. 2). Cummins (1996) describes these learners as not yet fluent in English, as they have not mastered true literacy—the ability to listen, speak, read, and write in the second language. According to Gitomer, Andal, & Davison (2005), schools are responsible for ensuring that students

who do not have proficiency in English not only learn the English language, but also achieve across the entire curriculum.

The effects of this immigrant ELL student population growth are felt mostly in California, New Mexico, Nevada, Texas, and Arizona (Kindler, 2005).

Table 1

States with Highest Percentages of LEP Students, Public K-12 Enrollment, 2004-2005

State	Public Enrollment	LEP Enrollment	% LEP Enrollment
California	6,198,237	1,591,525	25.6%
New Mexico	317,000	70,926	22%
Nevada	399,200	72,117	18%
Texas	4,405,215	684,007	15.5%
Arizona	1,029,509	155,789	15.1%

Note. The data in this table are from "Survey of the States' Limited English Proficient Students and Available Educational Programs and Services 2004-2005 Summary Report", by Kindler 2005.

From the ELL population, it can be further broken down into the number of students participating in the Emergency Immigrant Education Program (EIEP). This program was started as part of Title VII to help districts pay for the unexpected levels of immigrants that require enhanced educational opportunities. The students in this program across the United States represent over 220 countries, with Mexico being the largest contributor with over 296,000 students for the 1999-2000 school year. In Arizona, Mexico continues to be the largest group of immigrants with 22,074. Following Mexico is

Bosnia with 326 and Vietnam with 220 immigrants. The last largest grouping in Arizona is those emigrating from the African Continent at 192 (National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs, 2002).

Risk Factors for Immigrant English Language School Children

Immigrant English Language Learner students arrive in school with a wide variety of educational and cultural experiences that call for cultural understanding and awareness, both on the part of teachers and other students. When these students' needs are not understood and not met, they are at risk of failure in school (Freeman & Freeman, 2002). Although any child might "…have unique characteristics, live in an environment, or have experiences that make them more likely than others to fail in school" (Friend & Bursuck, 1999, p. 24). Immigrant English Language Learners are more vulnerable for school failure because they experience multiple at-risk factors and first-year immigrant ELL students are coming to school with more risk factors than ever before (Brendtro, Brokenleg, & Bockern 1998; Friend & Bursuck; & Lombardi, Odell, & Novotny 1990

According to Lombardi, Odell, and Novotny (1990), there are 45 risk factors, identified and ranked by other educators, which put any school-aged child at risk for academic and, possibly, social failure. English language learners already enter school with one of these risk factors according to Brendtro, Brokenleg, and Bockern, (1998). Adding more of these risk factors would almost guarantee a student's failure in school (Friend & Bursuck, 1999). Freeman and Freeman (2002) add that not necessarily one factor can be the attribute to failure. Specific factors in combination may contribute to failure in school.

The issue of culture and language has often been lost in the urgency to provide educational equality for all students (Cummins, 1996). A generic commitment to all students must be supported by specific knowledge of who is and is not succeeding academically and socially, why these differences exist, and what educators are going to do about them. Why learners fail academically and socially may have more to do with a sense of learner, parental, and teacher efficacy (Balley & Moles, 1994; Hoover-Dempsey & Sandler, 1997), and according to Lewin (1997), equity and systemic discrimination.

Influence of Teacher Behavior on English Language Risk Factors

Teacher behavior has been linked to student achievement through correlation and experimental research (Brophy, 1986; Brophy & Good, 1969; Montague & Rinaldi, 2001; Tauber, 1998). One of the many areas of teacher behavior linked to student achievement is the type of engagement or interaction a teacher has with students during direct classroom instruction (Brophy & Good, 1984). One area where risk factors impact ELL students is in the interaction they have with teachers. Many teachers are not specifically trained to deal with ELL populations, and some even hold misinformed opinions and prejudices about ELL students. So the interaction between teacher and ELL student is often compromised (Garcia-Nevarez, Stafford, & Arias, 2005).

Arizona English Language Students

In 2004, there were 155,789 English language learners in Arizona, 15.1% of the population of learners. The risk factors experienced by ELL students in other states and the influence teacher behavior has on those risk factors is demonstrated in Arizona as well. In this particular study, ELL students at BES were considered.

As mentioned above, students have trouble learning English when they are receiving little teacher engagement or interaction. Additional academic issues can occur when the teacher is shaded by misinformation and misunderstanding. In Arizona, legislators would like all teachers to be ESL certified; however many teachers are not.

Proposition 203 and Funding English Language Students

In Arizona, one of the biggest issues in education is the money that goes into the English Language Learner (ELL) programs in public schools. English language learners can be immigrants or nonimmigrants, but for the purpose of this paper English language learners refers to first-year immigrant English language learners.

Proposition 203 requires that students be taught in English, making any bilingual education illegal (Arizona, State Department of Education, 2003). As a result, even if a teacher is able to interact with students in the students' native language, she is prohibited from doing so by law.

Arizona voters approved Proposition 203, which eliminated bilingual education and replaced it with structured English immersion (SEI); (Mahoney, Thompson, & MacSwan, 2005). It also required all teachers to be certified in Structure English Immersion (SEI) or hold a valid ELL or bilingual teaching certificate by 2009. Arizona Proposition 203 has had many implications for ELL programs around the state. The main focus is that students are to be taught only in English and cannot be pulled out of content-area classes for more than 90 minutes a day. One of Proposition 203's (2000) findings included that:

> Public schools of Arizona currently do an inadequate job of educating immigrant children, wasting financial resources on costly experimental language programs

> whose failure over the past two decades is demonstrated by the current high drop-out rates and low English literacy levels of many immigrant children. (p.1)

This implies that schools are using the money poorly with regard to the education of English language learners. If lawmakers were truly concerned about the students, they might be more concerned with risk factors related to the English language learners rather than judging them on English only standardized tests given every year. “Proposition 203 and its implementation are political spectacle, rather than democratic rationale policy making with true concern for ELL students” (Wright, 2005, p. 663).

English Language Students at Best Elementary School

In central Phoenix, most schools are more than 50% ELL students. Best Elementary School (BES) is no exception. Its location along one of the major highways draws students from the lowest socioeconomic communities, and the average household income is less than $15,000 a year; 91% of the students are eligible for free or reduced lunch (Balsz School, 2006). BES is the largest of the five schools in the district currently (enrollment reached 1,100 students in 2003), with approximately 850 students (more than 50% of the population) who speak English as a second language. At the time of this study, the student population at the campus was composed of 75% Hispanic, 17% Black (including immigrant Africans), 5% Caucasian, and 3% Native American. The African American population was 95% refugee from such war-torn areas as Somalia and the Sudan. There was a 52% mobility rate for these students—this percentage of students start the school year, but do not finish—and it was a major concern of the BES administration, but the Arizona State Department of Education did not view this as a barrier to these students’ learning or to their English language skills (Schmid, 2001).

At BES, the two main groups of English language learner students came from Mexico and Africa. There were two pockets of African refugees in the Phoenix area, one of which resided inside the BES attendance area. Catholic and Lutheran Social Services sponsored families from Africa. They had brought in 55 families in the past year to the Phoenix area.

Many of the African students had seen horrible things before they came here. The countries they came from were hostile. Many were in camps and were under strict rules. They were not allowed out after dark. One student wrote a letter explaining that she had seen a pregnant woman go into labor, run outside to get help, and was shot because it was after dark (Kahsi, 2003). Most have seen people maimed or even killed. The refugee camps were not conducive to literacy in any language. These students had to learn English as well as a new lifestyle. As a result, these students often came to schools with many emotional issues to deal with before they are able to learn.

Most of the Hispanic children came from Mexico. Some had been to school in their home country while others lived further away from towns where no education was possible. English language learners who came later in the school year had a more difficult time assimilating, and the older students had a more difficult time learning English. Some had legal status and others did not. There was no way for a school to know a student's legal status, as there was no paperwork on citizenship required for school attendance. These students were from working-class families that hope for a better life in the United States. Their parents worked two jobs to take care of their families. They had little time to spend with their children reading and doing homework. The older students were

responsible for watching and taking care of their younger siblings in the evening and when parents needed to go to appointments.

With so many obstacles to overcome, many of these students had difficulty learning. For example, many of the immigrants did not know how to receive health or dental care. They had not seen a doctor or dentist for many years. One student went to the Wellness on Wheels Mobile (WOW Mobile), the school's free doctor. He was given some blood tests and sent home. BES received a call that evening looking for his address because he was very sick. WOW doctors sent police and an ambulance to his house and took him to the hospital immediately. The hospital called the school the next day to let us know his kidneys and liver had shut down. He needed a transplant and would be in the intensive care unit receiving a blood transfusion and dialysis. His family had no insurance and was here illegally. They were scared of being caught, so they never took him to a doctor prior to the incident. Earlier intervention might have saved his life, but now there was little hope for this boy.

The English Language Program at Best Elementary School

The programs and staffing were not in place for the number of ELL students identified at BES. The ELL program had only three designated teachers who worked with students. The focus of the program was on non-English speaker (NES) and LES students. There were 15 regular classroom teachers who serviced their own NES and LES students. The issue BES had faced for years was that the ELL students were not making the appropriate gains as measured by the Stanford English Language Proficiency (SELP) assessment and the Arizona Instrument to Measure Standards (AIMS)/Dual Purpose Assessment (DPA). Although it was the intent of the BES faculty and administration that

all classrooms and grade levels, along with the ELL program, contributed to the English instruction of the ELL students, they found many of the ELL students did not receive sufficient intervention to achieve passing scores on the state's AIMS/DPA. This prevented the ELL students from exiting the ELL program in the three years allotted by the state government.

ELL instruction was offered in two ways: a 30-minute pull-out session per day with one of the three certified ELL instructors, and daily ELL instruction by a student's regular classroom teacher *if* that teacher was ELL certified. For students whose regular classroom teacher was not ELL certified, additional daily ELL instruction was not available to them outside of the 30-minute pull-out session. Also, the level of ELL instruction varied depending on the degree to which students spoke English. Limited English-speaking students did not receive enough services to meet the required standards when they were pulled out of the regular classroom to receive their services. As a result, immigrant ELL students at BES were underperforming and underserved.

Statement of the Problem

ELL immigrant students at BES were underperforming in reading as measured by state mandated tests. When BES was judged yearly on state and federal testing, ELL students typically did not make more than a five-point gain in any academic category from cohort to cohort. Although ELL immigrant students did show some improvement in English oral language skills, their reading and writing skills nearly always fell behind their peers for whom English was their primary language. Therefore, it was critical that something was done to ensure that these students were making gains compared to the other subgroups.

Purpose of the Study

The purpose of this study was to examine the risk factors that affected BES immigrant English language learners' ability to learn English, particularly their reading ability in English as measured by first year AIMS/DPA reading standardized test scores.

Specific risk factors were examined to better understand the English language learning needs of these students and how to best address these needs.

Significance of Study

This study and its findings can potentially benefit the immigrant ELL student population at BES. With a better understanding of the risk factors most associated with these students' difficulties in learning to read at grade level in English, faculty and staff might begin to design interventions. The immigrant ELL students at BES can potentially perform better on state and federal tests.

Results from this study have helped BES identify ELL students' risk factors more quickly and to get them the support they needed to be successful in school. Most ELL students take at least three years to adjust to the academic setting. ELL students who have specific risk factors need more than three years. This study can help assess those students' risk factors, allowing the school to give educational support to the students faster than previously. This is also important to the district to get ELL students to demonstrate one year's growth on the AIMS/DPA. They got a score the first year and needed to show one year's growth from that score.

A better understanding of what these students face and how they might overcome risk factors to their English reading skills can also benefit the faculty and staff. Given the constraints on the Arizona school systems because of Proposition 203 (2000), faculty and

staff must find innovative methods to address this particular population of students. Focusing on the most prominent risk factors to achieving grade level reading, can help faculty and staff center their efforts in order to better serve the students. This study allowed BES to identify the most common risk factors associated with ELL students and to pilot a standardized intake form that can be used in future years.

In general, results from this study may be useful to schools in Arizona with similar populations and enable them to identify students' risk factors upon enrollment in school and to help teachers understand the full needs of the students regarding educational services for underperforming and underserved immigrant English language learners.

Research Questions

The general research question for this study was: what are the potential educational risks for immigrant ELL students at BES? Assuming that there would be a number of risk factors for these students, the more specific research questions were as follows:

1. What risk factors have the strongest correlation with reading scores for immigrant ELL students at BES?
2. How does age and gender influence reading scores and potential educational risk factors for immigrant ELL students at BES?
3. What differences exist in reading scores and risk factors between the two main immigrant ELL student populations at BES – Mexican and Somalian?
4. How does the method of instruction (inclusion vs. pull-out) influence reading scores and risk factors for immigrant ELL students at BES?

Hypotheses

1. There will be a negative correlation between the age of the student and their AIMS/DPA score in reading.
2. The girls will have significantly higher AIMS/DPA scores than boys.
3. The students who speak Spanish as a first language will have significantly higher AIMS/DPA scores than those who speak Somali.
4. Students who attended school in their home country will have a significantly higher AIMS/DPA score.
5. Students who receive ELL services in their homeroom will have significantly higher AIMS/DPA scores than those who are pulled out to receive services.
6. There will be a negative correlation between the total weighted risk score and 1st year AIMS/DPA scores.
7. There will be a negative correlation between the total number of risk factors and 1st year AIMS/DPA scores.
8. There will be a negative correlation between the highest individual risk factor and 1st year AIMS/DPA scores.
9. There will be a negative correlation between the combined risk factors score and 1st year AIMS/DPA reading score after controlling the student demographics characteristics.
10. There will be a negative correlation between the combined risk factors score and 1st year AIMS/DPA writing score after controlling the student demographic characteristics.

11. There will be a negative correlation between the combined risk factors score and 1st year AIMS/DPA math score after controlling the student demographic characteristics.

Definition of Terms (Operational Definitions)

Common terminology defined by the Arizona State Department of Education (2003) used extensively in this study is defined as follows:

- Academic Proficiency: A term used to describe a language minority student who approaches native English proficiency in reading and writing skills.
- Arizona Instrument to Measure Standards/ Dual Purpose Assessment (AIMS/DPA): The state standardized assessment given to all students in Arizona. It is only given in English.
- English Language Learner (ELL): Students whose first language is not English and who are in the process of acquiring English.
- English as a Second Language (ESL): Students whose first language is not English.
- Fluent English Proficient (FEP): A language minority student who can fluently listen, speak, write, and read English near grade level.
- Fluent English Speaking (FES): A term used to refer to students with proficiency in listening and speaking English, without reference to literacy skills.
- Immersion: A general term for teaching approaches for limited English proficient students that do not involve using a student's native language.

- Language Minority: Individuals in the U.S. who speak a language other than English.
- Limited English Proficient (LEP): A student whose first language is not English and who is not yet proficient enough in reading, writing, speaking, or comprehending English to be successful in mainstream English-only classrooms.
- Limited English Speaking (LES): A term that addresses students' skills in listening and speaking in mainstream English-only classrooms.
- Non-English Speaking (NES): A student in the very beginning stages of learning English; addresses student skills in listening and speaking only.
- Primary Language: First spoken language of a student. Most BES ELL students speak Spanish (70%) or Somali (30%).
- Pull-Out ELL Services: Language services offered to students who are pulled out of class for 90 minutes a day to receive English instruction.
- Risk Factor: A characteristic, environment, or experience that makes a student more likely than others to fail in school.
- Structured English Immersion (SEI): A structured lesson design, not curriculum, to instruct ELL learners.
- Stanford English Language Proficiency Test (SELP): All Arizona students are given this test within 10 days of arrival at school to determine their level of English proficiency.

Assumptions

It was assumed that ELL teachers could accurately identify and measure the severity of the problem or risk factors of ELL students. It was also assumed that teachers knew the students well enough to rate them accurately, and that school records were valid and accurate. It was also assumed that what was true in Arizona was generally true elsewhere in the United States with similar populations. Another assumption was that the AIMS/DPA was a valid measure of English Language Proficiency.

Limitations of the Study

The major limitation of this study was that the AIMS/DPA was only given in English. Another limitation was that the BES staff consisted of qualified teachers who provided quality instruction and followed the district curriculum; however, they only taught in English. The staff provided professional and conscientious educational services for students. Some of the other limitations were: only Hispanic and Somali students were used, it was only one school, there was only one measure of educational progress, and it was only one year of data.

This study's findings should be used with caution when applied to all ELL students. Where similar demographics, student populations, and educational conditions apply the data may be used as a reference point or a basis for establishing support for English language learners. The socioeconomic conditions of families at the school are important to the outcome.

Organization of the Remainder of the Study

Chapter 1 provides an introduction to the issues prompting the need for help in educating English language learners.

Chapter 2 reviews the literature related to English language learner programs and factors related to them, including historical perspectives, legislation, learning theories, existing programs, factors affecting learners, and teacher preparedness.

Chapter 3 describes the study design, methodology, subjects, human subjects' protection, instrumentation, data collection, data reporting, data analysis and procedures in the study.

Chapter 4 reports the findings of the study.

Chapter 5 presents an analysis of the study findings, with respect to the problem and the research questions and offers conclusions and recommendations for further research.

Chapter 2: Review of Relevant Literature

Historical Perspective of Immigrant English Language Learners in the United States 1600s-1800s

The United States was born as a nation of different cultures and languages. During this period bilingual schooling was regularly the norm rather than the exception. In the 1600s, the various colonist and immigrants spoke more than 18 languages. Schools were established not only to provide a basic education, but also to preserve the culture and language of the immigrants. Often immigrants who settled in the East established schools that were affiliated with their religious denomination and were bilingual according to their native language. For example, in the 1700s, many official documents were published in German and French, alongside the English versions. During this period some of the schools used the native language for teaching and made English a subject in school. “Instruction other than English was fairly common in schools throughout Pennsylvania, Maryland, Virginia, and the Carolinas during the 1700s” (Keller & Van Hooft, 1982 p. 3).

Bilingual instruction was still popular in the 1800s. During this period Spanish, French, and German schools were operating in various states. In an 1828 treaty, the U.S. Government recognized the language rights of the Cherokee Indians, enabling them to establish a native-language school system and achieve a 90% literacy rate (Diaz-Rico & Weed, 1995). Clearly this was a time in our nation’s development when the acceptance of multilingual and multicultural groups was accepted without question, particularly in education.

1800s-World War I

New immigrant groups started parochial school in order to educate their children. This period also saw the arrival of Chinese immigrants and later the Japanese. They established numerous bilingual schools for their children (Keller & Van Hooft, 1982). However, resentment began to build after World War I when large numbers of immigrants, war refugees, and those seeking freedom in America entered the country. Bilingual programs were popular in the United States prior to World War I (Cummins, 1996), but the war created strong prejudices (fears of non-English influences), which led to the establishment of English-only schools. In these schools children were punished for using their native languages (Diaz-Rico & Weed, 1995).

Few bilingual programs prospered as a result of the "frenzy of Americanization" (Diaz-Rico & Weed, 1995, p. 147). "Sink or swim" (National Clearinghouse for Bilingual Education, 1995, p. 1) policies were the dominant method of instruction, offering little to no remedial services for ELL learners.

World War I-1950

Up until WWI, many languages were used in schools and other government offices throughout the United States. When the war ended in 1918, communities began with a new degree of prosperity. During this period in education, bilingual programs declined and the use of foreign languages became almost extinct in schools. Seeking a better life for their children, parents began to see the value in high school education and technical training in English only (http://www.sjcd.cc.tx.us/). In addition to the decline of bilingual and non-English education, other factors began to impact the culture of primary and secondary education: mandatory attendance laws for public schools, separation of

church in the public schools, and the wave of isolationist convictions of Americans after WWI (Keller & Van Hooft, 1982). All of that led to the realization that English-only instruction needed to exist in all the states. These English-only practices excluded many of the Japanese and German Americans who were the ones who practiced bilingual education prior to WWI. Isolationism would come to an end at the start of WWII and new practices would come into existence.

Beyond 1950

During the 1960s, many Cubans fled their native country to come to the United States. The new Cuban immigrant families began to request bilingual schooling in Florida for their children. To meet this issue, Dade County Florida began to institute new bilingual and ELL programs. The goal was fluency in both languages; however, most families wanted fluency in English in order for their children to assimilate into their new American way of life. This program was very successful mostly because of the families backing the programs and demanding accountability from the schools for their children. This success led to the new revival of ELL programs in other parts of the United States.

2006 Arizona

In 2000, Arizona's program for ELL's significantly changed with the passage of Proposition 203, a measure designed to require standardized testing only in English. This proposition ended local flexibility regarding program options for the education of ELL students. It required that all ELL students be taught using the SEI model unless a parent signed a waiver. Also, the proposition required, "a standardized, nationally normed written test of academic matter be given in English each year for children in grades two and higher" (Proposition 203, 2000, p. 1). Prior to the passing of Proposition 203, ELL

students not proficient in English were given three years to become proficient before taking the standardized tests in English. Proposition 203 put into effect the use of waivers for bilingual programs. In order for students to qualify for a waiver, they had to pass the test-publisher's, "passing score" rather than the district's guidelines. With this the state's few bilingual programs were disbanded, leaving only the SEI model to be used in Arizona (Mahoney, Thompson, & MacSwan, 2005).

Conclusion

From our nation's earliest history, multilingual and multicultural approaches were accepted and promoted. As a result of war and an explosion of immigration, fears of non-English speaking cultures began to erode this tolerance and liberal acceptance. Immigrant parents want their children to become full Americans, and in some cases, this meant abandoning a native tongue for English-only education. However, some immigrant parents saw the value of their children continuing to learn in their native language as well as adopting the dominant language of America—English.

In Arizona, the situation reflects the historical trend of the nation, particularly with Spanish speakers. Early on, as a territory, Arizonians embraced the multilingual and multicultural influence of its indigenous Mexican residents. However, as the social and political climate shifted from a tolerant and liberal one to a discriminatory and conservative one, Arizona went the way of much of the nation. The fear of Spanish-speaking immigrants (whether legal or illegal in status) drives the political ideology behind Proposition 203 (2000). As a result, true bilingual education has disappeared, and in its stead, Arizona ELL students struggle under the SEI model.

This brief historical overview discusses the elements that had a great deal of influence on the success of bilingual programs. Cultural groups have exerted pressure throughout the years to establish bilingual education programs.

Legislation and Policies That Address Immigrant English Language Learner Schooling

Federal

This trend in Arizona is not isolated. Federal and state legislation has mirrored the historical development of the educational policies for ELL student populations. The following timeline highlights important federal court decisions that impact ELL learners and services. In most cases, the decisions on the federal level have been supportive of English language learners and have held schools accountable for providing educational opportunities for the students.

1964. The U.S. Congress set a federal minimum standard for the education of ELL students in public educational institutions in Title VI of the Civil Rights Act (42 U.S.C. section 2000d). The act prohibited discrimination on the basis of race, color, sex, or national origin (Garcia, 1993). As more immigrants began to attend public schools, federal courts began to enforce the act by requiring schools to provide native language and multicultural education as part of a desegregation plan.

1968. Federal funding for bilingual education programs first became available through Title VII of the Elementary and Secondary Education Act (Title VII ESEA). Title VII was designed to support instruction in two languages by providing extra funds to support the program development and implementation (Diaz-Rico & Weed, 1995). Subsequent reauthorizations provided supplemental funding for school districts to address the needs of ELL students (Garcia, 1993).

1970. The U.S. Office of Civil Rights (OCR) issued regulations specifically addressing discrimination against minority students. This regulation prohibited placing ELL students in special education or vocational programs based only on students' English language proficiencies. This regulation also required schools to communicate with parents in their native language or another language they could understand. These Office of Civil Rights requirements mandated that schools with ELL students provide special language instructional programs for LEP students:

> Where inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program … the district must take definitive steps to rectify the language deficiency in order to open its instructional program to these students. (Alexander & Alexander, 2004, p. 152)

1974. A trademark decision, Lau v. Nichols, 414 U.S. 563 (1974) was made by the U.S. Supreme Court. Chinese American families filed suit against the San Francisco Board of Education, alleging that their children were denied their right to education because they were unable to comprehend or speak the English language. The Supreme Court found that the school district violated the civil rights of the non-English speaking Chinese students by failing to provide an appropriate and understandable education (Carrera, 1992). The Supreme Court held: "There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum: for students who do not understand English are effectively foreclosed from any meaningful discourse" (Alexander & Alexander, 2004, p. 274). In addition, the court stated:

> Basic English Skills are at the very core of what these public schools teach. Imposing a requirement that, before a child can effectively participate in the educational program, he must already have acquired those basic skills is to make a mockery of public education. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful. (Arizona, 2003 p. 17)

1978. The Federal District Court of New York, in Cintron v. Brentwood, rejected Brentwood School District's bilingual program, claiming it would segregate Spanish-speaking students from their English-speaking peers (National Clearinghouse for Bilingual Education, 1995).

1987. The 7th Circuit Court of Appeals ruled, in Gomez v. Illinois, that State Education Agencies are required to ensure that language minority students' educational needs are met (Riverside County Office of Education, 2003).

1994. Title VII was reconfigured to reflect educational reforms. New provisions increased funding for professional development, primary language maintenance, foreign language, research, and evaluation (Gitomer et al., 2005).

1998. California voters approved Proposition 227, which virtually eliminated bilingual education and replaced it with structured English immersion (SEI); (Baker, 1998).

2000. Arizona voters approved Proposition 203, which eliminates bilingual education and replaces it with structured English immersion (SEI); (Mahoney, Thompson, & MacSwan, 2005). It also requires all teachers to be certified in SEI or hold a valid ELL or bilingual teaching certificate by 2009.

2001. The most recent federal policy established by President George W. Bush is the No Child Left Behind (NCLB) act, which adds that all children will make progress and school will be held accountable. It also states, “For the first three years of schooling in the United States, students who are classified as limited English proficient can be tested in their native language” (Gitomer, Andal, and Davidson, 2005, p.3).

Currently, NCLB provides funds for ELL education programs, “according to a formula based 80% on the number of children with Limited English Proficiency (LEP) in the state, and 20% on the number of immigrant children in the state” (Council for Exceptional Children, 2004, p. 5). The Council for Exceptional Children states that NCLB:

> [R]equires that all children who have attended school in the United States for at least 3 consecutive years and are enrolled in programs funded under this program must be testing in English in reading and language arts, although waivers to this rule may be granted on a case-by-case basis. (p. 5)

Nevertheless, many scholars and practitioners work to amend NCLB to address the ELL population. Because the current system’s limitations, many schools have received the label of “inadequate” (Olson, 2004, p. 32), based on the performance of ELL students.

Federal courts have clearly and consistently required school systems to provide special instructional services for ELL students; the courts have left room for state and school board prudence in order for districts to design programs to meet their needs. The National Board of Education uses the philosophy that school districts should utilize educational approaches that insure equal access for all children. The burden of achieving

this is placed on the school districts, which should adapt their approaches so that children are not penalized for differences (Alexander & Alexander, 2004).

Arizona

Between NCLB and Proposition 203, Arizona faces a crisis in educating the ELL population. There have been many recent events that have shaped some new changes in how English language learners are taught in Arizona. It started in April 1998 when Secretary of Education Richard Riley established a goal for English language learners to reach proficiency within three years. Riley stated, "New immigrants have a passion to learn English and they want the best for their children" (as cited in Gersten, 1999, p. 41). Most scholars in the field of second language acquisition believe English language learners should be taught academic subjects in their native language first. Teachers and activists advocate a firm theoretical foundation to improve educational programs for language minority students.

"Evidence shows that there is a host of socioeconomic and background factors which have an influence on educational life outcomes for non-native speakers of English" (Blair, Legazpi, & Madamba, 1999). In Arizona, the passing of Proposition 203 compounded those factors. Proposition 203 (2000):

> …[R]epeal[ed] the existing bilingual education laws and change[d] the law to require that all classes be taught in English except that pupils who are classified as "English Learners" will be educated through structured English immersion programs during a temporary transition period. The structured English immersion programs will provide nearly all classroom instruction and materials in English, but may use a minimal amount of the child's native language when necessary.

> The temporary transition period for structured English immersion programs will normally not exceed one year. When an English learner has acquired a good working knowledge of English, that pupil will be transferred to a regular English language classroom. (p. 1)

Supporters of Proposition 203 (2000) believe that providing teachers with 15 hours of structured English immersion training will equip them to deal with the various languages, backgrounds, cultures, and circumstances of ELL students. The intent of the law is, of course, to move students quickly into the mainstream classroom, but there is some doubt about this "one-size-fits-all" approach (Zehr, 2004, p. 10). Currently a debate continues among Arizona legislators as to how much funding should be allocated per ELL student, and meanwhile, as this debate continues, more and more students fall further behind (Zehr, 2006b).

Research indicates that bilingual approaches prepare students to do as well on high-stakes tests as those students taught in English-only conditions (Zehr, 2006d). In fact, a study by the Center for Research on Education, Diversity, and Excellence determined that students who are subjected to English-only programs show decreases in reading and math achievement scores (as cited in Black, 2005). Proposition 203 is not consistent with the research. What is even more frustrating for those who understand the complexities of teaching ELL students is that this bill was brought to Arizona from a California millionaire who has no background in education (Portillo, 2000). Given the literature and scholarship on second language acquisition, it seems that Arizona may have added to ELL learners' hardships.

District Level

In Arizona it is required for all teachers to have specially designed academic instruction in English (SDAIE) training in addition to their regular teaching certificate. Districts are having difficulty finding these teachers and are offering bonuses to attract them. Districts are also finding that they have to train teachers so that all will be qualified. If teachers did not get 15 hours of SDAIE training by fall 2006, they were not allowed to continue teaching. Furthermore, teachers need to complete and additional 45 hours by fall 2009 (Arizona State Department of Education, 2003).

In a small district such as BES, where a majority of students are ELL, the resources for acquiring the properly certified and trained teachers are hard to obtain. Furthermore, an inner-city school such as BES must attempt to meet the needs of its large ELL student population while attempting to meet the restrictive and punitive state and federal requirements.

Conclusion

The federal and state governments have attempted to address the issue of ELL student education through various legislations. This legislation was influenced by the social and political context at the time. Therefore, the legislation has gone from attempts to accommodate ELL students to one in which schools must accommodate the state while trying to meet the needs of students.

In Arizona, the conservative swing to the right in favor of English-only legislation has only been intensified by the federal NCLB requirements. As a result, districts struggle, small inner-city schools struggle, but most important, individual students and their families struggle under the current educational environment.

Content Learning Theories

Content-based second language instruction is the learning of a second language through the content of a mainstream classroom's curriculum. To understand better how these theories apply to second language acquisition, it is important to look at the content learning theories' basic descriptions. Second language development, involving the structured English approach, involves teaching English while teaching some content to students. Teachers might apply any of the content learning theories or a combination of two or more. Teachers can examine the way they teach and then determine if that theory works for their particular ELL students. Some teachers might have to use several of these to instruct students since all students do not learn the same or at the same rate. Table 2 will examine the 5 learning theories, theorists, give a brief description, and describe how it might be used with ELL learners.

Table 2

Content Learning Theories.

Content Learning Theories	*Theorists*	*Description*	*Applied to ELL*
Humanistic	Maslow, Ericson, Kohlberg, and March & Shavelson	A humanistic teacher is one who desires students to learn to interact well with others and to feel as good as possible about them.	Students would be given plenty of opportunities to discuss personal interests, share favorite books, show pictures of family and friends, or tell about a favorite school project.
Developmental	Piaget, Koffka, Kohler, Lewin, Ausubel, Bruner, Argyris, and Gagne	The developmental approach allows the learning to occur in the natural stages in an orderly fashion, building on the previous learning.	Students would progress at their own pace by using a journal or writing workshop.

(table continues)

Content Learning Theories	*Theorists*	*Description*	*Applied to ELL*
Social Interaction	Bandura, Lave, Wenger, Salmon, and Vygotsky	The socialist approach recognizes the unique roles adults play in learning by modeling, and using language to facilitate learning.	Students would be given prompts, reminders, and encouragement at the right time and in the right amount to foster learning.
Cognitive Learning	Pritchard, Jimenez, Garcia, and Pearson	Cognitivists focus on kinds of knowledge, learning stages, and problem solving. They also look into the internal mental processes. They tend to believe that students are active learners who will seek out information to solve problems.	Students are given pieces of knowledge and encouraged to induce a rule or principal.
Behavioral	Thorndike, Pavlov, Watson, Guthrie, Hull, Tolman, Skinner	Behaviorists believe that learning is manifested through behavioral changes that can be observed and measured.	Students are given tasks from simple to more difficult and instruction is planned.

Note. The information in this table are from "Content Learning Theories" by Echevarria and Graves, 2003, pp. 35–40.

Conclusion

Teachers may not be aware of the learning theory they apply to the teaching-learning situation, or how that learning theory supports or diverts from the student's ability to learn English. How can the teaching and learning of English be applied within these various theories? Another level of learning theory, Second Language Learning Theories, must be applied within the basic-content learning theories summarized in Table 2.

Second Language Learning Theories

Krashen's 5 Hypothesis

Stephen Krashen (1994), one of the most influential theorists in language acquisition, developed five hypotheses that offer insight into the educational aspects of

second language programs and provide theory for ELD and SADIE classrooms. Five basic hypotheses or principles of second language acquisition include the following:

1. The Acquisition-Learning Hypothesis clarifies the differences between "learning about" a language and its grammatical rules and the more useful and the practical process of "acquiring" a language, which leads to fluency and proficiency.
2. The Natural Order Hypothesis describes a similar, natural order and process by which all of us acquire first or second languages. Certain grammatical structures, regardless of instruction, tend to be acquired early or late, depending on the language and its structure.
3. The Monitor Hypothesis states the relationship between acquisition and learning. In order to use the conscious rules of language, to "monitor" language usage, the learner must have sufficient time to be able to focus on the form and understand the rules.
4. The Input Hypothesis is described as the key to the acquisition of a second language, emphasizing that the input must be comprehensible and at an understandable level, not necessarily composed of a specific grammatical structure.
5. In the Affective Filter Hypothesis, Krashen calls attention to the affective variables, which interfere with second language acquisition. Levels of anxiety, motivation, and self-confidence are significant blocks to preventing students from understanding and progressing in the second language.

In addition to these five hypotheses, Krashen and Terrell also developed Natural Approach theory. The Natural Approach to language acquisition, as outlined by Krashen and Terrel (1996) is a communicative approach to language learning. This is based on the theory that second language learners follow a similar process in learning the second language based on their experience of learning their first language. Using the Natural Approach theory in the classroom, teachers recognize that first comprehension of a language precedes speech production, and that second speech emerges in stages over time. During the *Preproduction* stage, students receive comprehensible input, but are not forced to speak. During the *Early Production* stage, students begin producing simple words or phrases in the target language. This leads to the *Speech Emergence* stage, in which second language learners begin to develop a sizeable vocabulary, increase comprehension, and often make errors in speech. Finally, at the *Intermediate Fluency* stage, students develop good comprehension and vocabulary skills, but often make complex speech errors. Nevertheless, continued instruction and practice in the second language is needed to provide academic skills needed in school

Cummins' Principles

Two types of language: BICS and CALP. Cummins (1994) explains the difference in the time required to obtain basic communication skills versus literacy skills through his model of "context-embedded" versus "context-reduced" communication. Context-embedded language is one in which the participants can "actively negotiate meaning" and the communication is supported by situational clues. Context-embedded communication is often typical of the everyday world outside a classroom in face-to-face communication.

On the other hand, context-reduced language situations involve fewer interactive clues, requiring knowledge of linguistic cues to interpret meaning. Context-reduced language communication is typical of academic assignments in classroom situations. Using this framework, second language learners' acquisition of Basic Interpersonal Communication Skills (BICS) for everyday conversations is easily distinct from Cognitive Academic Language Proficiency (CALP) needed to be successful in an academic setting. This distinction between the two types of language skills is fundamental in understanding second language acquisition (Figure 1; Cummins, 1994)

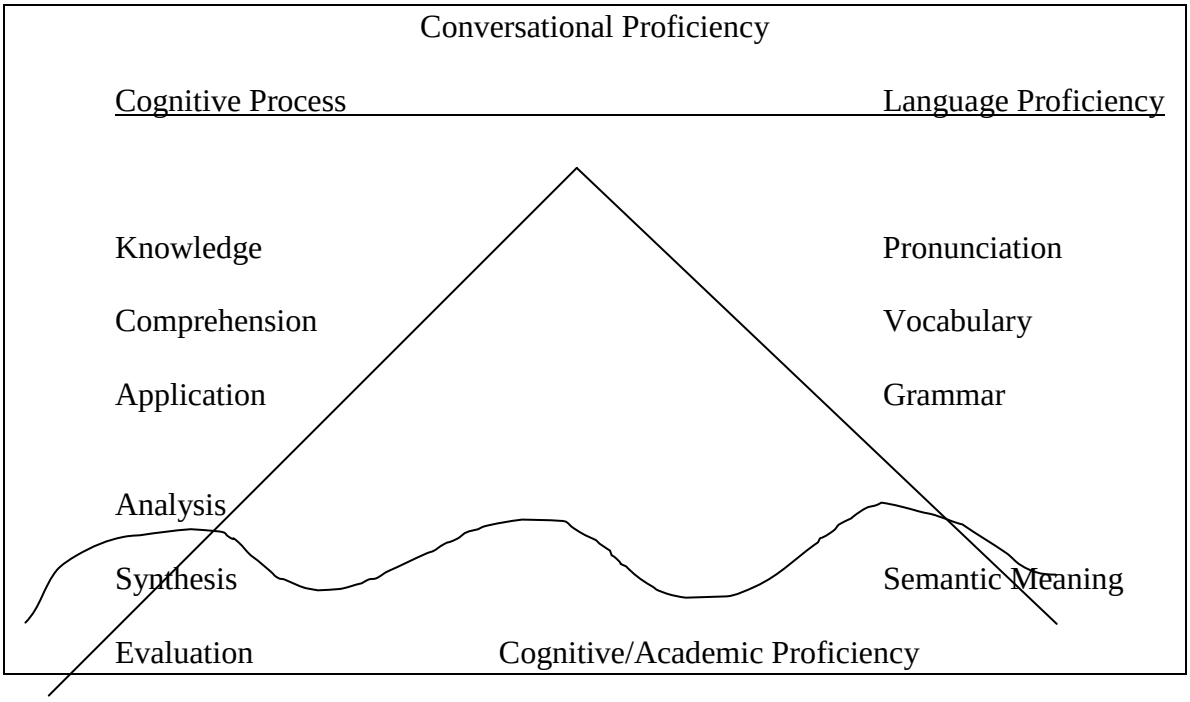

Figure 1. Elements of basic language proficiency. Information from *Primary language instruction and the education of language minority students. Schooling language minority children: A theoretical framework* by Cummins, 1994, p. 138. Adapted with permission of the author.

The separate underlying proficiency model implies that Conversational Proficiency is separate proficiency from Cognitive/Academic Proficiency. Therefore,

learning in the first language will not transfer to learning in the acquisition of a second language. According to this theory, native language knowledge will not help with the second language. Nevertheless, there has been no research done to support this theory. Unfortunately, it is a theory embraced by the general public, as evidenced by the historical and legislative development of English language education (Cummins, 1994).

Cummins (1994) argues for common underlying proficiencies (CUP) that are cross-lingual proficiencies, which can develop better cognitive and academic skills. Cognitive and literacy skills established in a first language will transfer across languages. The iceberg theory often describes this. On the top of the water, the two icebergs (languages) are different and distinct. Underneath the surface, the icebergs (languages) support the shared concepts and knowledge derived from learning and experiences of the learner (Figure 2).

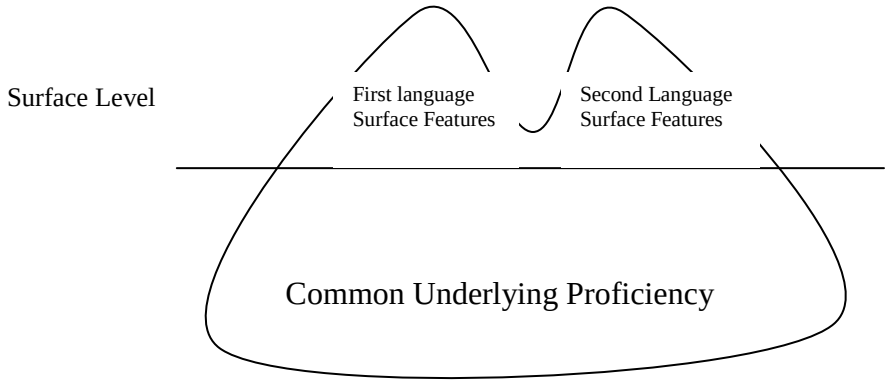

Figure 2. Common underlying proficiency model of bilingual learning. Information from *Primary language instruction and the education of language minority students. Schooling language minority children: A theoretical framework* by Cummins, 1994, p. 18. Adapted with permission of the author.

Cummins (1994) states that there are deeper levels of cognitive processing, such as analysis, synthesis, and evaluations, that are necessary to academic progress. There is a minimum threshold of cognitive ability that the student must have for success in a second

language. If that threshold is not there, the student will have difficulty achieving success in the second language. Cummins (1999) presents research from other researchers that support this theory. This research claims that development of students' first language while learning a second enhances student proficiency in the second language.

Cummins (1994) states if students are to reach competency in a second language, they must achieve grade-level cognitive academic language proficiency in that language. School tasks are typically context reduced and cognitively challenging. Therefore, successful time should be spent developing academic skills in the first language; these skills are transferable. Some communicative tasks in English may be more demanding, depending on the contextual support available to them in the new learning. This range of contextual support can be demonstrated in two continuums:

- The *horizontal continuum* starts on the left with the context embedded clues that support meaning with gestures, visual clues, and feedback. This line goes across to context reduced communication, which it is mostly written text or other communication that provide few contextual clues.
- The *vertical continuum* demonstrates the cognitive demands of the assignment. Cognitively undemanding assignments can be done with little or no conscious thought; whereas, cognitively demanding assignments require thought and concentration (See Figure 3).

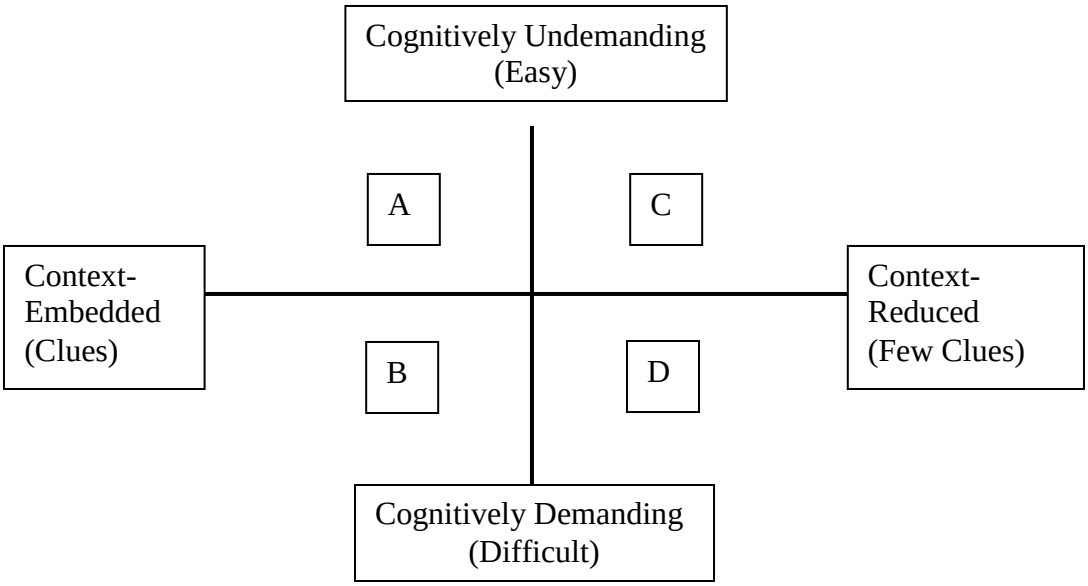

Figure 3. Model of language proficiency. Information from *Primary language instruction and the education of language minority students. Schooling language minority children: A theoretical framework* by Cummins, 1994, p. 10.

Conclusion

Given this, students will have more success with teaching and learning situations in box A than in box C, in box A than box B, in box C than box D, and in box B than box D. In order to gain sufficiency in a second langue, students must perform well in box D. In order for this to happen, students must develop Common Underlying Proficiencies.

Importance of Primary Language and Culture

Research from Cummins (1994) demonstrates that students who have a strong foundation in their primary language will learn their second language faster and with more proficiency than students with little foundation in their primary language. The "linguistic interdependence principle" states that conceptual knowledge and skills transfer across languages. An example of this is when a learner understands the meaning of a word on a page; the knowledge will be transferred to the second language. Students who come to the United States with a strong foundation in their native language will

learn English more quickly. Cummins' (1999) research with the CUP model supports that finding.

Students who develop and use their primary language at home will also learn English faster, according to Krashen (1999). According to his theory, literacy gained through the primary language will transfer to the second. Encouraging students to develop their primary language in school and at home will help with their new language acquisition. Krashen (1996) states that when primary language supports are in place, students will have a greater chance of literacy in English. Through encouragement of the primary language at home and in the classroom, students can pick up on classroom nuances more effectively. These strategies will provide English language learners with the additional support that will help them become more successful in the classroom.

Literacy

The traditional definition of literacy is the ability to use language to read, write, listen, and speak (Literacy, 2006). The problem is not as easily defined as the ability; it is actually how well someone can read or write. Wikipedia's definition of literacy states:

> In modern contexts, the word means reading and writing in a level adequate for written communication and generally a level that enables one to successfully function at certain levels of any modern society, thus literacy plays a role in providing access to power. (p. 1)

According to Krashen (1994), many people, including native English speakers, cannot read and write well enough to handle literacy demands of modern society. In his research, Krashen describes free reading as having a major role in literacy. Free reading needs to encompass vocabulary, spelling, grammar competency, and writing style. Reading also

leads to better language development and performance as readers. According to Gallagher (2003), students scoring in the 90th percentile on standardized reading tests, read 60 minutes or more on their own. Gallagher also supports Krashen's theory on free reading. For English language learners, a "print rich" (Krashen, 1994) environment where books and other reading materials are available for student selection enhances literacy development.

Social interactions are also important to literacy development. Peregoy and Boyle (2005) maintain that literacy development evolves over time through social interactions involving the discussion and exchange of ideas. Classroom discussions can foster literacy development and strengthen language learning. Teachers must consider the proficiency level of English language learners and their ability to read and write in their primary language. In taking Cummins (1994) into consideration, the importance of primary language schooling is paramount to literacy. Peregoy and Boyle (2005) reaffirm the transfer of literacy skills to the second language. Their research shows that English language learners benefit from instruction in English before they fully learn the new language, but only if the instruction is carefully organized and relevant.

The main focus of Truscott and Watts-Taffe's (1998) research is to move literacy instruction from oral reading proficiency to higher levels of literacy experiences. This change in literacy instruction is necessary to focus on reading comprehension and purposeful language tasks. They provide a model for effective practices that resulted from an exhaustive analysis of exemplary programs, analysis of ELL programs, current articles, and studies related to English language instruction.

Truscott and Watts-Taffe (1998) looked at seven practices for literacy instruction of English language learners. Their seven practices are: “1) activation/use of prior knowledge, 2) purposeful language tasks, 3) scaffolded use of English vocabulary, 4) focus on comprehension, 5) incorporation of various media, 6) variation of discourse styles, and 7) explicit communication” (p. 188). These seven practices show authentic applications of language that are necessary in language acquisition. English language learners need meaningful learning experiences in which they can interact with peers. English language learners must be able to communicate with others in an academic setting where they can be supported and challenged.

Gersten and Jiménez (1994) bring an additional belief to add to the development of literacy. Their study shows that it is critical for teachers to have the belief that a student has potential. Gersten and Jimenez’ investigation identifies the following characteristics of a successful literacy program: (a) a challenging environment, (b) scaffolding instruction, (c) information presented in comprehensible forms, (d) high expectations, and (e) frequent feedback. Their research reaffirms previous research and advocates that English language learners need meaningful, authentic, secure classrooms where students are challenged and supported at the same time.

Conclusion

From this research, it is clear that ELL students must gain literacy in their primary language as well as, eventually, in English. Literacy in both languages can be promoted by not just the schools and the state, but by the communities as well.

Existing Programs and Approaches Addressing ELL Needs

Various programs and models of services provide varying levels of instruction to ELL students; however, there is little consistency nationwide. The following are brief descriptions of the various programs used nationwide:

1. English Language Development (ELD). Previously known as English as a Second Language, or ESL, ELD classes are designed to help limited English proficient students learn English language skills. ESL classes are taught in English as a pull out from the regular classroom to enhance learning.
2. Specially Designed Academic Instruction in English (SDAIE). In SDAIE classes, sometimes referred to as "structured" (Echevarria and Graves, 2003) classes, content-area subjects such as math and social studies are taught to limited English proficient students using specific techniques, materials, and strategies to make the content comprehensible in the second language.
3. Dual Language Immersion Programs. These programs teach a second language to English-speaking children while other students whose native language is not English learn English in the same classroom. The goal of these programs is to graduate students who are proficient in two languages.
4. Primary Language Support (PLS). PLS provides students with supplementary materials or a part-time translator or an instructional assistant fluent in the native language of the students. It does not include instruction in the native language by a certified teacher.
5. Academic Support in the Primary Language. This program allows limited English speaking students to receive bilingual instruction from a bilingual

teacher fluent in their native language. Bilingual programs provide students the opportunity to study subject matter in their primary language while learning English. These programs were designed to help students make the transition into English as soon as possible and maintain their bilingual skills, producing what Cummins (1994) would call an “additive or proficient bilingual” as opposed to a “subtractive or partial bilingual.”

6. No Special Language Instructional Services. In rural parts of the United States, as well as parts of Arizona, the limited English-speaking students receive no special services designed to assist them in becoming fluent in English. In these sink or swim” programs, non-English speakers are simply placed in the classrooms with native English speakers. In these classrooms all the instruction is in English and the curriculum is not necessarily a curriculum that has an ELL specialization.

In addition to these currently used models to instruct ELL students, Krashen (1994) describes three other methods used to deliver ELL instruction to students: (a) Submersion, (b) Submersion + ELL, and (c) Immersion. In Submersion, or Sink-or-Swim programs, ELL students are placed in mainstream classes where all subjects are taught in English only without the benefit of an organized curriculum program. Submersion + ELL programs provide students with a period of English language development and then place the students in mainstream classes for the remainder of the school day. In the Immersion model, students are linguistically separated and instructed in their native language. This is based on the French-Canadian immersion model in which majority language students are immersed in a second language; in the United States we have implemented immersion

programs for both majority and minority language students, but, again with little or no consistency nationwide.

Another method is structured English immersion or SEI. The approach has quite a bit of support, and Rossell and Kuder (2005) present detailed information on the benefits of teaching English through SEI. However, Adams and Jones (2005) report that SEI presents many problems for students, teachers, and schools. For example Adams and Jones note that SEI has become a sink or swim situation for many ELL students. While some schools that implement SEI might see some improvement after a year, the overall approach does not provide sustainable English language learning. Adams and Jones point out that, as a result of SEI, many bilingual teachers were reassigned or laid off. This resulted in a gutting of more than a few minority teachers and role models. Nevertheless, SEI stays in place as a method of English language instruction.

According to Baker (1998), SEI is an English language learning program, "in which 1) English is used and taught at a level appropriate to the class of English learners … and 2) teachers are oriented toward maximizing instruction in English and use English for 70% to 90% of instructional time" (p. 200).

Conclusion

The variety of programs and approaches to serve the ELL student population in this nation is a result, in part, of the various attitudes toward immigrants, particularly non-English speaking immigrants. Although proficiency in English is crucial to academic success, and ultimately social integration, the United States has not adopted one approach or even limited states and schools to those approaches most effective such as SDAIE, Dual Language Immersion, or Academic Support.

Factors That Affect Immigrant English Language Learner Outcomes

Introduction

In addition to the struggle to learn English, and even perhaps their primary language, ELL students face obstacles similar to English speaking students: lack of motivation, a stressful family life, learning disabilities, peer pressure, absenteeism, poverty, substance abuse, lack of social and community support, etc. (Scherer, 2006), and large class sizes (Baker, 1998). Obviously, ELL students will struggle in school until their level of English proficiency allows them to participate fully in the school's curriculum. Those ELL students with no English skills, the NES students, struggle the most right from the start; whereas, limited English proficiency (LEP) students face fewer academic struggles (Strand & Demie, 2005). Below are the main factors affecting the timely acquisition of English by ELL students.

Motivation

High levels of motivation are important for English language learners. Key ingredients are recognizing the need to learn the second language and the motivation to do so (Fillmore, 1985). There are two types of motivation: integrative and instrumental (Baker, 1998). "When students are motivated to identify with or join another language group—that is, integrate into the group—the process is termed integrative motivation" (Echevarria and Graves, 2003, p. 44). Students who are internally motivated increase their likelihood of proficiency because it involves potentially long-lasting personal relationships. "Instrumental Motivation describes a situation which individuals learn another language for a practical reason, such as getting a job, enhancing their career possibilities, or passing an exam" (Echevarria and Graves, p. 45). This type of motivation

involves meeting short-term goals and may not be as effective in leading to mastery of the second language. Once a goal is met, the motivation for continued practice and learning could decrease.

Age

Krashen (1994) discusses the effects of age on second language acquisition and indicates that professional literature supports the following generalizations regarding age differences in second language acquisition. First, older acquirers are faster in the early stages of acquisition because they (a) are better at obtaining comprehensible input (conversational management); (b) have superior knowledge of the world, which helps to make input comprehensible; and (c) can participate in conversations earlier, via use of the first language syntax. Second, younger acquirers attain a higher level of proficiency in second languages than adults because they are free of personality issues that can negatively impact learning, such as self-consciousness, mental rigidity, and desire to perfect pronunciation (Echevarria and Graves, 2003).

Two large-scale studies have reported that it takes, on average, 5 years for second language learners to reach grade-level norms of proficiency in English. Collier and Thomas (1989) reported that students who arrived in the United States between the ages of 8 and 12 with several years of schooling in their native language were able to reach norms in academic areas within 5 to 7 years. Students who arrive before age 8 require 7 to 10 years to obtain proficiency, while students who immigrated after the age of 12 often did not reach academic proficiency before graduation from high school. Cummins (1994) studied 1,210 immigrant students in Canada. The participants in his study were able to

demonstrate age-appropriate communicative skills within 2 years of arrival, yet they required 6 to 7 years to approach grade-level norms in academic areas.

Access to Language

Snow (1992) defines the access to language as the opportunities for learning by successful communication with native speakers of the new language. Cooperative groupings in the classroom foster access to language such as student-to-student interaction. When limited or prevented from such activities in a safe school setting, ELL students seldom attempt to connect with native English speakers, unless they have a particular personality disposition.

Oral language is the basis for which advanced skills, including reading and writing, are based. Oral communication skills are important in the role of learning a second language. When learning a new language, one must first utilize oral communication for teaching concepts and skills. Oral proficiency skills are relied on during the initial stages of learning a new language and are the first skills tested. Scores on the oral tests are the first indicators of success in the new language. Oral skills are rapid during the first few years while literacy skills are slower at lower levels, demonstrating English as a second language develops in a nonlinear fashion (Truscott & Watts-Taffe, 1998).

Personality

According to Echevarria and Graves (2003), extroverts may enjoy initial success in learning a second language because they have increased opportunities for interaction. They are more social and prefer talking, playing, and working with others. Another personality trait that has an effect on second language learning is risk taking. This

willingness to experiment with language and make generalizations from what has been learned will improve proficiency (Fillmore, 1985).

Gender

In communication skills, girls are significantly higher starting in Grade 5 or 6 and subsequently do better than boys in writing and, by most measures, reading (Haycock, 2004) Other studies show that boys out perform girls on the SAT by about 8 points but that is linked to the percentage of boys who are taking advanced placement classes. About 8% of boys take calculus where as only 4% of girls take calculus in high school (Barrera, 2004). Boys have more difficulty making connections with text. Activities such as front-loading, drama, inquiry, and small group discussions can support their reading comprehension and analysis skills. This could also be explained by the fact that most role model readers are women, more often mothers read to children than fathers, and more women are teachers and librarians (Lipson & Wixson, 2003). Peer pressure may also lead to lower reading scores due to boys' willingness to respond to emotional questions and willingness to show interest in reading (Lipson & Wixson, 2003).

Prior Schooling

More research on academic achievement in second language acquisition (Collier & Thomas, 1989) concluded that non-English speaking students with literacy skills in their native language acquired academic language skills faster in their second language than their younger counterparts who had not gained literacy in their native language. When students come in with no schooling in their native language, they may be delayed by as much as 1 to 5 years in reaching academic standards. Collier and Thomas also

indicated that students who were younger than the age of 12 and had at least 2 years of schooling reached the 50th percentile on standardized testes in 5 to 7 years.

Many younger second language learners typically experience loss of their original language in the first few years of learning English. Students who enter school between the age of 8 and 12 have the best chance of developing proficiency in both languages (Cummins, 1994). The longer students are schooled in their home country before they enter the United States, the greater the chance that their English learning achievement will be higher.

First-Language Development

Cummins (1994) clarifies the strong role that primary language plays in the acquisition of a second language. A learner's strong foundation in his/her native language leads to successful acquisition of the new language. Cummins' Common Underlying Proficiency (CUP) model (see Figure 2) highlights linguistic independence between two languages. The base knowledge in the native language provides cross-lingual proficiencies to support the second language.

Further information regarding the influence of native language on second language acquisition comes from studies conducted in the 1980s and 1990s. These studies demonstrate that a strong second language program, in conjunction with strong academic support in the native language, produced students who were able to achieve more than their counterparts who were instructed only in the second language (Ramirez, Yuen, & Ramey, 1991). When a child has a solid foundation in his native language, not only will he learn basic language skills, but he will also maintain his culture and heritage through language (Barrera, 2004).

A study conducted by Skutnabb-Kangas and Toukamaa, reporting on Finnish immigrant children in Sweden, showed the optimum time for immigration to be 10–12 years of age. These students had firm foundations and social experiences in their native language, and they performed better on academics and in the new language than younger children (as cited in California, State Department of Education, 1994). Further, sixth graders coming with 2 years of education in Mexico did better as a group on the California Test of Basic Skills (CTBS) English reading comprehension test than students who started school in the United States (U. S. Department of Education, 2005).

Quality of Instruction

Instruction needs to be comprehensible and accessible for all students in order to increase learning. Students need to learn content material as well as English. Teachers need to adjust texts, tasks, and instructional strategies to match the learners' needs (Lipson & Wixson, 2003). Cummins (1994) suggests that many learning problems experienced by students learning English are pedagogically induced. This can lead to the students' inappropriate placement in special education. Interactive instruction allows students to use language with relevant topics, build English skills, and develop content knowledge.

Cummins (1994) explains that the first issue is to understand the difference between conversational English and academic English. He describes this as the "tip of the iceberg" surface features of a language (those readily observed and heard, such as the ability to carry on a conversation; See Figure 1). Students who are conversational in English may not have the academic ability or proficiency in the language to meet school

or state standards. More instruction and assessment in academic aspects of language are needed to determine if the student is proficient.

Cognitive Ability

Some of the research done by Cummins (1994, 1996, and 1999) and Garcia (1998) begin to answer not only questions about the quality of instruction, but also the abilities of the students. One of the things that affect second language learners is their cognitive strategies for learning. “Increasingly, students, most of whom are from poverty, are coming to school without the concepts, but more importantly, without the cognitive strategies”(Payne, 1998, p. 119).

The cognitive abilities that are important to English language learners are related to general cognitive abilities, such as verbal, memory, auditory perception, and categorization. Individuals with a lower cognitive ability have the ability to acquire English, but proficiency levels will be equal to or lower than their native language.

Other Risk Factors

Since 1999, the number of students at risk in the ELL community has increased, with a growing number of students being classified at the poverty level (Demaray & Malecki, 2002). Poverty is an unfortunate social condition that affects many students’ academic achievement, not just those who are struggling to learn language.

Sometimes it is possible for ELL students to be labeled as learning disabled when in fact they are struggling to learn English, oftentimes in an English-only learning environment (Gerber & Durgunoglu, 2004; Tong, Huang, & McIntyre, 2006). This is a difficult situation since much of the time it is difficult to distinguish between students’

struggles that are based in lack of English proficiency and those students who have legitimate learning disabilities (Klingner, & Artiles, 2003).

Tucker (1997) found that speaking another language at home other than English, places a child at-risk for school failure:

- In situations where the home language is denigrated by the community at large;
- Where many teachers are not members of the same ethnic group as the students;
- Where teachers are insensitive to students' values and traditions;
- Where there is a lack of encouragement in the home for literacy and language maintenance;
- Where universal primary education is not a reality. (pp.39–40)

Further, Tucker (1997) advocated that children be introduced to schooling in their vernacular language. For example, the Mexican American child in many, but not necessarily all, communities would probably reach proficiency if he were encouraged to develop his/her very fullest potential in a bilingual program. Conversely, in settings where the home language is highly valued, where parents do actively encourage literacy, and where it is known that the children will succeed, it would seem fully appropriate to begin schooling in the second language.

Brendtro et al. (1998) used the term "at risk" in the following manner:

The concept of "at risk," although very broad, avoids blaming the child and points our attention toward the environmental hazards that need to be addressed. We

> have used the terms “alienated” and “troubled” to emphasize what it feels like to be alone and in conflict. (p. 3)

Conclusion

Not only do ELL students face similar issues to learning as their English-speaking peers, but they also have additional factors that impede their timely acquisition of English, and ultimately academic success such as an access to the language and their prior schooling. But most striking is their need first to master their native language before being able truly to integrate English into their academic and social lives.

Achievement Gap

According to the U.S. Department of Education (2005), the achievement gap is a matter of race and class. Across the United States, a gap in academic achievement persists between minority and disadvantaged students and their white counterparts. Recent federal legislation put the spotlight on the achievement gap (National Clearinghouse for Bilingual Education, 2000). Within a school, if any subgroup fails to meet testing targets, districts must provide public school choice supplemental services to students. Today, schools are only considered successful if they close the achievement gap (U.S. Department of Education, 2005). By looking at the data, the Education Trust concluded that, “by the time [minority students] reach grade 12, if they do so at all, minority students are about four years behind” (Haycock, 2004). The data also shows that 13-year-old African American and Latino students have English, mathematics, and science skills similar to those of 13-year-old white students.

What Does Research Say Regarding Closing the Gap?

Thomas and Collier (2001) claim that even the highest quality ELL programs in existence only close the gap by 50% after four to seven years of schooling. But there is still a need to address these deficiencies. Even successful ELL programs, no matter where they are located in the United States, need to provide liaisons with each particular community. Since a supportive environment can help students feel motivated to succeed academically, these liaisons are best chosen from within the community and trained by the school systems (Jones & Allebone, 1999). These successful ELL programs should also make use of the latest technology that provides multimedia, graphics, and multilingual books (Heinze, 2004).

There are many variables among students that might affect an ELL program's success, including the student's socio-demographic, cultural, and cognitive background and circumstances; nevertheless, the most successful programs recognize the importance of intervention strategies that address these variables. Moreover, these programs work to maintain various groups' cultural identities (Briones, Tabernero, & Arenas, 2005) and to promote positive cross-cultural identities (Tong, Huang, & McIntyre, 2006).

Schools need to create a place where formal registers can be created in the students' native language as well as English. Payne (2003) discusses the registers of language and the importance in schooling minority students. There are five registers of language in the world: frozen, formal, consultative, casual, and intimate. Most conversations can go up or down a register and be socially acceptable, but if it goes up or down two registers it is socially offensive. Most minority students do not have access to the formal register at home. This creates a problem on national tests because they are

written in formal language. Schools that are successful help the students overcome this issue by having parent programs and after-school activities in which students and families can participate.

Armstrong School in Minnesota, offers ninth-grade science classes in which students learn basic science concepts as well as basic skills. ELL students in this high school work by skill level rather than grade level. They still need the same number of credits to graduate, so an ELL student might take longer to graduate (Frisch, 2004).

What Are Some Districts/Schools Doing Successfully?

There are four key areas that need to be examined when closing the achievement gap. These areas are early childhood care and education, improving teacher quality, early intervention for college, and extra learning opportunities (after-school programs).

Texas. "Here, NAEP writing scores for eighth-grade African-Americans are equal to or higher than the writing scores of white students in seven states" (National Governors' Association Clearinghouse, 2005).

North Carolina. "Governor Michael Easley has appointed an Education First task force to examine best practices from high-performing schools in order to learn how to close the achievement gap. The goal of state education leaders is to eliminate the achievement gap by 2010" (National Governors' Association Clearinghouse, 2005).

Missouri. A task force on K-16 instruction issues released a report early in 2002, which concluded that improving teacher quality is the single most important factor in eliminating the achievement gap. The report recommends raising teacher quality through increased accountability, better understanding of urban issues, and financial incentives for teachers in low-performing schools.

Additionally, Freeman and Freeman (2002) have Four Keys for School Success to help with closing the achievement gap. The first key, “engage students in challenging, theme-based curriculum to develop academic concepts” (p. 114), relates to high expectations, the building of background knowledge, and a shared responsibility to support the English language learners. The second, “draw on students’ background” (p. 115), is looking at what experiences, cultural aspects, and languages the students bring with them to school. The third key, “organize collaborative activities and scaffold instruction to build students’ academic English proficiency” (p. 116), wants teachers to take the students where they are and continue their education from that point. Students come to school with a range of experiences; teachers can help new learning build on previous experiences. Finally, the last key, “create confident students who value school and themselves as learners” (p. 116), compels all school staff, parents, and the community to recognize the impact that self-awareness and self-concept have on the process. ELL students must have interactions with as many native English language speakers as possible during the school day. This will help students feel part of the community. Freeman and Freeman’s four keys summarize the academic thinking on effective practices for English language learners.

Conclusion

Not only is the achievement gap a product of race and class, but it is also an outcome of the language barrier faced by ELL students. Despite what appears to be overwhelming odds, some states and schools have set out to close the gap for minorities, students in low socioeconomic classes, and ELL students.

Teacher Preparedness

All students need effective teaching in order to achieve. Research suggests that recruiting and retaining qualified teachers is important in the academic achievement of students. There is an unequal distribution of effective teachers in low socioeconomic areas. Schools serving low income and minority students are more likely to be staffed by inexperienced, uncertified teachers who hold no advanced degrees and who may lack content knowledge (Swanson, Sáez, & Gerber, 2006)

Teacher behavior has been linked to student achievement through correlational and experimental research (Brophy & Good 1984; Montague & Rinaldi 2001; Tauber 1998). One of the many areas of teacher behavior linked to student achievement is teacher positive interaction and engagement with students during direct classroom instruction (Brophy & Good 1984). Furthermore, the manner in which teachers interact with students in the classroom is determined largely by the perceptions and expectations teachers have about and for the students (Tauber 1998).

Psychological research (Montague & Rinaldi, 2001) indicates teacher perceptions about and expectations for students can result in differential treatment of students. This is seen particularly in the frequency of interaction and engagement between the teacher and the student during direct classroom instruction. When teachers' behavior toward and engagement of students during direct classroom instruction is such that they seem to demand better performance from students (positive interaction and engagement), students tend to perform as high achievers. Conversely, when teachers' behavior toward and engagement of students does not seem to demand better performance from students (negative or deficient interaction and engagement), students perform as low achievers. In

fact, research findings suggest that as low-achieving students get older, they realize that their teachers view them as low achievers; this realization has an undesirable impact on their subsequent education (Montague & Rinaldi 2001). Therefore, teacher perceptions and expectations can become self-fulfilling prophecies in terms of student achievement (Brophy & Good 1984; Tauber 1998).

Research has also examined expectations with regard to minority-group students who tend to achieve poorly in comparison to non-minority students, and it has been well established within the literature that the race and ethnicity of students influence teacher expectations. Ethnic or race stereotyping by teachers may partly explain why minority students have below-average academic performance. Dusek and Joseph (1983) found that race is indeed a significant factor in the formation of teacher expectancies and found that Black and Hispanic students were expected to perform less well than white students. Bikson (1974) illustrated how teachers demonstrated bias against minority students by claiming that those students' speech performance was inferior even when the speech performance was equal to or better than that of non-minority students. Nevertheless, Black (2005) notes Hispanic students' grades improved more than 10% per year when students were given equal opportunity to respond and received individual help; schoolwork turned in by students increased 15% as a result of having equitable opportunities to respond in class.

Conclusion

Like most issues in education, improvements in teacher preparedness will take funding. Teachers at all schools must be given the appropriate amount of content and

classroom-management skills as well as some preparation in working with ELL students and other at-risk student population.

Social, Political, Legal, and Economic Forces on Immigrant English Language in Arizona

Flores v. State of Arizona

In 1999 *Flores v. State of Arizona* imposed a number of changes to the states educational programs. The case accused the state of failing to provide ELL students with programs designed to make them proficient in English as well as enabling them to master the academic curriculum. Funding became an issue since services for ELL students ranged from $0 to $4,600 per pupil (Mahoney et al., 2005). This case also prompted K-12 teachers holding valid teaching certificates to obtain a provisional structured English immersion (SEI) endorsement by completing 15 hours or 1 credit of SEI coursework by 2006. Teachers had to get the full endorsement by August 1, 2009; however, teachers who already held a valid bilingual or ESL endorsement were exempt.

Proposition 203 in Arizona

Proposition 203 requires that all public school instruction be conducted in English. Children not fluent in English will normally be placed in an intensive 1-year English immersion program to teach them the language as quickly as possible while also learning academic subjects. Parents may request a waiver of these requirements for children who already know English, are 10 years or older, or have special needs best suited to a different educational approach. Normal foreign-language programs are completely unaffected. Enforcement lawsuits by parents and guardians are permitted. MacSwan and Pray (2005) report, “children in bilingual education programs learn

English as fast as or faster than children in all-English programs … and English-only programs may inhibit successful learning of academic subject matter" (p. 654).

Funding in Arizona

Funding is a major issue in Arizona. A study released in 2005 that used school district surveys, professional judgment panels, school performance data, school-site interviews, and a review of relevant scholarly literature, concluded that *adequate* funding for ELL students ranges from $703 to $6,455 per pupil (Mahoney et al., 2005). The Arizona State Legislature passed a bill that increased funding to $28 million for 1 year only; after that, schools would have to apply to the Arizona Department of Education on an individual basis. However, funding under this program is only available when costs exceed all other funding opportunities available for ELL students.

Teacher Quality

In December 2001, the Arizona State Legislature doubled funds for materials, teacher tuition reimbursements, reclassification bonuses, and compensatory education programs. Nevertheless, with this funding, the legislature required the State Board of Education to adopt an SEI endorsement. In February 2005, Tom Horne, Arizona Superintendent of Public Instruction, notified that all certified teachers and administrators must obtain a provisional structured English endorsement by August 2006 and a full endorsement by August 2009. This may actually reduce teacher quality in Arizona (Mahoney et al., 2005). A cost study showed that there were insufficient funds to give teachers the necessary training to meet the standards. In addition, Horne's requirement forces schools to put ELL classroom teachers with only minimal training in a position to provide the appropriate services to ELL students.

SEI in Arizona

The premise of SEI programs is that English language learners will learn English very quickly with total immersion. Arizona legislators believe 1 year is enough time to learn English and make academics comprehensible to students. According to Mahoney et al. (2005), few students achieved proficiency in a single year, and a large number of students showed zero or negative score changes in their 2nd year. Their findings do not support Superintendent Horne's statement suggesting that students will achieve oral language proficiency within 1 year under the SEI program. In fact, Mahoney et al. report that a majority of students in Arizona did not experience an increase in proficiency level between 2003 and 2004 when enrolled in SEI programs. An explanation of this might be that students do not learn English at a rate fast enough to prevent the development of academic gaps resulting from instruction in a language they do not understand. According to the researchers, SEI instruction does not have the expected learning rate for English language learners in Arizona.

Conclusion

The legislation in Arizona, no doubt influenced by Arizona's place in the immigration debate, along with the lack of funding and preparation of teachers, places a tremendous burden on any school to provide appropriate and adequate services to Arizona's large ELL student population. Politicians with little or no understanding of the unique situation of ELL students often underestimate the time and infrastructure needed to help these students achieve academically.

Background of the BES School

BES School is the namesake of the district. The campus used to house both the district office and an elementary school. It was fully renovated and remodeled in 1996, and the district office was moved to a separate location. It is the largest of the five schools in the district (enrollment reached 1,030 students in 2006), and its location along one of the major highways draws students from the lowest socioeconomic communities. Of the students, 91% receive free or reduced lunch and breakfast, and the average house hold income is less than $15,000 a year (Balsz School, 2006).

The teachers at BES are committed and hard working. On average, there are 17 students per teacher, only 2 students less than the state's average. The education of the faculty reflects an unusual high degree of scholarship, with 53% holding a master's degree and 3% holding a doctorate degree. This is substantially higher than the state's average. In addition, 35% of the faculty has taught at BES for 7 or more years, a further indication of teachers' commitment to education (Balsz School, 2006).

The curriculum at BES is designed to focus on hands-on learning and project-based instruction. The basic curriculum and special programs are supplemented and enhanced with technology. Currently there is a ratio of 7 students to every computer, and 90% of the classrooms are connected to the Internet. Along with the basic curriculum for the average student, the campus also runs a special-education program and English Language Learner (ELL) program. The special-education program addresses students with serious emotional disturbances, hearing impairments, language or speech impairments, visual impairments, specific learning disabilities, and/or other health impairments. The ELL program addresses the needs of a number of students who do not

speak English as a first language. BES uses the SEI model in the ELL program. Also, all regular classroom teachers as well as ELL teachers receive SEI certification through the district (Balsz School, 2006).

The student population at BES is diverse. There are a number of Somali and South African immigrants, as well as children displaced from other war-torn areas. As a result, the school has a diverse mix of cultures, languages, and expectations. Currently, the student population at the campus is composed of 76% Hispanic, 17% African American, 2% Native American, and 5% Caucasian. BES is the biggest school in the district, and it serves the biggest non-English-speaking population in the district. The majority of students, approximately 62%, speaks English as a second language and is designated as non-English speaking (NES), limited English-speaking (LES), or fluent English speaking (FES) students. Although it is the intent of the BES faculty and administration that all classrooms and grade levels, along with the ELL program, contribute to the English instruction of the ELL students, we find many of the ELL students do not receive adequate intervention. This inadequate intervention is reflected in the students' state test scores and classroom performance (Balsz School, 2006).

Determining ELL Program Eligibility

The ELL students enter the program through a state-mandated test—the Stanford English Language Proficiency (SELP) test. The test is delivered to these students each year to track their progress. There are five classifications on this test: *Pre, Below Basic*, *Basic*, *Intermediate,* and *Proficient*. The test has three parts: oral, reading, and writing. The students get three scores, which are then averaged for an overall score. In order for students to be serviced in the ELL program, they must score *Pre* or *Below Basic*.

Students are given 3 years to gain enough command of the English Language to test out of the ELL program by scoring Basic on the SELP or scoring at grade level on the Arizona Instrument to Measure Standards (AIMS) exam/Dual Purpose Assessment (DPA). In other words, regardless of whether students enter the program as *Pre* or *Below Basic* (NES or LES), they must score at least *Basic* and/or score at grade level on the AIMS/DPA within 3 years. Given the limitations of the program and the resources, this often is not the case.

Within the context of the current ELL instruction method at BES, the ELL students are not making progress in English as measured by the SELP and AIMS/DPA. In addition, the ELL students at BES are not exiting the program in a timely manner (within 3 years). When BES is judged yearly on state and federal testing, ELL students typically do not make more than a 5-point gain in any academic category from cohort to cohort. Although ELL students do show some improvement in speaking (oral) English skills, their reading and writing skills nearly always fall behind their English-speaking peers. Therefore, it is critical that something be done to ensure that these students are making gains, as compared to the other subgroups. At present, the biggest concern and focus is to improve the students' reading skills in the hopes that it will translate into better scores overall (Balsz School, 2006).

The Political Issues of BES School

The controversial issue of school vouchers has the potential to gut BES's funding. "Bush's proposal to give vouchers to parents of children in failing schools …" (Spring, 2002, p. 31) would have a huge impact on BES if reading scores for ELL students do not improve. "Bush and Republican leaders contemplated that parents whose children were in

schools that consistently had failing test scores would be given a choice of using federal Title I funds to send their children to private schools" (p. 31). This is an ongoing political debate both at the federal and local level.

Another serious issue for BES is Proposition 203 (2000), which requires all students to be tested in English on the AIMS/DPA. BES struggles with this, as do other schools in Arizona. This ELL subgroup will not make the required gains of 5% a year if they are only tested in English. Even though the national NCLB act allows students to be tested in their native language the first 3 years in the ELL program, Arizona's Proposition 203 states they must be tested in English (Balsz School, 2006).

The Social-Political Issues of BES School

One of the social-political issues of being an ELL student is the idea that one feels special going to a different class. Some students get teased for this, while others become lifers and purposely flunk the test to stay in the program. Parents do not have a negative view of the program; their only desire is to know their child is showing growth in English. Additionally, some teachers do not want a student in their core content class until they are up to a specific English level. Often these teachers send them to ELL classes so as to not have to deal with them in class. However, the law in Arizona states that all students require core content classes and cannot miss them for ELL or Special Education classes. This creates tension between the ELL teacher and the regular classroom teacher (Balsz School, 2006).

Economic Issues at BES School

According to Payne (2003), the risk factor of poverty is the extent to which an individual does without resources, both physical and psychological. The first resource is

financial. This speaks to the ability to purchase goods and services. The second resource is emotional. This refers to the control of emotional responses, especially when in negative situations. The third is mental. This is having the mental ability to acquire skills to deal with everyday life. The fourth is spiritual. This is the belief in divine purpose and guidance. The fifth is physical. This is having physical health and mobility. The sixth is support systems. Support systems are structures of family and friends in time of need. The seventh is relationships/role models. This refers to children having nurturing adults who are appropriate in time of need and who do not engage in self-destructive behaviors. The last risk factor is knowledge of hidden rules. Hidden rules are the unspoken cues and habits of a group. Poverty is usually the financial risk factor that most believe is the biggest risk factor. Payne discusses how the resources are vital to the success of the individual.

With NCLB, all subgroups of students are required to make growth. Some subgroups require more intervention because they come to school less prepared that others, but additional money is not provided to improve these subgroups. “Increasingly, students, most of whom are from poverty, are coming to school without the concepts, but more importantly, without the cognitive strategies” (Payne, 2003, p. 119). At BES, the subgroup that needs the most help is the ELL student population, yet BES has only three teachers to service 500+ students. Some schools in the state have one teacher at the school, but only a handful of ELL students. That is the spectrum in Arizona, and neither extreme seems to have the correct idea for servicing students. BES is given enough money from the state department for two teachers in ELL, and we chose to pay the third because we have override money. According to Payne (2003), the focus should be on

learning and not teaching, but students cannot learn if there are not enough teachers. BES has also placed some of the money from override into training for the teachers to become SEI certified.

Legal Issues at BES School

Arizona passed Proposition 203 6 years ago, which requires that ELL pull-out sessions will be for no longer than 90 minutes a day and cannot be from the core areas of instruction. Additionally, all ELL students must be instructed in English. Yet, research shows that students who come from poverty and/or from minority cultures that do not speak English as a first language lack standard sentence syntax and word choice for home and school, also known as formal register (Payne, 2003). They use the casual sentence structure and register. The students who come to BES in kindergarten really have no formal register of words or vocabulary either. Parents usually do not work with students at home on basic skills.

In most cases, BES finds that kindergarteners can pick up English and be successful by the middle of the year, which is excellent for students who did not speak a word of English before they arrived. Most can read simple words by the end of the year. Students who arrive in the fourth or fifth grades and who have been to school in another country can also usually pick up the skills rather quickly. The students who have never been in school have the most problem (Balsz School, 2006).

Arizona law states ELL students must be instructed in English. However, seventh grade students who have no English skills have no foundation or formal register in their native language and still cannot be pulled out of core classes. The law is essentially stating that students can receive the interventions they need to be successful and catch up

to their peers by the time they graduate in just 90 minutes a day. The reality is much different. BES is evaluated on test scores, and the ELL students are required to take the test, yet BES cannot give them structured English or pull them out of class for more than 90 minutes a day. Furthermore, students in the ELL program must be instructed using the SEI model. It is also beneficial that all certified teachers are required to be provisionally certified in SEI so that the students can benefit from regular classroom instruction while in the classroom (Balsz School, 2006).

English Language Learners' Backgrounds/Needs at BES

Somali English Language Learners

There are many Somali refugees moving into the Phoenix area every year. The majority of the refugees are from the Bantu tribe, but nearly all tribes are represented in the U.S. As Americans, we tend to view the Somali refugees as one distinct group, but there are many subtle differences among the various tribes that need to be taken into account when working with the children (Bulhan, 1980). For example, the Bantu have been one of the tribes that have faced the most discrimination. More than any other tribes, the Bantu have fewer schools, and those they do have are nearly all religious—not intended to promote literacy, but for indoctrination of religious knowledge.

Most of these refugees come to the United States from camps. Camps have been places where there is little to do and less to entertain families. They do not have electricity and have only dirt floors. The Bantu's roots are from Mozambique and Tanzania. They are considered fourth-class citizens among the other Somali people. They are kept from education and advancement. The Bantus are what Americans would refer to as slaves in any other time. According to Jaynes (2004), they are not allowed to own

anything and have to work for people who rob them on the way home. The women are not allowed to be educated. Many of the women cannot read or write in any language. When they arrive in the United States, they want a better life. The women come to school to sit in class with their children to learn English. They attend all opportunities at school to learn more. These mothers want more for their daughters; therefore, they push their daughters to learn and succeed.

Most have left for a better life. According to M. Mohammed (personal communication, April 10, 2006), they walk along the Kenyan border for at least 14 sunsets (14 nights). “They carried only corn, water, and sugar. As they stepped over the corpses of those who didn’t make it, they became afraid they themselves would die” (Jaynes, 2004, p. 55). After arriving at a refugee camp, they were able to stay for 3 years. Then the Kenyans came and burned their camp. The Bantus did not lose faith. They simply remained for 3 more months before moving to a settlement in Kakuma.

The United States has given out 12,000 visas to Somalians for resettlement in the United States (Jaynes, 2004). After the 9/11 attacks in America, it became more difficult for the Bantus to enter the United States. In some cases they had to wait years to get a visa. Most take 6 years to cut through the red tape of the United States Immigration and Naturalization Service.

Families from the Lutheran and Catholic churches sponsor the Bantus to come to the United States. They pay their way, and cover food costs and living expenses for 6 months. Upon arrival in the new city, Bantus are enrolled in a 10-day orientation (Jaynes, 2004). After the orientation, they are escorted to an apartment that the church has paid for, and students are enrolled in school within a week. When the 6 months are over, they

have either to pay the rent themselves or move to assisted housing (M. Mohamed, Personal communication, April 10, 2006).

Somalia Bantu's come to the United States with nothing, as much as they had in their home country. They come to the United States with the hopes for a better life. Y. Hassan (personal communication, April 23, 2004) says, "We can live in peace. There is a law in America: nobody can take your life. That's what makes me believe in peace."

Just as other cultures wish to preserve their ideas and identity, so do the new Somali Americans. Unlike the predominantly Christian Hispanic immigrants, the Somali are often Muslim. Much of their self-identity rests in the way they dress and behave. Because of this, Somali students often have a difficult time assimilating into an American school culture (Bulhan, 1978). It is important that educators accept and respect these children and their different way of life. This culture, more than any other perhaps, needs to have its cultural liaisons to the schools so that the children can be helped to achieve not just English skills, but also life skills in their new country (Jones & Allebone, 1999).

Because of political unrest in Africa, BES is seeing a higher admission rate of African refugees. Most of these students have never worn clothes let alone been in a school. A 9-year-old student last year had been in a refugee camp for his whole life and had never been in school, never worn shoes, never used a toilet, and never eaten with silverware, among many other issues. He was provided with a school uniform and was welcomed into fourth grade. While some schools in Arizona choose to put these students in kindergarten so they will not impact test scores until they are up to academic standards, BES believes this will have a negative impact on them and may lead to further problems as they mature. This student walked around school the first few days with a confused

look in his eyes. He had blisters on his feet from his new shoes. His clothes hung off his skinny little frame. He played soccer with the other students, which happened to be his in with them. From that moment on, the students looked out for him and took care to make sure he was doing what he was supposed to be doing. He gradually began to speak English and by the end of the year was able to write simple sentences in English and read them (Balsz School, 2006).

It takes many hours and dedicated staff to prepare these types of students for success in school. With NCLB, the desire is to have all students reading at a third-grade level by the third grade, which is ideal; however, so many other issues such as those with refugee students must first be attended to before such students can possibly be at a third-grade reading level (Hasson, 2006).

Mexican Immigrant English Language Learners

One of the risk factors associated with Hispanic (Mexican) students is their perceived lack of social support in American public schools (Demaray & Malecki, 2002). In terms of adjusting to school, parent and classmate interaction is important. However, in terms of school-related achievement, the support of parents, teachers, and other school personnel is important. Nevertheless, with the lack of bilingual or ESL certified staff in most schools, students face a language barrier.

Another risk factor that Mexican immigrant students face is illiteracy. Swanson, Sáez, and Gerber (2006) found that Mexican students with reading disabilities in Spanish demonstrated those difficulties while trying to learn English. “Although they account for about 12–13 percent of the population, more than 17 percent of students identified as learning disabled are Hispanic” (Gerber & Durgunoglu, 2004, p. 199). With English-only

programs becoming the trend in the U.S., Mexican students have less of an opportunity to correct and address issues first in their native language (Barrera, 2004; Garcia, 1993).

A descriptive study by Hasson (2006) indicates that a bilingual approach to learning language is more beneficial for students. Mexican students who have participated in bilingual programs maintain the dual use of Spanish and English compared to those Mexican students who were instructed in all-English programs. These students reported a decline in the use of their native language (Barrera, 2004; Garcia, 1993; Zehr, 2006a).

In addition to common risk factors that immigrant and/or non-English speaking students face, Hispanic students have now become the target of ideological laws such as Arizona's Proposition 203 (2000), which create a learning environment that can result in students' loss of culture and language (Zehr, 2006c).

The Arizona State Department of Education classifies the majority of the English language learners at BES as Hispanic. Arizona does not delineate between Mexican and Hispanic; they all fall under Hispanic for reporting purposes. There is no way to tell how many Mexican English language learners are legally in the Arizona. Based on the reporting of where they were born and their insurance information, the majority of them are illegal (legal residents with incomes of $15,000 or less have Arizona Healthcare Company for insurance).

Mexicans immigrate to the United States because they believe they can provide a better life for their children. Many are drawn to Arizona because of its proximity to Mexico and other family members who live in Arizona. Many families have a mother-father family structure with usually one or both of their parents living with them to care

for the children. Many of the parents work and sometimes they work two jobs to provide for their families. Students rarely have anyone at home who speaks English to support them in their studies. Parents come to activities at school and ask the teacher what they need to do at home, but in reality some are illiterate and do not have the skills to help their children.

The families that arrive from larger cities usually have some type of prior education from a public school. Families that come from rural farming communities have never been in school. Older students have a hard time adjusting to coming to school rather than working for the family. In addition, families from small rural communities have had little or no health care and sometimes have huge social and emotional issues to overcome. One student from a rural area who came to kindergarten last year was blind in one eye, had a cleft palette, and needed braces to walk. His mother had taken him to have his palette fixed; she really had no idea that her son needed so much support to be successful. He needed to have an operation on his eye to correct his vision before he could learn. There are many other stories like this one at BES.

English Language Learners' Performance at BES

The mandate of the NCLB is that each subgroup of students must show growth on the state-mandated tests. For BES, this includes the AIMS/DPA tests that are given every April. As illustrated in the test scores in Table 3, ELL students made little growth from year to year sometimes because of the other issues they must overcome before they can learn academics.

Table 3

ELL Test Scores for Reading and Math

Math	2003	2004
3rd Grade	13%	17%
5th Grade	5%	6%
8th Grade	19%	20%

Reading	2002	2003
3rd Grade	12%	12%
5th Grade	5%	6%
8th Grade	10%	10%

According to Mahoney et al. (2005), ELL students in Arizona are not gaining in proficiency when enrolled in structured English immersion programs. It is now imperative to look at the other factors involved with the education of English language learners.

Conclusion

The importance of culture cannot be overlooked when it comes to determining how risk factors affect NES students' language learning. In addition to the often-impoverished Hispanic and African cultures that have been entering American public schools, other cultures from Eastern Europe and Asia are also immigrating to the U.S. and seeking an American education.

BES must find a way to address the needs of the Mexican students, regardless of whether they are legal, the Somali refugees, and the wave of students from troubled Eastern European countries. The combination of the federal NCLB act and Arizona Proposition 203 (2000), along with the current and newly passed legislation on English-Only laws, have created a seemingly impossible barrier for students who whish to learn English and assimilate into the American culture.

Summary

As our nation has matured, our acceptance and tolerance of non-English speaking peoples and their culture have eroded. Federal and state governments have passed a variety of legislation—some to guarantee the rights of non-English speaking Americans, and some to limit those rights. Nationally, the NCLB act has laid the foundation to make schools accountable for student learning, but has under funded the programs for ELL students. In Arizona, Proposition 203 (2000) limits the help schools can offer ELL students and mandates that help can be given only in English.

Content Learning Theories and Second Language Acquisition Learning theories tend to support the bilingual method of instruction for ELL students. Primary language improvement will not only help with literacy in a student's first language, but will transfer literacy into his new language, English. Nevertheless, the United States has yet to adopt a uniformed approach to dealing with ELL students, or even to recommend those approaches and programs that capitalize on a student's first-language skills.

This is unfortunate because ELL students, like all students, face a number of factors that can impede their learning. However, ELL students have the added detraction of issues associated with their language and cultural backgrounds. These factors can lead to a large achievement gap among various cultures, socioeconomic classes, and language groups. On top of this, teacher preparedness to work with ELL populations has not been sufficiently funded. In Arizona, an ultraconservative wave of legislation has crippled schools from offering any support to ELL students other than SEI in English only.

BES school deals with the social, cultural, political, and legal issues of diverse ELL student populations, which are composed of not only Spanish-speaking immigrants,

both legal and illegal, but also refugee students from war-torn African countries, such as Somalia, and other politically unstable Eastern European countries. BES is challenged by the circumstances of federal and state laws, but the school and its district are committed to helping ELL students under its care achieve academic success and ultimately assimilation into American culture.

Chapter 3: Methodology and Procedures

The purpose of this study was to determine what risk factors were associated with immigrant BES English language learner students' 1st-year Arizona Instrument to Measure Standards/Dual Purpose Assessment (AIMS/DPA) reading standardized test scores. Specific risk factors were examined in order to determine which factors impacted English proficiency, especially in reading. This study attempted to examine the potential immigrant ELL risk factors that impeded academic learning as identified by the BES ELL teachers as well as those identified in previous research, the results of the Likert scaling process for severity on the list of ELL risk factors and the variables associated with standardized test score progress for 1st-year ELL students.

Research Questions

The general research question for this study was: What are the potential educational risk factors for immigrant ELL students at BES? It was assumed that the students would have a number of risk factors. The additional research questions were as follows:

1. What risk factors have the strongest correlation with reading scores for immigrant ELL students at BES?
2. How do age and gender influence reading scores and potential educational risks for immigrant ELL students at BES?
3. What differences exist in reading scores and risk factors between the two main immigrant ELL student populations at BES – Mexican and Somalian?
4. How does the method of instruction (inclusion vs. pull-out) influence reading scores and risk factors for immigrant ELL students at BES?

Design and Methodology

This study was descriptive in nature and quantitative in design. Specifically, this study used correlational research methodology to determine what risk factors were associated with BES immigrant English language learner students' 1st-year AIMS/DPA reading standardized test scores. The study proposed to evaluate the correlations among the students' demographic information, their AIMS/DPA score from 2005–2006 and risk-factors acknowledged by an extensive review of the literature, interviews with researchers and input from BES ELL educators. The following data was studied: 1) AIMS/DPA score from 2005–2006; 2) students' demographic information (age, gender, language, and race/ethnicity); and 3) risk-factors (Table 5), which had been acknowledged by an extensive review of the literature, interviews with researchers and experts in ELL education and input from the BES ELL educators.

A quantitative approach was selected because the mode of inquiry is non-experimental and correlational. Correlational methodology is concerned with assessing relationships between two or more phenomena. The correlational methodology was utilized in this study because it is important to see what relationship exists between immigrant ELL students' risk factors and their AIMS/DPS reading scores. The AIMS/DPA reading score was a quantifiable variable and the overall purpose of this study was to explain how the immigrant ELL students' risk factors influenced their reading scores (Gay, 1996). Correlation methodology was used to determine whether a relationship existed between risk factors and test scores as well as the other independent variables, and to determine the magnitude and directions of these relationships. If relationships were to be established, this design would permit future predictions to be

made on immigrant BES ELL students' risk, observable risk factors, and AIMS/DPS reading scores through regression analysis (Gay, 1996). This was the most appropriate methodology because the sample was not picked at random; all study subjects who qualify were in the sample. A positive result meant that the high values of one of the variables were associated with high values of the other. The strengths in using this design were that data could be generalized to similar populations, and its high participation rate would be helpful to the study. The weakness was that the results depended on unique characteristics of the sample (Gay, 1996).

Study Population

BES Teachers and BES Immigrant ELL parents participated in this study. All sixty-four (64) BES K-8 teachers were asked to review a list of risk factors for immigrant ELL students, provided by the researcher, so they could clarify any of risk factors statements. After the list evolved from this feedback, it was given to 40 out of 64 certified BES K-8 ELL teachers so they could rate the severity of each item. In order to get the risk factors severity, only 40 teachers were used out of the 64 because only 40 were certified ELL teachers. The 40 rated items from 1-7 based on a Likert Scale. The Likert Scale was used to measure the level of attitude (severity) of the risk factors. Figuring the standard deviation and the median gave the items their severity rating. The severity was figured by using the median on the items that had a low standard deviation. Once the list had a rating it was given back to the homeroom teachers of the students who were qualified for the study (the original 64) for them to rate the students that qualified.

The parents of ninety-four (94) BES K-8, immigrant ELL students were identified from the student enrollment data used in this study. Enrollment data is public data and

does not allow the identity of the student by name. A survey was sent home to the parents after the consent form had been returned to request permission for their student(s) to participate in the study and to ask 10 questions about their child that was not given in the enrollment data. The survey was translated by the district liaisons in Spanish and Mai Mai (Somalian). The responses were translated by the district liaisons as well. The districts parent liaisons followed up with any parents that had questions about the study. The district had a Somali liaison and a Hispanic liaison. They were available at the school for help with the questions. This also provided a safety net to maximize the number of participants.

The study was limited to data about students who were in their first year in the United States or an E6 (code given to students who are new to the United States) on the enrollment form. Students could not have taken the Arizona Instrument to Measure Standards (AIMS) before and scored below 20 on the Stanford English Language Proficiency exam. Since correlational research should have a minimum of 30 subjects, the records that were examined were 100% of available students at BES who met the aforementioned criteria.

Human Subjects Protection

This research study adhered to the guidelines of Pepperdine University's Institutional Review Board (IRB) in cooperation with the Best Elementary School to ensure appropriate protection for all human subjects involved in the study. In addition, permission was required by the Best Elementary School District in order to distribute the risk factor check list to the teachers at the school. This also allowed the researcher to send

consent and questions to parents to get more data. Therefore, this study also complied with district IRB guidelines.

Informed Consent

Permission was obtained from the school district for the purposes of asking teachers to clarify a list of risk factors for Immigrant ELL students and to rate the severity of risk factors for student subjects in the study. Permission also was obtained from the district in order to collect student subject demographic information and access AIMS/DPA scores. A written and signed letter of consent was obtained from the district's superintendent and the school principal (Appendix A and B). Informed consent was obtained from the teachers. Informed consent was obtained from parents to allow the researcher to send home a questionnaire. With the questionnaire, a letter was attached that explained the scope and purpose of the study. See Appendix C, D, E and F for teacher and parent consent forms.

Confidentiality and Security of Data

All data collected was kept confidential and used exclusively to address the research goals. The identification of the teachers, students or parents was not published and this confidentiality was maintained throughout the entire process including publication of the study. The actual Risk Factor Check List for each student was kept in a locked cabinet at the researcher's place of work and destroyed 30 days following the conclusion of the study and publication of the results.

Risks and Precautions

The research activities of the study presented no more than "minimal risk" to human subjects. They involved research on individual or group characteristics or

behavior (i.e., research on cognition and perception) and utilized data from a check list and data previously collected when the student enrolled.

There were no drugs, medical devices or procedures involved in this study, and no teacher or student identification was required or requested. The identification of the teachers or students was not published and this confidentiality was maintained throughout the entire process, including publication of the study.

Potential Benefits

It was anticipated that this study would provide the administration and factulty at Best Elementary School with information that would help them better identify and assist students who were at risk of learning English. It was hoped that this information would be useful in the design of a comprehensive intervention plan to reduce the time to learn English as a second language and provide greater assurance that more students would successfully graduate, have greater job opportunity and enhanced personal fulfillment. Although the results of this study are specific to BES, other schools in the Phoenix area with similar demographics and immigrant ELL statistics might find this study helpful as they, too, wrestle with this important issue.

Data Collection

Demographic Information

Student demographic data was pulled from the enrollment papers that all families fill out upon enrolling in school. The information was put into a district database and then pulled to be used in this study. Information on age, gender, language and race/ethnicity was coded using a nominal system in Microsoft Excel.

Validity and Reliability of Demographic Information

This information was verified by the teachers. They pulled a sampling of registration forms to verify the information entered into the registration system was valid.

AIMS/DPA Test Scores

This study used the students' AIMS/DPA score from 2005–2006. This test was given in English to every student in Arizona during the month of April. The AIMS test scores were collected by the State of Arizona and published in August on the State Department of Education's website and were also delivered to the schools in paper form. Once the State of Arizona delivered the scores to the BES administration, the overall AIMS/DPA reading score for each student was entered in Microsoft Excel.

Validity and Reliability of AIMS/DPA

According to the *Arizona's Instrument to Measure Standards 2006 Technical Report*, validity and reliability of the instrument is measured by internal consistency for the multiple choice portion of the test and inter-rater reliability for the writing tests. Since this study was focused on students' reading scores, only the internal consistency results (determined through the Kuder-Richardson Formula 20) was relevant. Table 4 provides internal consistency results for reading both in criterion and norm referenced tests collected on the 2006 spring AIMS exams.

Risk Factor Check List

The risk factor check list that teachers used for each student was derived in the following manner:

1. One of the most recent studies from the National Dropout Prevention Center discussed two major categories: unalterable and alterable risk factors. The

irreversible factors were items that were completely out of a student's control. The adaptable factors were those that a student could either relearn or change. Within those factors, several themes came out. Under the category of irreversible factors, the themes of background characteristics, biological or physical traits, skills and abilities were identified. Under the category of adaptable factors, two categories of themes emerged: school related and non-school related. Under the sub-category of non-school related factors were the themes of responsibilities, attitudes, values, & beliefs, behavior, and experiences. Under the sub-category of school related factors the themes of school performance, academic engagement, and social engagement were identified. The researcher created these specific categories after comparing several expert articles and books. The following experts were used in creating the table: Payne, Scherer, Tauber, Krashen, Echeverria & Graves, Cummins, and Baker. Then from the literature review in Chapter Two the specific studies were used to complete the table (Table 5)

Table 4.

2006 Spring AIMS Internal Consistency

Grade	CRT: Reading		NRT Reading	
	n	Alpha	*n*	Alpha
3	78487	0.90	78487	0.82
4	78924	0.90	78924	0.86
5	78157	0.90	78157	0.84
6	78631	0.91	78631	0.82
7	77917	0.91	77917	0.85
8	78067	0.87	78067	0.78

Note. Data source is *2006 AIMS Technical Report* (Arizona Department of Education, 2006).

Table 5

English Language Learner Risk Factor Themes

Category/Theme	Risk Factor	Source
Irreversible Factors		
Background Characteristics	Low socio-economic status	Payne, 1998; Gerbert & Durgunoglu, 2004; Tong, Huang & McIntyre, 2006; Scherer, 2006
	Homeless/High mobility	Payne, 1998; Truscott & Watts-Taffe, 1998
	Parents lack of education	Tauber, 1998; Payne, 1998; Tong, Huang & McIntyre, 2006
	Single parent family	Tauber, 1998; Thomas & Collier, 2001; Tong, Huang & McIntyre, 2006
	Large household	Tauber, 1998; Thomas & Collier, 2001
	Low monitoring of everyday activities	Tauber, 1998; Thomas & Collier, 2001
	Age upon arrival to school	Krashen, 1994; Echevarria & Graves, 2003; Collier & Thomas, 1989; Cummins, 1994
	Lives with someone other than parents	Truscott & Watts-Taffe, 1998; Tong, Huang & McIntyre, 2006
Biological or Physical traits	Physical disability	Lipson & Wixon, 2003

(table continues)

Category/Theme	Risk Factor	Source
	Chronic illness	Lipson & Wixon, 2003; Collier & Thomas, 1989; Tong, Huang & McIntyre, 2006
	Mental disability	Lipson & Wixon, 2003; Collier & Thomas, 1989
Skills & Abilities	Cognitive, emotional, or behavioral disability	Cummins, 1994; Snow, 1992; Klinger & Artiles, 2003; Scherer, 2006; Snow, 1992
	Limited academic ability	Scherer, 2006; Cummins, 1994; Snow, 1992
Adaptable Factors		
Non-School-Related Factors		
Responsibilities	Family responsibilities like translating for parents or caring for siblings	Tauber, 1998; Peregoy & Boyle, 2005; Brophy & Good, 1994; Payne, 1998
Attitudes, Values & Beliefs	Low self-esteem and self-confidence	Tauber, 1998; Truscott & Watts-Taffe, 1998
	Lack of personal or educational goals	Tauber, 1998; Lipson & Wixon, 2003
	Low parental expectations	Collier & Thomas, 1989
Behavior	Spends no time each week reading for fun	Collier & Thomas, 1989
Experiences	Experienced stressful life event	Lipson & Wixon, 2003; Scherer, 2006

(table continues)

School Related Factors		
School Performance	Poor academic achievement, based on grades and scores	Rossell & Kuder, 2005; Thomas & Collier, 2001
	No prior schooling	Collier & Thomas, 1989; Cummins, 1994
	Retention	Rossell & Kuder, 2005; Thomas & Collier, 2001
	Poor attendance or repeated tardiness	Collier & Thomas, 1989; Rossell & Kuder, 2005; Scherer, 2006
	Discipline issues	Rossell & Kuder, 2005; Peregoy & Boyle, 2004
	Suspension	Rossell & Kuder, 2005; Lipson & Wixon, 2003
Academic Engagement	Does not do homework	Rossell & Kuder, 2005; Brophy & Good, 1994
	Primary language developed	Cummins, 1994; Krashen, 1999; Peregoy & Boyle, 2004; Freeman & Freeman, 2002
	Challenging environment	Brophy & Good, 1994; Collier & Thomas, 1989; Tauber, 1998
	Low expectations for school attainment Lack of motivation	Echevarria & Graves, 2003; Scherer, 2006; Baker, 1998

(table continues)

Category/Theme	Risk Factor	Source
	No differentiated instruction/learning styles	Tauber, 1998; Lipson & Wixon, 2003; Echevarria & Graves, 2003; Freeman & Freeman, 2002
	Access to formal register/language	Snow, 1992; Truscott & Watts-Taffe, 1998; Payne, 2003; Echevarria & Graves, 2003
	Scaffolded instruction	Brophy & Good, 1994; Lipson & Wixon, 2003; Cummins, 1994; Truscott & Watts-Taffe, 1998
	Low expectations by teachers	Brophy & Good, 1994; Tauber, 1998; Freeman & Freeman, 2002
	Type of ELL program	Krashen, 1994; Freeman & Freeman, 2002; Rossell & Kuder, 2005
	Large class size	Baker, 1998; Scherer, 2006; Gerbert & Durgunoglu, 2004
Social Engagement	Low participation in school activities	Tauber, 1998; Peregoy & Boyle, 2005; Gerbert & Durgunoglu, 2004

2. Once this table was created, the researcher turned the risk factors into statements. Then the researcher presented the statements to three experts for verification (Table 6). The list was given to Dr. Linda Purrington, a leading ELL researcher and faculty member at Pepperdine University; Dr. Margie Kessler, a leading Phoenix area researcher of ELL students; and Mary Beth Whitney, the BES District ELL liaison from the Arizona State Department of Education (Appendix

G and H). These experts refined the list and changed some of the wording to reflect more accurately the risk factors related to ELL students.

Table 6

English Language Learner Risk Factor Statements

Category/Theme	Risk Factor	Statement
Unalterable Factors		
Background Characteristics	Low socio-economic status	Family qualifies for free lunch and breakfast.
	Homeless/High mobility	Family has moved 3 times or more in the past year.
	Parents lack of education	Neither parent finished high school.
	Single parent family	Student lives with only one parent.
	Large household	Over 8 people live in household.
	Low monitoring of everyday activities	Parents work evenings and/or on the weekends.
	Age upon arrival to school	Student is over 10 upon arrival at school.
	Lives with someone other than parents	Student lives with family member/guardian other than mother or father.
Biological or Physical traits	Physical disability	Student has a physical disability such as but not limited to … missing fingers, club foot, twisted hand
	Chronic illness	Student has an illness that requires education to occur in hospital or home.
	Mental disability	Student has a mental disability such as but not limited to a low IQ, or on 504 plan
Skills & Abilities	Cognitive, emotional, or behavioral disability	Student has an IEP for cognitive, emotional, or behavioral disability.
	Limited academic ability	Student does not have IEP but has IQ in the 70-80 range.

(table continues)

Category/Theme	Risk Factor	Statement
Alterable Factors		
Non-School-Related Factors		
Responsibilities	Family responsibilities like translating for parents or caring for siblings	Student accompanies parents on errands during the school day for translating or cares for siblings during the school day.
Attitudes, Values & Beliefs	Low self-esteem and self-confidence	Student has low self-esteem or self confidence, puts self down the majority of the time.
	Lack of personal or educational goals	Student does not have goals for future or to finish education.
	Low parental expectations	Parents do not support/approve students' goals.
Behavior	Spends no time each week reading for fun	Student spends no time reading for fun.
Experiences	Experienced stressful life event	Came from war torn country or has had family member die in past year/parents divorced in past year.
School Related Factors		
School Performance	Poor academic achievement, based on grades and scores	Scores at Falls Far Below on AIMS/DPA in 2 out of 3 areas, gets F's in Reading, writing, and math.
	No prior schooling	Student did not attend school prior to coming to the US.
	Retention	Student has been retained.
	Poor attendance or repeated tardiness	Student absence rate is higher than 20%.
	Discipline issues	Student has more than 10 write ups.
	Suspension	Student has been suspended more than 10 days this school year.
Academic Engagement	Does not do homework	Student completes less than 5 days of homework a month.
	Primary language developed	Student is limited in the primary language.

(table continued)

Category/Theme	Risk Factor	Statement
Alterable Factors		
	Challenging environment	Student has a teacher who is in their first year of teaching. Student is in a classroom with more than 5 other students with significant needs either social or academic.
	Low expectations for school attainment Lack of motivation for improvement	Student has low self expectations for school or lacks motivation for success in school.
	No differentiated instruction/learning styles	No differentiated instruction is presented to student.
	Access to formal register/language	Student lacks formal language.
	Scaffolded instruction	The student is not instructed using a scaffolding model.
	Low expectations by teachers	Teacher has low expectations for student to achieve
	Type of ELL program	Student spends whole day with certified ELL teacher in regular classroom.
	Large class size	Class size is over 27.
Social Engagement	Low participation in school activities	Student does not participate in extra curricular activities through the school.

3. This above list of 37 items was then given to all BES teachers to clarify the language of the statements as they see them applying to BES immigrant ELL students (Appendix I, J and K).
4. Once this list had been revised, it was then distributed to 40 BES teachers to rate each factor for severity of impact on the immigrant ELL student's ability to learn English. Each factor was rated on the level of how difficult it was for the student to overcome, on a scale from 1 to 7 (1=not severe, 2=somewhat severe, 3=severe, 4=somewhat severe, 5=moderately severe, 6=very severe, 7=extremely severe).

The teachers rated the severity of the risk factors because they saw the students every day and knew which risk factors were specific to this population.

5. This refined risk factor list was put into a Microsoft Excel spread sheet. Statistics were performed in order to determine the standard deviation of severity rating for each factor. This method was based on the Likert Scaling Method. Figuring the standard deviation and the mean gave a severity rating for each item. The mean was used for the severity score for each item. The standard deviation showed how much variability in scoring existed between teachers.
6. The risk factors were then known as the Risk Factor Check List that teachers used to correlate immigrant ELL students' demographic information and test scores. Teachers checked off any factors on the list that apply to students. Teachers completed a form for each student that met study criteria and with whom they were familiar. The teacher also indicated for each student whether or not the students went to ELL classes outside of their class room or they received all their services from that teacher.
7. In addition, through a questionnaire to the parents, the researcher asked a series of questions to add supplementary information that is not in enrollment records. (see interview questions below).
8. In addition to the correlational information, students received a "risk factor" score based on how many risk factors had been identified for them by teachers, the registrar and the researcher. This score was the severity score from the sum of the severity to overcome each risk factor (severity score).

a. Each student was given three scores. The first score was total risk factor. This was the total number of separate risk factors a student had that could be identified.
b. The second score was the highest individual severity score. This was the score the student received that had the highest risk factor.
c. The third was total risk-factor points. The severity points from each risk factor was added together to get the total risk factor points.

Validity and Reliability of Risk Factor Check List

According to Dr. Linda Purrington, Dr. Margie Kessler, and Mary Beth Whitney, in order for the Risk Factor Check list to be considered valid and reliable for use in this study, it would require following a protocol for development. This protocol included 1) gathering the data to formulate the instrument from a literature review and teacher input, 2) validation of the data by experts, 3) piloting the instrument with teachers, and 4) refinement of the instrument based on feedback and input. The complete Risk Factor Check List resulted from this protocol, and was used in this study (See Appendix G).

Parent Survey Questions

The following set of questions was partially taken from the English Language Parent Survey to extract more information on the data for the study. The data was collected and coded into a Microsoft Excel spread sheet.

1. How many countries has your family lived in?
2. Does your child speak in your first language?
3. Does your child read in your first language?
4. Does your child write in your first language?

5. Has your child ever gone to school in another country?
6. How old was your child when you came to the United States?
7. How many years has your child attended school altogether?
8. How many schools has your child attended in the U.S.?
9. Where did your child learn to read in either your first language or English?
10. Has your child ever attended special education support classes?

Data Analysis

The primary dependent variable was the AIMS/DPA score for the 2005–2006 school year. The primary independent variable was the risk factors identified on the Risk Factors Check List. Alpha level for this study was set at $p = .05$; however, because of the exploratory nature of this study, findings significant at the $p = .10$ level were noted to suggest trends for future study.

Organization and Reporting

Using Microsoft Excel, a student's unique identification code, coded demographic information, AIMS/DPA score for the 2005–2006 school year and risk factor severity score were entered. In addition, the specific individual risk factors that were identified by the teachers and register were coded and entered into the data. Once all data had been entered and organized, the researcher carefully reviewed the data for errors in spelling, coding, etc. This prevented any data entry errors from impacting the applied statistics.

Once the data has been "cleaned," the researcher performed the appropriate descriptive statistical tests for each variable in order to report central tendency, standard deviation, and variation.

After the appropriate descriptive statistical tests had been completed, the inferential statistical tests were conducted. These tests were tied to the research questions outlined in chapter 1: Introduction.

Analysis: Research Questions, Hypotheses, and Statistical Tests

The general research question for this study was: What are the potential educational risk factors for immigrant ELL students at BES? It was assumed that the students would have a number of risk factors.

The specific research questions, associated hypotheses and appropriate statistical tests were as follows:

1. What risk factors have the strongest correlation with AIMS/DPA scores for immigrant ELL students at BES?
    a. After controlling for age and grade, students who attended school in their home country will have a significantly higher AIMS/DPA score. This hypothesis referred to a dichotomous variable (attendance of school in native country or non attendance). The T-test of Significance was used to determine if there was a significant difference between AIMS/DPA scores between students who attended school in their native country and those who did not attend school.
    b. After controlling for age and grade, there will be a negative correlation between the total weighted risk score and 1st-year AIMS/DPA scores. This hypothesis was answered through the use of descriptive statistics. The Pearson Correlation technique was utilized to test the degree of association between risk factor and the score on the AIMS/DPA assessment.

c. After controlling for age and grade, there will be a significant negative correlation between the total number of risk factors and 1st-year AIMS/DPA score after controlling the student demographic characteristics. This hypothesis was addressed using Multiple Regression to determine if there was a relationship between the number of risk factors, a single student had compared to his or her AIMS/DPA test score.

d. After controlling for age and grade, there will be a negative correlation between the highest individual risk factor and 1st-year AIMS/DPA score after controlling the student demographic characteristics. This hypothesis was addressed using Multiple Regression to determine if there as a relationship between the number and severity of the ELL highest risk-factor score a single student had compared to their AIMS/DPA test score.

e. After controlling for age and grade, there will be a negative correlation between the highest individual risk factor and 1st-year AIMS/DPA scores. This hypothesis was addressed using partial correlations to determine if there was a relationship between the highest individual risk factor and the AIMS/DPA test score.

f. After controlling for age and grade, there will be a significant negative correlation between the combined risk factors score and 1st-year AIMS/DPA Reading score after controlling the student demographic characteristics. This hypothesis was addressed using Multiple Regression to determine if there was a relationship between the combined risk factors and the AIMS/DPA Reading score.

g. After controlling for age and grade, there will be a significant negative correlation between the combined risk factors score and 1st-year AIMS/DPA Writing score after controlling the student demographic characteristics. This hypothesis was addressed using Multiple Regression to determine if there was a relationship between the combined risk factors and the AIMS/DPA Writing score.

h. After controlling for age and grade, there will be a significant negative correlation between the combined risk factors score and 1st-year AIMS/DPA Math score after controlling the student demographic characteristics. This hypothesis was addressed using Multiple Regression to determine if there was a relationship between the combined risk factors and the AIMS/DPA Math score.

2. How do age and gender influence reading scores and potential educational risk factors for immigrant ELL students at BES?

    a. After controlling for age and grade, there will be a negative correlation between the age of the student and their AIMS/DPA score in reading. The Pearson Correlation technique was utilized to test the degree of association between age and the score on the AIMS/DPA assessment.

    b. After controlling for age and grade, girls will have significantly higher AIMS/DPA scores than boys. This hypothesis referred to a dichotomous variable (male or female). The T-test of Significance was used to determine if there was a significant difference between AIMS/DPA scores between males and females.

3. What differences exist in reading scores and risk factors between the two main immigrant ELL student populations at BES – Mexican and Somalian? After controlling for age and grade, the students who speak Spanish as a first language will have significantly higher AIMS/DPA scores than those who speak Somali. This hypothesis referred to a dichotomous variable (Hispanic or Somali). The T-test of Significance was used to determine if there was a significant difference between AIMS/DPA scores between Hispanics and Somalians.
4. How does the method of instruction (inclusion vs. pull-out) influence reading scores and risk factors for immigrant ELL students at BES? After controlling for age and grade, students who receive ELL services in their homeroom (inclusion) will have significantly higher AIMS/DPA scores than those who are pulled out to receive services. This hypothesis referred to a dichotomous variable (inclusion and pull out). The T-test of Significance was used to determine if there was a significant difference between AIMS/DPA scores between inclusion and pull out. Inclusion or pull out described how the student receives daily ELL instruction.

Procedures

The following information details the step by step procedure that was used to conduct this study. The purpose of this section is to provide specific enough details for another party to replicate this study in another educational institution.

1. Identify BES K-8 immigrant ELL students who are in their first year of schooling in the United States.

2. Of these students, identify those who have not taken the Arizona Instrument to Measure Standards (AIMS) before, and who have scored below 20 on the Stanford English Language Proficiency exam.
3. Send home the consent form and parent questionnaire with identified students. The following questions will be asked on the parent questionnaire:
    a. How many countries has your family lived in? (recorded as a whole number)
    b. Does your child speak in your first Language? (yes=1, no=0)
    c. Does your child read in your first Language? (yes=1, no=0)
    d. Does your child write in your first Language? (yes=1, no=0)
    e. Has your child ever gone to school in another country? (yes=1, no=0)
    f. How old was your child when you came to the United States? (recorded as a whole number)
    g. How many years has your child attended school altogether? (recorded as a whole number)
    h. How many schools has your child attended in the U.S.? (recorded as a whole number)
    i. Where did your child learn to read in either your first language or English? (0=Mexico; 1=Somalia; 2=Sudan; etc.) A unique nominal number should be given to each country identified in the study.
    j. Has your child ever attended special education support classes? (yes=0, no=1)

4. Collect consent forms, answer questions that families might have, review the study procedure with families.
5. Use a randomly generated unique student identification code for each parent who has returned a consent form. This code should then be used with all information collected on this student.
6. Access, collect and code demographic information for each student from the district data base or enrollment papers. The following information should be gathered and coded nominally, ordinally or intervally as appropriate to the data:
    a. Gender (0 = male; 1 = female)
    b. Age in years (i.e. 10 years = 10)
    c. Primary First Language (0 = Spanish; 1 = Somali; 2 = Swahili, etc.) A unique nominal number should be given to each language identified in the students represented in the study.
    d. Race/ethnicity (0 = Hispanic; 1 = Somalian; 2 = East African; etc.) A unique nominal number should be given to each race/ethnicity identified in the students represented in the study.
    e. Country of birth (1= Mexico; 2 = Somalia; 3 = Kenya, etc.) A unique nominal number should be given to each country of birth identified in the students represented in the study.
7. Collect the students' AIMS/DPA score for 2005–2006. Enter the score into the data for each student. This will be a whole number score between (000) and (500).
8. Ask experts to review and comment, add or revise any of the factors as they see them applying to the immigrant ELL students.

9. Revise the list to reflect expert input. Seek teacher clarification on the list. This would allow any confusing language to be clarified before the teachers have to rate the severity of each item.
10. Give all teachers the list of possible risk factors related to immigrant ELL students' learning of English, which was drawn from the research literature (Appendix K). This will be passed out after a staff meeting.
11. Ask 40 teachers to rate each factor for severity of impact on the immigrant ELL student's ability to learn English. Each factor will be rated on the level of difficulty for the student to overcome on a scale of 1 to 7.
12. Put this refined risk factor list into an Excel spread sheet. Each factor should have two codes: one to identify it uniquely and another to identify its level of severity (1 to 7).
13. Perform statistics to determine the standard deviation of severity rating for each factor. This method is based on the Likert Scaling Method. Figuring the standard deviation and the median will narrow the list of items.
14. For each of the students' data in this study, develop a Risk Factor Check List. Use a unique number to identify each student. Staple a paper with the students name and a unique number used to identify the students when returned. When the risk factor sheet was returned, the sheet with the students name was removed.
15. Give a copy of this form to the classroom and/or ELL teachers that work with the identified students.
16. Have teachers check off any factors on the list that apply to each student.
17. Collect all copies of the Risk Factor Check List on each student.

18. Enter a “risk factor” score into Excel for each student based on how many risk factors have been identified by teachers and the registrar. This score will be a severity score from the sum of the severity to overcome each risk factor (severity score).
    a. Each student will be given three scores. The first score will be total risk factor. This is the total number of separate risk factors a student has that can be identified. The number will depend on the number of risk factors given on the list.
    b. The second score will be the highest individual severity score. This is the score the student receives that had the highest risk factor.
    c. The third will be total risk-factor points. The severity points from each risk factor will be added together to get the total risk-factor points.
19. Enter data into Excel and verify the demographic information.
20. Once all data has been entered and organized, review the data for errors in spelling, coding, etc.
21. Perform the appropriate descriptive statistical tests for each variable in order to report central tendency, standard deviation and variation.
22. Perform the appropriate inferential statistics applied to the specific research questions and associated hypotheses.
    a. Pearson Correlations (chi-square for nominal data) to determine relationships between two variables at a time (include all independent variables related to demographic information and risk factors).
    b. T-tests of Significance to determine differences in groups (i.e. gender, age, race/ethnicity, etc.) on the AIMS/DPA score for the 2005–2006.

c. Multiple Regression to determine the relationship between several of the variables and the AIMS/DPA score for the 2005–2006.

23. Indicate the results of the tests and the impact on the identified hypotheses.

Chapter 4: Results

Introduction

The purpose of this study was to examine the risk factors that affect Best Elementary School's (BES) immigrant English language learners' (ELL) ability to learn English, particularly their reading ability in English as measured by first year Arizona Instrument to Measure Standards/Dual Purpose Assessment (AIMS/DPA) standardized test scores. The following are the research questions that were addressed with this study:

1. What risk factors have the strongest correlation with reading scores for immigrant ELL students at BES?
2. How does age and gender influence reading scores and potential educational risk factors for immigrant ELL students at BES?
3. What differences exist in reading scores and risk factors between the two main immigrant ELL student populations at BES – Mexican and Somalian?
4. How does the method of instruction (inclusion vs. pull-out) influence reading scores and risk factors for immigrant ELL students at BES?

First, all BES 1st year immigrant ELL students were identified; there were 99 identified students. Then, consent forms were sent home to the 99 students' parents; 95 agreed to participate in the study as survey respondents, and they consented for their students to be studied. The data was collected within a week. Parents were very quick to respond. Most of their questions regarded immigration since that is a hot topic particularly in Arizona. Since this paper had really nothing to do with immigration status parents were very willing to participate as shown by the 95 responses. The Somali translator had to sit with many of the Somali families to read the parent questionnaire to

them as it turned out most do not even read their native language. They all read Arabic because that is taught in most of their schools.

Then the students' demographic information and AIMS/DPA data for 2005-2006 were collected. The student participants' classroom teachers were then asked to rate the risk factors to learning English, which had been identified through the research and clarified by those same classroom teachers earlier. The rating indicated the severity each risk factor posed to the students' English language learning. Later, these classroom teachers applied this list of rated risk factors to the student participants who were under their care. In this application, the classroom teachers checked those risk factors that they felt most accurately reflected their students' particular circumstances. A final "risk factor" score was calculated for each student. This calculation was based on three scores: 1) how many total risk factors were identified for the student; 2) the highest rated risk factor identified for the student; and 3) the total severity of risk factors, which represented the sum of the risk factors' severity scores identified for the student.

This data collection from classroom teachers was completed without complication. The teachers remarked that their preconceptions about their ELL students did not always bear out after they had applied the risk factors to a student. In fact, most agreed that looking more closely at individual student's situations made them more sensitive to the need for differentiated instruction techniques.

Results

The following describes the data findings. These results were then used to test the hypotheses. The outcomes of the tests were then used to answer the initial research questions.

Table 7

Frequency Counts for Selected Variables

Variable	Category	*n*	%
Gender			
	Boy	48	50.5
	Girl	47	49.5
Age [a]			
	4 or 5 years	22	23.2
	6 to 8 years	36	37.9
	9 to 11 years	24	25.3
	12 to 16 years	15	15.8
Birth Country			
	Afghanistan	3	3.2
	Bermuda	1	1.1
	Egypt	2	2.1
	Ivory Coast	1	1.1
	Kenya	15	15.8
	Mexico	37	38.9
	Somalia	27	28.4
	United States	9	9.5

(table continues)

Variable	Category	*n*	%
Primary Language			
	Other	48	50.5
	Spanish	47	49.5
ELL Certified Teacher			
	No	52	54.7
	Yes	43	45.3
Grade [b]			
	Kindergarten	21	22.1
	1st or 2nd	27	28.4
	3rd or 4th	17	17.9
	5th or 6th	14	14.7
	7th or 8th	16	16.8

Note. (N = 95)

[a] Age: *M* = 8.32, *SD* = 3.21

[b] Grade: *M* = 3.09, *SD* = 2.77

Table 7 displays the frequency counts for selected student variables. The students were equally divided between boys and girls. Their ages ranged from 4 to 16 years (*M* 8.32, *SD* = 3.21) with the most frequent birth countries being Mexico (38.9%), Somalia (28.4%) and Kenya (15.8%). The student's primary (first) language was equally divided between Spanish (49.5%) and some other language (50.5%). Forty-five percent had an

ELL certified teacher. Half (50.5%) were in kindergarten through second grade with the other students spread from third to eight grades (M = 3.09, SD = 2.77); (Table 1).

Table 8

Frequency Counts for Responses from the Parent Survey

Variable	Category	*n*	%
Number of Countries [a]			
	Two countries	54	56.8
	Three or four countries	38	29.5
	Five countries	10	10.5
Child Speaks Primary Language			
	No	0	0.0
	Yes	95	100.0
Child Reads Primary Language			
	No	53	55.8
	Yes	42	44.2
Child Writes Primary Language			
	No	56	58.9
	Yes	39	41.1
Attended School in Another Country			
	No	46	48.4
	Yes	49	51.6

(table continues)

Variable	Category	*n*	%
Age Child Came to United States [b]			
	Two to four years	32	33.7
	Five or six years	27	28.4
	Seven to ten years	19	20.0
	Eleven to thirteen years	17	17.9
Total Years of School [c]			
	One year	49	51.6
	Two or three years	17	17.9
	Four or five years	18	18.9
	Six to nine years	11	11.6
Number of American Schools			
	One school	95	100.0
Country Where Child Learned to Read			
	Afghanistan	3	3.2
	Egypt	1	1.1
	Kenya	10	10.5
	Mexico	24	25.3
	Sudan	4	4.2

(table continues)

Variable	Category	*n*	%
	United States	53	55.8
Learned to Read in America			
	No	42	44.2
	Yes	53	55.8
Attended Special Education			
	No	88	92.6
	Yes	7	7.4

Note. (N = 95)

[a] Countries: *M* = 2.60, *SD* = 0.80

[b] Age: *M* = 6.49, *SD* = 3.17

[c] Years: *M* = 2.62, *SD* = 2.29

Table 8 displays the frequency counts for responses provided in the parent survey pertaining to each student. These students had lived in anywhere from two to five countries including the United States (*M* = 2.60, *SD* = 0.80). As for the student's primary language skills, all (100.0%) were reported to be able to speak their primary language, 44.2% could read it and 41.1% could write it. About half (51.6%) had attended school in another country. The age when the child came to America ranged from 2 to 13 years (*M* = 6.49, *SD* = 3.17). For 51.6% of the sample, this was their first year in school in any country but some had as many as nine years (*M* = 2.62, *SD* = 2.29). For all students, this school was their first one in America. For over half (55.8%), they learned to read in American with another 25.3% reported learning to read in Mexico and another 10.5%

learned to read in Kenya. Only seven (7.4%) needed special education services (Table 2).

Table 9

Frequency Counts for the Prevalence of Risk Factors

Risk Factor	*n*	%
1. Family qualifies for free lunch and breakfast.	95	100.0
29. Student is in a classroom with more than five other students with significant needs either social or academic.	95	100.0
20. Scores at Falls Far Below on AIMS/DPA in two out of three areas or gets F's in more than one of the main subjects (reading, writing, and math).	88	92.6
3. Neither parent finished high school.	78	82.1
21. Student did not attend school prior to coming to the US.	49	51.6
32. Student lacks structured language skills in different settings (academic vs. friendly).	47	49.5
36. Student is in a class with more than 26 others.	46	48.4
35. Student spends whole day with certified ELL teacher in regular classroom.	43	45.3
15. Student has low self-esteem or self-confidence, puts self down the majority of the time.	41	43.2
5. Over eight people live in household.	38	40.0

(table continues)

Risk Factor	*n*	%
19. Came from war torn country or has had family member die in past year/parents divorced in past year.	38	40.0
31. No differentiated instruction is presented to student.	38	40.0
6. Parents work evenings and/or on the weekends.	37	38.9
28. Student has a teacher who is in their first year of teaching.	36	37.9
33. The student is not instructed using a scaffolding model.	36	37.9
17. Parents do not support/approve students' goals.	33	34.7
37. Student does not participate in extra curricular activities through the school.	32	33.7
16. Student does not have goals for future or to finish education.	30	31.6
18. Student spends no time reading for fun.	27	28.4
8. Student lives with family member/guardian other than mother or father.	24	25.3
7. Student is over ten upon arrival at school in the US for the 1st time.	22	23.2
27. Student is limited in the primary language.	15	15.8
30. Student has low self-expectations for school or lacks motivation for success in school.	15	15.8
34. Teacher has low expectations for student to achieve.	13	13.7

(table continues)

Risk Factor	*n*	%
26. Student completes less than five days of homework a month.	11	11.6
2. Family has moved three times or more in the past year.	10	10.5
14. Student accompanies parents on errands during the school day for translating or cares for siblings during the school day.	8	8.4
24. Student has more than ten write-ups in a year.	8	8.4
23. Student absence rate is higher than 20%.	7	7.4
11. Student has a mental disability such as but not limited to low IQ, 504 plan	6	6.3
22. Student has been retained.	6	6.3
12. Student has an IEP for cognitive, emotional, or behavioral disability.	4	4.2
13. Student does not have IEP but has IQ in the 70-80 range.	3	3.2
25. Student has been suspended more than ten days this school year.	3	3.2
9. Student has a physical disability such as but not limited to missing fingers, club foot, twisted hand,	2	2.1
4. Student lives with only one parent.	1	1.1
10. Student has an illness that requires education to occur in hospital or home.	0	0.0

Note. (N = 95)

The students were measured for the prevalence of 37 educational risk factors. All students (100%), had Risk 1, “Family qualifies for free lunch and breakfast (100%)” and Risk 29, “Student is in a classroom with more than five other students with significant needs either social or academic (100%).” In addition, over 80% had Risk 20, “Scores at Falls Far Below on AIMS/DPA in 2 out of 3 areas or gets F's in more than one of the main subjects (reading, writing, and math); (92.6%)” and/or Risk 3, “Neither parent finished high school (82.1%)” (Table 9).

Table 10

Severity Ratings Provided by Expert Panel of Teachers

Risk Factor	*M*	*SD*
7. Student is over ten upon arrival at school in the US for the 1st time.	6.25	1.37
16. Student does not have goals for future or to finish education.	5.75	1.55
34. Teacher has low expectations for student to achieve.	5.70	1.90
2. Family has moved three times or more in the past year.	5.63	1.86
17. Parents do not support/approve students' goals.	5.53	1.77
30. Student has low self-expectations for school or lacks motivation for success in school.	5.50	1.48
13. Student does not have IEP but has IQ in the 70-80 range.	5.40	1.50
12. Student has an IEP for cognitive, emotional, or behavioral disability.	5.33	1.40

(table continues)

Risk Factor	*M*	*SD*
18. Student spends no time reading for fun.	5.18	1.81
23. Student absence rate is higher than 20%.	5.15	1.72
24. Student has more than ten write-ups in a year.	5.13	1.79
27. Student is limited in the primary language.	5.10	1.52
15. Student has low self-esteem or self-confidence, puts self down the majority of the time.	5.05	1.18
20. Scores at Falls Far Below on AIMS/DPA in two out of three areas or gets F's in more than one of the main subjects (reading, writing, and math).	5.05	1.36
14. Student accompanies parents on errands during the school day for translating or cares for siblings during the school day.	5.03	2.03
25. Student has been suspended more than ten days this school year.	5.00	1.95
3. Neither parent finished high school.	4.90	1.66
21. Student did not attend school prior to coming to the US.	4.90	1.89
31. No differentiated instruction is presented to student.	4.88	1.98
19. Came from war torn country or has had family member die in past year/parents divorced in past year.	4.85	1.42
11. Student has a mental disability such as but not limited to low IQ, 504 plan	4.78	1.54

(table continues)

Risk Factor	*M*	*SD*
6. Parents work evenings and/or on the weekends.	4.63	1.13
5. Over eight people live in household.	4.48	1.71
26. Student completes less than five days of homework a month.	4.43	1.85
36. Student is in a class with more than 26 others.	4.28	1.68
10. Student has an illness that requires education to occur in hospital or home.	4.20	1.80
33. The student is not instructed using a scaffolding model.	3.98	1.83
32. Student lacks structured language skills in different settings (academic vs. friendly).	3.93	1.35
29. Student is in a classroom with more than five other students with significant needs either social or academic.	3.60	1.88
22. Student has been retained.	3.23	1.37
4. Student lives with only one parent.	2.90	1.65
9. Student has a physical disability such as but not limited to missing fingers, club foot, twisted hand,	2.80	1.36
37. Student does not participate in extra curricular activities through the school.	2.75	1.55
1. Family qualifies for free lunch and breakfast.	2.68	1.91

(table continues)

Risk Factor	*M*	*SD*
8. Student lives with family member/guardian other than mother or father.	2.60	1.22
35. Student spends whole day with certified ELL teacher in regular classroom.	2.50	2.04
28. Student has a teacher who is in their first year of teaching.	2.23	1.37

Note: Rating Scale: 1 = *Not Severe* to 7 = *Extremely Severe*. Sorted by highest severity rating. *(n = 40)*

For each of the 37 risk factors, an expert panel of teachers rated these factors on a seven-point severity scale (1= *Not Severe* to 7 = *Extremely Severe*); (Table 10). Risk factors given the highest ratings were Risk 7, "Student is over ten upon arrival at school in the US for the first time (*M* = 6.25)," Risk 16, "Student does not have goals for future or to finish education (*M* = 5.75)," and Risk 34, "Teacher has low expectations for student to achieve (*M* = 5.70)"

Research Questions and Hypotheses

Research Question One

The first research question - what risk factors have the strongest correlation with AIMS/DPA scores for immigrant ELL students at BES? - was addressed by the following hypotheses:

- After controlling for age and grade, students who attended school in their home country will have a significantly higher AIMS/DPA score.

- After controlling for age and grade, there will be a negative correlation between the total weighted risk score and 1st year AIMS/DPA scores.
- After controlling for age and grade, there will be a negative correlation between the total number of risk factors and 1st year AIMS/DPA scores.
- After controlling for age and grade, there will be a negative correlation between the highest individual risk factor and 1st year AIMS/DPA scores.
- After controlling for age and grade, there will be a significant negative correlation between the combined risk factors score and 1st year AIMS/DPA reading score after controlling the student demographics characteristics.
- After controlling for age and grade, there will be a significant negative correlation between the combined risk factors score and 1st year AIMS/DPA writing score after controlling the student demographic characteristics.
- After controlling for age and grade, there will be a significant negative correlation between the combined risk factors score and 1st year AIMS/DPA math score after controlling the student demographic characteristics.

The results of the tests were as follows:

Hypothesis Four. Hypothesis 4 suggested that, after controlling for the student's age and grade level, students who attended school in their home country will have significantly higher AIMS/DPA scores. Table 11 provides the relevant partial correlations. Student's who attended school in their home country had higher scores for

Reading ($r_{partial}$ = .36, p < .001), Writing ($r_{partial}$ = .39, p < .001) and Math ($r_{partial}$ = .46, p < .001). This combination of findings provided support for Hypothesis Four; therefore, the null hypothesis was rejected.

Table 11.

Partial Correlations for Primary Language

Variable	Language [a]		Reading		Writing		Math	
1. First Language [a]	1.00							
2. AIMS Reading	.08		1.00					
3. AIMS Writing	.20	*	.60	****	1.00			
4. AIMS Math	.16		.87	****	.63	****	1.00	
Gender [b]	.15		.28	**	.13		.24	*
Child attended school in another country [c]	.28	**	.36	****	.39	****	.46	****
Learned to read in USA [c]	-.27	**	-.35	****	-.37	****	-.40	****
Certified ELL Teacher [c]	.13		.05		.02		.07	
Total Weighted Risk Score	-.45	****	-.14		-.12		-.12	
Number of Risk Factors	-.41	****	-.07		-.08		-.06	
Highest Individual Risk Factor	.01		-.08		-.05		.05	

Note. AIMS scores with selected variables (N=95)

* p < .05. ** p < .01. *** p < .005. **** p < .001.

[a] Language: 0 = *Other* 1 = *Spanish*

[b] Gender: 0 = *Boy* 1 = *Girl*

[c] Coding: 0 = *No* 1 = *Yes*

Hypothesis Six. Hypothesis Six suggested that, after controlling for the student's age and grade level, there will be a negative correlation between the total weighted risk score and 1st-year AIMS/DPA scores. Table 11 provides the relevant partial correlations. The student's total weighted risk score did not have significant partial correlations with Reading ($r_{partial}$ = -.14, p = .17), Writing ($r_{partial}$ = -.12, p = .24) and Math ($r_{partial}$ = -.12, p = .25). These finding provided no support for Hypothesis Six; therefore, the null hypothesis was retained.

Hypothesis Seven. Hypothesis Seven suggested that, after controlling for the student's age and grade level, there will be a negative correlation between the total number of risk factors and 1st-year AIMS/DPA scores. Table 11 provides the relevant partial correlations. The student's total number of risk factors did not have significant partial correlations with Reading ($r_{partial}$ = -.07, p = .48), Writing ($r_{partial}$ = -.08, p = .42) and Math ($r_{partial}$ = -.06, p = .59). These finding provided no support for Hypothesis Seven; therefore, the null hypothesis was retained.

Hypothesis Eight. Hypothesis Eight suggested that, after controlling for the student's age and grade level, there will be a correlation between the highest individual risk factor and 1st-year AIMS/DPA scores. Table 11 provides the relevant partial correlations. The student's highest individual risk factor did not have significant partial correlations with Reading ($r_{partial}$ = -.08, p = .44), Writing ($r_{partial}$ = -.05, p = .63) and Math ($r_{partial}$ = .05, p = .65). These finding provided no support for Hypothesis Eight; therefore, the null hypothesis was retained.

Aggregated Risk Score

Table 12.

Intercorrelations for the Three Risk Factor Measures

Measure	1	2	3
1. Total Number of Risk Factors	1.00		
2. Highest Individual Severity Score	.68	1.00	
3. Total Severity Points	.99	.72	1.00

Note. All correlations significant at the $p < .001$ level. (N=95)

Table 12 displays the Pearson product-moment intercorrelations for the three risk measures. As would be expected, the three measures were highly correlated with each other. Specifically, the total number of risk factors was highly correlated with the highest individual severity score ($r = .68$, $p < .001$) and the total severity points ($r = .99$, $p < .001$). In addition, the highest individual severity score was highly correlated with the total severity points ($r = .72$, $p < .001$). As a result, a combined risk score was calculated by transforming the three risk scores into *z* scores and then averaging them together.

Hypothesis Nine. Hypothesis 9 suggested that, "There will be a significant negative correlation between the combined risk factors score and 1st-year AIMS/DPA Reading score after controlling the student demographic characteristics." Table 13 displays the results of the multiple regression model used to address this hypothesis. The overall model was statistically significant ($p < .001$) and accounted for 77.0% of the variance in the dependent variable. Squared semi-partial correlation coefficients (sr^2) were reported

to measure the unique amount of variance that specific variable accounted for after controlling for the variance explained by the other independent variables. In this model, older students had higher scores (sr^2 = .04, p = .001) as did those who learned to read in another country (sr^2 = .06, p = .001). No other covariates were significant at the $p < .05$ level. The combined risk score (sr^2 = .00, p = .11) was not related to the dependent variable and provided no support for Hypothesis Nine; therefore, the null hypothesis was retained.

Table 13.

Prediction of AIMS Reading Score

Variable	*B*	*SE*	β	*p*	*sr*	sr^2
Gender [a]	18.30	10.76	.09	.09	.09	.01
Age	12.78	3.33	.40	.001	.20	.04
First Language – Spanish [b]	4.88	12.03	.02	.69	.02	.00
ELL Certified Teacher [b]	-7.51	10.84	-.04	.49	-.04	.00
Learned to Read in USA [b]	-89.09	18.46	-.43	.001	-.25	.06
Combined Risk Score	12.41	10.15	.11	.23	.06	.00

Note. Full Model: F (6, 88) = 49.02, p = .001. R^2 = .770. (N= *95)*

sr = Semipartial correlation

[a] Gender: 0 = *Boy* 1 = *Girl*

[b] Coding: 0 = *No* 1 = *Yes*

Table 14.

Prediction of AIMS Writing

Variable	*B*	*SE*	β	*p*	*sr*	sr^2
Intercept	301.55	54.54		.001		
Gender [a]	4.84	15.46	.02	.76	.02	.00
Age	4.29	4.78	.13	.37	.06	.00
First Language – Spanish [b]	25.52	17.29	.12	.14	.10	.01
ELL Certified Teacher [b]	-14.28	15.57	-.07	.36	-.06	.00
Learned to Read in USA [b]	-118.42	26.52	-.55	.001	-.31	.10
Combined Risk Score	14.23	14.59	.12	.33	.07	.00

Note. Full Model: F (6, 88) = 19.52, p = .001. R^2 = .571. (N= *95)*

sr = Semipartial correlation

[a] Gender: 0 = *Boy* 1 = *Girl*

[b] Coding: 0 = *No* 1 = *Yes*

Hypothesis Ten. Hypothesis Ten suggested that, "There will be a significant negative correlation between the combined risk factors score and 1st-year AIMS/DPA Writing score after controlling the student demographic characteristics." Table 14 displays the results of the multiple regression model used to address this hypothesis. The overall model was statistically significant ($p < .001$) and accounted for 57.1% of the variance in the dependent variable. In this model, those who learned to read in another country had higher scores ($sr^2 = .10$, $p = .001$). No other covariates were significant at the $p < .05$ level. The combined risk score ($sr^2 = .00$, $p = .33$) was not related to the dependent variable and therefore provided no support for Hypothesis Ten; therefore, the

null hypothesis was retained.

Hypothesis Eleven. Hypothesis Eleven suggested that, "There will be a significant negative correlation between the combined risk factors score and 1st-year AIMS/DPA Math score after controlling the student demographic characteristics." Table 15 displays the results of the multiple regression model used to address this hypothesis. The overall model was statistically significant ($p < .001$) and accounted for 79.2% of the variance in the dependent variable. In this model, older students had higher scores ($sr^2 = .03$, $p = .001$) as did those who learned to read in another country ($sr^2 = .06$, $p = .001$). No other covariates were significant at the $p < .05$ level. The combined risk score ($sr^2 = .01$, $p = .07$) was not related to the dependent variable and therefore provided no support for Hypothesis Eleven; therefore, the null hypothesis was retained.

Table 15.

Prediction of AIMS Math Score

Variable	*B*	*SE*	β	*p*	*sr*	sr^2
Intercept	262.22	40.85		.001		
Gender [a]	14.29	11.58	.06	.22	.06	.00
Age	13.21	3.58	.36	.001	.18	.03
First Language – Spanish [b]	16.27	12.95	.07	.21	.06	.00
ELL Certified Teacher [b]	-8.91	11.66	-.04	.45	-.04	.00
Learned to Read in USA [b]	-102.23	19.87	-.44	.001	-.25	.06
Combined Risk Score	20.37	10.93	.16	.07	.09	.01

Note. Full Model: F (6, 88) = 55.97, $p = .001$. $R^2 = .792$. (N = *95)*

r = Semipartial correlation

[a] Gender: 0 = *Boy* 1 = *Girl*

[b] Coding: 0 = *No* 1 = *Yes*

Summary of Research Question One

Therefore, the research question - what risk factors have the strongest correlation with AIMS/DPA scores for immigrant ELL students at BES? - can be answered by the risk factors that have the strongest correlation. These factors are: students who went to school in their home country, older students, and those who learned to read in another country had higher scores on the AIMS/DPA in Reading, Writing, and Math have the strongest correlation. Hypothesis Four was the only one with a significant result, which required a rejection of the null hypothesis.

Research Question Two

The second research question – how do age and gender influence reading scores and potential educational risk factors for immigrant ELL students at BES? - was addressed by the following hypotheses:

- After controlling for age and grade, there will be a negative correlation between the age of the student and their AIMS/DPA score in reading.
- After controlling for age and grade, the girls will have significantly higher AIMS/DPA scores than boys.

Hypothesis One. Hypothesis One suggested that, "There will be a negative correlation between the age of the student and their AIMS/DPA score in reading." To address this, Table 16 displays a series of Pearson product-moment correlations that were calculated for the student's age, grade and their three AIMS scores (Reading, Writing,

and Math). Inspection of Table 16, found strong positive correlations for the AIMS Reading score with both the student's age (r = .82, p < .001) and their grade level (r = .88, p < .001). These findings did not provide support for Hypothesis One; therefore, the null hypothesis was retained.

In addition, it was determined that the AIMS tests were criterion-referenced (all scores measured on a full continuum from "no competence" through "full competence") rather than norm-referenced (scores reflect how the student performs compared to other children the same age or grade). Because of this, all subsequent hypotheses were based on partial correlations to control for the student's age and grade level.

Table 16

Pearson Correlations for Age, Grade and AIMS Scores

Variable	1	2	3	4	5
1. Age	1.00				
2. Grade	.97	1.00			
3. AIMS Reading Score	.82	.88	1.00		
4. AIMS Writing Score	.64	.71	.84	1.00	
5. AIMS Math Score	.83	.89	.98	.85	1.00

Note. All correlations significant at the p < .001 level. *(N = 95)*

The results of the tests were as follows:

Hypothesis Two. Hypothesis Two suggested that, "After controlling for the student's age and grade level, the girls will have significantly higher AIMS/DPA scores than boys." Table 16 provides the partial correlations for student gender with the three

AIMS scores. Girls had significantly higher scores for Reading ($r_{partial}$ = .28, p = .006) and Math ($r_{partial}$ = .24, p = .02) but not Writing ($r_{partial}$ = .13, p = .22). This combination of findings provided some support for Hypothesis Two; therefore, the null hypothesis was rejected.

Summary of Research Question Two

Therefore, the research question - how do age and gender influence reading scores and potential educational risk factors for immigrant ELL students at BES? - can be answered by partial support. The AIMS/DPA is a criterion-referenced test; therefore, scores are measured on a continuum and cannot be used for this research question. Taking that into account girls did show higher scores in Reading. Hypothesis Two had a significant result (albeit in Reading only), which required a rejection of the null hypothesis.

Research Question Three

The third research question - what differences exist in reading scores and risk factors between the two main immigrant ELL student populations at BES? - was addressed by the following hypothesis:

- After controlling for age and grade, the students who speak Spanish as a first language will have significantly higher AIMS/DPA scores than those who speak Somali.

The results of the test were as follows:

Hypothesis Three. Hypothesis Three suggested that, "After controlling for the student's age and grade level, the students who speak Spanish as a first language will have significantly higher AIMS/DPA scores than those who speak an African dialect."

Table 16 provides the relevant partial correlations. The Spanish students had higher Writing scores ($r_{partial}$ = .20, p = .05) but not Reading ($r_{partial}$ = .08, p = .47) or Math ($r_{partial}$ = .16, p = .13). These findings provided minimal support for Hypothesis Three; therefore, the null hypothesis was rejected.

Summary of Research Question Three

Therefore, the research question -what differences exist in reading scores and risk factors between the two main immigrant ELL student populations at BES? - can be answered with minimal support that the Spanish-speaking students had higher Writing scores, but not Reading scores. Hypothesis Three had a significant result (albeit in Writing only), which required a rejection of the null hypothesis.

Research Question Four

The fourth research question - how does the method of instruction (inclusion vs. pull-out) influence reading scores for immigrant ELL students at BES? - was addressed by the following hypothesis:

- Students who receive ELL services in their homeroom will have significantly higher AIMS/DPA scores than those who are pulled out to receive services.

The results of the test were as follows:

Hypothesis Five. Hypothesis Five suggested that, "After controlling for the student's age and grade level, students who receive ELL services in their homeroom will have significantly higher AIMS/DPA scores than those who are pulled out to receive services." Table 16 provides the relevant partial correlations. Student's with an ELL teacher did not have significantly higher scores for Reading ($r_{partial}$ = .05, p = .66),

Writing ($r_{partial}$ = .02, p = .83) and Math ($r_{partial}$ = .07, p = .50). These finding provided no support for Hypothesis Five; therefore, the null hypothesis was retained.

Summary of Research Question Four

Therefore, the research question - how does the method of instruction (inclusion vs. Pull-out) influence reading scores for immigrant ELL students at BES? - can be answered with no support. There was no significant difference in the student's scores who instructed in their own rooms or pulled out for ELL services.

Table 17 displays the partial correlations for the student's first language (0 = *Other* versus 1 = *Spanish*) plus their three AIMS scores (Reading, Writing, and Math) with selected variables. These selected variables were the 37 risk factors and ten questions from the parent survey. The resulting 188 partial correlations were calculated after controlling for the student's age and grade level.

Cohen (1988) suggested some guidelines for interpreting the strength of linear correlations. He suggested that a "weak correlation" typically had an absolute value of r = .10 (about one percent of the variance explained), a "moderate correlation" typically had an absolute value of r = .30 (about nine percent of the variance explained) and a "strong correlation" typically had an absolute value of r = .50 (about 25 % of the variance explained). For the sake of parsimony, this portion of the Results Chapter will primarily highlight those correlations that were at least "moderate" strength. In addition, given the large number of correlations performed, the "moderate strength" interpretation criteria was used to minimize the potential of numerous Type I errors stemming from interpreting and drawing conclusions based on potentially spurious correlations.

Additional Findings

Table 17

Exploratory Partial Correlations for Primary Language and AIMS Scores with Selected Variables Controlling for Student Age and Grade Level

Variable	Language [a]	Reading	Writing	Math
1. Family qualifies for free lunch and breakfast. [b]	n/a	n/a	n/a	n/a
2. Family has moved three times or more in the past year.[b]	-.26 **	-.20 *	-.18	-.23 *
3. Neither parent finished high school. [b]	-.09	-.25 *	-.23 *	-.20 *
4. Student lives with only one parent. [b]	.14	-.14	-.09	-.11
5. Over eight people live in household. [b]	-.71 ****	-.02	-.15	-.03
6. Parents work evenings and/or on the weekends. [b]	.17	.03	.02	.01
7. Student is over ten upon arrival at school in the US for the 1st time. [b]	-.01	-.48 ****	-.36 ****	-.35 ****

(table continues)

Variable	Language [a]	Reading	Writing	Math
8. Student lives with family member/guardian other than mother or father. [b]	.02	.16	.04	.18
9. Student has a physical disability such as but not limited to missing fingers, club foot, twisted hand, [b]	.02	-.07	-.15	-.11
10. Student has an illness that requires education to occur in hospital or home. [b]	n/a	n/a	n/a	n/a
11. Student has a mental disability such as but not limited to low IQ, 504 plan. [b]	-.08	-.22 *	-.18	-.24 *
12. Student has an IEP for cognitive, emotional, or behavioral disability. [b]	.01	-.14	-.05	-.16
13. Student does not have IEP but has IQ in the 70-80 range. [b]	-.07	.01	.01	.05

(table continues)

Variable	Language [a]	Reading	Writing	Math
14. Student accompanies parents on errands during the school day for translating or cares for siblings during the school day. [b]	.12	-.08	-.11	-.15
15. Student has low self-esteem or self-confidence, puts self down the majority of the time. b	-.84 ****	-.05	-.21 *	-.16
16. Student does not have goals for future or to finish education. [b]	-.05	.10	.22 *	.22 *
17. Parents do not support/approve students' goals. [b]	.01	.06	-.03	.11
18. Student spends no time reading for fun. [b]	-.06	.06	.08	-.04
19. Came from war torn country or has had family member die in past year/parents divorced in past year. [b]	-.59 ****	-.24 *	-.25 *	-.23 *

(table continues)

Variable	Language [a]	Reading	Writing	Math
20. Scores at Falls Far Below on AIMS/DPA in two out of three areas or gets F's in more than one of the main subjects (reading, writing, and math). [b]	-.09	-.08	-.14	-.13
21. Student did not attend school prior to coming to the US. [b]	-.28**	-.36****	-.39****	-.46****
22. Student has been retained. [b]	.04	-.01	-.04	.03
23. Student absence rate is higher than 20%. [b]	.28**	.03	.01	.02
24. Student has more than ten write-ups in a year. [b]	.03	-.16	.08	-.09
25. Student has been suspended more than ten days this school year. [b]	-.16	-.07	.08	-.04
26. Student completes less than five days of homework a month. [b]	-.03	.01	.05	.04

(table continues)

Variable	Language [a]	Reading	Writing	Math
27. Student is limited in the primary language. [b]	-.15	-.09	-.09	-.09
28. Student has a teacher who is in their first year of teaching. [b]	.14	.17	.03	.17
29. Student is in a classroom with more than five other students with significant needs either social or academic. [b]	n/a	n/a	n/a	n/a
30. Student has low self-expectations for school or lacks motivation for success in school.	.07	-.17	.01	-.09
31. No differentiated instruction is presented to student.	-.59****	-.24*	-.25*	-.23*
32. Student lacks structured language skills in different settings (academic vs. friendly).	-.50****	-.18	-.10	-.19
33. The student is not instructed using a scaffolding model.	.14	.17	.03	.17

(table continues)

Variable	Language [a]	Reading	Writing	Math
34. Teacher has low expectations for student to achieve. [b]	.18	-.06	.01	-.06
35. Student spends whole day with certified ELL teacher in regular classroom. [b]	.13	.05	.02	.07
36. Student is in a class with more than 26 others. [b]	.04	.11	.27**	.11
37. Student does not participate in extra curricular activities through the school. [b]	-.11	.39****	.38****	.35****
1. Number of countries the family lived in	-.65****	.03	-.07	.02
2. Child speaks parent's first language [b]	n/a	n/a	n/a	n/a
3. Child reads parent's first language [b]	.27**	.35****	.37****	.40****

(table continues)

Variable	Language [a]		Reading		Writing		Math	
4. Child writes parent's first language [b]	.21	*	.24	*	.32	***	.33	****
5. Child attended school in another country [b]	.28	**	.36	****	.39	****	.46	****
6. Age child came to United States	-.17		-.29	***	-.24	*	-.20	*
7. Total years the child attended school	.41	****	-.12		.06		.03	
8. Number of American schools the child attended	n/a		n/a		n/a		n/a	
9. Learned to read in USA [b]	-.27	**	-.35	****	-.37	****	-.40	****
10. Attended special education support classes [b]	-.05		-.04		-.04		.01	

Note. "n/a" was listed when all respondents gave the same answer. (*N*=95)

* $p < .05$. ** $p < .01$. *** $p < .005$. **** $p < .001$.

[a] Language: 0 = *Other* 1 = *Spanish*

[b] Coding: 0 = *No* 1 = *Yes*

In Table 17, partial correlations are displayed for the student's first language (0 = *Other* versus 1 = *Spanish*) with 47 selected variables. Fourteen of the 47 partial correlations were statistically significant at the $p < .05$ level with seven of them being of "moderate strength" based on the Cohen (1988) criteria. Specifically, students with Spanish as their first language: (1) were less likely to have over eight people living in their household ($r_{partial} = -.71$, $p < .001$); (2) were less likely to have low self-esteem ($r_{partial} = -.84$, $p < .001$); (3) were less likely to have come from a war torn country ($r_{partial} = -.59$, $p < .001$); (4) were less likely to have had no differentiated instruction ($r_{partial} = -.59$, $p < .001$); (5) were less likely to be a student who lacked structured language skills ($r_{partial} = -.50$, $p < .001$); (6) had lived in fewer countries ($r_{partial} = -.65$, $p < .001$); and (7) had more total years in school ($r_{partial} = .41$, $p < .001$); (Table 11).

In Table 17, partial correlations are displayed for the student's AIMS Reading score with 47 selected variables. Thirteen of the 47 partial correlations were statistically significant at the $p < .05$ level with six of them being of "moderate strength" based on the Cohen (1988) criteria. Specifically, students with higher scores: (1) were less likely to have come to the United States after age ten ($r_{partial} = -.48$, $p < .001$); (2) were less likely to have not attended school prior to coming to the United States ($r_{partial} = -.36$, $p < .001$); (3) were more likely to have not participated in extracurricular activities ($r_{partial} = .39$, $p < .001$); (4) were more likely to be able to read their parent's primary language ($r_{partial} = .35$, $p < .001$); (5) were more likely to have attended school in another country ($r_{partial} = .36$, $p < .001$); and (6) were less likely to have learned to read in the United States ($r_{partial} = -.35$, $p < .001$); (Table 17).

In Table 17, partial correlations are displayed for the student's AIMS Writing score with 47 selected variables. Fourteen of the 47 partial correlations were statistically significant at the $p < .05$ level with seven of them being of "moderate strength" based on the Cohen (1988) criteria. Specifically, students with higher scores: (1) were less likely to have come to the United States after age ten ($r_{partial} = -.36$, $p < .001$); (2) were less likely to have not attended school prior to coming to the United States ($r_{partial} = -.39$, $p < .001$); (3) were more likely to have not participated in extracurricular activities ($r_{partial} = .38$, $p < .001$); (4) were more likely to be able to read their parent's primary language ($r_{partial} = .37$, $p < .001$); (5) were more likely to be able to write their parent's primary language ($r_{partial} = .32$, $p < .005$); (6) were more likely to have attended school in another country ($r_{partial} = .39$, $p < .001$); and (7) were less likely to have learned to read in the United States ($r_{partial} = -.37$, $p < .001$); (Table 17).

In Table 17, partial correlations are displayed for the student's AIMS Math score with 47 selected variables. Fourteen of the 47 partial correlations were statistically significant at the $p < .05$ level with seven of them being of "moderate strength" based on the Cohen (1988) criteria. Specifically, students with higher scores: (1) were less likely to have come to the United States after age ten ($r_{partial} = -.35$, $p < .001$); (2) were less likely to have not attended school prior to coming to the United States ($r_{partial} = -.46$, $p < .001$); (3) were more likely to have not participated in extracurricular activities ($r_{partial} = .35$, $p < .001$); (4) were more likely to be able to read their parent's primary language ($r_{partial} = .40$, $p < .001$); (5) were more likely to be able to write their parent's primary language ($r_{partial} = .33$, $p < .001$); (6) were more likely to have attended school in another

country ($r_{partial}$ = .46, p < .001); and (7) were less likely to have learned to read in the United States ($r_{partial}$ = -.40, p < .001); (Table 17).

After all the research was completed and analyzed, there was minimal support for the research questions. There were some significant risk factors but none could fully account for a students score on the AIMS/DPA.

Chapter 5: Summary, Conclusions, and Recommendations

Introduction

According to Ed Source (2003), in 2003 more than a third of U. S. kindergarten to second grade students had a native language other than English, and one quarter of all K-12 students were English language learners. The English language learner (ELL) student population in the United States, immigrant and non-immigrant, increased 4.8% from 2003–2004 to an estimated 4.5 million students. ELL enrollment levels in the United States continued to increase in 2004–2005, in absolute numbers and as a percentage of the total student enrollment (Kindler, 2005, p. 2). Cummins (1996) describes these learners as not yet fluent in English, as they have not mastered true literacy—the ability to listen, speak, read, and write in the second language. According to Gitomer (2005), schools are responsible for ensuring that students who do not have proficiency in English not only learn the English language, but also achieve across the entire curriculum.

Restatement of the Problem

Immigrant ELL students are more vulnerable for school failure because they experience multiple at-risk factors, and first-year immigrant ELL students are coming to school with more risk factors than ever before (Brendtro, Brokenleg, & Bockern 1998; Friend & Bursuck 1999; and Lombardi, Odell, & Novotny 1990). ELL immigrant students at Best Elementary School (BES) are underperforming in reading as measured by state mandated tests. When BES is judged yearly on state and federal testing, ELL students typically do not make more than a 5-point gain in any academic category from cohort to cohort, significantly less than a one-year gain (20 points), according to the Department of Education. Although ELL immigrant students do show some improvement

in English oral language skills, their reading and writing skills consistently fall behind their peers for whom English is their primary language. Therefore, it is critical that something be done to ensure that these students make gains comparable to their native English-speaking cohorts.

Restatement of the Purpose

This study examined the variables that affect BES immigrant ELL students' ability to learn English, particularly their reading ability in English as measured by the Arizona Instrument to Measure Standards/Dual Purpose Assessment (AIMS/DPA) first-year reading standardized test scores.

Thirty-seven risk factors, including background, prior schooling, classroom structure, home issues and academics, were examined to better understand the English language learning needs of these students and how to best address those needs. A list of factors was created from the literature review. First-year immigrant ELL students' teachers used this list to check the factor students demonstrated, and then the factors were compared against the students' standardized test scores.

Findings

Research Question One

What risk factors have the strongest correlation with reading scores for immigrant ELL students at BES? The risk factors that related to higher reading scores were with the students who went to school in their home country, who began school as older students, and who learned to read in another country. Several researchers support these three risk factors as having a strong correlation with academic ability. Friend and Bursuck (1994) discussed that ELL students enter school at-risk due to their inability to understand

English. This factor alone places them at-risk of underperformance in school, particularly if their first language is not developed. Krashen (1999) suggested that, “Students who develop and use their primary language at home will also learn English faster” (p. 17). According to Krashen’s theory, literacy gained through the primary language will transfer to the second. Krashen (1996) states that when primary language supports are in place, students will have a greater chance of literacy in English. Students who went to school in their home country and have a strong foundation in their primary language will likely demonstrate greater academic achievement than students who are partially proficient in their primary language.

Cummins (1994) suggests that primary language schooling was paramount to second language literacy. Cummins states that a learner’s strong foundation in his/her native language leads to success in the new language. Peregoy and Boyle (2005) reaffirm the transfer of primary language literacy skills to the second language. These studies support the theory that students who are educated or schooled in their home countries and who learn to read in their native language will likely have success that is more academic. Thomas and Collier (1999) concluded that non-English speaking students with well-developed literacy skills in their native language acquired academic skills faster in their second language. Students who have a strong foundation in their native language will perform better on academic skill tests than those who did not go to school in their home country.

Krashen (1994) suggests that older students are better at acquiring language faster than their younger cohorts are because they know the context of speaking, know the world around them, and can use first language syntax to participate in conversations.

Collier and Thomas (1989) reports that students who arrived in the United States when they were between the ages of 8 and 12 with several years of schooling in their native language were able to reach proficiency faster than those without prior schooling. Echevarria and Graves (2003) claim that older students respond more successfully to academic instruction because of their advanced cognitive abilities and their exposure to prior language. Cummins (1994) maintains that students who enter school between age 8 and 12 have the best chance at developing proficiency in both their first and second languages. The longer students are in school in their home country before they enter the United States, the greater chance that their English learning achievement will be higher. A study conducted by Skutnabb-Kangas and Toukamaa, reporting on Finnish immigrant children in Sweden, showed the optimum time for immigration to be 10–12 years of age. These students had firm foundations and social experiences in their native language and they performed better in academics and English than younger children (as cited in California, State Department of Education, 1994). Older students may do better in school because they have higher cognitive skills and they have a formal register in place.

The finding of this research study, under this set of circumstances at this time with this group of students, is supported by the second language research literature. Prior schooling and primary language proficiency have a positive influence on second language development. In conclusion, the data in this study suggests that immigrant ELL students, who have not had prior schooling, have not had an opportunity to develop fully their first language, and are older students, are the most at-risk of poor reading performance. These students needs very specific intervention and support and, most likely, more time to develop English reading competency.

Research Question Two

How do age and gender influence reading scores and potential educational risk factors for immigrant ELL students at BES? The AIMS/DPA is a criterion-referenced test; therefore, scores are measured on a continuum and cannot be used for this research question. Taking that into account girls did show higher scores in reading.

Krashen (1994) discusses the effects of age on second language acquisition and indicates that professional literature supports the following generalizations regarding age differences in second language acquisition. First, 12-year-olds and older children are faster in the early stages of acquisition because they have better conversation skills; have more knowledge of the world; and they can use their first language syntax. Second, younger acquirers attain a higher level of proficiency in second languages than adults do because they are free of personality issues that can influence learning, such as self-consciousness, mental rigidity, and desire to perfect pronunciation (Echevarria & Graves, 2003). Collier and Thomas (1989) report that students who arrive in the United States after age 12 often do not reach proficiency before graduating high school. Cummins (1994) reports that students demonstrated age appropriate communicative skills within two years of arrival, yet they required six to seven years to approach grade-level norms in academic areas.

It is the researcher's opinion that Somali girls may have done better due to he suppression they experienced in their own country. It was discovered that only 3 of the 36 Somalian mothers represented in this study could read in any language. The mothers may have encouraged their daughters to learn because they themselves had been prevented from learning in their home country. The girls may have been motivated to assimilate and

improve their circumstances. In addition, high levels of motivation are important for English language learners. Baker (1998) recognizes that when students are motivated to join a group, they are most likely to learn to assimilate faster. Motivated students increase their likelihood of proficiency because it involves potentially long-lasting personal relationships (Echevarria and Graves, 2003). Somali girls may do better because their mothers are not literate thus motivating the girls to learn more.

One study (Haycock, 2004) indicated that in communication skills, girls are significantly higher starting in Grade 5 or 6 and subsequently do better than boys in writing and, by most measures, in reading. Boys have more difficulty making connections with text. Activities such as front-loading (teaching vocabulary before the lesson), drama, inquiry, and small group discussions can support the boys reading comprehension and analysis skills. This could also be explained by the fact that most role model readers for students are women; more often mothers read to children than fathers, and more women are teachers and librarians (Lipson & Wixson, 2003). Peer pressure may also lead to lower reading scores due to a boy's lack of willingness to respond to emotional questions and lack of interest in reading (Lipson & Wixson).

The findings of this study, under this set of circumstances at this time with this group of students, supported second language research literature. The age of arrival to the United States greatly influences how well immigrant ELL students learn to read English and perform at grade level by the time they graduate high school. Gender research (Haycock, 2004; Barrera, 2004; Lipson & Wixson, 2003) supports the fact that girls outperform boys in reading.

In conclusion, the data in this study suggest that immigrant ELL female students are less at-risk for poor reading performance than males. Male students will need more male reading role models and opportunities to make connections with reading, which may help bridge the reading gap between genders.

Research Question Three

What differences exist in reading scores and risk factor between the two main immigrant ELL student populations at BES – Mexican and Somalian? There was no significant difference between the reading scores in the two sub-groups although the Spanish speakers had higher writing and math scores.

Many scholars in the field of second language acquisition believe English language learners should be taught academic subjects in their native language first. According to the data collected in this study, about half of the immigrant ELL students (42) reported learning to read in another country. Of those 42 students, 24 reported learning to read in Mexico as compared to 10 that learned to read in Kenya. Oral language is the basis for advanced skills, including reading and writing. When those skills are strong, students can begin to focus on other subject skills. More research on academic achievement in second language acquisition (Collier & Thomas, 1989) concluded that non-English speaking students with literacy skills in their native language acquired academic language skills faster than their second language counterparts who had not gained literacy in their native language. When students immigrate to the United States with no prior schooling in their native language, they may be academically delayed as many as five years (Collier & Thomas).

Ramirez, Yuen, and Ramey (1991) demonstrate that a strong second language-learning program, in conjunction with academic support in the native language, produced students who were able to achieve more than immigrant ELL students who did not receive these supports. The US Department of Education (2005) reports that sixth graders immigrating to the US with two years of education in Mexico did better as a group on the California Test of Basic Skills (CTBS) English reading comprehension test than ELL students who started school in the United States.

Seven percent of Somalian students showed no increase in reading, writing, or math scores. However, the 15% of Mexican students attending school prior to their arrival in the United States did have higher scores in writing and math. At the time of this study, the writing and math portion of AIMS/DPA had no time limit; whereas, the reading portion had a time limit of forty-two minutes. Perhaps students who did poorly on the reading portion, found the reading passages were too long and felt the pressure of the time limit, causing them to give up more easily than they did on the writing and math portions where they may have been able to work at their own pace without the pressure of a time limit. This explanation may help to explain why the Mexican immigrants had higher writing and math scores.

The findings of this research study, under this set of circumstances at this time with this group of students, is not supported by the second language research literature, which shows that students with prior schooling should perform better in reading on standardized tests. However, this study revealed that ELL students with prior schooling, the Mexican immigrants, scored better in writing and math but not in reading.

In conclusion, the data in this study suggests that Mexican immigrant ELL students are less at-risk than the Somalian immigrant ELL students for poor writing and math performance, but both populations are at-risk for poor reading performance. Both groups need support and interventions in reading. The types of interventions may look different due to differences in learning styles of the populations.

Research Question Four

How does the method of instruction (inclusion vs. pullout) influence reading scores and risk factors for immigrant ELL students at BES? There was no significant difference in the scores of students who were instructed in their own classrooms and those students who were pulled out for ELL services.

Due to the passage of Proposition 203 (2000), all teachers in Arizona must teach ELL students using the SEI (Structured English Immersion) model. This model places students not fluent in English in an intensive one-year English immersion program to teach them the English language as quickly as possible while also learning academic content matter. This program is scheduled for 4-hours of the 6-hour school day. Students are grouped by English language proficiency left without peer English role models. Proposition 203 in Arizona also requires teachers to have 60 hours of SEI training. Advocates of SEI believe this training will equip teachers to deal with the various languages, backgrounds, and cultures of ELL students. Students need to learn content material as well as English. Teachers need to adjust texts, tasks, and instructional strategies to match the learners' needs (Lipson & Wixson, 2003). Adams and Jones (2005) report that SEI instruction may see an improvement in academics after a year, but the overall approach does not provide sustainable academic scores on standardized tests.

Thomas and Collier (2001) claim that even the highest quality ELL programs in existence only close the gap by 50% after four to seven years of schooling. Successful ELL programs should make use of the latest technology that provides multimedia, graphics, and multilingual books for instruction (Heinze, 2004). This will help address different learning styles that second language learners may have. Schools also need to be a place where formal language can be created in the student's native language as well as English (Payne, 2003). Teachers need more substantive training to deal with all of these factors that influence learning. Rossell and Kuder (2005) discuss the importance of benefits of using the SEI strategies in teaching ELL students. Their study describes the ideal class as using SEI strategies throughout the day not for just a portion of the instructional time. Frisch (2004) describes classes with students that are taught by skill throughout the day. Frisch demonstrates successful teaching in pull-out programs but does not necessarily describe the skills that students acquire in this program. According to Mahoney, Thompson and MacSwan (2005), few students achieved proficiency in a single year, and a large number of students showed zero or negative score changes in their second year.

The findings of this research study, under this set of circumstances at this time with this group of students, have no link to the research. It was anticipated that students who were instructed by a certified ELL teacher for all subjects would have scored higher on the AIMS/DPA. When students receive more instruction at their level and with qualified teachers for longer periods, they should learn more. Both pull out and inclusion teachers hold the same teaching certification and have similar experiences in dealing with ELL students.

In conclusion, the data in this study suggests that all ELL students are at-risk for poor reading performance. Teachers in both styles of classrooms need more training on teaching this population. Even with the 60 hours of SEI training required by the state, students are not making the expected classroom gains. The amount of time students are pulled out of class daily needs to be examined more fully. The subjects that students are being pulled out of may have to be examined to fully understand why students are not performing. The number of years a teacher has taught the ELL students may also be a factor.

Recommendations

The conclusions generated from this study are the foundation for the following recommendations for policy, practice, and further research:

Policy

It is clear from this study and the cumulative research that schools must take a more proactive, comprehensive approach to meeting the needs of ELL students in order for them to learn English and achieve academic success. Schools must, as a policy:

- Include professional development, collaboration, and planning time for teachers
- Accept that the financial and time costs will be significant in order to train teachers and provide necessary resources
- Require that teachers be trained to assess their own efforts objectively
- Require teachers, staff, and the administrators to plan, implement, and assess supplementary interventions for ELL students most at-risk.
- Have a means to reward and recognize the commitment that individual teachers make to the lives of these students.

- Provide immigrant parents with literacy education and immigrant families with family literacy educational opportunities.

Secondary to these policies, BES must find greater community support in the form of role models for both male and female, Christian and Muslim, South American and African ELL students.

Practice

The policies above can be used to implement practices that will meet the needs of the BES immigrant ELL student population. A professional development program must provide teachers the theoretical justification and proven methods of assisting these students. However, such a program does not yet exist. A professional development program for BES teachers must be designed to train the teachers to meet the diverse needs of this particular immigrant ELL student population. The current BES immigrant ELL student is different from the English-speaking student the teachers at BES taught ten years ago. In addition, teachers will need collaboration and planning time in order to share successful strategies with each other and probe the recent literature and research in teaching immigrant ELL students. Professional development and collaboration/planning time will require funding for resources and experts as well as release time for these teachers to participate in professional development and meet on a regular basis. Professional development may even require paying teachers additional salary over breaks to participate in training and collaboration events.

At BES there are only a few of teachers who are skilled and trained in SEI strategies even though the state requires 60 hours. Many teachers took the coursework but have never implemented it in their own classrooms. Teachers need to be encouraged

to try new teaching strategies in their instruction of immigrant ELL students. They need to be acknowledged for that and their accomplishments. Instructing immigrant ELL a student is more demanding than instructing their English only peers. Teachers should be encouraged to take classes that deal with planning, delivery, and assessment of these students. Regular assessments should be taken to ensure that all students are progressing. Further study is needed to assess strengths and weaknesses of the 60 hour teacher-training program.

Every teacher who participates in this training must participate in ongoing assessment of his or her efforts. This need not be punitive. Teachers can be given a self-assessment tool to regularly reflect on what new techniques, revised techniques, or resurrected techniques they have been implementing. Teachers can be shown how to track the techniques along with regular student outcomes. Teachers can bring this self-assessment to the collaboration events to compare results with other teachers. Assessment should be used to design and implement more effective training for teachers.

Furthermore, some high-risk students will need interventions outside of the regular school day. Teachers must be compensated for their time that goes beyond the school day when they deliver additional instruction to these high-risk students. Intervention time can be given before school, after school, or during the fall, winter, and spring intersession. Through the efforts of the administration, staff, and teachers, students will be identified and grouped by skill or need, and teachers can use the response to intervention model (RTI), keep data on the intervention, and change it in response to how well the students are learning.

In addition to the increase in pay, release time, and administrative support, the district must find an authentic method of paying respect to these teachers. Financial rewards such as increased or supplementary pay and release time are the most appropriate, but for those teachers who conduct themselves extraordinarily, the district can begin to acknowledge them on a yearly basis. The district should petition the Arizona State Department of Education to initiate a similar honor statewide, as the immigrant ELL student issue is statewide.

In terms of community support, there is a need for role models for the male ELL students at BES. Several organizations can help partner with the school. *Make a Difference*, a volunteer-based organization, has a reading program, "Bookworm Buddies," that allows volunteers to come to school and read with students. Every Tuesday from 7:30-8:30am, "Bookworm Buddies" collaborate with first, second, third grade students to mentor reading in the BES library. BES will need to ensure that male students are reading with male volunteers. In addition, it will be important for the librarian to find and purchase books that are of interest to the male students.

Further Research

It is important for educators to look at student achievement data within individual programs to determine if students are progressing and becoming academically proficient in English. The purpose of this study was to look at which risk factors affect ELL immigrant students' ability to learn English and become academically proficient. Knowing which factors have the greatest impact on students' academic ability will assist schools as they make decisions regarding programs, services, and interventions for these students.

In general, results from this study tend to support the previous and extensive research done by Collier and Thomas (1989), Cummins (1994), Krashen (1994), and Thomas and Collier (1999). The subjects in this study closely matched those of the Thomas and Collier (1999) and data supported their previous findings, especially the fact that students who were in school in their home countries tended to perform better on the AIMS/DPA than those students with no prior schooling.

This study also raised some additional questions that deserve further research and investigation:

1. How do the BES students' proficiency rates compare to those of students in similar districts with similar populations?
2. Is there a difference in proficiency rates among ELL students that attend a different school, take specific classes, or receive instruction from specific teachers within the same district?
3. How can successful programs be identified and replicated to help deal with the risk factors of certain populations?
4. What level of proficiency in the first language is needed to provide the optimum rate of proficiency and achievement in the second language?
5. How are proficiency rates related to ELL student performance in school?
6. What progress is demonstrated in future years, especially for those not achieving proficiency within a three-year period?
7. How do male role models influence second language learning?
8. How can an assessment be used to design and implement a more effective training for teachers?

9. Are classes segregated by gender going to have a bigger gain in academic knowledge for a particular ethnicity?

It is recommended that further studies examine more than one year of data. In addition, further studies should explore factors included in this study in relation to the different instructional types or models of ELL instruction. This may help to determine successful programs when dealing with immigrant English language learner programs.

The results of the study indicate that when students have attended school in their country of origin, learned to read their native language, and begun learning English at an older age, their reading scores were significantly higher than their cohorts who where not formally educated in their native countries. There were no significant correlations between gender, country of origin, or method of instruction and reading scores. Consequently, students who have not attended school in their country of origin, learned to read in their native language, or begun learning English at an older age need specific intervention and support and, most likely, more time to develop English reading competency. It would help schools and districts to know which programs were making a difference in the academic achievement of students.

The Essential Conclusion for BES and Its ELL Student Population

The concern for immigrant ELL students at BES is not atypical of schools across the United States. The immigrant ELL students at BES are underperforming in reading as measured by state mandated tests. The purpose of this study was to identify the risk factors that most affect BES immigrant English language learners' ability to read in English.

This study has presented those particular problems and risk factors. It has described the students' precise circumstances and how the political and legislative conditions in Arizona exacerbate the problems these students face in learning English and reaching academic success. This study has illuminated the following:

- immigrant ELL students, most at-risk of poor reading performance, are those who have not had prior schooling, an opportunity to develop fully their first language, and begin school in the United States when they are over 12 years old
- immigrant ELL female students are less at- risk of poor reading performance than their male counterparts . Male students need more reading role models and opportunities to make connections with reading
- Mexican immigrant ELL students are less at-risk than the Somalian immigrant ELL students for poor writing and math performance, but both populations are at-risk for poor reading performance
- all immigrant ELL students are at-risk for poor reading performance
- teachers in both styles of classrooms (pull-out and inclusion) need more training on teaching this population

As outlined in the policy recommendations above, the answer to these problems lies in preparing our teachers to work with and assist these students, as prior schooling, first-language literacy, age, gender, and country of origin are beyond the influence and control of the BES faculty and administration.

This preparation must be customized to the BES immigrant ELL student population and include, in addition to the recommended practices described above,

consideration for the distinct learning styles of the Mexican and Somalian immigrant ELL students. ELL classes must also be scheduled for longer periods with smaller class sizes.

With the outside pressures to demonstrate gains on state tests coming from the state legislation and the national No Child Left Behind Act, it is easy to lose sight of the individual student and his or her needs. BES must not allow the system to distract them from its primary mission of meeting the particular needs of the immigrant ELL student population in its care.

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APPENDIX A

Letter of Permission to the Superintendent of Balsz Elementary School District

Letter of Permission

Statement of the Researcher:
I am currently a doctoral student at Pepperdine University in the Educational Leadership Administration and Policy doctoral program. I would like to conduct a research study at Balsz Elementary School; the purpose of which would be to examine the educational risk factors that affect BES immigrant English language learners' ability to learn English, particularly their reading ability in English as measured by the first year AIMS/DPA reading standardized test scores. The data for this study will be collected about students who are in their first year in the United States school system and who have scored below 20 on the SELP, but who have never taken the AIMS/DPA.

I ask permission to gain access to the AIMS/DPA assessment data about immigrant English language learners at Balsz School involved in this study for the academic school year 2005-2006. I also request permission to invite feedback from consenting Balsz faculty members concerning an educational risk factor list associated with immigrant English Language Learners that I have compiled from the professional research literature. In addition, I would like to invite consenting ELL teachers to rate the severity of the risk factors on the final list that is developed and then ask classroom teachers to identify the risk factors that are most associated with the immigrant English Language Learners whom they teach, pending the consent of their parents. Finally, I would like to survey the consenting parents to learn about student's backgrounds.

_____	_____	_____
Printed name of researcher	Signature of researcher	Date

Statement of the Superintendent at Balsz Elementary School District:

I have had an opportunity to review and discuss the proposal for research on examining the risk factors that affect BES immigrant English language learners' ability to learn English, particularly their reading ability in English as measured by first year AIMS/DPA reading standardized test scores. Ms. Taime Bengochea has my permission to access AIMS/DPA assessment data from the English language learners at Balsz School. She also has my permission to invite feedback from consenting Balsz faculty members concerning an educational risk factor list. She has permission to invite consenting ELL teachers to rate the severity of the risk factors on the final list and ask classroom teachers to identify risk factors that are most associated with the immigrant English language learners whom they teach, pending the consent of their parents. Finally, she has permission to survey the consenting parents to learn about the student's backgrounds.

_____	_____	_____
Printed name of Superintendent	Signature of Superintendent	Date

APPENDIX B
Letter of Permission to the Principal of Balsz Elementary School

Letter of Permission

Statement of the Researcher:
I am currently a doctoral student at Pepperdine University in the Educational Leadership Administration and Policy doctoral program. I would like to conduct a research study at Balsz Elementary School, the purpose of which would be to examine the educational risk factors that affect BES immigrant English language learners' ability to learn English, particularly their reading ability in English as measured by the first year AIMS/DPA reading standardized test scores. The data for this study will be collected about students who are in their first year in the United States school system and who have scored below 20 on the SELP, but who have never taken the AIMS/DPA.

I ask permission to gain access to the AIMS/DPA assessment data about immigrant English language learners at Balsz School involved in this study for the academic school year 2005-2006. I also request permission to invite feedback from consenting Balsz faculty members concerning an educational risk factor list associated with immigrant English Language Learners that I have compiled from the professional research literature. In addition, I would like to invite consenting ELL teachers to rate the severity of the risk factors on the final list that is developed and then ask classroom teachers to identify the risk factors that are most associated with the immigrant English Language Learners whom they teach, pending the consent of their parents. Finally, I would like to survey the consenting parents to learn about student's backgrounds.

_____	_____	_____
Printed name of researcher	Signature of researcher	Date

Statement of the Principal at Balsz Elementary School:

I have had an opportunity to review and discuss the proposal for research on examining the risk factors that affect BES immigrant English language learners' ability to learn English, particularly their reading ability in English as measured by first year AIMS/DPA reading standardized test scores. Ms. Taime Bengochea has my permission to access AIMS/DPA assessment data from the English language learners at Balsz School. She also has my permission to invite feedback from consenting Balsz faculty members concerning an educational risk factor list. She has permission to invite consenting ELL teachers to rate the severity of the risk factors on the final list and ask classroom teachers to identify risk factors that are most associated with the immigrant English language learners whom they teach, pending the consent of their parents. Finally, she has permission to survey the consenting parents to learn about the student's backgrounds.

_____	_____	_____
Printed name of Principal	Signature of Principal	Date

APPENDIX C
Letter to Experts

Title: A Study of Immigrant English Learner Educational Risk Factors and Reading Performance at Best Elementary School

Dear Dr. Purrington, Dr. Kessler, and Mrs. Whitney:

I am a doctoral student at Pepperdine University in the Educational Leadership Administration and Policy program and am currently engaged in a dissertation research project to study immigrant English learner educational risk factors and reading performance at Best Elementary School (BES) where I am principal. I would like your expert feedback about two of the data collection tools I plan to use in the study.

The specific purpose of this study is to examine the risk factors that affect BES immigrant English language learners' ability to learn English, particularly their reading ability in English as measured by first year AIMS/DPA reading standardized test scores. I will examine specific risk factors to better understand the English language learning needs of these students and to help inform and guide efforts to better address these needs.

The general research question for this study is: What are the potential educational risk factors for immigrant ELL students at BES? Assuming that there will be a number of risk factors for these students, the more specific research questions are as follows:

1. What risk factors have the strongest correlation with reading scores for immigrant ELL students at BES?
2. How does age and gender influence reading scores and potential educational risk factors for immigrant ELL students at BES?
3. What differences exist in reading scores and risk factors between the two main immigrant ELL student populations at BES – Mexican and Somalian?
4. How does the method of instruction (inclusion vs. pull-out) influence reading scores and risk factors for immigrant ELL students at BES?

In order to answer the study questions, I plan to collect demographic information and reading performance information for 94 of K-8 BES English Learners from school records and from surveys that will be collected from consenting parents of the students being studied In addition, I plan to use an "At-Risk Factor List" (see attached) and invite 40 of the classroom teachers to rate the severity of at-risk factors that they associate with K-8 immigrant English Language Learners at BES school. Then I will give back the list to all teachers and ask them to identify the risk factors that they believe are most associated with the immigrant English Language Learners whom they teach..

Attached are the questions I plan to ask parents to confirm and/or fill in the gaps of demographic information that I will first obtain from school records. Would you please review the questions and make any suggestions, additions, or deletions that you feel are appropriate? Would you please also review the "At-Risk Factor List" and make suggestions regarding any edits, additions, or deletions that you feel are appropriate?

Please use the Microsoft insert comment feature to share your feedback directly on both documents. When you have finished with your review of the interview questions and "At-Risk Factor List," please e-mail the two documents as attachments to me at tbengochea@cox.net?

Thank you in advance for your expert feedback and support of my study.
If you have any questions or concerns about in this study, you may contact me at work, between the hours of 8:30 and 4:30.

Sincerely,

Taime Bengochea,
Dissertation Student

APPENDIX D

Original ELL Risk Factors Based on Literature Review

(Attach to letter for experts)

English Language Learner Risk Factor Statements

Category/Theme	Risk Factor	Statement
Unalterable Factors		
Background Characteristics	Low socio-economic status	Family qualifies for free lunch and breakfast.
	Homeless/High mobility	Family has moved 3 times or more in the past year.
	Parents lack of education	Neither parent finished high school.
	Single parent family	Student lives with only one parent.
	Large household	Over 8 people live in household.
	Low monitoring of everyday activities	Parents work evenings and/or on the weekends.
	Age upon arrival to school	Student is over 10 upon arrival at school.
	Lives with someone other than parents	Student lives with family member/guardian other than mother or father.
Biological or Physical traits	Physical disability	Student has a physical disability such as but not limited to … missing fingers, club foot, twisted hand
	Chronic illness	Student has an illness that requires education to occur in hospital or home.
	Mental disability	Student has a mental disability such as but not limited to …low IQ, 504 plan
Skills & Abilities	Cognitive, emotional, or behavioral disability	Student has an IEP for cognitive, emotional, or behavioral disability.
	Limited academic ability	Student does not have IEP but has IQ in the 70-80 range.
Alterable Factors		
Non-School-Related Factors		
Responsibilities	Family responsibilities like translating for parents or caring for siblings	Student accompanies parents on errands during the school day for translating or cares for siblings during the school day.
Attitudes, Values & Beliefs	Low self-esteem and self-confidence	Student has low self-esteem or self confidence, puts self down the majority of the time.
	Lack of personal or educational goals	Student does not have goals for future or to finish education.

	Low parental expectations	Parents do not support/approve student's goals.
Behavior	Spends no time each week reading for fun	Student spends no time reading for fun.
Experiences	Experienced stressful life event	Came from war torn country or has had family member die in past year/parents divorced in past year.
School Related Factors		
School Performance	Poor academic achievement, based on grades and scores	Scores at Falls Far Below on AIMS/DPA in 2 out of 3 areas, gets F's in Reading, writing, and math.
	No prior schooling	Student did not attend school prior to coming to the US.
	Retention	Student has been retained.
	Poor attendance or repeated tardiness	Student absence rate is higher than 20%.
	Discipline issues	Student has more than 10 write ups.
	Suspension	Student has been suspended more than 10 days this school year.
Academic Engagement	Does not do homework	Student completes less than 5 days of homework a month.
	Primary language developed	Student is limited in the primary language.
	Challenging environment	Student has a teacher who is in their first year of teaching. Student is in a classroom with more than 5 other students with significant needs either social or academic.
	Low expectations for school attainment Lack of motivation for improvement	Student has low self expectations for school or lacks motivation for success in school.
	No differentiated instruction/learning styles	No differentiated instruction is presented to student.
	Access to formal register/language	Student lacks formal language.
	Scaffolded instruction	The student is not instructed using a scaffolding model.
	Low expectations by teachers	Teacher has low expectations for student to achieve
	Type of ELL program	Student spends whole day with certified ELL teacher in regular classroom.

	Large class size	Class size is over 27.
Social Engagement	Low participation in school activities	Student does not participate in extra curricular activities through the school.

APPENDIX E
Teacher Meeting Notice-Clarification of Language

To: Teachers
From: Taime
RE: Help with my dissertation

Teachers,

You are invited to stay after the regularly scheduled staff meeting in the Library on March1, 2008 (approximately 8:00am). At this meeting, I will explain my study and give you a chance to ask questions and participate. You do not have to stay for this meeting, as it is not part of your staff meeting.

The purpose of this study to examine the risk factors that affect BES immigrant English language learners' ability to learn English, particularly their reading ability in English as measured by first year AIMS/DPA reading standardized test scores. The students' data that will be used in this study are those whose first year it is in the United States schools, who have scored below 20 on the SELP, and who have never taken the AIMS/DPA.

The research study questions are:
1) What risk factors have the strongest correlation with reading scores for immigrant ELL students at BES?
2) How do age and gender influence reading scores and potential educational risk factors for immigrant ELL students at BES?
3) What differences exist in reading scores and risk factors between the two main immigrant ELL student populations at BES – Mexican and Somalian?
4) How does the method of instruction (inclusion vs. pull-out) influence reading scores and risk factors for immigrant ELL students at BES?

I will be collecting data from you as well as the parents of the students who qualify. If you choose to participate then I will ask you to provide **language clarification** related to the list of risk factors for immigrant ELLs. You may do this at a time convenient to you and in a location that you choose. I will provide all the paperwork you need to participate in the study.

This is strictly voluntary and you do not need to stay at the meeting unless you are interested in hearing more about the study.

APPENDIX F
Cover Letter to Teachers for Clarification of Risk Factors

Title: A Study of Immigrant English Learner Educational Risk Factors and Reading Performance at Best Elementary School

Dear Respondent:

I am currently participating as a doctoral student in the Educational Leadership Administration and Policy Program at Pepperdine University and I am in the process of conducting dissertation research. The title of my study is, A Study of Immigrant English Learner Educational Risk Factors and Reading Performance at Best Elementary School.

The purpose of this study to examine the risk factors that affect BES immigrant English language learners' ability to learn English, particularly their reading ability in English as measured by first year AIMS/DPA reading standardized test scores. The students studied in this research will be immigrant English Language Learners at BES that: 1) are their first year in the United States, 2) scored below 20 on the SELP, 3) have never taken the AIMS/DPA, and 4) have been consented by their parents to be studied.

The study includes four phases: 1) inviting classroom teachers to clarify a list of educational risk factors for immigrant English Language Learners, 2) inviting ELL certificated teachers to assign severity ratings to a final list of risk factors, 3) asking parents for consent for their children to be studied and inviting them to complete a parent questionnaire re: individual student's backgrounds, and finally 4) inviting classroom teachers to use final check list to identify educational risk factors that they believe are associated with the specified immigrant English Language Learners whom they teach.

I would like your assistance with the first phase of the study, should you consent to participate. I have compiled a list of educational risk factors from professional research literature that are associated with immigrant English Language Learner success in school. I invite you to look over the list and indicate whether or not any of the items need to be clarified/describes in more detail to facilitate understanding.
The list includes (37) items that have been categorized into thematic groups.

I will place the risk factor list with a cover letter and informed consent letter in your mailbox. If you are willing to participate in this phase of the study, please return the list with your feedback to the mailbox in the hallway with the smiley face posted on the front. Please be sure to put it in the enclosed envelope. Your responses will be kept secured in a locked cabinet at BES to which only I have access and your identity will be kept confidential throughout the study and will not be referenced in the study publication or any future sharing of the study.

The survey should take you about 10-20 minutes to complete. Please respond to the risk factor list by (insert date) at a time and location that are convenient and comfortable for you. Your participation in this study is voluntary and you may choose to discontinue your participation at any time. There is no penalty for non-participation or for choosing

to discontinue participation. I don't foresee any significant risk related to your participation in the study

I will use the results of this phase of the study to compile a final list of educational risk factors for immigrant English Language Learners. Through your participation, I hope to ensure that the final list represents the professional perspectives of BES classroom teachers.

If you have any questions or concerns about completing the questionnaire or about being in this study, you may contact me or my dissertation committee chairperson, Dr. Linda Purrington at lpurring@pepperdine.edu.

The IRB Review Board at Pepperdine University has approved this project. (Protocol #**E0407D06**) If you would like a copy of study findings upon completion of the dissertation, please email me at tbengochea@cox.net or give me a written note to this effect.

Sincerely,
Taime Bengochea,
Dissertation Student

APPENDIX G
INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES
(Teachers)- Give Clarification on Risk Factors List

Principal Investigator: Taime Bengochea

Title of Project: A Study of Immigrant English Learner Educational Risk Factors and Reading Performance at Best Elementary School

1. I, agree to participate in the research study being conducted by Taime Bengochea under the direction of Dr. Linda Purrington.

2. *The overall purpose of this research is:*

   The purpose of this study is to examine the risk factors that affect BES immigrant English language learners' ability to learn English, particularly their reading ability in English as measured by first year AIMS/DPA reading standardized test scores. The students' data that will be used in this study are those whose first year it is in the United States schools, who have scored below 20 on the SELP, and who have never taken the AIMS/DPA.

3. My participation will involve the following: **provide language clarification** on a list of risk factors that I gathered from research and had experts approve. I will provide you a written list of risk factors. You may choose to identify factors that need to be clarified for better understanding and you may suggest language that you believe would be better understood. Please make your comments directly on the list of factors or you may write your suggestions on a separate sheet of paper. Please put your list of factors with comments in the envelope provided and return to the identified mailbox or to the secretary.

4. My participation in the study will take about 20 minutes. Taime Bengochea will initiate the study at Balsz School in the Teacher's Lounge at the end of a regularly scheduled staff meeting.

5. I understand that the possible benefits to myself or society from this research are: In general, results from this study may be useful to schools in Arizona with similar populations and enable them to identify students' risk factors upon enrollment in school and to help teachers understand the full needs of the students regarding educational services for underperforming and underserved immigrant English language learners. There will be no direct benefit to you as a participant.

6. I understand that there are certain risks and discomforts that might be associated with this research. These risks include possible breach of data. Security measures will be in place to prevent any such breach. All envelopes will be sealed and placed in a locked file cabinet managed by the researcher.

7. I understand that I may choose not to participate in this research.

8. I understand that my participation is voluntary and that I may decline to participate and/or withdraw my consent and discontinue participation in the project or activity at any time without penalty or loss of benefits to which I am otherwise entitled.

9. I understand that the investigator is willing to respond to any inquiries I may have concerning the research herein described. I understand that I may contact Dr. Linda Purrington at lpurring@pepperdine.edu, if I have other questions or concerns about this research. If I have questions about my rights as a research participant, I understand that I can contact Dr. Stephanie Woo, Chairperson of the Graduate School of Education and Psychology, Pepperdine University, 6100 Center Drive, Los Angeles, CA 90045. Dr. Woo's can be reached at (310) 258-2845 or at stephanie.woo@pepperdine.edu

10. The investigator will inform me of any new and/or significant findings that develop during the course of my participation in this research, which may have a bearing on my willingness to continue in the study.

11. I understand, to my satisfaction, the information regarding participation in the research project. All my questions have been answered to my satisfaction. I have received a copy of this informed consent form, which I have read and understand. I hereby consent to participate in the research described above.

I have explained and defined in detail the research procedure in which the subject has consented to participate. Having explained this and answered any questions, I am signing this form and accepting this person's consent.

_____ _____

Principal Investigator Date

APPENDIX H
Risk Factor List- After Expert Feedback
(Attach to Teacher Review)

Risk Factor Statement
1. Family qualifies for free lunch and breakfast.
2. Family has moved 3 times or more in the past year.
3. Neither parent finished high school.
4. Student lives with only one parent.
5. Over 8 people live in household.
6. Parents work evenings and/or on the weekends.
7. Student is over 10 upon arrival at school in the US for the 1st time.
8. Student lives with family member/guardian other than mother or father.
9. Student has a physical disability such as but not limited to … missing fingers, club foot, twisted hand,
10. Student has an illness that requires education to occur in hospital or home.
11. Student has a mental disability such as but not limited to …low IQ, 504 plan
12. Student has an IEP for cognitive, emotional, or behavioral disability.
13. Student does not have IEP but has IQ in the 70-80 range.
14. Student accompanies parents on errands during the school day for translating or cares for siblings during the school day.
15. Student has low self-esteem or self-confidence, puts self down the majority of the time.
16. Student does not have goals for future or to finish education.
17. Parents do not support/approve students' goals.
18. Student spends no time reading for fun.
19. Came from war torn country or has had family member die in past year/parents divorced in past year.
20. Scores at Falls Far Below on AIMS/DPA in 2 out of 3 areas or gets F's in more than one of the main subjects (reading, writing, and math).
21. Student did not attend school prior to coming to the US.
22. Student has been retained.
23. Student absence rate is higher than 20%.
24. Student has more than 10 write-ups in a year.
25. Student has been suspended more than 10 days this school year.
26. Student completes less than 5 days of homework a month.
27. Student is limited in the primary language.
28. Student has a teacher who is in their first year of teaching. 29. Student is in a classroom with more than 5 other students with significant needs either social or academic.
30. Student has low self-expectations for school or lacks motivation for success in school.
31. No differentiated instruction is presented to student.
32. Student lacks structured language skills in different settings (academic vs. friendly).
33. The student is not instructed using a scaffolding model.

34. Teacher has low expectations for student to achieve.
35. Student spends whole day with certified ELL teacher in regular classroom.
36. Student is in a class with more than 26 others.
37. Student does not participate in extra curricular activities through the school.

APPENDIX I
Final ELL Risk Factors List- After Teacher Review
Note: Only clarification changes were made in **bold**

Risk Factor Statement
1. Family qualifies for free lunch and breakfast.
2. Family has moved 3 times or more in the past year.
3. Neither parent finished high school.
4. Student lives with only one parent.
5. Over 8 people living in house with student.
6. Parents work evenings and/or on the weekends.
7. Student is over 10 upon arrival at school in the US for the 1st time.
8. Student lives with family member/guardian other than mother or father.
9. Student has a physical disability such as but not limited to … missing fingers, club foot, twisted hand,
10. Student has an illness that requires education to occur in hospital or home.
11. Student has a mental disability such as but not limited to …low IQ, 504 plan
12. Student has an IEP for cognitive, emotional, or behavioral disability.
13. Student does not have IEP but has IQ in the 70-80 **(low)** range.
14. Student accompanies parents on errands during the school day for translating or cares for siblings during the school day.
15. Student has low self-esteem or self-confidence, puts self down the majority of the time.
16. Student does not have goals for future or to finish education.
17. Parents do not support/approve students' goals.
18. Student spends no time reading for fun **outside of school.**
19. Came from war torn country or has had family member die in past year/parents divorced in past year.
20. Scores at Falls Far Below on AIMS/DPA in 2 out of 3 areas or gets F's in more than one of the main subjects (reading, writing, and math).
21. Student did not attend school prior to coming to the US.
22. Student has been retained.
23. Student absence rate is higher than 20%.
24. Student has more than 10 write-ups in a year.
25. Student has been suspended more than 10 days this school year.
26. Student completes less than 5 days of homework a month.
27. Student is limited in the primary language.
28. Student has a teacher who is in their first year of teaching.
29. Student is in a classroom with more than 5 other students with significant needs either social or academic.
30. Student has low self-expectations for school or lacks motivation for success in school.
31. No differentiated instruction is presented to student **in core subjects.**
32. Student lacks structured language skills in different settings (academic vs. friendly).

33. The student is not instructed using a scaffolding model.
34. Teacher has low expectations for student to achieve.
35. Student spends whole day with certified ELL teacher in regular classroom.
36. Student is in a class with more than 26 others.
37. Student does not participate in extra curricular activities through the school.

APPENDIX J
ELL Teacher Meeting Notice – Factor Severity Rating

To: Teachers
From: Taime
RE: Help with my dissertation

ELL Teachers,

You are invited to stay after the regularly scheduled staff meeting in the Library on June 12, 2007 (approximately 8:00am). At this meeting, I will explain my study and give you a chance to ask questions and participate. You do not have to stay for this meeting, as it is not part of your staff meeting.

The purpose of this study to examine the risk factors that affect BES immigrant English language learners' ability to learn English, particularly their reading ability in English as measured by first year AIMS/DPA reading standardized test scores. The students' data that will be used in this study are those whose first year it is in the United States schools, who have scored below 20 on the SELP, and who have never taken the AIMS/DPA.

The research study questions are:
1) What risk factors have the strongest correlation with reading scores for immigrant ELL students at BES?
2) How do age and gender influence reading scores and potential educational risk factors for immigrant ELL students at BES?
3) What differences exist in reading scores and risk factors between the two main immigrant ELL student populations at BES – Mexican and Somalian?
4) How does the method of instruction (inclusion vs. pull-out) influence reading scores and risk factors for immigrant ELL students at BES?

In the first phase of the study, I asked consenting BES teachers to respond to a list of risk factors related to academic performance of immigrant ELLs and indicate whether or not any of the factors needed to be clarified further for better understanding. In this second phase of the study I am asking consenting ELL teachers to assign a severity rating for each of the risk factors on the final list. If you choose to participate in this phase of the study and recommend severity ratings, you may do this at a time convenient to you and in a location that you choose. I will provide all the paperwork you need to participate in the study.
In the third phase of the study, I will ask parents of BES immigrant ELL students for permission to include their children in the study and I will survey consenting parents about student background information. In the final phase of the study, I will ask BES teachers to identify the risk factors associated with the immigrant ELL students whom they teach.

This is strictly voluntary and you do not need to stay at the meeting unless you are interested in hearing more about the study.

APPENDIX K
Cover Letter to ELL Teachers -Risk Factor Rating

Title: A Study of Immigrant English Learner Educational Risk Factors and Reading Performance at Best Elementary School

Dear Respondent:

I am inviting you participate in a research project to study Immigrant English Learner Educational Risk Factors and Reading Performance at Best Elementary School. The purpose of this study to examine the risk factors that affect BES immigrant English language learners' ability to learn English, particularly their reading ability in English as measured by first year AIMS/DPA reading standardized test scores.

After I have received your informed consent, I will put a list of the risk factors in your box for you to rate. I am asking you to look over the risk factors, and if you choose to do so, complete it and give it back to me. You will need to rate each risk factor on severity to overcome the factor using a scale from 1to 7. It should take you about 10 minutes to complete. You can return the risk factor list to the secretary in the envelope provided or put it in the identified mailbox in the office.

I will use the results of this project to complete my dissertation. Through your participation, I hope to understand the risk factors that correlate to reading performance in immigrant learners. I hope that the results of the survey will be useful for districts with similar demographics.

I do not know of any risks to you if you decide to participate in this survey, and I guarantee that I will keep your responses confidential. I promise not to share any information that identifies you with anyone outside my research group, which consists of me. If you do not feel comfortable handing in your survey to me, you may also drop it off in the office with the registrar.

The survey should take you about 10 minutes to complete. I hope you will take the time to complete this questionnaire and return it. Your participation is voluntary (and there is no penalty if you do not participate). Regardless of whether you choose to participate, please let me know if you would like a summary of my findings. To receive a summary, please sign up with the registrar when you return your survey.

If you have any questions or concerns about completing the questionnaire or about being in this study, you may contact me. The IRB Review Board at Pepperdine University has approved this project.

Sincerely,

Taime Bengochea,
Dissertation Student

APPENDIX L
INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES
(Teachers)- Rate Risk Factors List

Principal Investigator: Taime Bengochea

Title of Project: A Study of Immigrant English Learner Educational Risk Factors and Reading Performance at Best Elementary School

1. I, agree to participate in the research study being conducted by Taime Bengochea under the direction of Dr. Linda Purrington.

2. *The overall purpose of this research is:*

The purpose of this study is to examine the risk factors that affect BES immigrant English language learners' ability to learn English, particularly their reading ability in English as measured by first year AIMS/DPA reading standardized test scores. The students' data that will be used in this study are those whose first year it is in the United States schools, who have scored below 20 on the SELP, and who have never taken the AIMS/DPA.

3. My participation will involve the following: **rating** a set of risk factors that has been culled from research literature and reviewed and refined base on feedback from experts and BES teachers. This will be the list used for the study. You will be provided a written list of risk factors. Please assign each risk factor a severity rating from 1-7 to represent the level of difficulty for a student to overcome. When you are finished, please put your list in the envelope provided and return to the identified mailbox in the office or to the secretary.

4. My participation in the study will take about 10 minutes. Taime Bengochea will initiate the study at Balsz School in the Teacher's Lounge at the end of a regularly scheduled staff meeting.

5. I understand that the possible benefits to myself or society from this research are: In general, results from this study may be useful to schools in Arizona with similar populations and enable them to identify students' risk factors upon enrollment in school and to help teachers understand the full needs of the students regarding educational services for underperforming and underserved immigrant English language learners. There will be no direct benefit to you as a participant.

6. I understand that there are certain risks and discomforts that might be associated with this research. These risks include possible breach of data. Security measures will be in place to prevent that. All envelopes will be sealed and placed in a locked file cabinet managed by the researcher.

7. I understand that I may choose not to participate in this research.

8. I understand that my participation is voluntary and that I may refuse to participate and/or withdraw my consent and discontinue participation in the project or activity at any time without penalty or loss of benefits to which I am otherwise entitled.

9. I understand that the investigator is willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact Dr. Linda Purrington, at lpurring@pepperdine.edu, if I have other questions or concerns about this research. If I have questions about my rights as a research participant, I understand that I can contact Dr. Stephanie Woo, Ph. D., Chairperson of the Graduate School of Education and Psychology, Pepperdine University, 6100 Center Drive, Los Angeles, CA 90045 at (310) 258-2845 or at stephanie.woo@pepperdine.edu

10. I will be informed of any significant new findings developed during the course of my participation in this research, which may have a bearing on my willingness to continue in the study.

11. I understand to my satisfaction the information regarding participation in the research project. All my questions have been answered to my satisfaction. I have received a copy of this informed consent form, which I have read and understand. I hereby consent to participate in the research described above.

I have explained and defined in detail the research procedure in which the subject has consented to participate. Having explained this and answered any questions, I am signing this form and accepting this person's consent.

_____ _____

Principal Investigator Date

APPENDIX M
Revised ELL Risk Factors List

Please rate each factor on the level of difficulty for the student to overcome on a scale of 1 to 7 (1=not severe, 2=somewhat severe, 3=moderately severe, 4=severe, 5=more severe, 6=very severe, 7=extremely severe).

Severity Rating	Risk Factor Statement
	1. Family qualifies for free lunch and breakfast.
	2. Family has moved 3 times or more in the past year.
	3. Neither parent finished high school.
	4. Student lives with only one parent.
	5. Over 8 people live in household.
	6. Parents work evenings and/or on the weekends.
	7. Student is over 10 upon arrival at school in the US for the 1st time.
	8. Student lives with family member/guardian other than mother or father.
	9. Student has a physical disability such as but not limited to … missing fingers, club foot, twisted hand,
	10. Student has an illness that requires education to occur in hospital or home.
	11. Student has a mental disability such as but not limited to …low IQ, 504 plan
	12. Student has an IEP for cognitive, emotional, or behavioral disability.
	13. Student does not have IEP but has IQ in the 70-80 range.
	14. Student accompanies parents on errands during the school day for translating or cares for siblings during the school day.
	15. Student has low self-esteem or self-confidence, puts self down the majority of the time.
	16. Student does not have goals for future or to finish education.
	17. Parents do not support/approve students' goals.
	18. Student spends no time reading for fun.
	19. Came from war torn country or has had family member die in past year/parents divorced in past year.
	20. Scores at Falls Far Below on AIMS/DPA in 2 out of 3 areas or gets F's in more than one of the main subjects (reading, writing, and math).
	21. Student did not attend school prior to coming to the US.
	22. Student has been retained.
	23. Student absence rate is higher than 20%.
	24. Student has more than 10 write-ups in a year.
	25. Student has been suspended more than 10 days this school year.
	26. Student completes less than 5 days of homework a month.

	27. Student is limited in the primary language.
	28. Student has a teacher who is in their first year of teaching. 29. Student is in a classroom with more than 5 other students with significant needs either social or academic.
	30. Student has low self-expectations for school or lacks motivation for success in school.
	31. No differentiated instruction is presented to student.
	32. Student lacks structured language skills in different settings (academic vs. friendly).
	33. The student is not instructed using a scaffolding model.
	34. Teacher has low expectations for student to achieve.
	35. Student spends whole day with certified ELL teacher in regular classroom.
	36. Student is in a class with more than 26 others.
	37. Student does not participate in extra curricular activities through the school.

APPENDIX N
Teacher Meeting Notice-list each student

To: Teachers
From: Taime
RE: Help with my dissertation

Classroom Teachers,

You are invited to stay after the regularly scheduled staff meeting in the Library on August 15, 2007 (approximately 8:00am). At this meeting, I will explain my study and give you a chance to ask questions and participate. You do not have to stay for this meeting, as it is not part of your staff meeting.

The purpose of this study to examine the risk factors that affect BES immigrant English language learners' ability to learn English, particularly their reading ability in English as measured by first year AIMS/DPA reading standardized test scores. The students' data that will be used in this study are those whose first year it is in the United States schools, who have scored below 20 on the SELP, and who have never taken the AIMS/DPA.

The research study questions are:
1) What risk factors have the strongest correlation with reading scores for immigrant ELL students at BES?
2) How do age and gender influence reading scores and potential educational risk factors for immigrant ELL students at BES?
3) What differences exist in reading scores and risk factors between the two main immigrant ELL student populations at BES – Mexican and Somalian?
4) How does the method of instruction (inclusion vs. pull-out) influence reading scores and risk factors for immigrant ELL students at BES?

The study includes four phases: 1) inviting classroom teachers to clarify a list of educational risk factors for immigrant English Language Learners, 2) inviting ELL certificated teachers to assign severity ratings to a final list of risk factors, 3) asking parents for consent for their children to be studied and inviting them to complete a parent questionnaire re: individual student's backgrounds, and finally 4) inviting classroom teachers to use final check list to identify educational risk factors that they believe are associated with the specified immigrant English Language Learners whom they teach.

The study is currently in the fourth phase and I will be now be inviting classroom teachers to mark those factors on a list of education risk factors that they believe are associated with the immigrant ELLs whom they teach. If you choose to participate then I will ask you to fill out a **risk factor checklist for each student** in your class who qualifies for the study. You may do this at a time convenient to you and in a location that you choose. I will provide all the paperwork you need to participate in the study.

This is strictly voluntary and you do not need to stay at the meeting unless you are interested in hearing more about the study.

APPENDIX O
INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES
(Teachers)- Risk Factors List on each student

Principal Investigator: Taime Bengochea

Title of Project: A Study of Immigrant English Learner Educational Risk Factors and Reading Performance at Best Elementary School

1. I, agree to participate in the research study being conducted by Taime Bengochea under the direction of Dr. Linda Purrington.

2. *The overall purpose of this research is:*

The purpose of this study is to examine the risk factors that affect BES immigrant English language learners' ability to learn English, particularly their reading ability in English as measured by first year AIMS/DPA reading standardized test scores. The students' data that will be used in this study are those whose first year it is in the United States schools, who have scored below 20 on the SELP, and who have never taken the AIMS/DPA.

3. My participation will involve the following: **checking risk factors for each student that qualified for the study in your class.** Teachers rated this list of risk factors previously. You will be provided a written list of risk factors for each student in your class that is eligible to participate in the study. Please put a check in the box if the child has the risk factor. You may need to check the student records to verify the information. Please put your checklist in the envelope provided and return to the identified mailbox or to the secretary.

4. My participation in the study will take about 20 minutes. Taime Bengochea will initiate the study at Balsz School in the Teacher's Lounge at the end of a regularly scheduled staff meeting.

5. I understand that the possible benefits to myself or society from this research are: In general, results from this study may be useful to schools in Arizona with similar populations and enable them to identify students' risk factors upon enrollment in school and to help teachers understand the full needs of the students regarding educational services for underperforming and underserved immigrant English language learners. There will be no direct benefit to you as a participant.

6. I understand that there are certain risks and discomforts that might be associated with this research. These risks include possible breach of data. Security measures will be in place to prevent that. All envelopes will be sealed and placed in a locked file cabinet managed by the researcher.

7. I understand that I may choose not to participate in this research.

8. I understand that my participation is voluntary and that I may refuse to participate and/or withdraw my consent and discontinue participation in the project or activity at any time without penalty or loss of benefits to which I am otherwise entitled.

9. I understand that the investigator is willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact Dr. Linda Purrington, at lpurring@pepperdine.edu, if I have other questions or concerns about this research. If I have questions about my rights as a research participant, I understand that I can contact Dr. Stephanie Woo, Ph. D., Chairperson of the Graduate School of Education and Psychology, Pepperdine University, 6100 Center Drive, Los Angeles, CA 90045 at 310 258-2845 or at stephanie.woo@pepperdine.edu

10. I will be informed of any significant new findings developed during the course of my participation in this research, which may have a bearing on my willingness to continue in the study.

11. I understand to my satisfaction the information regarding participation in the research project. All my questions have been answered to my satisfaction. I have received a copy of this informed consent form, which I have read and understand. I hereby consent to participate in the research described above.

I have explained and defined in detail the research procedure in which the subject has consented to participate. Having explained this and answered any questions, I am signing this form and accepting this person's consent.

_____ _____

Principal Investigator Date

APPENDIX P

Cover Letter to Parents

Note: Cover letter will be translated into primary languages of parents and will be included in this appendix.

Title: A Study of Immigrant English Learner Educational Risk Factors and Reading Performance at Best Elementary School

Dear Parents:

I am a doctoral student and Pepperdine University and I am currently working on my dissertation. I would like to help our students at Balsz School who are new to the United States and learning English as a second language. To do this, I ask your permission for the following:

1. Examine demographic information and some ratings by teachers regarding your child/children. I will obtain the demographic information from their enrollment records. I have attached a list of the specific set of risk factors that the teachers will use in rating your child/children.

2. I need you to fill out a questionnaire concerning your child/children. You will receive the questionnaire by mail after you have returned this consent form.

3. The results will help me finish my dissertation. Through your participation, I hope to understand the risk factors that correlate to reading performance in students at Balsz School.

4. I do not know of any risks to you or your child/children if you decide to participate in this study. I guarantee that I will keep your responses confidential. I promise not to share any information that identifies you with anyone outside my research group, which consists of my dissertation committee and me.

The questionnaire should take you about five minutes to complete. Your participation is voluntary, and there is no penalty if you do not want to participate.

If you have any questions or concerns about this study, you may contact me. The IRB Review Board at Pepperdine University has approved this project.

Sincerely,

Taime Bengochea,
Dissertation Student

APPENDIX P (Continued)
Cover Letter to Parents
Arabic Translation

العنوان : دراسة المهاجرين الانكليزيه المتعلم تربية عوامل الخطر وقراءة اداء افضل في المدرسة الابتدائي

ايها الآباء:

ان طالب دكتوراه في جامعة Pepperdine وأن حاليا على اطروحة بلدي. اود ان يساعد طلابنا في المدارس باللسز الذين جديدة الى الولايات المتحدة وتعليم اللغة الانكليزيه كلغه ثانيه. لذلك ، اود ان اسأل اذا سمحتم لي :

1. دراسة بعض المعلومات الديموغرافيه وتقديرات المعلمين المتعلقة رسالتكم طفل / أطفال. وقد ارفقت قائمة باسماء الطفل / الأطفال الذين سيستخدمون في تقدير جهودكم المعلمين من سجلات القيد. وسأقوم الحصول على معلومات ديموغرافيه من محددة من عوامل الخطر التي

2. انني بحاجة لكم لملء استبيان بشأن بلدكم الطفل / الأطفال. ستحصلون على الاستبيان بواسطة البريد بعد ذلك عاد عليكم الموافقة

3. وستساعد النتائج لي ان انهى أطروحة بلدي. من خلال مشاركتكم واجو ان يفهم عوامل الخطر التي تتناسب مع الاداء في القراءة باللسز الطلاب في المدرسة

4. لست أدري من اي مخاطر او لكم جهودكم طفل / أطفال اذا قررتم المشاركة في هذه الدراسة. انا اضمن ان سأبقى دودكم سرية. أعدكم بأنني لن نصيب أي المعلومات التي تحدد لكم عن اي شخص خارج بلدي فريق البحث ، الذي يتكون من لجنة واطروحة بلدي لي.

الاستبيان ان تتخذ لكم عن خمس دقائق لإنجازه. مشاركتكم اختياري ، وليس هناك اي عقوبة إذا كنت ال أريد ان أشارك.

اذا كانت لديكم اي اسئلة او قلق من هذه الدراسة ، ويمكنكم الاتصال بي في. مجلس الهجرة والللاجئين في المجلس استعراض pepperdine الجامعة وافقت على هذا المشروع.

بصدق,

Taime Bengochea,
اطروحة الطالب

APPENDIX P (Continued)
Cover Letter to Parents
Spanish Translation

Título: Un estudio de los factores de riesgo educativos del principiante inglés inmigrante y de la escuela primaria del funcionamiento de la lectura en el mejor de los casos

Estimados padres:

Soy un estudiante doctoral y la universidad y yo de Pepperdine estamos trabajando actualmente en mi disertación. Quisiera ayudar a nuestros estudiantes en la escuela de Balsz que son nuevos a los Estados Unidos y al inglés que aprende como segunda lengua. Para hacer esto, pido tu permiso el siguiente:

1. Examinar la información demográfica y algunos grados de los profesores con respecto tu niño/niños. Obtendré la información demográfica de sus expedientes de la inscripción. He unido una lista del sistema específico de los factores de riesgo que los profesores utilizarán en el clasificación de tu niño/niños.

2. Te necesito completar un cuestionario referente tu niño/niños. Recibirás el cuestionario por correo después de que hayas vuelto esta forma del consentimiento.

3. Los resultados me ayudarán a acabar mi disertación. Con tu participación, espero entender los factores de riesgo que correlacionan al funcionamiento de la lectura en estudiantes en la escuela de Balsz.

4. No sé de ninguna riesgos a ti o a tu niño/niños si decides participar en este estudio. Garantizo que mantendré tus respuestas confidenciales. Prometo no compartir ninguna información que te identifique con cualquier persona fuera de mi grupo de investigación, que consiste en mi comité y me de la disertación.

El cuestionario debe tomarte cerca de cinco minutos para terminar. Tu participación es voluntaria, y no hay pena si no deseas participar.

Si tienes cualesquiera preguntas o las preocupaciones por esto estudian, puedes entrarme en contacto. El comité examinador de IRB en la universidad de Pepperdine ha aprobado este proyecto.

Sinceramente,

Taime Bengochea,
Estudiante de la disertación

APPENDIX Q
INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES
(Parent)

Note: This form will be translated into primary languages of parents and translation will be included in this appendix.

Participant: _____

Principal Investigator: Taime Bengochea

Title of Project: A Study of Immigrant English Learner Educational Risk Factors and Reading Performance at Best Elementary School

1. I _____, agree to participate in the research study being conducted by Taime Bengochea under the direction of Dr. Linda Purrington.

2. The purpose of this study is to examine the risk factors that relate to your children's' ability to learn English. The Arizona State Test will be used to measure their ability. You have been chosen because it is your child's first year in a United States school and English is a second language for your child.

3. Your participation will allow for the use of your child's/children's enrollment information to be used in the study. This information includes where your child was born, how many years they have spoken English, what was their first language, and when we arrived in the United States.

4. Information will also be gathered from your child's teacher. They will be asked to fill out a risk factor list on your child. This list consists of questions such as - Do your parents speak English? Did you come to the US from a country under duress? Does your child lack motivation?

5. You will also be asked to complete a questionnaire that will be mailed to you later. The questionnaire will ask you questions about your arrival to the United States, if your child speaks more than one language, how many countries have you lived in etc. The research will compare the answers to the risk factors and the questionnaire to your child's standardized test score in reading.

6. Your participation in the study will take about 10 minutes. The study will be conducted at Balsz School and the questionnaire will be mailed to you. You can return it to the school office when you have filled it out.

7. There are no direct benefits to you or your family. Results from this study may be useful to schools in Arizona with similar populations and enable them to identify students' risk factors upon enrollment in school and to help teachers

understand the full needs of the students regarding educational services for underperforming and underserved immigrant English language learners.

8. There is no more than minimal risk that there may be a breach of data. To prevent a breach of data, the data will be returned in a sealed envelope and stored in a locked cabinet.

9. Your participation is voluntary and that you may refuse to participate and/or withdraw consent and discontinue participation in the project or activity at any time without penalty. There are no consequences to the student (e.g., standing in school, grades, etc.) should you chose not to participate in the study.

10. The researcher will take all reasonable measures to protect the confidentiality of your records and your identity will not be revealed in any publication that may result from this project. The confidentiality of the records will be maintained in accordance with applicable state and federal laws.

11. The researcher is willing to answer any questions you have. You may contact Dr. Linda Purrington, at lpurring@pepperdine.edu, if you have other questions or concerns about this research. If you have questions about my rights as a research participant, you can contact Dr. Stephanie Woo, Chairperson of the Graduate School of Education and Psychology, Pepperdine University, 6100 Center Drive, Los Angeles, CA 90045 at (310) 258-2845 or at stephanie.woo@pepperdine.edu

12. All of my questions have been answered to my satisfaction. I have received a copy of this informed consent form, which I have read and understand. I hereby consent to participate in the research described above and I consent for my child to be studied as described in this letter.

_____

Participant's Signature

_____

Date

I have explained and defined in detail the research procedure in which the subject has consented to participate. Having explained this and answered any questions, I am cosigning this form and accepting this person's consent.

_____ _____

Principal Investigator Date

APPENDIX Q (Continued)
INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES
(Parent)
Translated into Arabic

مشارك: ____

الباحث الرئيسي: Taime Bengochea

يف لضفا ءادا ةءارقو رطخلا لماوع ةيبرت ملعتملا هيزيلكنالا نيرجاهملا ةسارد : ناونعلا
يءادتبالا ةسردملا

1. انا______________________________، الموافقة على المشاركة فى أبحاث تجريها تايمي بنغوشيا تحت اشراف الدكتورة ليندا بوررينغتون.

2. ىلع ةردقلل كلافطا لصتت يتلا رطخلا لماوع ةسارد وه ةساردلا هذه نم ضرغلاو
ترايتخا كيلع .مهتردق سايقل الكحم نوكيس ةلودلا انوزيرا .هيزيلكنالا ةغللا ملعت
ةغللا ةسردمو ةدحتملا تايالولا يف ىلوالا ةنسلا يف لفطلا مكدلب يف اهنال
لفطلا مكدوهجل ةيناثلا ةغللا يه هيزيلكنالا.

3. مكتكراشم حمستس مادختساب مكدلب لفطلا ليجست لمعلا تاموللعملا مادختسال اهم يف
ةساردلا. ولمكت يتلا تاونسلا ددع مك ، مكل لفطلا دلوي امدنع تامولعملا هذه لمشتو
ةدحتملا تايالولا ىلا انلصو امدنعو ، ىلوألا مهتغل ناك ام ، هيزيلكنالا

4. امك متيس جمعتجم تامولعم نم مكدلب لفطلا لمعملا .ملعيس نولاس يملأ لماع ةرطاخم
ةمئاق ىلع ةمئاقلا هذه فلأتتو .لفطلا مكتلاسر نم ةمئاقلا هذه فلأتتو : لثم ملعسالا - له آلباء
يتكلمون الانكليزيه؟ هل اكارهاء تحت دلب نم ةدحتملا تايالولا ىلا تيتا ؟هيزيلكنالا نوملكتي مكل له
لفطلا مادعنا زفاحلا

5. انت كما سيطلب الى ملء استبيان التي سيتم ارسالها اليكم الحاقا. الاستبيان
سوف اسأل كل اسعلم حول الوصول الى الولايات المتحدة ، كان حرصك على الطفل
يتحدث أكثر من لغة واحدة ، وكم تنك بلدا يعيش في ذلك البحاث مقارنة الاجابه
على عوامل الخطر والاستبيان على رسالتكم الطفل الاختبار الموحد للتسجيل
في القراءة.

6. مشاركتكم في دراسة سيستغرق حوالي 10 دقيقة. وستكون هذه الدراسة التي
اجريت في balsz المدرسة واستبيان سوف ترسل اليك. يمكنك اعادته الى مكتب
المدرسة عندما تنك تألم باه

7. يست هناك منافع مباشرة لك أو اسرتك. من نتائج هذه الدراسة قد تكون مفيدة
لمدارس ماثلة في اريزونا مع السكان ، وتمكينهم من التعرف على الطالب عوامل
الخطر على التسجيل في المدارس ومساعدة المدرسين على فهم كامل الحاجايات
الطالب حول الخدمات التعليميه للقاصر وقلة المتعلمين المهاجرين اللغة
الانجليزيه

8. ال دجوي اندى خطر اكثر من انه قد يكون هناك خرق للبيانات. لمنع أي خرق للبيانات ، والبيانات ستعاد في مظروف مختوم وتخزن في الوزارة مقفل.

9. مشاركتك طوعية وان كنت قد يرفض المشاركة و / أو سحب الموافقة ووفق بالطالب على عواقب دون غرامة. ال توجد أي وقت في نشاط او مشروع في المشاركة في الدراسة. المشاركة عدم تترتب ا(غيرها ، فصول ، المدرسة في فقي ، سياسي)

10. الباحث ستتخذ جميع التدابير المعقولة لحماية سرية سجلات كويتك لن تكشف اي نشر ما قد يشني عن هذا المشروع. سرية السجلات سيتواصل وفقا لما يقبل القوانين والدولة الاتحادي

11. الباحث على استعداد للاجابة على اي اسئلة لديك. يمكنك الاتصال ليندا purrington ، في ، اذا كانت لديك اسئلة او اخرى حول هذه البحوث. إذا كانت لديك اسئلة حول الانسان بدلي بوصفه البحث مشارك ، يمكنك الاتصال بستيفاني وو ، رئيس المدرسة العليا للتعليم ، وعلم النفس ، جامعة pepperdine ، وسط حملة 6100 ، لوس انجلس ، كاليفورنيا 90045.

12. كل اسئلتي كانت الاجابة على ارتياحي. تلقيت نسخة من هذا الشكل المستنير ، التي قرأت هذه وفهمتها. انا اوافق على المشاركة في البحث المذكور اعلاه

____
توقيع مشارك

____
التاريخ

APPENDIX Q (Continued)
INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES
(Parent)
Spanish Translation

Nota: Esta forma será traducida a idiomas primarias de padres y la traducción será incluida en este apéndice.

Participante: _____

Investigador principal: Taime Bengochea

Título del proyecto: Un estudio de los factores de riesgo educativos del principiante inglés inmigrante y de la escuela primaria del funcionamiento de la lectura en el mejor de los casos

1. El _____ I, acuerda participar en el estudio de la investigación que es conducido por Taime Bengochea bajo dirección del Dr. Linda Purrington.

2. El propósito de este estudio es examinar los factores de riesgo que se relacionan con capacidad de tus niños la' de aprender inglés. La prueba del estado del Arizona será utilizada para medir su capacidad. Te han elegido porque es primer año de tu niño en una escuela de Estados Unidos y el inglés es una segunda lengua para tu niño.

3. Tu participación permitirá el uso de tu información de la inscripción del niño/de los niños de ser utilizado en el estudio. Esta información incluye donde tu niño nació, cuántos años han hablado inglés, qué era su primera lengua, y cuando llegamos en los Estados Unidos.

4. La información también será recopilada del profesor de tu niño. Serán pedidos para completar una lista del factor de riesgo en tu niño. ¿Esta lista consiste en preguntas por ejemplo - tus padres hablan inglés? ¿Viniste a los E.E.U.U. de un país bajo compulsión? ¿Tu niño carece la motivación?

5. También te pedirán terminar un cuestionario que sea enviado a ti más adelante. El cuestionario te preguntará que las preguntas sobre tu llegada a los Estados Unidos, si tu niño habla más de una lengua, cuántos países tienen viviste en el etc. La investigación comparará las respuestas a los factores de riesgo y el cuestionario a la cuenta estandardizada de la prueba de tu niño en la lectura.

6. Tu participación en el estudio tomará cerca de 10 minutos. El estudio será conducido en la escuela de Balsz y el cuestionario será enviado a ti. Puedes volverlo a la oficina de la escuela cuando lo has completado.

7. No hay ventajas directas a ti o a tu familia. Los resultados de este estudio pueden ser útiles a las escuelas en el Arizona con las poblaciones similares y permitiros identificar factores de riesgo a los estudiantes los' sobre la inscripción en escuela y ayudar a profesores a entender las necesidades completas de los estudiantes con respecto a los servicios educativos de underperforming y underserved a principiantes de lengua inglesa inmigrantes.

8. Hay no más que riesgo mínimo que puede haber una abertura de datos. Para prevenir una abertura de datos, los datos serán vueltos en un sobre sellado y almacenados en un gabinete bloqueado.

9. Tu participación es voluntaria y eso que puedes rechazar para participar y/o para retirar consentimiento y para continuar la participación en el proyecto o la actividad en cualquier momento sin pena. No hay consecuencias al estudiante (e.g., el estar parado en escuela, grados, el etc.) debe tú eligió no participar en el estudio.

10. El investigador tomará todas las medidas razonables de proteger el secreto de tus expedientes y tu identidad no será revelada en ninguna publicación que pueda resultar de este proyecto. El secreto de los expedientes será mantenido de acuerdo con estado aplicable y leyes federales.

11. El investigador está dispuesto a contestar a cualquier pregunta que tengas. Puedes entrar en contacto con a Dr. Linda Purrington, en lpurring@pepperdine.edu, si tienes otras preguntas o preocupaciones por esta investigación. Si tienes preguntas sobre las mis derechas como participante de la investigación, puedes entrar en contacto con a Dr. Stephanie Woo, presidente de la escuela graduada de la educación y de la psicología, universidad de Pepperdine, 6100 impulsión de centro, Los Ángeles, CA 90045 en (310) 258-2845 o en stephanie.woo@pepperdine.edu

12. Todas mis preguntas se han contestado a mi satisfacción. He recibido una copia de esta forma informada del consentimiento, que he leído y entiendo. Consiento por este medio participar en la investigación descrita arriba y consiento para que mi niño sea estudiado según lo descrito en esta letra.

_____

Firma del participante

_____

Fecha

He explicado y definido detalladamente el procedimiento de la investigación en el cual el tema ha consentido participar. Explicando esto y contestado cualquier pregunta, cosigning esta forma y estoy aceptando el consentimiento de esta persona.

Investigador principal	Fecha

APPENDIX R

Parents Survey

Note: Parent Survey will be translated into primary languages of parents and translation will be included in this appendix.

Dear Parents,

Thank you for taking the time to fill out this short questionnaire about your child/children. Please fill in the blank(s) following each question for the child/children indicated. Please remain consistent in the order when filling out the column for each child.

Examples: Did you fly to the United States? Yes
Do you own a car? No

Questions	Child 1:	Child 2:	Child 3:
1. How many countries has your family lived in?			
2. Does your child speak in your first Language?			
3. Does your child read in your first Language?			
4. Does your child write in your first Language?			
5. Has your child ever gone to school in another country?			
6. How old was your child when you came to the United States?			
7. How many years has your child attended school altogether?			
8. How many schools has your child attended in the U.S.?			
9. Where did your child learn to read in either first language or English?			
10. Has your child ever attended special education support classes?			

Should you need help in filling out this questionnaire please come to the school office and the liaison will help you with the questions. When you are finished, please seal this questionnaire in the enclosed envelope. You can either return it to the front office or send it to school with your child. If you have any further questions, please do not hesitate to contact: Taime Bengochea.

APPENDIX R (Continued)
Parents Survey
Arabic Translation

ايها الآباء,

شكرا لاخذ الوقت لملء هذا الاستبيان سريعه حول عملك الطفل. يرجى ملء الفراغ للاطفال لجميع ابنائكم سؤال حول يتحدث الطفل. بعض الاسئله ستكون هي نفسها لجميع الاطفال في نهاية كل سؤال حول قيادتكم الطفل. بعض الاسئله ستكون هي نفسها لجميع الاطفال في أسرتك. تلك الاسئله سوى سطر واحد للاجابة عليه. الاسئله الاخرى ثلاثة خطوط بعد كل سؤال حتى يمكنك الاجابه عن كل طفل. يرجى ان يبقى اتابات في الرمال عندما بملء العمود عن كل طفل

السؤال	السن : طفل 1	السن : طفل 2	السن : طفل 3
1. كم عدد البلدان يعيشون في أسرتك؟			
2. هل الطفل يتكلم اللغة الاولى في مجموعتك			
3. هل يقرأ الطفل اللغة الاولى في مجموعتك			
4. هل يكتب الطفل اللغة الاولى في مجموعتك			
5. لقد ذهبت الى البدء قيادتكم الطفل الى المدرسة في بلد آخر			
6. كم عمر كان الطفل الخاص بك عندما جاء الى الولايات المتحدة			
7. كم عدد السنوات الاطفال امامت كب الخاصة بالمدارس			
8. كم عدد المدارس الخاصة بك وقد حضر الاطفال في الولايات المتحدة؟			
9. اين قيادتكم الطفل في تعلم القراءة اما اللغة الاولى او الانكليزيه			
10. اين قيادتكم الطفل في تعلم القراءة اما اللغة الاولى او الانكليزيه			

اذا كنت بحاجة الى مساعدة في ملء هذا الاستبيان يرجى الحضور الى المدرسة ومكتب الاتصال يساعدكم مع الاسئله. عندما تنتهي ، يرجى ختم هذا الاستبيان في ظرف مغلق. يمكنك اما اعادته الى مكتب الاستقبال او ارساله الى المدرسة معكم الطفل

APPENDIX R (Continued)
Parents Survey
Spanish Translation

Estimados padres,

Gracias por tomar la época de completar este cuestionario corto sobre tu niño/niños. Completar por favor los espacios en blanco después de cada pregunta para el niño/los niños indicados. Seguir siendo por favor constante en la orden al completar la columna para cada niño.

Ejemplos: ¿Volaste a los Estados Unidos? Sí
¿Posees un coche? No

Preguntas	Niño 1:	Niño 2:	Niño 3:
1. ¿Cuántos países tu familia ha vivido adentro?			
2. ¿Tu niño habla en tu primera lengua?			
3. ¿Tu niño lee adentro tu primera lengua?			
4. ¿Tu niño escribe en tu primera lengua?			
5. ¿Tu niño ha ido siempre a la escuela en otro país?			
6. ¿Cómo viejo era tu niño cuando viniste a los Estados Unidos?			
7. ¿Cuántos años tu niño ha atendido a la escuela en conjunto?			
8. ¿Cuántas escuelas tu niño ha atendido en los E.E.U.U.?			
9. ¿Dónde tu niño aprendió leer adentro la primera lengua o el inglés?			
10. ¿Tu niño ha atendido siempre a clases de la ayuda de la educación especial?			

Si necesitas ayuda en completar este cuestionario vienes por favor a la oficina de la escuela y a la voluntad del enlace te ayudaste con las preguntas. Cuando te acaban, sellar por favor este cuestionario en el sobre incluido. Puedes volverlo a la oficina delantera o enviarlo a la escuela con tu niño. Si tienes cualquier pregunta más otra, no vacilar por favor entrar en contacto con: Taime Bengochea.