Fall 8-12-2020

The Impact of Direct Instruction at English Learner Instructional Sites Compared to Indirect Instruction at English Learner Support Sites

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Recommended Citation

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Compared to Indirect Instruction at English Learner

Support Sites

by

Lauren Shim

August 12, 2020

A Dissertation submitted to the Education Faculty of Lindenwood University in

partial fulfillment of the requirements for the degree of

Doctor of Education

School of Education

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Declaration of Originality

I do hereby declare and attest to the fact that this is an original study based solely upon my own scholarly work at Lindenwood University and that I have not submitted it for any other college or university course or degree.

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Acknowledgments

I would like to express my deepest appreciation for those who have helped me achieve my goal of earning a doctorate before I turned 30. To my dissertation committee chair, Dr. Kathy Grover, thank you for always being there for advice, the many, many edits, and assuring me I am on the right path. Your encouragement and positivity were vital to my success and has helped me grow in ways I never thought I could. To my committee members, Dr. Craig Carson and Dr. Melia Franklin, thank you for always being there for advice and assuring me I am on the right path.

Secondly, to all of the teachers, administrators, professors, and colleagues that I have crossed paths within the short time I have been in the education world, every one of you is truly amazing and has taught me more than you could ever know. I have never worked with a more dedicated group of people who are willing to do whatever it takes to be the best and do what is best for kids and education.

To my parents, without your constant support and willingness to keep Dae Han whenever I asked, I would have never been able to accomplish this goal without you. You have always been my biggest supporters throughout my life, and for that, I am forever grateful and blessed to be your daughter. Finally, to my husband Kwang, and my children, Dae Han and Da Eun, you are my inspiration to never give up on my hopes and dreams.

Abstract

Approximately one in every ten public school students in the United States is considered an English learner (Sanchez, 2017). It has also been determined that the English learner population is one of the fastest-growing populations in the United States (Gibson, 2016). This study focused on a school district in the Midwest region of the United States, where approximately 4% of the student population was classified as English learners, and the population had been steadily growing since 2014 (School District Manual, 2019). This Midwestern school district offered a unique English learner program by transporting students to specific Instructional Sites for English learner instruction (J. Borland, personal communication, February 7, 2020). The purpose of this study was to determine if there were significant differences in academic achievement, attendance, and behavior between the two student groups who received either direct instruction or indirect instruction based on where the student elected to attend school. The population for this study consisted of all eligible English learner students for one school year. The literature reviewed for this study was analyzed to support the findings of this study and to understand English learner education and the impact on English learner students' academic outcomes. From the data collected and analyzed, there were significant differences in the ACCESS and the MAP ELA assessment outcomes showing that students who received indirect instruction received higher scores than students who received direct instruction. There were no statistically significant differences between student groups on the MAP Math assessment, attendance rate, or discipline incidence rate.

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Chapter One: Introduction

According to the U.S. Department of Education (2018), the term English learner refers to "national-origin-minority students who are limited-English-Proficient" (p. 1). Approximately 9.6% of public-school students are considered to be English learners (National Center for Education Statistics [NCES], 2019, p. 1). School districts across the nation have varying populations of English learners ranging from less than 3% of the school population to more than 10% of the school population (NCES, 2019, p. 1). The Apple School District, a pseudonym for the school district participating in this study, is home to approximately 1,091 English learner students making up 4% of the school district's student population (School District Manual, 2019).

Apple School District offers a unique English learner program by transporting students to specific Instructional Sites for English learner instruction (J. Borland, personal communication, February 7, 2020). Apple School District's English learner program instructors use best practices at the Instructional Sites to provide quality education to English learner students who elect to attend an Instructional Site (School District Manual, 2019). Approximately 30% of Apple School District's English learner students opt to remain at the student's building of residence or Support Site (J. Borland, personal communication, February 7, 2020).

In this chapter, several elements of the study are described. An overview of the background of the study and the conceptual framework is discussed. The problem statement and the purpose of the study are also presented. The research questions and hypotheses are introduced along with the significance of the study and any defined terms that are used throughout the study. Additionally, the delimitations and limitations of the study are described.

Background of the Study

In 1968, the U.S. Government passed the Bilingual Education Act, also known as Title VII of the Elementary and Secondary Education Act (Sinclair, 2018). While the law was enacted in 1968, decades later, there was a reauthorization of the Elementary and Secondary Education Act by the adoption of the No Child Left Behind Act in 2001 (Menken, 2010). The primary change that occurred under the No Child Left Behind Act was the removal of Title VII with the replacement of Title III, the English Language Acquisition, Language Enhancement, and Academic Achievement Act (Menken, 2010). This was significant as it changed competitive federal grants to federal formula grants provided to each state education agency (Wright, 2010). Formula grants, or entitlement grants, provide funds based on a formula provided by legislation rather than funding based on peer or project review (Riffle, 2018).

Through the implementation of The No Child Left Behind Act, legislators provided schools with greater accountability requirements for the academic achievement of English learner students (Sargrad, 2016). While the No Child Left Behind Act changed the way school districts were held accountable for English learner academic achievement, it was followed by the Every Student Succeeds Act (ESSA) through which even more guidance and accountability measures for English learner academics were provided (Mathewson, 2016). Under the ESSA, English proficiency and growth for English learners were moved from Title III to Title I in order to move the English learner subgroup into the school-wide accountability system (U.S. Department of Education, 2016a).

After the ESSA went into effect, school districts were able to access further funding from Title I to support English learners (Mathewson, 2016). School districts can use Title I funds for English proficiency measures to include English learner students because English learner accountability measures are under Title I of the ESSA (U.S. Department of Education, 2016b). The Apple School District English Language Learner program used funds from Title I and Title III in order to serve the English learner population in accordance with ESSA guidance (J. Borland, personal communication, April 9, 2020). School districts have the ability to use both Title III funds and Title I funds for programs to help English learner students attain English proficiency because academic accountability lies under Title I of the ESSA (Transact, 2017). These regulations, along with best practices and guidance provided by WIDA, were the primary framework for the Apple School District's English learner program (School District Manual, 2019).

According to Apple School District's Director of English Language Learners (ELL) and Migrant Education Program (J. Boreland, personal communication, April 9, 2020), there are over 75 different languages spoken by students who are enrolled in the district. Because of this great diversity, the English learner department has utilized research-based best practices to serve the English learner population (School District Manual, 2019). While the services for English learner direct instruction are only provided at 13 elementary and middle schools, English learner students who elect to stay at one of the remaining 45 buildings are provided indirect instruction through the English learner department (School District Manual, 2019).

Students who are English learners attending Instructional Sites are afforded a wide variety of instruction types provided by an English learner specialist (School District Manual, 2019). These instruction types include pull-out, push-in, and sheltered instruction (Haynes, 2016). These methods are provided explicitly at Instructional Sites (School District Manual, 2019). English learners who elect to stay at a Support Site are provided services through one English learner coach collaborating with a classroom teacher (J. Borland, personal communication, February 7, 2020). The Missouri Department of Elementary and Secondary Education (MODESE) approved the services provided at both Instructional Sites and Support Sites for compliance with state and federal requirements (School District Manual, 2019).

Conceptual Framework

The conceptual framework for this study was based on federal mandates of the Every Student Succeeds Act (ESSA) and the resources developed by the World-Class Instructional Design and Assessment (WIDA) Consortium. There are several components of the ESSA that factor into the education and support of English learner students (Klein, 2016). The primary contributing component of the ESSA was requiring a uniform process for identifying English learners, assigning students appropriate services, and eventually moving students out of English learner classes and into general education (Mathewson, 2016).

The second contributing component of the ESSA was the requirement that school districts make accountability for English learner students a top priority (Klein, 2016). By providing these requirements, school districts were required to focus on closing the achievement gap between English learners and native-English speaking counterparts

(Mielke, 2017). The accountability was moved from Title III to Title I with the adoption of the ESSA (Transact, 2017). The third contributing component of the ESSA was the availability of more funding for English learner services from Title III and recently, Title I (Mathewson, 2016). This change from the No Child Left Behind Act requirements granted English learner program implementers access to more funding, allowing school districts to better support English learner students (Mathewson, 2016).

The second part of the conceptual framework for this study was based on the WIDA's best practices, guidance, and assessments. The state of Missouri joined the WIDA consortium in 2010 to improve English learner standards and to assist with providing better service and assessment across the state (MODESE, 2019c). The WIDA Consortium provided the primary assessment, Assessing Comprehension and Communication in English State to State (ACCESS), for school districts to use in screening English learners and determining each English learner's proficiency level (WIDA, n.d.a).

The WIDA Consortium also provided professional development and best practices for school districts, which ensured that member districts across the nation were meeting the requirements of the ESSA (WIDA, n.d.b). Apple School District followed these best practices as well as the guidelines and requirements of the ESSA (School District Manual, 2019). These best practices included those for instructional models and teaching and administrative practices (School District Manual, 2019). Apple School District met the requirements by assessing English learners annually, monitoring progress, and providing an equitable education for all English learners (School District Manual, 2019).

The concepts outlined through the ESSA and the WIDA Consortium were appropriate for this study because they provided the guidance and requirements for districts to provide specific supports for English learner students. In addition, the ESSA included requirements for states to create uniform processes for identifying English learner students and provided the services necessary to ensure that English learners have equitable education (Mathewson, 2016). The WIDA provided the annual assessment for Missouri's English learner students as well as professional development for educators and guidance regarding best practices for English learner instruction (WIDA, n.d.b).

The concepts of this framework were applied to the study by analyzing student academic outcomes to show whether or not the Apple School District supports provided to English learner students were effective or not. By using the ESSA and WIDA guidance and resources as the framework, it could be determined if, while the district was complying and following the law, a need to change processes was in order to maintain or create a more equitable education for English learner students in the district.

Statement of the Problem

While English learners are the fastest-growing high school graduate group in the United States, achievement gaps still exist between English learners and their native English language speaking counterparts (Gibson, 2016). This achievement gap occurs from pre-Kindergarten through to the college or university level (Gibson, 2016). In a study conducted at the University of Minnesota, it was found that minority students who also had limited English-skill received fewer opportunities to learn compared to their English proficient counterparts (Alvarez, Michaels, Hurtado, Roldan, & Duran-Graybow, 2016). This lack of opportunity, in turn, creates a cycle of underachievement and limits

English learner students in academic successes (Alvarez et al., 2016). These limited

opportunities and early achievement gaps translate into lower academic attainment, thus,

creating an earnings gap in their adult life (Barrow & Markman-Pithers, 2016).

According to Mielke (2017), approximately 10% of students in the United States

are considered English learners (p. 1). At Apple School District, the English learner

population has been steadily increasing from 3.6% of the overall population in 2014 to

5.3% of the overall student population in 2019 (District AAA Homepage, 2019). Of

these students, approximately 30% of English learner students elect to stay at their home

building or Support Site (J. Borland, personal communication, February 7, 2020).

Since Support Site English learner students do not receive direct instruction like

English learner students at Instructional Sites, it is important to understand Support Site

English learner students' achievement to confirm those students are receiving an

adequate education (J. Borland, personal communication, February 7, 2020). Apple

School District has not conducted a comparative study of English learners attending

Instructional Sites and English learners opting to remain at Support Sites (J. Borland,

personal communication, February 7, 2020). Because the school district had not

conducted a study, the effectiveness of the school district's unique program was unknown

when comparing groups of students that were classified as English learners.

Purpose of the Study

The purpose of this project was to determine if there were significant differences

in academic achievement, attendance, and behavior between students who received

English learner direct instruction at Instructional Sites and students who received English

learner indirect instruction at Support Sites in Apple School District. Academic

achievement was measured using ACCESS test results for students in third through eighth grades along with the Missouri Assessment Program (MAP) results for students in third through eighth grades. Additional student academic outcomes were measured by student attendance and discipline records for students in third through eighth grades.

Research questions and hypotheses. The following research questions and hypotheses guided the study:

1. What is the difference, if any, of English learner student outcomes for the 2018-2019 school year of English learner students who receive direct instruction compared to English learner students who receive indirect instruction as measured by:

   a. ACCESS scores: Grades 3-8?

   b. MAP Math scores: Grades 3-8?

   c. MAP English Language Arts scores: Grades 3-8?

$H1_0$: There is no difference between English learner student outcomes of English learner students who receive direct instruction compared to English learner students who receive indirect instruction as measured by academic achievement.

$H1_\alpha$: There is a difference between English learner student outcomes of English learner students who receive direct instruction compared to English learner students who receive indirect instruction as measured by academic achievement.

2. What is the difference, if any, of English learner student attendance Grades 3-8 for the 2018-2019 school year of English learner students who receive direct instruction compared to English learner students who receive indirect instruction?

H2₀: There is no difference between English learner student attendance Grades 3-

8 of English learner students who receive direct instruction compared to English

learner students who receive indirect instruction as measured by student

attendance.

H2ₐ: There is a difference between English learner student attendance Grades 3-8

of English learner students who receive direct instruction compared to English

learner students who receive indirect instruction as measured by student

attendance.

3. What is the difference, if any, of English learner student discipline Grades 3-8

for the 2018-2019 school year of English learner students who direct instruction

compared to English learner students who receive indirect instruction?

H3₀: There is no difference between English learner student discipline Grades 3-8

of English learner students who receive direct instruction compared to English

learner students who receive indirect instruction as measured by student

discipline.

H3ₐ: There is a difference between English learner student discipline Grades 3-8

of English learner students who receive direct instruction compared to English

learner students who receive indirect instruction as measured by student

discipline.

Significance of the Study

The Every Student Succeeds Act replaced the No Child Left Behind Act in 2015

(Johns & Kachel, 2017), which changed the requirements of how school districts support

English learner students. Apple School District provided English learner students with

services that followed these requirements (School District Manual, 2019). While the

Apple School District followed the ESSA requirements, it was important to study the

school district's unique English learner program to acknowledge that all English learner

students were receiving an equitable education based on historical data analysis.

By analyzing the primary assessment data, attendance, and discipline information

in this study, the Apple School District could have a deeper understanding of the English

learner program offered in the district. The data were analyzed in a way that compared

the two distinct groups of English learner students to determine if the program was

effective in meeting the needs of English learner students and providing an equitable

education to all English learner students regardless of where they attended school within

the district. It was prudent to determine if the program as designed was effective because

districts across the nation are required to meet the same guidelines and may want to

replicate this unique model.

Definition of Key Terms

For the purposes of this study, the following terms are defined:

ACCESS for ELLs (ACCESS). According to the Apple School District English

Learner Program Manual (School District Manual, 2019):

ACCESS for ELLs® is the annual English language proficiency test: ACCESS

for ELLs® is a secure large-scale English language proficiency assessment given

to Kindergarten through 12th-grade students who have been identified as English

language learners. It is given annually in WIDA Consortium member states to

monitor students' progress in acquiring academic English and meets all

requirements of No Child Left Behind for testing and reporting of English

proficiency. Students are tested for English proficiency in listening, speaking, reading, and writing. (p. 11)

Discipline. According to the MODESE:

School districts receiving funds under ESEA [Elementary and Secondary Education Act] and/or the Individuals with Disabilities Education Act are required to report all disciplinary incidents that result in in-school (ISS) or out-of-school (OSS) suspension, expulsion, or unilateral removal to an interim educational setting for one-half day or more. (MODESE, 2019b, p. 185)

English learner instructional site. The District provides direct instructional services to English learner students at Instructional Sites (School District Manual, 2019). The District has 14 out of 50 school buildings offering direct instruction (School District Manual, 2019, p. 7).

English learner support site. As defined in the Apple School District Manual (2019):

English learner Support Sites are schools where English learners are enrolled but the parents may have declined a transfer to the English learner Instructional Site. This may occur for a number of reasons. English learners attending at the English learner Support Site may receive indirect English learner services through the English learner Instructional Coach on an as-needed basis at the request of the classroom teacher. (p. 7)

The Instructional Coach supports teachers and students at 36 buildings across the Apple School District (School District Manual, 2019).

Missouri Assessment Program (MAP). Strange (2018) stated:

MAP stands for Missouri Assessment Program. It is a series of assessments for

English language arts, mathematics, and science at grades 3-8; and English

language arts, mathematics, science, and social studies in high school. These

assessments are designed to check student learning to find out if Missouri students

are reaching the Show-Me Standards. (p. 1)

World-class instructional design and assessment (WIDA). According to The

WIDA Consortium (WIDA, n.d.c):

The WIDA Consortium is made up of 40 U.S. states, territories and federal

agencies dedicated to the research, design and implementation of a high-quality,

culturally and linguistically appropriate system to support English language

learners in K-12 contexts. This comprehensive system, based on research and

educator feedback, is built on standards, assessments, and professional learning.

(p. 1)

Delimitations, Limitations, and Assumptions

The scope of the study was bound by the following delimitations:

Time frame. The data from the school year 2018-2019 was collected for this

study.

Location of the study. The location of the study was at one school district in the

Midwest region of the United States.

Sample. The participants were any student in third grade through eighth grade

and were not limited by gender, race, or primary language spoken.

Criteria. The participants were included if they were classified as English learner students by Apple School District.

The following limitations were identified in this study:

One year of data analyzed. The study was limited to only one full academic year. On a school district's Annual Performance Report (APR), the prior three years data are provided for review. According to the *MSIP5 2019 Comprehensive Guide* (MODESE, 2019e), "[The] New ELA [English Language Arts] and MA [Math] assessment [was added] in 2018. Direct comparison of MPI [MAP Performance Index] and proficiency rates across years is not advisable" (p. 68). Therefore, it was not appropriate to compare data over time as the governing body, the MODESE, did not compare it.

Sample demographics. The sample size limited the study. Participants included only English learner students in one school district in the Midwest region of the United States. The data was collected about English learner students in third grade through eighth grade.

Secondary data. Secondary data was collected by the school district in the Midwest region of the United States. The data already existed, which limited the study to fields available as part of the data collection.

The following assumption was accepted:

1. It was assumed the data recorded and collected is accurate.

Summary

A primary goal of the Apple School District is to provide equal education to English learner students by following federal and state-mandated guidelines (School

District Manual, 2019). The aim of this study was to determine whether or not Instructional Sites and Support Sites had an equal impact on English learner student achievement and outcomes. Findings from this study may be useful to Apple School District leaders in making informed decisions regarding the Apple School District's English learner program.

In Chapter One, the background of the study, conceptual framework, statement of the problem, and the purpose of the study were presented. The research questions and hypotheses were introduced along with the significance of the study and the definition of key terms. Finally, the delimitations and limitations of the study were identified and presented.

In Chapter Two, a review of literature related to English learners in education was presented. The conceptual framework was described in further detail, including legislation, both historical and present, and best practices and resources provided by the WIDA Consortium. The topics discussed in the literature review included: the history of English learner education in the United States, identifying and placing English learners, district accountability for English learners, and the English learner achievement gap.

Chapter Two: Review of Literature

According to Sanchez (2017), approximately 1% of public-school students across the United States are English learners (para. 1). Kamm (2018) stated, "English Language Learners (ELL) are the fastest-growing population within the educational system in the United States, and the majority of these students are U.S. born" (p. 3). For this reason, it is important to establish educational practices to provide high-quality education to close the achievement gap between English learner students and their peers (Kamm, 2018).

English learner students in Apple School District have the opportunity to attend an Instructional Site or remain at their building of residence or Support Site (J. Borland, personal communication, February 7, 2020). Through this choice, Apple School District provides a unique learning experience for students who elect to attend an Instructional Site as well as those students who elect to remain at a Support Site (School District Manual, 2019). These unique learning experiences are aligned with federal legislation, state standards, and English learner best practices (School District Manual, 2019). Since the learning environments and structures are different at Instructional and Support Sites, student achievement, attendance, and behavior of English learner students who attend Instructional Sites and English learner students who remain at Support Sites will be compared to determine if there is a significant difference between these two groups. Research into this unique type of program could potentially set precedence for other school districts across the country to begin implementing a similar program.

In the following pages, the conceptual framework will be presented in great detail. The details of English learner legislation and how English learner funding is provided to school districts are discussed. The other topics reviewed within Chapter Two include the history of English learner education in the United States, identifying and placing English

learners, accountability procedures for English learners, and finally, the achievement gap

for English learners.

Conceptual Framework

Conceptually, this study was framed from federal legislation, which began with

the Elementary and Secondary Education Act and has now become the Every Student

Succeeds Act (ESSA) (Sharp, 2016). According to Mitchell (2017), "The Every Student

Succeeds Act must also standardize criteria for identifying English-learners and for

reclassifying them when they no longer need support services" (p. 25). By providing a

uniform system, districts are required to include English learner students in accountability

measures, which in turn integrates English learner education into mainstream education

(Nunez Cardenas, 2018). The second component of the framework for this study is the

guidance and resources provided by the WIDA Consortium. The WIDA Consortium

standards and resources are considered to be best practices by the federal government

(King & Bigelow, 2018).

Within the ESSA, there are several components that provide districts with

guidance to providing English learners education equitable to their peers (Klein, 2016).

The first contributing component to this framework is the requirement of uniform

processes for identifying and assigning appropriate services to English learners

(Mathewson, 2016). School districts across the United States are required to assess all

students with a primary or home language that is not English within thirty days of

enrollment (August & Slama, 2016). In Missouri, a uniform home language survey is

provided to all new families registering with a school district to determine if the student

needs to be screened for services (MODESE, 2019d). This screening provides districts

with the ability to place English learner students appropriately within the English learner program at the school district (School District Manual, 2019).

Secondly, through the ESSA, school districts were required to develop accountability protocols for English learner students (Klein, 2016). While each school district has a distinct system for reporting accountability to their state department of education, the ESSA has requirements that each state must have an established multi-measure accountability system to include five indicators for all school districts (U.S. Department of Education, 2017). These indicators include academic achievement, academic progress for elementary and middle schools, the graduation rate at the high school level, progress in achieving English language proficiency (ELP), and at least one student success indicator (U.S. Department of Education, 2017).

These requirements of ESSA guide school districts to focus not only on closing the achievement gap between different student groups but also distinctly between English learners and native-English speakers (Mielke, 2017). School districts are rated using traditional achievement measures in reading and math, along with English learner student progress towards English language proficiency (Williams, 2018). Because the federal government, through the ESSA, requires the accountability of English learners to be placed under Title I, this gives school districts wider access to funds for English learner programs (Mathewson, 2016).

The Title I funding component for English learner services is the final piece of the ESSA that framed this study. Previously, under No Child Left Behind, English learner services were funded strictly with Title III formula grant funds (Wright, 2010). With the passing of ESSA, Title I funds were made available to school districts to use for English

learner services (U.S. Department of Education, 2016d). Title I funding may be used to support academic areas that the school district identifies as needing improvement (U.S. Department of Education, 2016c).

Within the school district's comprehensive school improvement plan (CSIP), subgroups including English learners, major racial and ethnic groups, students with disabilities, and economically disadvantaged students are required to be included under the Title I umbrella (U.S. Department of Education, 2016c). Because these groups are specifically named under Title I of the ESSA, the federal government ensured that these populations were not ignored and that Title I funds were allocated based on the greatest need (U.S. Department of Education, 2016c). Title III funds still provide the primary source of funding for English learner programs (Sugarman, 2016).

The second part of the conceptual framework for this study is the Language Development resources provided by the WIDA Consortium. The resources provided by the WIDA consortium have been developed by members from 40 states and more than 400 school districts (WIDA, n.d.b, p. 1). The WIDA (n.d.b) began in 2003 after the passage of the No Child Left Behind Act brought English learners into the national spotlight. States join the Consortium not only to utilize the ACCESS test but also to gain access to professional development and WIDA standards, which are recognized by the federal government as best practices (King & Bigelow, 2018). The WIDA Consortium has produced a WIDA Standards framework consisting of five components, including (WIDA, 2017):

- Can Do Philosophy
- Guiding Principles of Language Development

- Age-appropriate Academic Language in Sociocultural Contexts

- Performance Definitions

- Strands of Model Performance Indicators (p. 1)

These resources and frameworks provide the Apple School district with the guidance and tools to support English learner students within the English Language Learner Program and in the regular classroom (School District Manual, 2019). The Apple School District follows the regulations of the ESSA and utilizes the WIDA resources to the best of their ability in order to provide quality and equitable education for English learner students (J. Borland, personal communication, February 7, 2020). These components of the ESSA and the WIDA frameworks and resources are expounded upon further in this chapter.

History of English Learner Education and Organizations

Education for English learners was not always ideal. In the early 1900s, students were submersed in English-only classrooms with no accommodations (Leverenz, 2016). Along with providing no accommodations, schools often placed students in the first grade regardless of age and placed a majority of immigrant students in special education classes (Leverenz, 2016). These provisions or lack thereof remained in effect for several decades until the government eventually stepped in to sanction bilingual programs (Little Cypress-Mauriceville, 2019).

Before education for English learners in these early years, immigrants became a priority, efforts by federal and state governments were primarily focused on "Americanizing" immigrants (Gandara & Escamilla, 2017). In the 1920s, 34 states required English-only instruction in all schools (Gandara & Escamilla, 2017, p. 2). The

thought that speaking a language other than English in school was considered to be un-American and undesirable (Leverenz, 2016). English-only instruction continued across the country until the 1960s when civil rights movements and community groups pushed the issue into the spotlight (Escamilla, 2018).

The first large-scale bilingual program started in Dade County, Florida, in 1963 (Little Cypress-Mauriceville, 2019). This program became the unofficial model for other school districts developing English learner programs (Little Cypress-Mauriceville, 2019). After districts began implementing English learner programs, teachers and leaders started requesting materials, methodologies, and professional development (Little Cypress-Mauriceville, 2019). Therefore in 1966, Teachers of English to Speakers of Other Languages (TESOL) was formed (Liu & Berger, 2015).

An international association, TESOL (Alatis, n.d.) was begun to advance the quality of English language teaching through professional development, research, standards, and advocacy. The primary goal of TESOL was to develop collaboration between teachers and administrators that had a vested interest in teaching English to speakers of other languages (TESOL, 2016). Five different organizations came together to collaborate and eventually develop the main organization. These organizations include the National Association for Foreign Student Affairs (NAFSA), the Center for Applied Linguistics (CAL), the Modern Language Association (MLA), the Speech Association of America (SAA), and the Bureau of Indian Affairs (Alatis, n.d.). The collaboration of these groups led to the development of conferences, a published journal, and many resources geared directly towards educators of English learners (Alatis, n.d.) As of

October 2019, there were 11,855 members from around the world who contributed to the
TESOL (TESOL, 2019, p. 5).

Along with TESOL as an organization for educators, the WIDA consortium is
another major organization that states and school districts join in order to access
assessments, resources, and best practices for educating English learners (Alatis, n.d.;
WIDA, n.d.b). WIDA was formed in 2003 when the Wisconsin Department of Public
Education was awarded an Enhanced Assessment Grant (WIDA, n.d.b). This grant
allowed for the creation of the 2004 WIDA Language Proficiency Standards, which then
became the basis for the ACCESS for ELLs assessment (WIDA, n.d.b).

The WIDA Consortium started with three states and now has forty-member
states, territories, and federal agencies (WIDA, n.d.c). The WIDA Consortium member
state educators and agencies work together to develop the standards, assessments, and
professional learning that guide school districts in the education of English learners
(WIDA, n.d.c). The WIDA Consortium provides states with the federally required
English learner screener and annual assessment known as the ACCESS (WIDA, n.d.b).
This assessment is given by school districts that are in member states (WIDA, 2018).
According to the most recent WIDA Consortium report for the 2017-2018 school year,
2,069,398 students took the ACCESS assessment across the United States (WIDA, 2018,
p. 3). These reported numbers showed that approximately 41% of English learner
students in the United States were assessed using the ACCESS assessment, making it one
of the predominant assessments for school districts to use (Sanchez, 2017, p. 1; WIDA,
2018, p. 3).

The WIDA Consortium involves state and local educators to develop high-quality resources based on research and educator feedback (WIDA, n.d.c). This state involvement provides member school districts with relevant, high-quality, evidence-based resources for educators to utilize when instructing English learners (WIDA, n.d.c). Since each state has different standards, states are provided with specific requirements and resources related to state standards and guidance (WIDA, 2020b). While TESOL and WIDA have helped shaped the way English learners have been educated, there are several court cases and legislative acts that have had a great influence on the quality and equity of education for English learners over the last several decades.

English Learners Legislation and Court Case

In 1968, Congress passed the Bilingual Education Act under Title VII of the Elementary and Secondary Education Act (Paul, 2016). The Bilingual Education Act was presented by Texas Senator Ralph Yarborough and signed into law by President Lyndon Johnson (Escamilla, 2018). The implementation of the Bilingual Education Act was the first time the federal government recognized English learners have special needs, and those needs should be funded by the federal government (Garcia & Kleifgen, 2018).

While the Bilingual Education Act passed with the support of many, it fell short when it came to clearly defining the goals and objectives for states and school districts to follow (Escamilla, 2018). Because the Bilingual Education Act guidelines were not specific as to what was required to meet English learner student needs, several lawsuits were initiated in the years following (Wright, 2018). Several cases were heard by the Supreme Court with regard to the education of English learners across the United States (Wright, 2018).

A pivotal Supreme Court case, *Lau v. Nichols*, in 1974, provided guidance to amend the Bilingual Education Act (Gandara & Escamilla, 2017). In 1971, the San Francisco, California school system was integrated for the first time (Lau v. Nichols, n.d.). This integration resulted in almost 3,000 Chinese students with limited English proficiency moving into the school system, with only 1,000 of these students receiving supplemental English language courses (Lau v. Nichols, n.d., p. 1).

The remaining Chinese students claimed that not providing accommodations to all limited English proficient students was unequal, and the Supreme Court agreed (Gandara & Escamilla, 2017). The Supreme Court ruled that identical education did not constitute equal education under Title VI of the Civil Rights Act of 1964 (Wright, 2018). The Supreme Court required school districts to take affirmative steps to overcome educational barriers that non-English speaking students face (Wright, 2018).

Following the *Lau v. Nichols* decision, Congress passed the Equal Educational Opportunities Act in 1974 (Ramu, 2017). This act provided school districts with requirements to provide equal access to education for English learner students (Barrow & Markman-Pithers, 2016). In this act, public schools were required to assist English learner students to "participate meaningfully and equally in educational programs" (Barrow & Markman-Pithers, 2016, p. 160). Therefore, school districts were instructed to identify potential English learner students, assess the English learner students yearly, and continue to monitor English learner students who exited the program for at least two years (U.S. Department of Education, 2017).

While school districts were instructed to provide English learner students with adequate education, there were still several lawsuits filed that proved districts were not

providing proper education for limited English proficiency students (Flores, 2019). Under the Equal Education Opportunities Act, there must be proof of two things:

- "The denial of educational opportunity on account of race, color, sex, or national origin" (Flores, 2019, p. 635)

- "The educational agency's failure to take action to overcome language barriers that are sufficiently severe so as to impede a student's equal participation in instructional programs" (Flores, 2019, p. 644)

Over the next several years, cases were brought to the courts across the United States, revealing that while there were mandates put into place, school districts were slow to act (Flores, 2019). These cases have shaped federal and state policies for educating English learner students (Wright, 2010). Even though there are several policies relating to the education of English learner students, courts have not mandated specific educational models or approaches that school districts are required to use (Wright, 2010). The primary focus of the courts is to ensure that school districts do not ignore the unique needs of English learner students (Wright, 2010).

The primary policy for English learner education, The Bilingual Education Act, was renewed for several decades until it was reformed under the No Child Left Behind Act (NCLB) in 2001 (Menken, 2010). The NCLB was passed in 2001 and signed into law by President George W. Bush in 2002 (Menken, 2010). The changes made under NCLB were focused on improving the proficiency levels for all students, along with closing the achievement gap for subgroup populations (U.S. Department of Education, 2005).

For English learner students under Title III of the NCLB, there were several requirements put in place for state education agencies and school districts to follow. According to the educational service, Colorin Colorado (2019), these requirements included:

- All ELL students' English language proficiency must be tested at least once a year;

- all ELLs have to take state academic achievement tests in language arts and math, except that ELL students who have been in the U.S. for less than one year do not have to take the language arts test for that first year. If available from the state, ELL students can take these language arts and math tests in their native languages;

- ELL students who have been in U.S. schools for three consecutive years must be tested in reading/language arts using a test written in English, although on a case-by-case basis, this period can be extended up to five years;

- ELL students as a group must meet specific annual targets of Adequate Yearly Progress (AYP). Schools, districts, and states will be held accountable for ensuring that they meet these targets;

- teachers must be certified as English language proficient. School districts are to certify that all teachers in a language instruction education program for ELL students are fluent in English and any other language used by the program, including written and oral communication skills;

- curricula must be demonstrated to be effective. Language instruction curricula used to teach ELL children are to be tied to scientifically based research and demonstrated to be effective;

- local entities have the flexibility to choose the method of instruction to teach ELLs;

- states must establish standards and benchmarks for raising the level of English proficiency and meeting challenging state academic standards for ELL students that are aligned with state standards;

- annual achievement objectives for ELL students must relate to gains in English proficiency and meet challenging state academic standards that are aligned with Title I achievement standards;

- and parents must be notified by the local education agency concerning why their child needs a specialized language instruction program. Parents have the right to choose among instructional programs if more than one type of program is offered and have the right to remove their child from a program for ELL children. (p. 1)

NCLB remained in effect from 2002 until 2015 when the Every Student Succeeds Act was passed by President Barack Obama (U.S. Department of Education, 2018).

The framework of NCLB remained intact, but the ESSA guidance provided states more flexibility when creating an accountability system to evaluate school and district performance (Flores, 2016). Specifically, in regard to English learners, state accountability systems must include English language proficiency scores for English learners along with accountability standards for growth in English proficiency (Flores, 2016). Another key change from the NCLB to the ESSA was the ability to use funds

from Title III and Title I for the education of English learners (U.S. Department of Education, 2016d).

English Learner Program Funding

The federal government provides competitive grant funding to states to keep pace with the growing number of English learner students (Jacobs, 2016, p. 45). English learner programs across the United States are partially funded by the Title III State Formula Grant Program (U.S. Department of Education, 2016a, p. 9). Title III funds are used to provide supplemental services to improve the English language proficiency and academic achievement of English learners (U.S. Department of Education, 2016b, p. 4). These funds must supplement that is "build upon" rather than supplant or replace educational programs (Tiernan, 2012, p. 2).

Title III funds are allocated by the federal government to each state, and the total budget is set yearly through congressional appropriations (Sugarman, 2016). Each state is allocated funds based on the American Community Survey administered by the U.S. Census Bureau (Sugarman, 2016). For school districts to receive Title III funds, each district must have a Title III plan in place (MODESE, 2017).

A Title III plan is a school district's way to document what the school district will provide for the programs and services for English learners (U.S. Department of Education, 2020). School districts must provide detailed information describing the activities that will be conducted using Title III funds (MODESE, 2018c). Such activities include increasing English proficiency and academic achievement in core subjects for English learner students, high-quality professional development for classroom teachers, administrators, and other pertinent school personnel, and promoting the involvement of

parents and the community to support engagement and collaboration for English learner students (MODESE, 2018d). Along with Title III funds, school districts also have the opportunity to utilize Title I funds to support English learner students.

When the ESSA was passed in 2015, school districts across the United States were also able to use Title I funds to support English learner students. School districts must also use Title I funds to supplement and not supplant state and local funds (U.S. Department of Education, 2016b). This stipulation to using Title I funds ensured that federal funds are additive and do not take the place of state and local funds as Title I funds should create additional resources for underserved populations (U.S. Department of Education, 2016b). According to the U.S. Department of Education (2016c, p. 5), "A school operating a schoolwide program may use Title I funds for any activity that supports the needs of students in the school as identified through the comprehensive needs assessment and articulated in the schoolwide plan."

This schoolwide plan required school districts to include specific subgroups such as economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners, and how the Title I funds were allocated based on the needs of each subgroup (U.S. Department of Education, 2016c). Specifically, in regard to English learner students, Title I funds supplement the use of Title III funds that are specifically allocated for English learner services, including English language acquisition, language improvement, and academic achievement (U.S. Department of Education, 2016c).

While the federal government provides funding for English learner programs, state governments provide anywhere from 36% to 98% of total revenue (Sugarman, 2016,

p. 1). This revenue is distributed on a per-pupil basis using the funding formula each state chooses (Sugarman, 2016). In Missouri, a fixed base amount per student regardless of need is used and then multiplied by 1.6 for English learner students in the school district (EdBuild, 2020, p. 1). Even though school districts receive extra funding from state and federal governments, school districts still need additional funds to further educate English learner students.

Grants are another source of funds available to supplement teachers' work (Language Magazine, 2017). A majority of these grants are provided by the U.S. Department of Education's Office of English Language Acquisition, which annually awards over $20 million to school districts and educators across the United States (National Professional Development Program, 2017, p. 9). These grants provide training and professional development for educators who work directly with English learner students (Jacobson, 2017). These grant funds, along with state and federal funds, can help school districts provide equitable and quality education to English learner students (U.S. Department of Education, 2018).

Identifying, Placing, and Exiting English Learners

Every school district in Missouri is required to have procedures in place to identify English learner students (Rumpf, 2019). The MODESE identified the steps that school districts must take to identify English learners, as shown in Table 1.

Table 1

Description of Steps to Identify English Learners

Steps	Descriptions
Step 1	Identify potential ELS during enrollment using the Language Use Survey (LUS).
Step 2	Screen any students whose LUS notes a language other than English is spoken or understood by the student.
Step 3	Determine whether the student meets the eligibility criteria.
Step 4	Notify parents or guardians of assessment results and placement decisions within 30 days of enrollment.
Step 5	Code students correctly in MOSIS.

Note. Adapted from *Identifying and Reclassifying English Learners Guidance on Missouri's Entry and Exit Criteria* by R. Rumpf, 2019, p. 2. Copyright 2020 by the Missouri Department of Elementary and Secondary Education.

The first step in identifying and assessing English learner students in a school district is to provide families a Language Use Survey (MODESE, 2019d). This survey is given to new students when they enroll in school in order to determine whether or not they are potential English learner students and that those students' English language proficiency needs to be assessed (U.S. Department of Education, 2016a). According to the WIDA Missouri English Language Learner Identification and Placement Guidance Document (2019), school districts are required to ask parents or guardians to respond to the following questions:

- What was the student's first language?

- Which language(s) does the student use (speak) at home and with others?

- Which language(s) does the student hear at home and understand? (p. 2)

If an answer to any of these questions is not English, the student is potentially an English learner and must be screened (WIDA, 2019).

In Missouri, once a student is identified as a potential English learner, the district has thirty calendar days to screen the student (MODESE, 2019d). All Missouri school districts must use WIDA's Online Screener for students in first through twelfth grade (MODESE, 2019d). Each student is assessed in the following language domains: listening, speaking, reading, and writing (WIDA, 2020a). Kindergarten students are screened using an alternative assessment, the WIDA-ACCESS Placement test (Kindergarten W-APT), if they come to a district in the first semester of Kindergarten (WIDA, 2019). Kindergarten students are assessed in the listening and speaking domains only (Rumpf, 2019).

Once a student has been assessed, the student is considered qualified for English learner services if they receive a 4.5 or lower on the WIDA screener (MODESE, 2019d). School districts must notify parents or guardians of the assessment results, and English learner services are presented and offered by the district within 30 days of enrollment (Rumpf, 2019). English learner services will be offered to the student, and the level or extensiveness of services is determined by English learner staff, classroom teachers, parents, counselors, and school administrators (School District Manual, 2019).

After a student is placed for English learner services, the student is reassessed annually using the WIDA ACCESS (School District Manual, 2019). A student can exit placement in English learner services once they have received a qualifying score of 4.7 or higher on the ACCESS (WIDA, 2019). Each year, school districts are required to report

students based on the MODESE Core Data Manual code set for English learners

(MODESE, 2019b). School districts report students' classifications as English learners

while they are receiving services as well as after students exit the program for four years

(MODESE, 2019b). School districts may classify students as a type of English learner up

to four years; however, school districts are only required to monitor students for two

years after exiting the English learner program (Rumpf, 2019). Table 2 shows the

classification types school districts use to report English learners to MODESE.

Table 2

Missouri English Language Learner Identification Codes

Code	Description
LEP_RCV	LEP_RCV students are identified as English learners who must take the yearly ACCESS assessment to determine future eligibility in the language instruction educational program.
LEP_NRC	LEP_NRC students opt-out of Title III-funded English language learner services. LEP_NRC is also used for first-semester kindergarten students who earn a 29-30 on the W-APT and do not receive support.
NLP	Not LEP, the NLP code is for students who are not eligible for the district's language instruction educational program.
MY1	MY1 students are in the first year of monitor status.
MY2	MY2 students are in the second year of monitor status.
AY3	AY3 students are no longer monitored, but recognized as a former EL in the accountability system.
AY4	AY4 students are a not monitored, but recognized as a former EL in the accountability system.

Note. Adapted from *Identifying and Reclassifying English Learners Guidance on Missouri's Entry and Exit Criteria* by R. Rumpf, 2019, p. 5 & p. 10. Copyright 2019 by the Missouri Department of Elementary and Secondary Education.

The purpose of monitoring students after they have exited the English learner program is to ensure that the student has not been prematurely exited (U.S. Department of Education, 2017). The Apple School District monitors exited English learner students by reviewing student grades, counselor information, observations made by the regular classroom teacher, and performance on standardized tests such as the MAP (District Manual, 2019). The school district should also monitor exited English learner students to ensure the student is participating meaningfully in the standard program of instruction comparable to the student's non-English learner peers (U.S. Department of Education, 2017). A school district has the ability to reassess the exited English learner student if the student is not progressing as expected academically within the mainstream classroom (U.S. Department of Education, 2017).

English Learner Education & Best Practices

English learner students may have difficulty speaking, reading, and writing in the English language (Cardenas, 2017). Each English learner student is unique in the level of English proficiency in both conversational and academic English (National Research Council, 2011). Because of this uniqueness, English learner students have special and specific educational needs to ensure academic success (U.S. Department of Education, 2010). Academic English is defined as the ability to read, understand, and use language appropriately and effectively in an academic setting (Developing Academic English, 2018).

Along with language acquisition, students need to know how to shape an academic argument, how to evaluate and cite sources and develop study skills and time management (Christensen, Fitzpatrick, Murie, Zhang, 2005). These are all important

factors in developing academic English and becoming a successful academic student

(Christensen et al., 2005). WIDA has developed English Language Development

Standards (ELD) to assist teachers with developing English learner students' English

skills and proficiencies (WIDA, 2017). These standards are shown in Table 3.

Table 3

Description of WIDA English Language Development Standards

	Standard	Abbreviation
English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting	Social and Instructional language
English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	The language of Language Arts
English Language Development Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics	The language of Mathematics
English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science	The language of Science
English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies	The language of Social Studies

Note. Adapted from *The English Language Development Standards,* 2017, p. 4.

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behalf of WIDA.

Criteria developed by WIDA provides the context for Academic language use in each standard area. The criteria are broken down into three areas: Linguistic Complexity, Language Forms and Conventions, and Vocabulary Usage (WIDA, 2017). The first area, linguistic complexity, transforms everyday speech into academic writing (O'Dowd, 2012). As defined by WIDA (2017), linguistic complexity is "the organization, cohesion, and relationship between ideas expressed in the variety and kinds of sentences that make up different genres and text types in oral or written language at the discourse dimension" (p. 112).

Secondly, language forms and conventions are defined as "the grammatical structures, patterns, syntax, and mechanics associated with sentence dimension meaning." (WIDA, 2017, p. 112). Developing language forms and conventions occurs at the sentence level, and oftentimes is not intuitive (Gottlieb & Ernst-Slavit, 2014). The basic structures of the English language are often irregular and do not make sense to speakers of other languages (Gottlieb & Ernst-Slavit, 2014). The sentence structure used by students becomes more complex as students progress and achieve proficiency (WIDA, 2017).

Finally, vocabulary usage or the specificity of words or phrases for a given context is the third criterion for Academic language use standards set by WIDA (Gottlieb, 2013). English learner students typically acquire these language forms last because they do not exist in many languages (Hogan, 2020). According to Hogan (2020), it is estimated that students, not just English learner students, need to know 88,500-word families to understand their content-area texts (p. 1). Following the WIDA ELD standards, students build their academic vocabulary at each level to understand content

knowledge and the English language together (Gottlieb, 2013). Each level is designed to assist English learner students in increasing word complexity and length, understanding complex sentence structure, and the corresponding syntax of the English language to build the students' capacity in academic language (Francis, Lesaux, & Rivera, 2006).

Each language development standard is also organized by grade level and proficiency level (WIDA, 2017). The proficiency level score provides an interpretive result based on the ELD standard for each grade level (WIDA, 2017). Each sub-test and composite test score provides the student with a level description based on the ELD and grade level for that student (WIDA, 2020a).

The proficiency levels for the overall composite assessment areas can be used to place students and provide different levels of service or instruction based on need (WIDA, 2020b). The primary level descriptor used is the overall composite level because it utilizes each sub-test section to comprehensively describe the student's level of English proficiency (WIDA, 2020b). English learner students are categorized into one of six levels. These levels are labeled according to how proficient a student is to include: Level 1 – Entering, Level 2 – Beginning, Level 3 – Developing, Level 4 – Expanding, Level 5 – Bridging, and Level 6 – Reaching (WIDA, 2020a). Each level descriptor provides information in four areas of English proficiency: listening, speaking, reading, and writing (WIDA, 2020b). Appendix D shows each level description of what English learner students must achieve to attain that specific level.

According to the Apple School District Manual (2019), each stage of acquisition also corresponds to the amount of time a student is exposed to language. In Table 4, the school district has described the level or stage a student is at, the length of time the

student has been exposed to the language, and what type of characteristics the student

may possess as an English learner (School District Manual, 2019). The school district

manual also describes the WIDA level, and strategies teachers and instructors can utilize

at each stage (School District Manual, 2019).

Table 4

Stages of Second Language Acquisition and WIDA language levels and strategies

Stage and Amount of Time Exposed to Language	Characteristics	WIDA Level and Strategies
Preproduction 0 – 6 months	• Students will nod "yes" or "no" • Silent period	• Level 1 Entering • Use a variety of materials, visuals, and supports • Pre-teach vocabulary
Early Production 6 months – 1 year	• Limited Comprehension • One to two-word responses • Present tense verb use	• Level 2 Beginning • Focus on vocabulary development • Provide structured language supports and opportunities to use them
Speech Emergence 1 – 3 years	• Produces simple sentences • Difficulty understanding jokes • Improved comprehension	• Level 3 Developing • Provide structured oral and written language opportunities to internalize language
Intermediate Fluency 5 – 7 years	• Good comprehension but some gaps • Makes few grammatical errors • Still acquiring academic language	• Level 4 Expanding • Continued scaffolding for comprehension and oral/written expression
Advanced Fluency 5 – 7 years	• Can express themselves well, but may still need scaffolded structures for writing • Can decode well, but may still have some gaps in understanding	• Level 5 Bridging • Help students focus on comprehension strategies and refining writing.

Note. Adapted from the Apple School District Manual, 2019, p. 27.

Utilizing a specific English learner assessment is the primary means for placing English learner students with the appropriate instruction (School District Manual, 2019). The other internal measure that the Apple School District utilizes to assess and monitor students is the i-Ready diagnostic (School District Manual, 2019). According to the Curriculum Associates (2020), "The i-Ready diagnostic is an adaptive assessment designed to provide teachers with actionable insight into student needs. The Diagnostic offers a complete picture of student performance and growth" (p. 1). The i-Ready diagnostic is administered to all students within the Apple School District in grades Kindergarten through eighth grade, three times per school year (D. Whitham, personal communication, June 6, 2020). Each time the diagnostic is taken, the results are given in the form of a scale score and placement level (Curriculum Associates, 2019).

A scale score and proficiency level is given for each domain of the i-Ready reading diagnostic (Curriculum Associates, 2019). These domains include phonological awareness, phonics, high-frequency words, vocabulary, and comprehension (Curriculum Associates, 2019). The Apple School District English learner department utilizes the i-Ready reading placement levels for the overall diagnostic, along with the i-Ready domain scores in conjunction with the ACCESS placement levels (School District Manual, 2019). These results, in addition to the ACCESS annual assessment, provide the English learner staff with even further information and monitoring tools (District Manual, 2019).

In order to develop English learner Academic English, there are several instructional models that the Apple School District implements depending on the student's English language proficiency, grade level, and need. (School District Manual, 2019). Within these models, there are several different program types, including push-in,

pull-out, and sheltered instruction, which are used by the Apple School District (School District Manual, 2019). The program type used for a student is based on where the student attends school (School District Manual, 2019). These models and programs are combined to provide the best instruction for each student (Short, 2018).

Depending on the score a student receives on the ACCESS test, a different program may be used at Apple School District Instructional Sites (School District Manual, 2019). The first method described is push-in instruction. This is the primary method used for all students regardless of the ACCESS score (School District Manual, 2019). This method is used in conjunction with other methods if a student needs further instruction (School District Manual, 2019). During push-in instruction, an English as a Second Language (ESL) teacher comes into a general education classroom to support English learner students in content-area lessons (Haynes, 2016).

Push-in instruction is primarily used at the elementary level; this type of co-teaching method provides English learner instruction within the mainstream or English-dominant classroom (Motamedi, Vazquez, Gandhi, & Holmgren, 2019). This allows teachers to provide differentiated instruction and specially designed instruction within the general education classroom to meet the needs of those students receiving the services (Thompson, 2019). Teachers then have options to work one-on-one with individual students or work with a small group of English learner students within the classroom (Haynes, 2016).

Collaborating with ESL teachers, general education teachers have access to resources to meet the needs of their English learner students within the classroom (Thompson, 2019). The ESL teacher usually spends one class period in a general

education classroom, so it is important for the general education teacher to stay connected

and engaged with the ESL teacher and the English learner students within their classroom

(Billak, 2015; Shields, 2016).   School districts that utilize the push-in model provide

English learner students with the opportunity to engage in both conversational and

academic English (Shields, 2016). English learner students are then able to engage with

their peers while advancing their language proficiency (Shields, 2016).

The second method described in the School District Manual (2019) is the pull-out

method. During pull-out instruction, students are pulled from their regular classroom and

work one-on-one with the ESL teacher or in small groups based on their proficiency

levels, ability, and grade level (School District Manual, 2019). The goal of using the

pull-out method is to develop English learner's level of proficiency in English to the level

they are able to function comfortably in their regular classrooms with minimal assistance

(Thompson, 2019). English learners are pulled out from their classrooms according to

the proficiency level for the ESL teacher to work with the same level of students in one

setting (Thompson, 2019).

The elementary school setting is the most common setting for the pull-out model

because it provides more flexibility when scheduling students to meet with the ESL

teacher (Pearson, 2015). Even though there is currently greater flexibility, many ESL

teachers find there is not enough time during the school day to meet the needs of all

English learner students (Durham, 2018). Because of this time constraint, it is still

important for ESL teachers to collaborate with general education teachers to close the gap

in instruction (Pearson, 2015).

In school districts that have a large variety of languages spoken, such as the Apple School District with over 75 different languages spoken (J. Borland, personal communication, April 9, 2020), pull-out instruction is very common (Pearson, 2015). School districts also utilize pull-out when the district has limited resources or few ESL teachers in order to maximize the number of students the ESL teacher can teach (Pearson, 2015). Currently, the Apple School District has one ELL specialist for every 61 students who are served at Instructional Sites (J. Borland, personal communication, February 7, 2020). Because staffing is limited, it is ideal to group students together versus attempting to work inside multiple classrooms (Pearson, 2015).

By pulling students out for English acquisition, teachers are provided the opportunity to focus instruction based on the characteristics and culture that surrounds certain language groups (Pearson, 2015). Pull-out instruction is used for students in elementary and middle school who have an overall ACCESS score of less than 2.5 on a 6.0 scale (School District Manual, 2019). In some cases, students who score between 3.5 and 4.9 are also potentially pulled-out for small group literacy instruction at the discretion of the ELL Specialist (School District Manual, 2019).

The third program model that the Apple School District utilizes is sheltered instruction (School District Manual, 2019). In a sheltered classroom, ELL students are the only students in the classroom (School District Manual, 2019). ESL teachers focus on developing language through content-based instruction (Thomas & Collier, 2019). The primary goal is to develop English language proficiency while students learn academic content at the level they can understand (Thomas & Collier, 2019).

Sheltered instruction fosters and develops English learner students' ability to speak, listen, read, and write in English at a pace that is appropriate for that particular student's proficiency level (Markos & Himmel, 2016). English learners are essentially doing double the work by learning content and language at the same time; therefore, sheltered instruction allows them to focus and succeed academically (Ferraro, 2019). The focus of all of these English learner instructional models is to guide English learners to English proficiency at the appropriate grade level and success in the mainstream classroom (School District Manual, 2019).

English Learner Achievement Gap

While there has been progress in closing the overall achievement gap, there are still academic achievement gaps that persist with English language proficiency for students who practice English as a second language (Zepeda, 2017). According to Ratcliff et al. (2017), "'Achievement gap' has been defined as a significant difference in performance on standardized tests when comparing students of different gender, race, socioeconomic status (SES), and disability," (p. 119). Gaps include performance on state assessments, absences from class, and discipline issues, among other factors (National Education Association, 2015).

The achievement gap between English learners students and non-English learner students has deep roots (National Education Association, 2015). A gap of 40 percentage points in fourth-grade reading and eighth-grade math remained unchanged from 2000 to 2013 (Murphey, 2014, p. 2). Along with the academic achievement gap, many school leaders downplay the needs of an increasing English learner population, which can lead to a disconnect of culture (Marlow, 2008). This disconnect can also lead to increased

discipline problems and inferior self-concepts (Marlow, 2008). There are several things

school districts can do when focusing on English learner instruction to close the

achievement gap (Kamm, 2018). According to Kamm (2018), the National Education

Association recommends that school districts focus on the following:

- recognize and build on cultural and equity assumptions and culturally

  relevant instruction;

- create classroom and school environments that facilitate language

  learning;

- absorb, understand, and capitalize on language acquisition theory;

- recognize language development stages and promising instructional

  practices for teaching in the classroom and school;

- identify appropriate ELL instructional strategies aligned and differentiated

  to lessons, objectives, and goals;

- and find innovative ways to motivate ELLs to practice academic language

  skills that are carefully structured and require students to demonstrate

  growing proficiency. (p. 12)

While some believe this achievement gap is a challenge, it presents the greatest potential

for growth (Zepeda, 2017). School districts focus on raising English learner student

achievement by providing instruction and implementing educational strategies for

improving literacy and achievement (School District Manual, 2019). English learner

instructional practices, focused on how to use what students know to help them develop

their literacy skills, can be effective in closing the achievement gap between English

learner students and their peers (Kamm, 2018).

Summary

English learner students have been educated in the United States for decades (Little Cypress-Mauriceville, 2019). Because English learner students are unique, there have been several different iterations of legislation that provide guidance for school districts to bring equitable education to English learner students (Little Cypress-Mauriceville, 2019). Concepts from this legislation and WIDA (n.d.b) provided the framework for this study. The history, education, funding, and achievement gaps for English learner students were discussed in detail in this chapter.

In Chapter Three, the methodology of this study is presented. The problem and purpose, research questions, and hypotheses are provided. The research and design, population and sample, and instrumentation are introduced. The reliability and validity of the instrumentation used in this study and data provided by the Apple School District are presented along with how the data are collected and analyzed. Finally, the ethical considerations in this study are discussed.

Chapter Three: Methodology

The primary focus of this study was to determine if there were any significant differences in academic outcomes based on the type of instruction English learner students received at Apple School District. According to the Coordinator of English Language Learners for Apple School District, approximately 70% of Apple School District English learner students attend one of the Instructional Sites within the district. (J. Borland, personal communication, February 7, 2020).

The remaining 30% of students receive indirect instruction from teachers in the English learner department but are expected to be as successful as English learner students who receive direct instruction at Instructional Sites (School District Manual, 2019). Equitable education among English learners is a part of the accountability measures set forth by the ESSA because of the requirements to include English learner students in state accountability plans (Ferguson, 2016). Completing a quantitative study by comparing the two groups could assist the Apple School District in providing equitable education for all English learners regardless of where they choose to attend school within the district.

The Apple District had a need for a quantitative and comparative study as one had not been completed prior to this study (J. Borland, personal communication, February 7, 2020). A quantitative methodology was used in this study to determine if there was a significant difference in student outcomes of English learner students who received indirect instruction compared to English learner students who received direct instruction. By using a quantitative methodology, a causal-comparative analysis was used to analyze the two different groups of students (Fraenkel, Wallen, & Hyun, 2019).

In this chapter, the research methodology is described in detail. An overview of the problem and the purpose of the study is presented. The research questions and hypotheses are provided along with the research design, population, and sample that were used in this study. The instrumentation, data collection process, and data analysis are also discussed in this chapter. Finally, ethical considerations for this study, and a summary of the chapter are included.

Problem and Purpose Overview

The Apple School District provides English learner students with the option to attend a specific Instructional Site or to remain at the student's building of residence or Support Site. Each type of site offers different types of instruction to English learner students. In this study, Support Site English learner students' and Instructional Site English learner students' academic achievement, attendance, and discipline were compared to determine if one group was outperforming the other.

Academic achievement was measured using the ACCESS test results and the MAP results for students in the third through the eighth grades. Student outcomes were also measured by analyzing student attendance and discipline records. The purpose of this study is to provide further quantitative research in regard to English learner education programs and to provide the Apple School District with an analysis of the unique English learner program offered by the district. The results of this study will potentially inform district decision-makers regarding plans to improve instructional services to English learner students across the Apple School District.

Research questions and hypotheses. The following research questions and hypotheses guided the study:

1. What is the difference, if any, of English learner student outcomes for the 2018-2019 school year of English learner students who receive direct instruction compared to English learner students who receive indirect instruction as measured by:

      a. ACCESS scores: Grades 3-8?

      b. MAP Math scores: Grades 3-8?

      c. MAP English Language Arts (ELA) scores: Grades 3-8?

$H1_0$: There is no difference between English learner student outcomes of English learner students who receive direct instruction compared to English learner students who receive indirect instruction as measured by academic achievement.

$H1_\alpha$: There is a difference between English learner student outcomes of English learner students who receive direct instruction compared to English learner students who receive indirect instruction as measured by academic achievement.

2. What is the difference, if any, of English learner student attendance Grades 3-8 for the 2018-2019 school year of English learner students who receive direct instruction compared to English learner students who receive indirect instruction?

$H2_0$: There is no difference between English learner student attendance Grades 3-8 of English learner students who receive direct instruction compared to English learner students who receive indirect instruction as measured by student attendance.

H2ₐ: There is a difference between English learner student attendance Grades 3-8

of English learner students who receive direct instruction compared to English

learner students who receive indirect instruction as measured by student

attendance.

3. What is the difference, if any, of English learner student discipline Grades 3-8

for the 2018-2019 school year of English learner students who direct instruction

compared to English learner students who receive indirect instruction?

H3₀: There is no difference between English learner student discipline Grades 3-8

of English learner students who receive direct instruction compared to English

learner students who receive indirect instruction as measured by student

discipline.

H3ₐ: There is a difference between English learner student discipline Grades 3-8

of English learner students who receive direct instruction compared to English

learner students who receive indirect instruction as measured by student

discipline.

Research Design

A quantitative research method was used to complete this study. According to

Creswell (2018), "In a quantitative project, the problem is best addressed by

understanding what factors or variables influence an outcome" (p. 104). Specifically,

causal-comparative research was used to attempt to determine if there are differences

between two or more groups of people (Umstead & Mayton, 2018). By using causal-

comparative research methods, the groups of students or independent variables will be

compared based on outcomes that have already occurred (Creswell, 2018).

In a causal-comparative study or an ex post facto study, the differences between groups already exist (Maheshwari, 2018). In this case, two different groups of English learners were compared. The group difference variable in a causal-comparative study is either a variable that cannot be manipulated or one that might have been manipulated but has not been (Fraenkel et al., 2019).

The students in these two groups were already identified as English learners by the Apple School District. The students were also already placed by the Apple School District into one of two groups, instructional site students and support site students. These groups of English learner students were analyzed based on historical quantitative and categorical data sets.

According to Fraenkel et al. (2019), "Quantitative data are reported in terms of scores" (p. 182). Quantitative data, which included assessment scores for MAP English Language Arts Assessment, MAP Math Assessment, and ACCESS assessment, were collected for this study. Categorical data such as attendance percentages and discipline incident counts were also collected for this study. According to Hoffmann (2016), "Some statisticians also define categorical data or variables as those that identify qualitatively distinct groups (e.g., females and males), but with categories that are assigned numeric labels (e.g., 0 = male, 1 = female)" (p. 40). Based on the data that were collected, a one-way analysis of variance (ANOVA) was conducted on each data set to determine if there was a statistically significant difference in the outcomes of the two groups of English learner students.

Population and Sample

The population for this study included only Apple School District students who were considered English learners in the third through the eighth grade for the 2018-2019 school year. The population consisted of 586 English learner students who met these criteria. In this study, archival data were collected from Apple School District. The Apple School District collected this data for state reporting purposes (School District Annual Report, 2019).

The sample was selected from the 2018-2019 English learner third through eighth grade population. The sample was narrowed from 586 third through eighth grade English learner students to only those English learner students who completed the ACCESS and MAP assessments for the 2018-2019 school year. The sample was narrowed to 468 third through eighth grade English learner students.

The sample was further divided into two groups: those who participated in the English learner direct instruction program and those who did not participate in the English learner direct instruction program. There were 311 English learner students who attended an Instructional Site and 157 English learner students who attended a Support Site.

Instrumentation

The instruments that were used to collect data for this study included the MAP assessment subjects English Language Arts and Mathematics, the ACCESS assessment, and attendance and discipline records that Apple School District submitted to the MODESE for accountability purposes. The MAP assessment is an annual assessment that is given to all third through eighth-grade students who take the assessment at the end

of each school year (Strange, 2018). The MAP data were collected and stored by the

MODESE (2019a).

The ACCESS assessment was developed by the WIDA Consortium to assess

English language acquisition and understanding (School District Manual, 2019; WIDA,

n.d.a). The ACCESS assessment is taken annually by all students identified and English

learners within the school district (School District Manual, 2019). The Apple School

District administers the ACCESS assessment electronically through WIDA's secure

testing portal (D. Whitham personal communication, April 20, 2020). The ACCESS data

are then collected and stored by the Data Recognition Corporation (MODESE, 2018b).

The ACCESS assessment was divided into four language domain scores and three

composite scores. The four domains were listening, reading, speaking, and writing

(WIDA, 2020b). These domains were then scored and compiled into three different

composite scores in the areas of oral language, literacy, and overall score (WIDA,

2020b). While each domain and composite score was analyzed for comparison among

student groups, the overall score is considered the most useful single score when making

identification decisions because it considers all four domain areas (WIDA, 2020a).

Along with assessment data, attendance and discipline data will be used. Both

attendance and discipline data are collected annually by the Apple School District and

reported to the MODESE (School District Annual Report, 2019). The district provided

these data for the 2018-2019 school year along with the assessment data. The data were

provided in an Excel file format to analyze.

Reliability. According to the *Guide to the Missouri Assessment Program 2020-*
2021, the reliability of the MAP English Language Arts and Mathematics assessments are

based on blueprints, item specifications, performance level descriptors and the practice

and processes documents provided by the MODESE (MODESE, 2020). Specifically, the

blueprints provide the essential planning materials for developing the assessments

(MODESE, 2018a). The ACCESS assessment is considered reliable because it meets the

requirements of the ESSA by providing an annual assessment of English learner students

(MODESE, 2019c).

　　According to personal communication with the Analytics Supervisor, M. Stanley

(June 27, 2019), the district attendance data are considered reliable because of the rules

determined at the eSchool Student Information System product level. These rules

comply with the MODESE (2018b) mandate to account for attendance by day and

minute. Discipline data are also considered valid for the same reason (M. Stanley,

personal communication, June 27, 2019).

　　Validity. The validity of the MAP English Language Arts and Mathematics

assessments are also based on blueprints, item specifications, performance level

descriptors and the practice and processes documents provided by the MODESE

(MODESE, 2020). The *Guide to the Missouri Assessment Program 2020-2021*

establishes item specifications, performance-level descriptors, and outlines of the

practices and processes that are completed within the assessment system (MODESE,

2020). Individual student outcomes regarding attendance and discipline are provided to

the MODESE by the Apple School District (School District Annual Report, 2019). The

data are submitted through the MOSIS data collection system and validated through the

Core Data System (MODESE, 2019a). Once the data are validated by the Core Data

System, it is available in reports through the Missouri Comprehensive Data System

(MODESE, 2019b). Attendance and discipline data are both considered valid because the recording of the information follows the rules imposed by the MODESE and are programmed into the student information system (M. Stanley, personal communication, June 27, 2019). Because the MODESE provides and sets the rules, the MODESE also validates the information with the yearly June submissions for both attendance and discipline (M. Stanley, personal communication, June 27, 2019).

Data Collection

Permission was obtained from the Institutional Review Board at Lindenwood University to collect data for this study (see Appendix E). The Apple School District was also asked to provide permission to collect data for this study. Once permission was granted (see Appendix F), the Apple School District Analytics, Accountability, and Assessment department created two de-identified groups of students representing those English learner students who received direct instruction (S_1) and those English learner students who received indirect instruction (S_2). The Analytics, Accountability, and Assessment department provided the de-identified MAP English Language Arts and Mathematics assessment scores, ACCESS scores, attendance information, and discipline information for each student in both groups.

Data Analysis

To find the measures of central tendency, including mean, median, and mode, the Data Analysis Add-In in Microsoft Excel was used. The process of causal-comparative research required the setup of two groups of students: one with the independent variable of direct instruction and one with the independent variable of indirect instruction (Fraenkel et al., 2019). The dependent variables for each group were student assessment

outcomes, attendance, and discipline incidents (see Figure 1). A one-way ANOVA was

conducted on each dependent variable to determine if there was a statistically significant

difference between each student group (Holmes, Illowsky, & Dean, 2017).

Group	Independent variable	Dependent variable
I	S_1 (Direct Instruction Students)	SSG (scale score growth)
II	S_2 (Indirect Instruction Students)	SSG (scale score growth)

Figure 1. Basic causal-comparative designs. Adapted from "Causal-Comparative

Designs" by J. Fraenkel, N. Wallen, & H. Hyun, 2019, *How to Design and Evaluate*

Research in Education (10th ed.), p. 348. Copyright 2019 by McGraw Hill Education.

        The researcher analyzed the differences between Groups I and II based on scale

scores within each domain and composite score group of the ACCESS assessment. The

differences between Groups I and II based on scales scores received on the MAP English

Language Arts Assessment and the MAP Mathematics Assessment were analyzed.

Analysis of the differences in attendance percentages and discipline incident counts were

also conducted by the researcher for Groups I and II.

Ethical Considerations

        All data and supporting documentation were secured via password protection and

a secured network throughout the study. This study required the Coordinator of

Accountability to de-identify all assessment scores, attendance percentages, and

discipline incident counts. The Coordinator of Accountability ensured that all data were

de-identified before the data were provided to the researcher. The Exempt Research

Information Sheet (See Appendix I) was provided to the Coordinator of Accountability to ensure that only de-identifiable data were provided to the researcher.

Summary

School districts across the United States are required to provide an equitable education to English learner students; the mandate is outlined in several federal laws, most recently within the Elementary and Secondary Education Act (Wright, 2018). Because of this mandate, Apple School District provided English learner students access to Instructional Sites to further enhance their education (School District Manual, 2019). Not all English learner students were required to attend an Instructional Site, which allowed for this study to be conducted as a causal-comparative study.

The data gathered for this study consisted of academic achievement data through the MAP English Language Arts and Mathematics assessments, as well as the WIDA ACCESS test. Data was also gathered to determine if student outcomes in the areas of attendance and discipline were statistically different. Using the results of this study, district leaders could potentially make decisions to ensure English learner students are receiving equitable education and to close the achievement gap English learner students face.

In Chapter Four, the analysis of data is presented. The results of this quantitative study comparing the two groups of students, those who attended an instructional site, and those who attended a support site, will be revealed and analyzed. The findings for each research question are presented and explained. Finally, a summary analysis will be provided in detail.

Chapter Four: Analysis of Data

The purpose of this study was to determine if there were any significant differences in academic achievement, attendance, and behavior between students receiving English learner direct instruction at Instructional Sites and students receiving English learner indirect instruction at Support Sites in Apple School District. While there has been progress in closing the overall achievement gap, there are still academic achievement gaps that persist with English language proficiency for students who practice English as a second language (Zepeda, 2017). Since the English learner population has steadily increased since 2014 in the Apple School District (District AAA Homepage, 2019), it was important to study and understand the outcomes of English learner students who received direct instruction as compared to students who received indirect instruction to determine if the achievement gap is closing within the English learner subgroup population.

Closing this achievement gap means overcoming several different issues, such as underdeveloped language skills, program participation, resources, and low expectations for students (St. John, 2018). These issues create gaps in state assessments, frequent absences from class, and more discipline issues (National Education Association, 2015). Analyzing these data points will possibly provide the Apple School District insight into the district's English learner program and closing the English learner achievement gap.

Data Collection

Academic achievement data on the annual MAP assessments were collected by MODESE (2019a) and provided to the Apple School District through the Missouri Comprehensive Data System (MCDS) portal. The ACCESS data were collected by the Apple School District from the Data Recognition Corporation testing portal (MODESE,

2018b). Student attendance and discipline were collected annually by the Apple School

District as required by the MODESE (2019b). All of the data were de-identified,

analyzed, and protected according to Lindenwood IRB Approval guidelines after the

approval of this study by the Lindenwood University Institutional Review Board.

All third through eighth grade English learner student outcomes were provided by

the Apple School District. The data were then matched together in order to narrow the

results to only those students who had each of the following data points:

- English Language Arts MAP achievement level and scale score

- Mathematics MAP achievement level and scale score

- ACCESS scores for the following sections:

  - Overall

  - Comprehension

  - Listening

  - Literacy

  - Oral

  - Reading

  - Speaking

  - Writing

- Attendance minutes present and minutes possible (ADA)

- Number of discipline incidents (NOTE: this number could potentially be zero)

As shown in Figure 2, there were 586 English learner students, broken down by grade

level, who were potential qualifiers for this study.
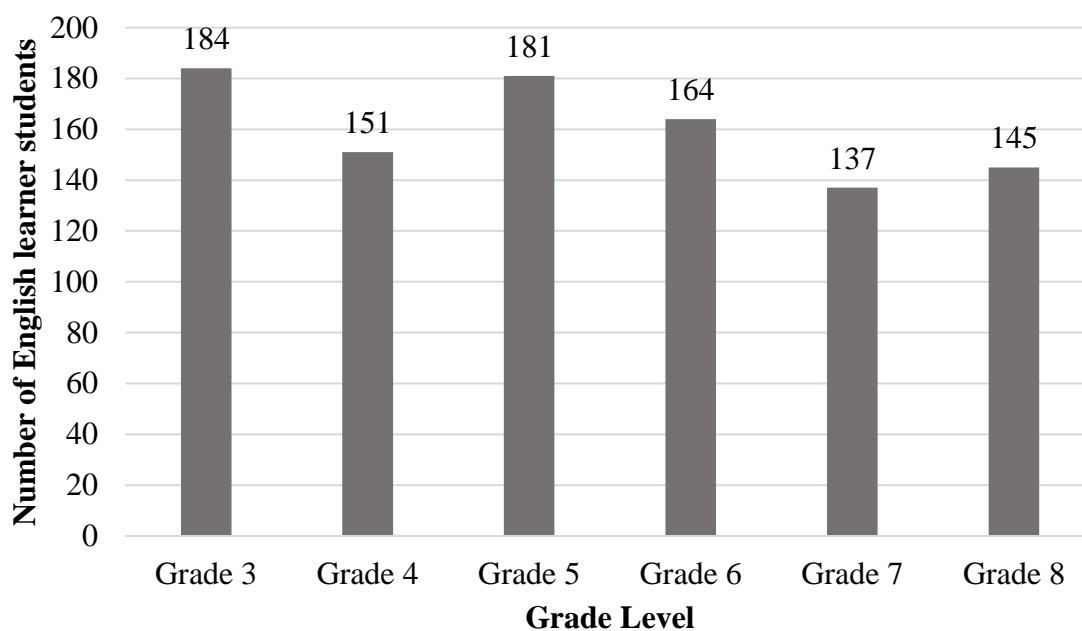
Figure 2. Number of English learner students in grades three through eight. *N = 586.*

Of the 586 eligible third through eighth grade English learner students, 468 students had each of the required data points. Students could also potentially have discipline incidents; however, students who do not have a discipline incident were not excluded. As shown in Figure 3, the eligible 468 English learner students were broken down by grade level.
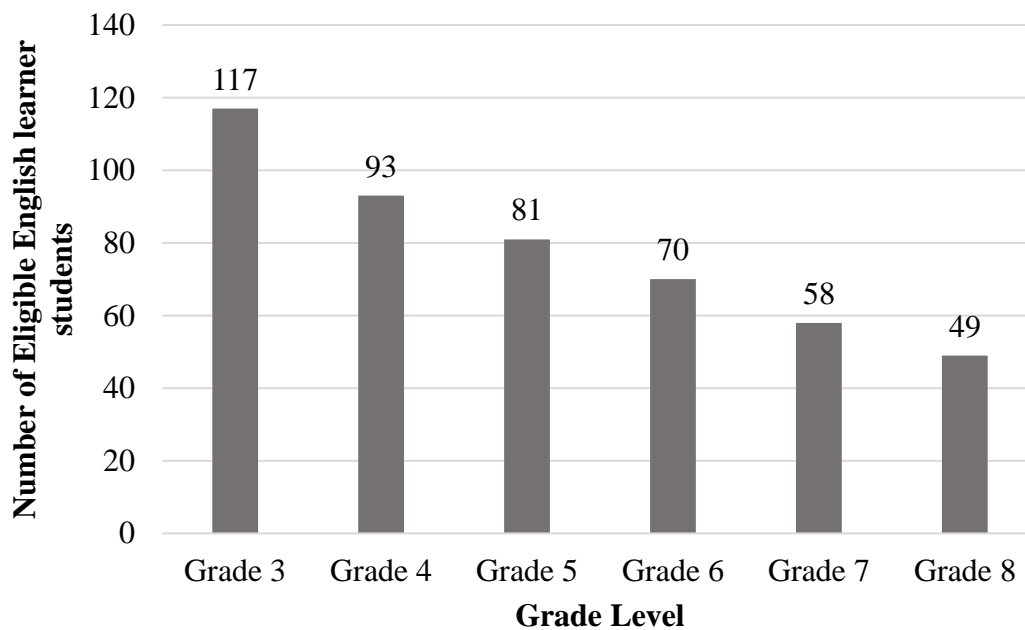
Figure 3. Number of eligible English learner students with all applicable data points.

N = 468.

The data were then organized into Instructional Site students (S1) and Support

Site students (S2) to determine if there were any significant differences in outcomes

between the two groups. There were 311 English learner students who met these criteria

and were categorized as S1 students. 157 English learner students met these criteria and

were categorized as S2 students. These two groups are shown in Figure 4, separated by

group.
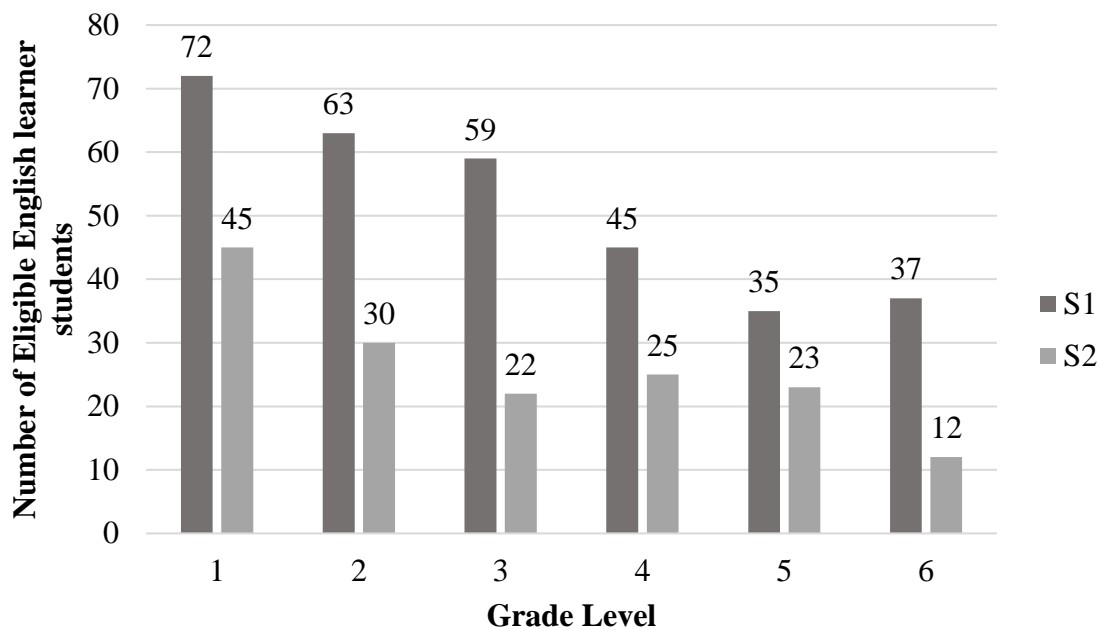
Figure 4. Number of eligible English learner students in each student group by grade

level. *N = 468.*

Research Question One

What is the difference, if any, of English learner student outcomes for the 2018-

2019 school year of English learner students who receive direct instruction compared to

English learner students who receive indirect instruction as measured by:

a. ACCESS scores: Grades 3-8?

b. MAP Math scores: Grades 3-8?

c. MAP English Language Arts (ELA) scores: Grades 3-8?

Table 5 displays the breakdown of eligible students into those who attended an

Instructional Site (S1) and those students who attended a Support Site (S2).

Table 5

Summary of Eligible English Learner Students with All Assessment Scores

Group	Number of Students
Instructional Site Students (S1)	311
Support Site Students (S2)	157
Total	468

As shown in Table 6, the mean scale score and standard deviation for the overall

composite score of the ACCESS assessment have been described.

Table 6

Summary of Descriptive Statistics of Eligible Students with Access Scores – Overall Composite

Group	N	Mean	SD
Instructional Site Students (S1)	311	349.9	36.2
Support Site Students (S2)	157	351.3	31.5

According to the WIDA *ACCESS for ELLs Interpretive Guide for Score Reports*

(2020a), the Overall Composite score is compiled of all four subscores with each

subscore bearing a different weight. The reading subscore accounts for 35% of the score

(WIDA, 2020a, p. 6). The writing subscore accounts for 35% of the score (WIDA, 2020a,

p. 6). The listening and speaking subscores each account for 15% of the score (WIDA,

2020a, p. 6).

As shown in Table 7, the mean scale score and standard deviation for the overall comprehension scale score of the ACCESS assessment has been described.

Table 7

Summary of Descriptive Statistics of Eligible Students with Access Scores –
Comprehension

Group	*N*	Mean	*SD*
Instructional Site Students (S1)	311	368.8	37.4
Support Site Students (S2)	157	378.5	35.4

The Comprehension composite score is compiled of two subscores, reading and listening (WIDA, 2020a). The reading subscore accounts for the majority, or 70% of the composite score (WIDA, 2020a, p. 6) while the listening sub score accounts for 30% of the composite score (WIDA, 2020a, p. 6).

As shown in Table 8, the mean scale score and standard deviation for the overall literacy scale score of the ACCESS assessment have been described.

Table 8

Summary of Descriptive Statistics of Eligible Students with Access Scores – Literacy

Group	*N*	Mean	*SD*
Instructional Site Students (S1)	311	347.0	36.1
Support Site Students (S2)	157	348.7	30.8

As shown in Table 9, the mean scale score and standard deviation for the overall oral scale score of the ACCESS assessment have been described.

Table 9

Summary of Descriptive Statistics of Eligible Students with Access Scores – Oral

Group	*N*	Mean	*SD*
Instructional Site Students (S1)	311	357.6	46.3
Support Site Students (S2)	157	358.0	42.2

The Literacy composite score is compiled of two subscores, reading and writing (WIDA, 2020a). The reading subscore accounts for 50% of the composite score (WIDA, 2020a, p. 6). The writing subscore accounts for 50% of the composite score (WIDA, 2020a, p. 6).

The Oral composite score is compiled of two subscores, listening and speaking (WIDA, 2020a). The listening sub score accounts for 50% of the composite score (WIDA, 2020a, p. 6) while the speaking subscore accounts for 50% of the composite score (WIDA, 2020a, p. 6).

The percent of each subtest score that comprises the composite test scale scores is presented in Table 10.

Table 10

Composite Scale Score Compositions

Type of Composite Score	Percent of Contribution of Language Domains			
	Listening	Speaking	Reading	Writing
Oral Language	50%	50%		
Literacy			50%	50%
Comprehension	30%		70%	
Overall	15%	15%	35%	35%

As shown in Table 11, the mean scale score and standard deviation for the

listening sub-test scale score of the ACCESS assessment have been described.

Table 11

Summary of Descriptive Statistics of Eligible Students with Access Scores – Listening

Group	N	Mean	SD
Instructional Site Students (S1)	311	402.5	51.8
Support Site Students (S2)	157	416.8	52.4

As shown in Table 12, the mean scale score and standard deviation for the reading

sub-test scale score of the ACCESS assessment have been described.

Table 12

Summary of Descriptive Statistics of Eligible Students with Access Scores – Reading

Group	*N*	Mean	*SD*
Instructional Site Students (S1)	311	354.3	36.1
Support Site Students (S2)	157	362.1	33.1

As shown in Table 13, the mean scale score and standard deviation for the

speaking sub-test scale score of the ACCESS assessment have been described.

Table 13

Summary of Descriptive Statistics of Eligible Students with Access Scores – Speaking

Group	*N*	Mean	*SD*
Instructional Site Students (S1)	311	312.2	56.1
Support Site Students (S2)	157	298.6	47.2

As shown in Table 14, the mean scale score and standard deviation for the writing

sub-test scale score of the ACCESS assessment have been described.

Table 14

Summary of Descriptive Statistics of Eligible Students with Access Scores – Writing

Group	*N*	Mean	*SD*
Instructional Site Students (S1)	311	339.2	41.7
Support Site Students (S2)	157	334.8	35.2

The first part of the first research question was analyzed by conducting a one-way

ANOVA for each subscore and composite score of the ACCESS assessment. The one-

way ANOVA was an appropriate statistical test to conduct when comparing two groups

(Holmes et al., 2017). The Overall Composite scale score analysis yielded the results displayed in Table 15.

The mean for S1 was 349.9, and the mean for S2 was 351.3. The one-way ANOVA resulted in $F(1, 466) = 0.15$, $p = 0.694$. With α set at .05, a significance value of $p = 0.694$ was reported between S1 students and S2 students with composite scale scores. With $F = 0.15$ less than $F_{crit} = 3.86$, the null hypothesis was not rejected, and it was concluded there was not a statistically significant difference in the composite scale scores of the two groups.

Table 15

Summary of One-Way ANOVA Data – Composite

SUMMARY

Groups	Count	Sum	Average	Variance
S1	311	108831	349.9	1310.57
S2	157	55150	351.3	989.28

ANOVA

Source of Variation	*SS*	*Df*	*MS*	*F*	*P*	*F crit*
Between Groups	185.94	1.00	185.94	0.155	0.694	3.861
Within Groups	560603.06	466.00	1203.01			
Total	560789.00	467.00				

The Comprehension Composite scale score analysis yielded the following results that are displayed in Table 16. The mean for S1 was 368.8, and the mean for S2 was 378.5. The one-way ANOVA resulted in $F(1, 466) = 7.365$, $p = 0.007$.

With α set at .05, a significance value of $p = 0.007$ was reported between S1 students and S2 students with comprehension scale scores. With $F = 7.368$ greater than $F_{crit} = 3.861$, the null hypothesis was rejected, and it was concluded that there was a statistically significant difference in the scale scores of the two groups. An additional posthoc Tukey test also confirmed that there were significant differences between the groups; therefore, the null hypothesis was not rejected (Fraenkel et al., 2019). This analysis showed that S2 students had a statistically significant higher mean scale score than S1 students.

Table 16

Summary of One-Way ANOVA Data – Comprehension

SUMMARY

Groups	Count	Sum	Average	Variance
S1	311	114688	368.8	1401.3
S2	157	59431	378.5	1252. 9

ANOVA

Source of Variation	SS	Df	MS	F	P	F crit
Between Groups	9958.10	1.00	9958.10	7.37	0.007	3.86
Within Groups	629853.80	466.00	1351.62			
Total	639811.9	467.00				

The Literacy Composite scale score analysis yielded the following results shown in Table 17. The mean for S1 was 347.0, and the mean for S2 was 348.7. The one-way ANOVA resulted in $F(1, 466) = 0.26$, $p = 0.613$.

With α set at .05, a significance value of $p = 0.613$ was reported between S1 students and S2 students with literacy scale scores. With $F = 0.26$ less than $F_{crit} = 3.86$, the null hypothesis was not rejected, and it was concluded there was not a statistically significant difference in the literacy scale scores of the two groups.

Table 17

Summary of One-Way ANOVA Data – Literacy

SUMMARY

Groups	Count	Sum	Average	Variance
S1	311	107911	346.9	1303.51
S2	157	54744	348.7	947.45

ANOVA

Source of Variation	SS	Df	MS	F	P	F crit
Between Groups	304.07	1.00	304.073	0.26	0.613	3.86
Within Groups	551891.59	466.00	1184.32			
Total	552195.67	467.00				

The Oral Composite scale score analysis yielded the following results shown in Table 18. The mean for S1 was 357.6, and the mean for S2 was 358.0. The one-way ANOVA resulted in $F(1, 466) = 0.01$, $p = 0.934$.

With α set at .05, a significance value of $p = 0.934$ was reported between S1 students and S2 students with oral scale scores. With $F = 0.01$ less than $F_{crit} = 3.86$, the null hypothesis was not rejected, and it was concluded there was not a statistically significant difference in the oral scale scores of the two groups.

Table 18

Summary of One-Way ANOVA Data – Oral

SUMMARY

Groups	Count	Sum	Average	Variance
S1	311	111209	357.59	2145.55
S2	157	56198	357.95	1780.90

ANOVA

Source of Variation	SS	Df	MS	F	P	F crit
Between Groups	13.81	1.00	13.81	0.007	0.934	3.86
Within Groups	942939.08	466.00	2023.47			
Total	942952.90	467.00				

The Listening subscale score analysis yielded the following results shown in

Table 19. The mean for S1 was 402.5, and the mean for S2 was 416.8. The one-way

ANOVA resulted in $F(1, 466) = 7.94$, $p = 0.005$.

With α set at .05, a significance value of $p = 0.005$ was reported between S1

students and S2 students with listening subscale scores. With $F = 7.94$ greater than $F_{crit} =$

3.86, the null hypothesis was rejected, and it was concluded that there was a statistically

significant difference in the scale scores of the two groups. An additional posthoc Tukey

test also confirmed that there were significant differences between the groups; therefore,

the null hypothesis was not rejected (Fraenkel et al., 2019). This analysis showed that S2

students had a statistically significant higher mean scale score than S1 students.

Table 19

Summary of One-Way ANOVA Data – Listening

SUMMARY

Groups	Count	Sum	Average	Variance
S1	311	125163	402.45	2680.70
S2	157	65437	416.80	2748.97

ANOVA

Source of Variation	*SS*	*Df*	*MS*	*F*	*P*	*F crit*
Between Groups	21462.59	1.00	21462.59	7.94	0.005	3.86
Within Groups	1259856.55	466.00	2703.55			
Total	1281319.15	467.00				

The Reading subscale score analysis yielded the following results shown in Table 20. The mean for S1 was 354.3, and the mean for S2 was 362.1. The one-way ANOVA resulted in $F(1, 466) = 5.13$, $p = 0.024$.

With α set at .05, a significance value of $p = 0.024$ was reported between S1 students and S2 students with reading subscale scores. With $F = 5.13$ greater than $F_{crit} = 3.86$, the null hypothesis was rejected, and it was concluded that there was a statistically significant difference in the scale scores of the two groups. An additional posthoc Tukey test also confirmed that there were significant differences between the groups; therefore, the null hypothesis was not rejected (Fraenkel et al., 2019). This analysis showed that S2 students had a statistically significant higher mean scale score than S1 students.

Table 20

Summary of One-Way ANOVA Data – Reading

SUMMARY

Groups	Count	Sum	Average	Variance
S1	311	110182	354.28	1303.64
S2	157	56846	362.08	1098.17

ANOVA

Source of Variation	*SS*	*Df*	*MS*	*F*	*P*	*F crit*
Between Groups	6336.89	1.00	6336.89	5.13	0.024	3.86
Within Groups	575442.18	466.00	1234.85			
Total	581779.08	467.00				

The Speaking subscale score analysis yielded the following results shown in Table 21. The mean for S1 was 312.2, and the mean for S2 was 298.6. The one-way ANOVA resulted in $F(1, 466) = 6.85$, $p = 0.009$.

With α set at .05, a significance value of $p = 0.009$ was reported between S1 students and S2 students with reading subscale scores. With $F = 6.85$ greater than $F_{crit} = 3.86$, the null hypothesis was rejected, and it was concluded that there was a statistically significant difference in the scale scores of the two groups. An additional posthoc Tukey test also confirmed that there were significant differences between the groups; therefore, the null hypothesis was not rejected (Fraenkel et al., 2019). This analysis showed that S1 students had a statistically significant higher mean scale score than S2 students.

Table 21

Summary of One-Way ANOVA Data – Speaking

SUMMARY

Groups	Count	Sum	Average	Variance
S1	311	97102	312.2	3141.95
S2	157	46877	298.6	2229.86

ANOVA

Source of Variation	*SS*	*Df*	*MS*	*F*	*P*	*F crit*
Between Groups	19426.33	1.00	19426.33	6.85	0.009	3.86
Within Groups	1321862.50	466.00	2836.62			
Total	1341288.83	467.00				

The Writing subscale score analysis yielded the following results shown in Table 22. The mean for S1 was 339.2, and the mean for S2 was 334.8. The one-way ANOVA resulted in $F(1, 466) = 1.30$, $p = 0.255$.

With α set at .05, a significance value of $p = 0.255$ was reported between S1 students and S2 students with oral scale scores. With $F = 1.30$ less than $F_{crit} = 3.86$, the null hypothesis was not rejected, and it was concluded there was not a statistically significant difference in the writing subscale scores between the two groups.

Table 22

Summary of One-Way ANOVA Data – Writing

SUMMARY

Groups	Count	Sum	Average	Variance
S1	311	105497	339.22	1734.84
S2	157	52563	334.80	1241.25

ANOVA

Source of Variation	*SS*	*Df*	*MS*	*F*	*P*	*F crit*
Between Groups	2040.54	1.00	2040.54	1.30	0.255	3.86
Within Groups	731436.61	466.00	1569.61			
Total	733477.15	467.00				

As shown in Table 23, the mean scale score and standard deviation for the MAP

Math assessment have been described.

Table 23

Summary of Descriptive Statistics of Eligible Students with MAP Math Scores

Group	*N*	Mean	*SD*
Instructional Site Students (S1)	311	365.5	44.1
Support Site Students (S2)	157	374.7	50.4

The second part of research question one was analyzed by conducting a one-way

ANOVA for the scale scores of the MAP Math assessment. The one-way ANOVA is an

appropriate statistical test to conduct when comparing two groups (Holmes et al., 2017).

The scale score analysis yielded the following results shown in Table 24. The mean for

S1 was 365.5, and the mean for S2 was 374.7. The one-way ANOVA resulted in $F(1,$

$466) = 4.16, p = 0.0420$.

With α set at .05, a significance value of $p = 0.0420$ was reported between S1

students and S2 students with MAP math scale scores. With $F = 4.16$ greater than $F_{crit} =$

3.86, the null hypothesis was rejected, and it was concluded that there was a statistically

significant difference in the scale scores of the two groups. An additional posthoc Tukey

test revealed no statistical significance between the groups, so the null hypothesis was not

rejected (Fraenkel et al., 2019).

Table 24

Summary of One-Way ANOVA Data – MAP Math

SUMMARY

Groups	Count	Sum	Average	Variance
S1	311	113667	365.5	1945.91
S2	157	58834	374.7	2543.23

ANOVA

Source of Variation	*SS*	*Df*	*MS*	*F*	*P*	*F crit*
Between Groups	8927.05	1.00	8927.05	4.16	0.0410	3.86
Within Groups	999976.00	466.00	2145.87			
Total	1008903.05	467.00				

As shown in Table 25, the mean scale score and standard deviation for the MAP

ELA assessment have been described.

Table 25

Summary of Descriptive Statistics of Eligible Students with MAP ELA Scores

Group	N	Mean	SD
Instructional Site Students (S1)	311	368.5	35.3
Support Site Students (S2)	157	378.9	42.7

The third part of research question one was analyzed by conducting a one-way ANOVA for the scale scores of the MAP ELA assessment. Again, the one-way ANOVA is an appropriate statistical test to conduct when comparing two groups (Holmes et al., 2017). The scale score analysis yielded the following results shown in Table 26. The mean for S1 was 368.5, and the mean for S2 was 378.9. The one-way ANOVA resulted in $F(1, 466) = 7.77$, $p = 0.006$.

With α set at .05, a significance value of $p = 0.006$ was reported between S1 students and S2 students with MAP ELA scale scores. With $F = 7.77$ greater than $F_{crit} = 3.86$, the null hypothesis was rejected, and it was concluded that there was a statistically significant difference in the scale scores of the two groups. An additional post-hoc Tukey test also confirmed that there were significant differences between the groups, therefore the null hypothesis was not rejected (Fraenkel, et al., 2019). This analysis showed that S2 students had a statistically significant higher mean scale score than S1 students.

Table 26

Summary of One-Way ANOVA Data – MAP ELA

SUMMARY

Groups	Count	Sum	Average	Variance
S1	311	114612	368.5	1249.33
S2	157	59486	378.9	1825.66

ANOVA

Source of Variation	SS	Df	MS	F	P	F crit
Between Groups	11207.32	1.00	11207.31	7.77	0.0055	3.86
Within Groups	672096.68	466.00	1442.27			
Total	683303.99	467.00				

Research Question Two

What is the difference, if any, of English learner student attendance Grades 3-8 for the 2018-2019 school year of English learner students who receive direct instruction compared to English learner students who receive indirect instruction?

As shown in Table 27, the mean scale score and standard deviation for attendance data have been described.

Table 27

Summary of Descriptive Statistics of Eligible Students with Attendance Percentage

Group	N	Mean	SD
Instructional Site Students (S1)	311	0.95	0.04
Support Site Students (S2)	157	0.95	0.04

Research question three was analyzed by conducting a one-way ANOVA for English learner student attendance rates. The one-way ANOVA is an appropriate statistical test to conduct when comparing two groups (Holmes et al., 2017). The attendance percentage analysis yielded the following results shown in Table 28.

The mean for S1 was 0.95, and the mean for S2 was 0.95. The one-way ANOVA resulted in $F(1, 466) = 0.01$, $p = 0.931$. With α set at .05, a significance value of $p = 0.931$ was reported between S1 students and S2 students with attendance percentages. With $F = 0.01$ less than $F_{crit} = 3.86$, the null hypothesis was not rejected, and it was concluded there was not a statistically significant difference in the attendance percentages between the two groups.

Table 28

Summary of One-Way ANOVA Data – Attendance

SUMMARY

Groups	Count	Sum	Average	Variance
S1	311	296.50	0.95	0.001
S2	157	149.74	0.95	0.002

ANOVA

Source of Variation	SS	Df	MS	F	P	F crit
Between Groups	0.00	1.00	0.000	0.01	0.931	3.86
Within Groups	0.88	466.00	0.002			
Total	0.88	467.00				

Research Question Three

What is the difference, if any, of English learner student discipline Grades 3-8 for the 2018-2019 school year of English learner students who direct instruction compared to English learner students who receive indirect instruction?

As shown in Table 29, the mean scale score and standard deviation for discipline incidents have been described.

Table 29

Summary of Descriptive Statistics of Eligible Students with Discipline Incidents

Group	*N*	Mean	*SD*
Instructional Site Students (S1)	98	2.5	2.4
Support Site Students (S2)	32	3.1	2.8

Research question 3 was analyzed by conducting a one-way ANOVA for discipline incidents. The one-way ANOVA is an appropriate statistical test to conduct when comparing two groups (Holmes et al., 2017). The discipline incident analysis yielded the following results shown in Table 30.

The mean for S1 was 2.5, and the mean for S2 was 3.1. The one-way ANOVA resulted in $F(1, 128) = 1.36$, $p = 0.245$. With α set at .05, a significance value of $p = 0.245$ was reported between S1 students and S2 students with attendance percentages. With $F = 1.36$ less than $F_{crit} = 3.92$, the null hypothesis was not rejected, and it was concluded there was not a statistically significant difference in the discipline incidents between the two groups.

Table 30

Summary of One-Way ANOVA Data – Discipline Incidents

SUMMARY

Groups	Count	Sum	Average	Variance
S1	98	249	2.5	5.55
S2	32	100	3.1	7.60

ANOVA

Source of Variation	*SS*	*Df*	*MS*	*F*	*P*	*F crit*
Between Groups	8.23	1.00	8.23	1.36	0.245	3.92
Within Groups	773.84	128	6.05			
Total	782.07	129				

Summary

Data from 586 English learner students in grades three through eight were

considered for this study. The data analyzed only included outcomes from those English

learner students who had all data points available for academic achievement outcomes

and attendance. The data for the third research question was analyzed for all of the 586

students who had a discipline incident regardless of whether the students also had all of

the academic achievement data outcomes or attendance.

From these data, it was determined that there were statistically significant

differences in the academic achievement outcomes between S1 students and S2 students

on the composite comprehension score, listening subtest, reading subtest, and the

speaking subtest of the ACCESS assessment. There were also statistically significant

differences in the academic achievement outcomes between S1 students and S2 students on the MAP ELA. These statistically significant differences show that S2 students performed on average higher than their S1 peers on the overall comprehension test, listening subtest, and the reading subtest of the ACCESS assessment. S2 students also performed higher on average on the MAP ELA than their S1 peers did. S1 students performed higher on average than their S2 peers on the speaking subtest of the ACCESS assessment.

The results from the overall composite score, composite literacy score, oral composite score, and writing subtest score revealed no statistical differences in the academic outcomes between S1 students and S2 students. The results from the MAP Math analysis resulted in no statistically significant differences between S1 students and S2 students. A review of the attendance data analysis results revealed there were no statistically significant differences in attendance rate between S1 students and S2 students. The results from the discipline data analysis also showed that there were no statistically significant differences between S1 students and S2 students.

Chapter Five contains a summary of the research and data analysis. Each research question is addressed, and the conclusions are presented. Implications of the study will be identified and addressed along with recommendations for further research and study of the English learner program at Apple School District.

Chapter Five: Summary and Conclusions

The primary goal of this quantitative study was to determine if there were any significant differences in the academic achievement, attendance, and behavior of English language learners in different educational settings. In this chapter, the main elements of this study are reviewed, and an explanation of how those elements relate to the statistical findings is presented.

Findings for each research question are presented, and a conclusion is formed for each statistical analysis that was performed in Chapter Four. Conclusions and implications for practice supported by the literature review are detailed. Areas for future research based on the results of this study are suggested, and a final summary is given.

Review of the Study

According to the National Center for Education Statistics (NCES) (2019), approximately 9.6% of public-school students are considered to be English learners (p. 1). The percent within each school district across the country ranges from 3% to 10% of the student population (NCES, 2019, p. 1). The school district in this study has 4% of the student population identified as English learner students (School District Manual, 2019).

Since the Apple School District has seen steady growth in the English learner student population since 2014, it was important to understand the unique English learner program the school district offers and how it impacts student outcomes (District AAA Homepage, 2019). English learner students have the option to attend an Instructional Site or remain at their building of residence or Support Site if their building of residence is not an Instructional Site. If the student attends school at an Instructional Site, that student received direct instruction from an English learner teacher (District Manual, 2019). If the

student attends a Support Site, that student receives indirect instruction from the English

learner coach in collaboration with the classroom teacher (District Manual, 2019). Of the

students identified as English learners in the Apple School District, approximately 30%

opt to remain at their building of residence considered a Support Site (J. Borland,

personal communication, February 7, 2020).

Providing equitable education for all English learners has been transformed over

the course of several decades, with several iterations of legislation and lawsuits that

provided precedents in regard to English learner education (Wright, 2018). School

districts across the country provide education to English learners in different ways as no

law or court ruling defines how school districts provide education, just that they are to

offer accessible and equitable education (Wright, 2018). The Apple School District

complies with these state and federal guidelines and legislation in order to provide each

English learner student an equitable education (District Manual, 2019).

The Apple School District utilizes different instructional models to assist English

learner students in attaining English proficiency and integrating into mainstream

education (District Manual, 2019). Based on where the English learner student attends

school, and the student's proficiency level, the type of instruction the student receives is

determined (District Manual, 2019).

This study was conducted to confirm that the unique program offered by the

Apple School District provided English learner students with an equitable education

within the English learner student population because some students received direct

instruction while other students received indirect instruction. The program is considered

unique because the Director of ELL and Migrant Education Program is not aware of

another program that transports students to an Instructional Site for English language learner instruction (J. Borland, personal communication, February 7, 2020).

Within this study, three research questions were posed to consider and compare the two different groups of students within the English learner program at the Apple School District. The first research question posed in this study was to determine if there were any significant differences in student groups based on academic achievement in regard to the assessments taken by each student annually. Specifically, the required assessment for English learners called the ACCESS assessment and the annual state assessment, MAP, for the subjects ELA and math, were utilized. The second research question posed in this study was asked to determine if there were any statistically significant differences in the attendance percentages of the two student groups. Finally, the third question posed in this study was asked to determine if there were any significant differences in the number of discipline incidents of the two student groups.

A quantitative study was required in this case to gather and analyze the data needed in order to answer the research questions posed in this study (Fraenkel et al., 2019). The research design utilized in this study was a basic causal-comparative design because it is effective in determining differences in groups with variables that cannot be manipulated (Fraenkel et al., 2019). In this causal-comparative study, the groups of students were compared based on secondary data and outcomes that had already occurred (Creswell, 2018).

The secondary data were collected from a school district in the Midwest region of the United States for the 2018-2019 school year. The participants of the study were 586 third through eighth grade students who were identified as English learners by the Apple

School District for the 2018-2019 school year. All of the student information was de-

identified by the school district prior to being sent for analysis.

The population was narrowed by the researcher to only those students who had all

assessment scores and attendance percentage for the 2018-2019 school year. Students

were not required to have a discipline incident to be included in this study. The student

data was matched based on a unique key provided by the school district. Ultimately, 486

students met these criteria, and their data points were used in this study.

Findings

Research question one. What is the difference, if any, of English learner student

outcomes for the 2018-2019 school year of English learner students who receive direct

instruction compared to English learner students who receive indirect instruction as

measured by:

> a. ACCESS scores: Grades 3-8?
>
> b. MAP Math scores: Grades 3-8?
>
> c. MAP English Language Arts scores: Grades 3-8?

The ACCESS assessment is made up of four subtests and a combination of those

tests to create an overall composite score and three other composite scores in different

areas (WIDA, 2020a). According to the WIDA (2020a), "The scores on the ACCESS

assessment provide a snapshot of how well a student understands and can produce the

language needed to access academic content and succeed in school" (p. 3). Each subtest

and composite test were analyzed to determine if there were areas in which the two

student groups had significant differences in scale scores.

After conducting statistical analysis of each subscore and composite score, it was found that there are significant differences between the two student groups on the subtests for listening, reading, and speaking, along with significant differences between the two groups on the overall comprehension score. It was determined that there were no statistical differences between the two student groups on the overall composite test, literacy composite test, oral composite test, and the writing subtest.

After analyzing the scale scores of the two student groups, the students who received indirect instruction earned a mean scale score of 9.8 points higher on the composite comprehension score than those students who received direct instruction. This comprehension composite scale score is compiled of two subtest scores; 70% reading and 30% listening. The analysis was completed on the two sub-tests to further understand the differences in mean scale scores of the composite comprehension score.

After analyzing the scale scores of the reading subtest, it was determined that Support Site students earned a mean scale score of 7.8 points higher than Instructional Site students. After analyzing the scale scores of the listening subtest, it was determined that Support Site students earned a mean scale score of 14.3 points higher than Instructional Site students. Additionally, it was determined that Instructional Site students earned a mean scale score of 13.7 points higher than Support Site students on the speaking subtest, which does not affect the composite comprehension score.

The MAP assessment scale scores for mathematics and ELA were also statistically analyzed to determine if there were any significant differences between the two student groups. After conducting the analysis of the MAP mathematics scale scores, it was determined that the initial findings were statistically different. The analysis of the

MAP mathematics scale scores showed that Support Site students received a mean scale score of 9.3 points higher than Instructional Site students. After conducting a posthoc Tukey test, it was ultimately determined that there was no significant difference in the two student groups.

The last piece of the academic achievement outcomes analysis was of the MAP ELA scale scores. In concluding the analysis of the MAP ELA scale scores, it was determined the scale scores were statistically different between the two student groups. It was found that Support Site students received a mean scale score of 9.3 points higher than Instructional Site students.

Research question two. What is the difference, if any, of English learner student attendance Grades 3-8 for the 2018-2019 school year of English learner students who receive direct instruction compared to English learner students who receive indirect instruction?

The official average daily attendance that is reported to MODESE was statistically analyzed. Each student has recorded minutes present and minutes absent that is provided by the school district to MODESE for student core data purposes (MODESE, 2019b). By adding the minutes present with the minutes absent, this gave the denominator for each student's total minutes. Dividing the minutes present by total minutes provided the attendance percentages for each student to be analyzed. After analyzing the attendance percentages for each student group, it was determined that there was no statistical difference between Instructional Site students and Support Site students. When examining the mean attendance percentages for the student groups, it was noted that the mean percentage for each group was 95.3%.

Research question three. What is the difference, if any, of English learner student discipline Grades 3-8 for the 2018-2019 school year of English learner students who received direct instruction compared to English learner students who received indirect instruction?

For research question three, it was predetermined that not all students would potentially have a discipline incident. Therefore, it was not paired with academic outcomes and attendance. Discipline incidents only included in-school suspensions and out of school suspensions that were officially reported to MODESE.

After analyzing the discipline incidents, it was determined that there were no statistical differences between the two student groups. It was noted that the mean count of incidents per Support Site student was 0.58 more than the mean count of incidents per Instructional Site students even though there were a total of 149 fewer discipline incidents for Support Site students.

Conclusions

The outcomes of this study were reviewed, and conclusions were determined based on data analysis of two student groups based on the type of instruction the students received. One group of English learner students received direct instruction, and the other group of English learner students received indirect instruction. By reviewing the outcomes of this study, district decision-makers have the potential to make decisions regarding improvements to instructional services for English learner students who attend school in the Apple School District. The study yielded results that the district decision-makers may find of value in the future. The conclusions from this study are aligned directly to the variables within the study (Creswell, 2018; Fraenkel et al., 2019).

Each research question yielded different results in determining the effectiveness of the English learner program implemented at the Apple School District. The first research question regarding academic achievement outcomes determined that Support Site students had statistically significantly higher scores on the ACCESS assessment with regard to listening, reading, and the overall comprehension scores as well as statistically significantly higher scores on the MAP ELA assessment. Instructional Site students received statistically significantly higher scores on the speaking subtest.

The analysis determined that all other test scores, writing, literacy, oral, overall composite, and the MAP math assessment, did not have a significant difference between student groups. Research question two regarding attendance yielded no significant differences between the student groups. Research question three regarding discipline also yielded no significant differences between the student groups.

Implications for Practice

The Apple School District provided English learner students with services that meet and follow the guidelines and requirements set forth by the most current education legislation, the ESSA (School District Manual, 2019). Even though the English learner program provided this adequate education, English learner students received different types of education based on where they elected to attend school (School District Manual, 2019). The unique English language program offered at the Apple School District has never been studied to show effectiveness (J Borland, personal communication, February 7, 2020). By performing this study, the program was analyzed using historical data to compare the student group outcomes to determine the effectiveness of transporting students to Instructional Sites.

The findings from this study show that students who remained at their building of residence, or Support Site receiving indirect instruction, performed academically better than those students who were transported to an Instructional Site and received direct instruction. Specifically, Support Site students performed better in the areas of comprehension, listening, and reading portions of the ACCESS assessment. Support site students also performed better on the MAP ELA assessment, and their average scale score was better on the MAP math assessment. The only area of the ACCESS assessment that Instructional site students performed significantly better on was the speaking section of the assessment.

According to the Coordinator of English Language Learners for Apple School District, it is unknown if any other school district provides transportation to specific Instructional Sites (J. Borland, personal communication, February 7, 2020). In fact, most school districts provide instructional support at the student's home school (J. Borland, personal communication, February 7, 2020). Analyzing and understanding the data from this study can support the English learner program in providing an adequate education for English learners across the district.

The data from this study shows that Support Site students perform academically higher than Instructional site students. Therefore, the option for students to remain at their home buildings, and instruction provided in collaboration with classroom teachers should be explored. English learner students remaining in their home buildings and classrooms are then able to engage with their peers while advancing their language proficiency (Shields, 2016).

Additional supports and types of instruction could be provided by the English learner teacher, such as pull-out methods to develop English proficiency (Thompson, 2019). The Apple School District could evaluate the levels of proficiency on the ACCESS assessment to determine where the greatest need for English learner teachers are, and strategically place English learner teachers with the students who need the most direct instruction.

Recommendations for Future Research

The framework for this study was guided by the federal legislation that provides school districts with direction, guidance, and requirements in regard to the education of English learner students. This guidance, provided to school districts across the United States, established a uniform system to account for English learner students and their ability to integrate into mainstream education (Nunez Cardenas, 2018). This study was also influenced by the WIDA consortium standards and resources because they are considered to be best practices by the federal government (King & Bigelow, 2018).

The results of this study brought forth questions worthy of further consideration and study. The recommendations for future research include extending the timeframe of the study to analyze data over several academic years and comparing and analyzing the growth for each student group. Future research might also include adding qualitative components into the study, comparing English learner students to their non-English learner peers based on the school building they attend, and analyzing internal district metrics such as the i-Ready assessment given to students throughout the school year.

Extending the timeframe of the study. The primary limitation of this study was the use of only one full academic year. When a school district receives the district APR,

the prior three years' worth of data is provided for review. However, according to *MSIP5 2019 Comprehensive Guide* (MODESE, 2019e), "[The] New ELA [English Language Arts] and MA [Math] assessment [was added] in 2018. Direct comparison of MPI [MAP Performance Index] and proficiency rates across years is not advisable" (p. 68). Because of this statement, it was deemed not appropriate to compare data over time as the governing body, the MODESE, did not compare these data.

Since only students who had all academic data points were considered in the analysis of academic outcomes, analysis of the ACCESS scores and MAP scores were both limited to one academic year even though the MODESE stipulations only applied to the MAP assessment scores. Alternatively, only looking at the specific assessment for English learners, ACCESS, it would be appropriate to analyze multiple years' worth of data to determine if there were significant differences in academic achievement over time between the two student groups.

Comparing and analyzing the growth for each student group. Mitchell (2017) stated that "The Every Student Succeeds Act must also standardize criteria for identifying English-learners and for reclassifying them when they no longer need support services" (p. 25). By following the ESSA guidance, school districts have a uniform process to identify, place, and re-classify students based on the growth of the student's English language proficiency (Mathewson, 2016).

Students are screened when they enroll in a school district and mark that there is a language other than English, which is the primary language spoken in their home (MODESE, 2019d). Once it is determined that the student qualifies for English learner services, the school district will present and offer these services to the student's family

(School District Manual, 2019). The extensiveness of services is determined by English learner staff, classroom teachers, parents, counselors, and school administrators based on the score the student receives on the screener (School District Manual, 2019). Each English learner, regardless of grade level or age, is unique in the level of English proficiency they have established (National Research Council, 2011). The ACCESS assessment provided a proficiency level based on the student's grade level; however, the scale score is comparable across grade levels and is used to track student growth over time (WIDA, 2020a).

Since the ACCESS assessment is given annually to all students who are receiving services, it would be prudent to examine their growth over several academic years. By examining the growth of students, it could determine if the direct instruction at Instructional Sites is effective in advancing students through the WIDA proficiency levels and eventually fully integrating students into mainstream education. Analyzing student growth could also potentially reveal that students who remain at their building of residence advance as quickly as Instructional Site students and that transporting students to specific Instructional Sites is ineffective.

There are two ways that growth could be analyzed: by scale score, as done in this study, or by proficiency level. The WIDA proficiency levels are based on scale score and grade level context (WIDA, 2020a). By utilizing the proficiency level growth, research could also be conducted to analyze the number of years within the ELL program before English proficiency is high enough to move into the mainstream classroom without intervention.

School districts in Missouri are required to exit English learner students once the student receives an ACCESS overall score of 4.7 or higher (Rumpf, 2019). School districts may also argue that a student who receives a 4.7 or higher should remain in the English learner program with supporting evidence (Rumpf, 2019). According to the School District Manual (2019), English learner services are provided for students who receive up to a 5.9 overall score (p. 52). These services could be provided on occasion to students who have exited the program but still need some support in specific areas such as writing (School District Manual, 2019).

Adding qualitative data to the study. This study was based solely on quantitative data based on historical secondary data to determine differences in student outcomes for English learner students receiving different types of instruction. This study did not include the number of years a student had been in the program at the time of data collection if the student moved from direct to indirect instruction over the course of time, or teacher and student attitudes towards the English learner program at the Apple School District.

Future research could be conducted to further expound on the picture of an English learner student by adding qualitative components to complement the quantitative component. A mixed-methods study could prove useful to district decision-makers to determine how the English learner program is perceived, if students are moving through and eventually out of the program, and if resources are being utilized properly. Specifically, interview questions could be asked of English learner students and ESL teachers to determine their perceptions of the English learner program and education.

School culture perceptions could also be a focus because culture contributes to the success or failure of English learner student academic achievement outcomes. English learner students bring diverse backgrounds and cultures to their schools (Marlow, 2008). Integrating a student's own culture into the culture of the school building allows students to feel at home and less of an outsider (Marlow, 2008). Using teacher and student perceptions can affect meaningful change by fostering awareness and trust amongst all students and staff (Kamm, 2018).

Comparing English learner student outcomes to non-English learner outcomes. There has been an achievement gap between English learner students and non-English learner students for decades (National Education Association, 2015). Closing this gap and holding school districts accountable for English learners' education has been one of the focuses of the ESSA (Mielke, 2017). School districts are required to show progress in achieving English language proficiency for English learner students, along with traditional achievement measures for non-English learner students (Williams, 2018). According to Murphey (2014), a gap of 40 percentage points in fourth-grade reading and eighth-grade math remained constant from 2000 to 2013 (p. 2).

Future research could be conducted to determine if the achievement gap between these student groups, regardless of what type of instruction English learner students receive, is closing. The argument could also be tested that English learner students who remain at their building of residence have a smaller achievement gap when compared to their non-English learner peers and that students who are transported to Instructional sites have a larger achievement gap when compared to their non-English learner peers or vice-versa.

Analyze internal data metrics such as the i-Ready assessment. According to

the School District Manual (2019), the English learner department also utilizes the i-

Ready results to inform instructional decisions for each student. This internal assessment

is given to students three times per year (D. Whitham, personal communication, June 5,

2020). Utilizing the i-Ready assessment allows the English learner department to

monitor student growth throughout the school year, giving teachers and administrators

the ability to ensure students are receiving the right type of instruction (D. Whitham,

personal communication, June 5, 2020). Analyzing the i-Ready growth over a school

year in conjunction with the annual ACCESS assessment could potentially provide

further indications of student achievement outcomes of English learner students. Data

from the i-Ready assessments can be utilized to compare the two groups of English

learner students as well as comparing all English learner students to their non-English

learner peers.

Summary

English learners are one of the fastest-growing populations within the educational

system in the United States (Kamm, 2018). Within the Apple School District, the steady

growth of the English learner student population has been shown since 2014 (AAA

Homepage, 2019). The English learner student population is provided services through

the Apple School District's English learner department's unique program (J. Borland,

personal communication, February 7, 2020). English learner students may elect to attend

an Instructional Site or to remain at a Support Site or school building of residence

(School District Manual, 2019). Students at Instructional Sites receive direct instruction

from an ESL teacher while students at Support Sites receive indirect instruction from the

school district's ESL coach in collaboration with the student's classroom teacher (School District Manual, 2019).

English learner education is guided by federal legislation, court cases, and state guidance in order to ensure school districts across the United States are providing adequate, equitable education to English learner students (School District Manual, 2019). The Apple School District utilizes the WIDA ACCESS assessment and resources in order to provide quality and equitable education to English learner students to the best of their abilities (J. Borland, personal communication, February 7, 2020). By analyzing English learner student outcomes, it could be determined if the program as designed was effective in providing equitable education regardless of where the English learner student attended school.

In Chapter Two, a review of the literature provided research findings and information to reinforce the findings of this study. The history and legislation of English learner education framed this study to show the importance of this study was to determine whether the Apple School District was providing quality education to English learner students. English learner students are a unique group of students with unique needs (National Research Council, 2011).

These unique needs have been studied and understood by the WIDA Consortium in order to provide school districts across the United States with tools and resources (WIDA, n.d.b). Annual assessments, along with progress monitoring tools, such as i-Ready, are utilized by the English learner department to place and monitor students appropriately (School District Manual, 2019). Reviewing these annual assessments also

provides the Apple School District with insight into closing the achievement gap between English learners and their non-English learner peers (Kamm, 2018).

In Chapter Three, the methodology of this study was introduced. The methodology used in this study was quantitative in order to determine if there were any significant differences in student outcomes between Instructional Site students and Support Site students. A comparative study of this kind had not been completed by the Apple School District (J. Borland, personal communication, February 7, 2020). Historical student academic achievement outcomes were analyzed along with student outcomes in regard to attendance and discipline to determine if there were any significant differences between the two student groups. The results of this study could potentially inform district leaders in making decisions regarding the education of English learner students in the Apple School District.

The findings were analyzed in Chapter Four, resulting in a statistically significant difference between the two student groups in several academic areas. Analysis of the ACCESS assessment revealed that there was a statistical difference in the composite comprehension score, the listening subscore, reading subscore, and speaking subscore. These findings determined that Support Site students received a statistically significant higher mean scale score on the comprehension composite test score, listening sub-test, and reading sub-test. The composite comprehension score is comprised of the listening and reading sub-scores. The findings determined that Instructional Site students received a statistically significant higher mean scale score on the speaking sub-test. The analysis also revealed that there was no statistically significant difference between the two student

groups in the overall composite scale score, literacy composite scale score, oral composite scale score, and the writing sub-test scale score.

In addition to the ACCESS assessment analysis, the MAP assessment data in the areas of mathematics and English language arts were also analyzed. The findings determined that Support Site students received a statistically significant higher mean scale score on the English language arts MAP assessment. The findings also showed that there was no statistically significant difference between the two student groups on the mathematics MAP assessment.

Student attendance and behavior outcomes were also analyzed to determine if there were any statistically significant differences between the two student groups. After analyzing the student attendance data, it was determined that there was no statistically significant difference between the two student groups. The researcher also noted that the mean attendance percentage was identical for both student groups. After analyzing the student discipline data, it was determined that there was no statistically significant difference between the two student groups.

There are multiple opportunities the Apple School District could find from this study. The results from this study provide the school district with the information that students who remain at their home building of residences appear to achieve a higher English proficiency level in three of the four sub-test areas as well as the overall comprehension score of the ACCESS assessment. The Support Site students also show significantly higher scores on the MAP English language arts assessment. The overall composite score is the primary score utilized when evaluating students (WIDA, 2020a). While the overall composite score did not yield any significant differences between the

two student groups, it is important to study the individual sub-scores and other composite scores in order to best serve all English learner students.

The Apple School district offers a unique program by only providing direct instruction at specific locations. The findings of this study, along with future research suggestions, could potentially change the way the program is modeled by utilizing this study and providing instructional services in all of the district buildings, not just at designated Instructional Sites. The results and the future research suggested could assist district leaders in important decisions regarding English learner education and how the school district is working toward closing the achievement gap between the two student groups that were studied and between English learner students and non-English learner students as well.

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Appendix A

RE: Requesting Permission to Reproduce Copyrighted Material
1 message

Goucher, Cammy <Cammy.Goucher@dese.mo.gov>   Mon, Jun 22, 2020 at 9:57 AM
To: Lauren Shim <laurenshim@ozarktigers.org>

Hello Lauren,

I apologize for the delayed response. I am required to forward such requests to our public relations department for approval. I received a response on Friday that you are welcome to use the mentioned documents. I applaud your research and would be interested in viewing the finished paper.

Wishing you the best,

Cammy Goucher

Curriculum Director for English Language Development and World Languages

Office of College and Career Readiness | Missouri Department of Elementary and Secondary Education

Office: 573-751-3500

dese.mo.gov | https://www.facebook.com/MELLinMO/ | https://twitter.com/MoMissouri |

Dear Ms. Cammy Goucher:

I am researching the impact of the English learner program at a school district for my dissertation. As part of my literature review, I am discussing the classifications of English learners as guided by DESE. I am writing to ask your permission to include the following material:

Author: Ryan Rumpf

Title: "Identifying and Reclassifying English Learners"

Figure 1.1: Steps districts must take to identify English Learners

Page 5: Codes and Descriptions Table

Page 10: Codes and Descriptions Table

Retrieved from: https://dese.mo.gov/sites/default/files/curr-eld-entry-exit-criteria.pdf

The material will be distributed/published as follows:

Purpose: Educational

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If you do not control copyright in the requested materials, I would appreciate any information you can provide about others to whom I should write, including the most recent email if available.

Appendix B

RE: Requesting Permission to Reproduce Copyrighted Material
1 message

Goucher, Cammy <Cammy.Goucher@dese.mo.gov>   Mon, Jun 22, 2020 at 9:57 AM
To: Lauren Shim <laurenshim@ozarktigers.org>

Hello Lauren,

I apologize for the delayed response. I am required to forward such requests to our public relations department for approval. I received a response on Friday that you are welcome to use the mentioned documents. I applaud your research and would be interested in viewing the finished paper.

Wishing you the best,

Cammy Goucher

Curriculum Director for English Language Development and World Languages

Office of College and Career Readiness | Missouri Department of Elementary and Secondary Education

Office: 573-751-3509

dese.mo.gov | https://www.facebook.com/MELLoMO/ | https://twitter.com/MoEDMissouri |

Dear Ms. Cammy Goucher:

I am researching the impact of the English learner program at a school district for my dissertation. As part of my literature review, I am discussing the classifications of English learners as guided by DESE. I am writing to ask your permission to include the following material:

Author: Ryan Rumpf

Title: "Identifying and Reclassifying English Learners"

Figure 1.1: Steps districts must take to identify English Learners

Page 5: Codes and Descriptions Table

Page 10: Codes and Descriptions Table

Retrieved from: https://dese.mo.gov/sites/default/files/curr-eld-entry-exit-criteria.pdf

The material will be distributed/published as follows:

Purpose: Educational

Format: Dissertation

If you do not control copyright in the requested materials, I would appreciate any information you can provide about others to whom I should write, including the most recent email if available.

Appendix C

Re: Requesting Permission to Reproduce Copyrighted Material Inbox ×   🖨

Allison Schweiger   Wed, Jun 17, 2:31 PM (2 days ago)   ☆   ↩   ⋮
to me ▾

Hi Lauren,
This use is also approved with proper citing for your dissertation.
Thanks!
-Allison

Allison E Schweiger
Marketing Director
Wisconsin Center for Education Products and Services
510 Charmany Drive, Suite 269, Madison, WI 53719
Phone: (608)441-2784 | Fax: (608)441-2769
allison@wcetps.org

On Tue, Jun 16, 2020 at 4:56 PM Lauren Shim <laurenshim@ozarktigers.org> wrote:
Allison,

I have one more to get permission for.

Requesting Permission to Reproduce Copyrighted Material

To Whom It May Concern:

I am researching the impact of the English learner program at a school district for my dissertation. I am using WIDA guidance and resources as part of my conceptual framework, specifically the English Language Development Standards. I am writing to ask your permission to include the following material:

Author: WIDA

Title: "The English Language Development Standards"

Figure B: The English Language Development Standards

Appendix D

Descriptions of Levels of English Language Proficiency

Level	Description by Domain
1 – Entering	- Writing - communicate in writing using visuals and symbols that may contain few words in English - Reading - understand written texts that include visuals and may contain a few words or phrases in English - Speaking - communicate orally in English using gestures and language that may contain a few words - Listening - understand oral messages that include visuals and gestures and may contain a few everyday words or phrases in English
2 – Emerging	- Writing - communicate in writing in English using language related to familiar topics in school - Reading - understand written language related to specific familiar topics in school and can participate in class discussions - Speaking - communicate ideas and information orally in English using language that contains short sentences and everyday words and phrase - Listening - understand oral language related to specific familiar topics in school and can participate in class discussion
3 – Developing	- Writing - communicate in writing in English using language related to common topics in school - Reading - understand written language related to common topics in school and can participate in class discussions - Speaking - communicate ideas and details orally in English using several connected sentences and can participate in short conversations and discussions in school - Listening - understand oral language related to specific common topics in school and can participate in class discussions
4 – Expanding	- Writing - communicate in writing in English using language related to specific topics in school - Reading - understand written language related to specific topics in school

- Speaking - communicate orally in English using language related to specific topics in school and can participate in class discussions
- Listening - understand oral language in English related to specific topics in school and can participate in class discussions

5 – Bridging

- Writing - communicate in writing using language from all academic classes
- Reading - understand written language in English from all academic classes
- Speaking - use English to communicate orally and participate in all academic classes
- Listening - understand oral language in English and participate in all academic classes

6 – Reaching

- Writing - communicate in writing in English using language from all academic classes
- Reading - understand written language in English from all academic classes
- Speaking - use English to communicate orally and participate in all academic classes
- Listening - understand oral language in English and participate in all academic classes

Note. Adapted from *ACCESS for ELLs Interpretive Guide for Score Reports* 2020, p. 10-13. Copyright 2019 Board of Regents of the University of Wisconsin System, on behalf of WIDA.

Appendix E

IRB-20-163 - Initial: Exempt - Approved

irb@lindenwood.edu <irb@lindenwood.edu>
Tue 4/7/2020 11:06 AM
To: kgrover@lindenwood.edu <kgrover@lindenwood.edu>; CURTISS, LAUREN (Student)
<LC541@lindenwood0.onmicrosoft.com>

Apr 7, 2020 1:06 PM CDT

RE:
IRB-20-163: Initial - The Impact of Direct Instruction at English Learner Instructional Sites Compared to
Indirect Instruction at English Learner Support Sites

Dear Lauren Shim,

The study, The Impact of Direct Instruction at English Learner Instructional Sites Compared to Indirect
Instruction at English Learner Support Sites, has been Approved as Exempt.

Category: Category 1. Research, conducted in established or commonly accepted educational settings,
that specifically involves normal educational practices that are not likely to adversely impact students'
opportunity to learn required educational content or the assessment of educators who provide
instruction. This includes most research on regular and special education instructional strategies, and
research on the effectiveness of or the comparison among instructional techniques, curricula, or
classroom management methods.

Notes to Research Team:

The submission was approved on April 7, 2020.

Here are the findings:
IRB Discussion

- This application entails analysis of secondary data. The PI, accordingly, did not complete the
  Consent sections of the application. This is appropriate as the PI will only be receiving secondary
  data as approved by the research site and will not otherwise be interacting with research
  subjects.

Regulatory Determinations

- This study has been determined to be minimal risk because the research is not obtaining data
  considered sensitive information or performing interventions posing harm greater than those
  ordinarily encountered in daily life or during the performance of routine physical or
  psychological examinations or tests.

Appendix F

Engaging. Relevant. Personal.
Every Learner – Every Day

To: Lauren Curtiss

From: Jill Palmer

Date: February 19, 2019

Subject: Request to Conduct Research

Your request to conduct research proposal titled, The Impact of Direct Instruction at an English Language Learner Instructional Site as Compared to Indirect Instruction of English Language Learners at Support Sites, submitted for consideration has been approved.

Feel free to contact Jill Palmer at (417) 523-0301 if you have questions or need additional information.

Jill Palmer
Coordinator of Accountability
Springfield Public Schools

Appendix G

Copyright Clearance Center | Marketplace™

McGraw Hill LLC - License Terms and Conditions

This is a License Agreement between Lauren Shimi/Lindenwood University ("You") and McGraw Hill LLC ("Publisher") provided by Copyright Clearance Center ("CCC"). The license consists of your order details, the terms and conditions provided by McGraw Hill LLC, and the CCC terms and conditions.

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		Rightsholder	McGraw Hill LLC
Author/Editor	Fraenkel, Jack R., Wallen, Norman E., Hyun, Helen H.	Publication Type	Book
Date	12/31/2010		
Language	English		

REQUEST DETAILS

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Number of charts / graphs / tables / figures requested	1	Translation	Original language of publication
		Copies for the disabled?	No
Format (select all that apply)	Print, Electronic	Minor editing privileges?	Yes
Who will republish the content?	Academic institution	Incidental promotional use?	No
Duration of Use	Life of current and all future editions	Currency	USD
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Rights Requested	Main product		

NEW WORK DETAILS

Title	The impact of Direct Instruction at English Learner Instructional Sites Compared to Indirect Instruction at English Learner Support Sites	Institution name	Lindenwood University
		Expected presentation date	2020-07-01

Appendix H

CONDITIONS FOR MAINTAINING ANONYMITY AND SHARING PROJECT RESULTS

I agree to maintain the anonymity of individual students, staff members and schools in any report(s) and in any publication(s), e.g., journal articles(s), book(s), etc., which incorporate any information derived from the research conducted within the Springfield Public Schools. If permission is granted to conduct the research described is this request, I verify the research will be conducted in compliance with all federal and state statutes and the policies of the Springfield Public Schools.

I agree to provide the Analytics, Accountability and Assessment department with a summary of the research results, complete documentation and information on the location of the complete research and, in the future, subsequent publications.

Signature of the Researcher   Date

4/7/2020

Signature of the Advisor   Date

Kathy J. Grover   4/7/2020

Appendix I

Fwd: Requesting Permission to Reproduce Copyrighted Material Inbox ×

Allison Schweiger <allison@wceps.org>   2:00 PM (2 hours ago)
to me

Hi Lauren,

Thank you for reaching out. For this use, please make sure to cite WIDA as your source, and use the full title, "ACCESS for ELLs Interpretive Guide for Score Reports" © 2019 Board of Regents of the University of Wisconsin System, on behalf of WIDA. With proper citation, your request is approved.

Thanks!

-Allison

Allison E Schweiger
Marketing Director
Wisconsin Center for Education Products and Services
510 Charmany Drive, Suite 269, Madison, WI 53719
Phone: (608)441-2784 | Fax: (608)441-2769
allison@wceps.org

Vita

Lauren Shim is currently the Data Specialist for Ozark Public Schools in Ozark, Missouri. She holds a Bachelor of Science degree in Business Management from Missouri State University in Springfield, Missouri, and a Master of Science in Accounting and Auditing from Kaplan University through their online campus. She also holds the designation of Certified Fraud Examiner and has a certification as an Analytics Certified Data Analyst.

Lauren was an Internal Auditor for Great Southern Bank for three years before becoming a data analyst for Springfield Pubic Schools in Springfield, Missouri. She was a data analyst for Springfield Public Schools for three years before accepting the newly developed position of Data Specialist with the Ozark School District in Ozark, Missouri, in 2019.