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Supplemental Education Services and Cultural-Linguistic Instruction for Hispanic Students to Improve English Language Proficiency

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Walden University

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Abstract

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by

Joshua William Cochran

MA, University of Phoenix, 2007

BS, Nebraska Wesleyan University, 2005

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

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May 2022

Abstract

Due to low English language arts (ELA) state test scores among Hispanic students, district administrators in a Title I identified school district implemented a new literacy policy that included both supplemental education services for Hispanic students (SES-HS) and professional development in cultural and linguistic instructional practices (CLIP) for ELA teachers. But the ELA state test scores for Hispanic students who received the SES-HS and CLIP services had not been studied to see if there was any improvement related to the CLIP-HS training. The purpose of this study was to examine the difference in Hispanic students' ELA scores before and after CLIP-HS PD and SES-HS. Vygotsky's social development theory grounded this study. A convenience sample of 111 Hispanic students who participated in the SES-HS program over a 6-year period (2016-2021) were collected as the students progressed from Grades 7-12. A *t* test was used to compare the average ELA test scores of each student for the 3 years (2016-2018) before the CLIP-HS PD, and average ELA test scores of the same students for the 3 years after (2019-2021). The results, $t(110) = 16.53$, $p < .001$, indicated that ELA scores after the CLIP-HS PD was introduced were significantly higher ($M = 53.18$, $SD = 33.89$) than before the ELA teacher training. Based on these findings, a recommendation was made for school leaders to offer the CLIP-HS PD for all teachers and to continue the SES-HS initiative. Positive social change accrues when ELA proficiency supports the academic success of students.

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Dedication

To my wife, Morgan, and the reasons for my existence, my son Cooper and daughter Tatum. Your constant support, grace and subtle encouragement was vital to me completing this major milestone in my educational journey. I want you to always remember that hard works beats talent (LDE=FAW). To my mom who taught me everything I know about love and perseverance. You never gave up and neither did I. Dad, I miss you every day but know how proud you would be of Dr. C.

Acknowledgments

Grandma, this is for you. You can stop sending me all those articles showing people who have more letters after their name than I do. I love you!

Dr. Peter Kiriakidis! Brother, I appreciate you.

“The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again, because there is no effort without error and shortcoming; but who does actually strive to do the deeds; who knows great enthusiasms, the great devotions; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who neither know victory nor defeat.”

–Theodore Roosevelt

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Chapter 1: Introduction to the Study

At the study site, Grades 7-12 Hispanic students demonstrated low English language arts (ELA) proficiency between 2015-2016 and 2020-2021. In the urban public school district, district administrators mandated a language policy during the 2015-2016 year to offer supplemental education services for Hispanic students (SES-HS). Additionally, starting in the 2018-2019 year, ELA teachers were required to attend professional development (PD) to apply to their cultural and linguistic instructional practices for Hispanic students (CLIP-HS). But since the language policy was applied to offer SES-HS and training on CLIP-HS to ELA teachers, the difference in ELA state test scores was not studied. Therefore, the research purpose was to examine the difference in ELA scores since ELA teachers attended CLIP-HS training and Hispanic students attended SES. By offering SES-HS and PD on CLIP-HS to ELA teachers, Hispanic students may complete high school, enter the workforce, or attend college will result in a positive social change.

This chapter includes the problem and purpose statement as well as a discussion on the nature of the study and theoretical foundation. Definitions of key terms are also provided along with the assumptions, scope and delimitations, and limitations. The chapter ends with a summary.

Background

The percentage of immigrants has increased steadily and is nearing a record high (Radford & Noe-Bustamante, 2019). There have also been reductions in the achievement

gap over time, as demographics resulted in different program options for multilingual students (Goodrich et al., 2021). School engagement, student placement, and teachers can affect students' academic achievement (Rizzuto, 2017; Zabala et al., 2016). Education leaders should focus on effectively educating students with their instructional practices (Hopkins et al., 2018; O'Hara et al., 2020). But educators need to be better prepared to teach students (Grant et al., 2021). For instance, teachers can take Spanish courses (Severinsen et al., 2018). Team teaching also helps teachers in improving teaching practices (Smith et al., 2020).

School districts receive federal Title I funding for the improvement of academic achievement (Vergari, 2007, p. 311). Funding is provided to school districts (Reschly & Christenson, 2019), and teachers incorporate evidence-based instructional practices (Traill, 2017). Additionally, SES are for students not meeting proficiency on state-mandated assessments (Mirpuri & Jimenez, 2019). Afterschool support can support students (Schneider, 2020). Educators should address students' needs (Collins & Toppelberg, 2021). For instance, the academic performance of Hispanic students, especially those who are also English learners, consistently falls far below that of White and Asian students (Giboney et al., 2018). School leaders should address the needs of Hispanic students because Hispanics are underperforming (Hough et al., 2016). This means school leaders should also address the professional mentoring needs of teachers (Cook-Harvey et al., 2016). Hispanic students have lower test scores, and teachers should focus on preparing these students for state tests (Li & Peters, 2020). PD helps teachers

improve their instruction (Portes et al., 2018, p. 488). Teachers can use PD to meet the demands of mandated educational policies (Pak et al., 2020). PD should focus on best practices and research-based programs (Wei, 2020).

Problem Statement

Hispanic students have had significantly lower ELA scores than their peers (Li & Peters, 2020). The research site was a Title I designated school district, which had school principals, assistant principals, and guidance counselors. Of the 2,100 middle and high school students, 1,869 were Hispanic students. The Department of Education developed ELA tests, administered the tests at the school districts, and sent ELA scores to school districts. Hispanic students who scored below state proficiency in ELA were placed in SES-HS (accountability office, personal communication, June 1, 2021). School leaders used SES-HS as an intervention to support Hispanic students at the school understudy. Students attended SES-HS in 2015-2016, 2016-2017, and 2017-2018. The state and district test scores are depicted in Table 1, showing that state and district scores decreased in the 2015-2016, 2016-2017, and 2017-2018.

Table 1

Students Who Met or Exceeded Expectations on Test Scores

	All students	Hispanic students
State test scores		
2016	49.72%	25.92%
2017	51.45%	24.82%
2018	54.6%	24.08%
District test scores		
2016	68.63%	28%
2017	67.61%	20.8%
2018	65.62%	21.3%

Despite the goal to improve their language proficiency on state tests (personal communication, June 1, 2020), following 3 years of SES-HS introduction, scores continued to decrease, and the effectiveness of SES-HS and had not been explored. Additionally, all ELA teachers participated in CLIP-HS, which was taught to ELA teachers in the 2018-2019 year (assistant superintendent, personal communication, June 21, 2020). Teachers participated in six graduate courses that were offered every 8 weeks (superintendent, personal communication, June 28, 2020). But since the language policy was applied to offer SES to Hispanic students, and PD on CLIP-HS to ELA teachers, the difference in ELA scores was not studied.

Purpose of the Study

I examined the ELA scores for the years ELA teachers attended PD on CLIP-HS and Hispanic students attended SES to determine whether there was an improvement. I collected ELA scores for the years 2015-2016 to 2020-2021. Convenience sampling was used to collect scores for 111 Grades 7-12 Hispanic students who attended SES. Following 3 years of introduction of SES-HS and 3 years after CLIP-HS PD, ELA scores were compared. CLIP-HS was the independent variable. Archived ELA scores were the dependent variable.

Research Question and Hypotheses

Research Question: What is the difference in the ELA state test scores since ELA teachers attended CLIP-HS PD in 2018-2019, 2019-2020, and 2020-2021, and Hispanic students attended SES in 2015-2016, 2016-2017, and 2017-2018?

$H_0$1: There is no difference in the ELA state test scores since ELA teachers attended CLIP-HS PD in 2018-2019, 2019-2020, and 2020-2021, and Hispanic students attended SES in 2015-2016, 2016-2017, and 2017-2018.

H_a1: There is a difference in the ELA state test scores since ELA teachers attended CLIP-HS PD in 2018-2019, 2019-2020, and 2020-2021, and Hispanic students attended SES in 2015-2016, 2016-2017, and 2017-2018.

Theoretical Foundation

Vygotsky's (1978) social development theory was used to conduct this quasi-experimental study because ELA teachers who attended CLIP-HS sessions applied this

theory in their teaching. Vygotsky reported that children master language with the help of their surroundings (p. 25). District administrators where this study was conducted mandated teachers assist Hispanic students in learning new concepts by applying Vygotsky's theory in the lessons. ELA teachers also applied Vygotsky's zone of proximal development in SES to teach Hispanic students through modeling, coaching, and scaffolding. The zone of proximal development may help students improve their knowledge because students share experiences in the classroom (Bandura, 2008). Hispanic students may relate what they have learned in SES-HS classes to their experiences in addition to setting goals to improve ELA proficiency and read independently.

Nature of the Study

Researchers who conduct quantitative studies use numerical data (Creswell & Creswell, 2018). Because I have variables, I considered experimental and quasi-experimental approaches (see Creswell & Creswell, 2018, p. 206). Because I did not place Hispanic students in SES-HS, and I had no control or an experimental group, I selected a quasi-experimental approach.

Using this approach, I examined the difference in ELA scores since ELA teachers attended PD on CLIP-HS in 2018-2019, 2019-2020, and 2020-2021, and students attended SES-HS in 2015-2016, 2016-2017, and 2017-2018. I collected data from a Title I school district that had a middle and a high school. Two school principals, four assistant principals, and five guidance counselors were on the leadership team. There were 150

educators, of which 78 were ELA teachers. The population of middle and high school students was 2,100 of which 89% are Hispanic students. Of these 1,869 Hispanic students, 70% receive free-and-reduced lunch.

I used SPSS 27.0 to analyze matched archived ELA scores using a paired-samples *t* test. The selection criteria were scores for students in SES-HS who took the ELA test between 2015-2016 and 2020-2021. I averaged the scores from when ELA teachers attended PD on CLIP-HS in 2018-2019, 2019-2020, and 2020-2021, and from when students attended SES-HS in 2015-2016, 2016-2017, and 2017-2018. In 2018-2019. The independent and the dependent variables were CLIP-HS and ELA scores respectively.

Definitions of Key Terms

Cultural and linguistic instruction practices for Hispanic students (CLIP-HS): Based on guidance provided in the language policy, these are "a broad range of instructional practices and strategies should be employed in assisting ELLs to learn content area concepts as they learn the English language" (Brown et al., 2022, p. 55).

English language learners (ELLs): "ELLs are students who are in the process of learning English" (English Language Learner Glossary, para. 62).

Supplemental educational services for Hispanic Students (SES-HS): "Refers to free extra academic help, such as tutoring" and "is provided to students in subjects such as reading, language arts, and math. This extra help can be provided before or after school, on weekends, or in the summer" (U.S. Department of Education, para.1).

Assumptions

All research studies include assumptions (Creswell & Creswell, 2018). The first assumption was that Hispanic students attended SES-HS. The second assumption was that the ELA scores of Hispanic students were for the same students in 2015-2016, 2016-2017, 2017-2018, 2018-2019, 2019-2020, and 2020-2021, following them from Grades 7-12. The third assumption was that ELA scores were numeric and correct. The fourth assumption was that ELA teachers participated in CLIP-HS.

Scope and Delimitations

The sample was ELA scores of Hispanic students. The scope was one Title I designated school district. School leaders created SES-HS and placed these students. School leaders also provided funding for CLIP-HS. I had no control of the placement of students in SES-HS or the placement of teachers in PD on CLIP-HS. I also had no control of the timeframe of SES-HS and CLIP-HS. The schools understudy had 78 ELA teachers and 2,100 students of which 89% are Hispanic students.

Limitations

Limitations are potential weaknesses of the research (Creswell & Creswell, 2018). The first limitation was that findings may not apply to Hispanic students who attended SES-HS in other school districts. The research site was intentionally selected regarding a central phenomenon, which was SES-HS and CLIP-HS. Data collected over the course of multiple years means that participants, regardless of treatment, may improve their ELA scores due to matriculation. However, the Department of Education established content

validity for ELA tests using a testing service responsible for revising ELA test items. The testing service ensured validity with Cronbach's alpha between .84 and .91 (Abedi et al., 2020). The Department of Education also ensured the reliability of ELA tests so "each selected-response item or performance-based task on the ELA assessments was carefully developed, reviewed, piloted, and field-tested to ensure that it allows students to demonstrate accomplishment of the targeted performance indicator" (Abedi et al., 2020, p. 13).

Significance

The findings of this research may help school leaders in making decisions regarding SES-HS and CLIP-HS, which have helped Hispanic students academically. SES-HS and CLIP-HS could be used in other core subjects in all schools understudy and provide teachers PD to apply CLIP-HS. It is recommended to school leaders to offer PD on CLIP-HS to teachers to improve teaching practices and SES-HS for students to graduate from school could result in a positive social change.

Summary

Grade 7-12 Hispanic students had demonstrated low ELA proficiency. School leaders mandated a language policy in the 2015-2016 year to offer SES-HS. Additionally, starting in the 2018-2019 year, ELA teachers attended CLIP-HS PD. But since this policy, the difference in ELA scores was not studied. The research purpose was to examine the difference in ELA scores since ELA teachers attended CLIP-HS PD and students attended SES-HS. Vygotsky's (1978) social development theory was used to

guide this quasi-experimental study. The findings may help school leaders in making decisions regarding SES-HS and CLIP-HS. School leaders may offer CLIP-HS to teachers and SES to Hispanic students to help these students complete high school, enter the workforce, or attend college. I present the literature review in the next chapter.

Chapter 2: Literature Review

Since the language policy was applied at the study site to offer SES-HS and CLIP-HS, the difference in ELA scores had not been studied. The research purpose was to examine the difference in ELA scores since ELA teachers attended training on CLIP-HS in the years 2018-2019, 2019-2020, and 2020-2021 and Hispanic students attended SES-HS in the years 2015-2016, 2016-2017, and 2017-2018. The federal government funds SES programs based on available funds provided to Title I schools (Reschly & Christenson, 2019). Though Hispanic students have had significantly lower ELA state scores than White students (Li & Peters, 2020), interventions helped teachers implement high-impact instructional strategies to help students develop ELA skills (Babinski et al., 2018).

In this chapter, I discuss theoretical foundation, PD, and leadership and practice. I also describe support for students and the preparation of teachers. Finally, I describe PD for staff as well as administrators' involvement in systemic support of ELLs.

Literature Search Strategy

I used Walden University, SAGE, Google Scholar, and ProQuest to conduct the literature review. I searched for peer-reviewed articles published between 2015 and 2022. I found over 500 articles related to this study using the following keywords during the database search. The search keywords included teaching strategies, ELLs, SES, teacher practices, administrator knowledge, state testing, and PD.

Theoretical Foundation

I used Vygotsky's (1978) social development theory to conduct this quasi-experimental study because ELA teachers who attended CLIP-HS sessions applied this theory in their practices. School leaders where the study was completed mandated teachers assisting Hispanic students to learn new concepts by applying Vygotsky's theory in the lessons. Vygotsky also developed the zone of proximal development, which ELA teachers applied in SES-HS to teach through modeling, coaching, and scaffolding. The zone of proximal development may help students improve their knowledge because students share experiences in the classroom (Bandura, 2008). For example, Hispanic students may relate what they have learned in SES-HS classes to their experiences. SES-HS teachers also help students to set learning goals to improve achievement in ELA, using the zone of proximal development for Hispanic students to read independently. Because at the research site, the zone of proximal development and the social development theory was used in ELA classes during school hours and SES-HS classes after school hours, I assumed that ELA classes helped Hispanic students.

Literature Review Related to Key Concepts

National Assessment of Educational Progress

"The U.S. educational system has made little progress in meeting ELLs needs" (Kieffer & Thompson, 2018, p. 391). For example, Kieffer and Thompson reported it is not an issue of systematically inefficient education for multilingual students but rather an issue with the nature of labeling these groups. The structure of National Assessment of

Educational Progress data does not allow for disaggregation of data by whether students have ever been categorized as ELLs; however, National Assessment of Educational Progress allows for disaggregation of data. Kieffer and Thompson (2018) examined data in reading and mathematics at fourth and eighth grade. Specifically, Kieffer and Thompson compared means on the National Assessment of Educational Progress reading assessments across monolingual and multilingual students at the national level. Kieffer and Thompson indicated that for all outcomes, the achievement gap between multilingual and monolingual students was substantially reduced in size.

Factors Affecting Students' Achievement Gap

Factors that affect the achievement gap include demographics and policy. According to Goodrich et al. (2021), numerous factors are used to explain reductions in the achievement gap over time, including shifts in demographics of the population and changes in education policy that have resulted in different program options for multilingual students. The percentage of immigrants has increased steadily and is nearing a record high (Radford & Noe-Bustamante, 2019). Asian immigrants have recently surpassed Hispanic or Latino immigrants as the largest group arriving in the United States each year. Hispanic or Latino immigrants account for more than 25% of immigrants. Furthermore, immigrants from Central America have the lowest levels of English proficiency of all immigrants living in the United States, and Hispanic/Latino families are disproportionately represented among low-income backgrounds (Joint Economic Committee, 2016).

Factors Affecting the Academic Success of Hispanic Students

Several factors are affecting Hispanic students' education. The academic success of children and adolescents was attributed to "positive teacher-student relationships in connection with academic achievement" (Zabala et al., 2016, p. 49). Engagement and accountability are important, teacher effectiveness and qualifications are also considered critical in the achievement of Spanish-speaking ELLs. Schneider (2020) identified that ELLs are a growing school population in the southeastern region. "Between the years 2010 and 2050, the Hispanic population will increase by 167 percent" (El Moussaoui, 2017, p. 408).

According to Hopkins et al. (2018), education leaders should support focus on effectively educating students. For example, educators monitor ELLs "while establishing time frames for the attainment of English language proficiency" (Hopkins et al., 2018, p. 101). The Department of Education sets expectations for academic achievement. Educators should address the needs of students. Li and Peters (2020) concluded that Hispanic students had significantly lower ELA scores than White students. Moreover, Hopkins et al. (2018) stated that school "leaders should sustain and sharpen attention, direction, and innovation in effectively educating ELLs" (p. 101). Furthermore, Lindholm-Leary (2019) examined ELLs who are enrolled in a dual-language program and found that bilingual proficiency at school entry is beneficial to students.

Herrera et al. (2017) studied student sub-groups and determined that proficiency in reading between White and Hispanic students decreased over 6 years and the gap

exceeded 10 percentage points. Alexander et al. (2017) explored the association between student achievement and teacher evaluations, reviewed accountability policies in the education systems, and found that over 7 years there was a disparity in achievement between Hispanic students and their White peers.

PD to Teach ELLs

PD can help teachers of ELLs. A study by Szymanski and Lynch (2020) on educators' perceptions of ELLs found three main themes: educator perceptions, identification, and need for additional PD. Moreover, Szymanski and Lynch identified the need for specific PD to restructure thinking regarding ELLs. Additionally, El Moussaoui (2017) reported, "minority students are less likely to have qualified teachers" (p. 411). According to Li and Peters (2020), educators should receive training on how to teach ELLs (Li & Peters, 2020). Also, Jackson et al. (2019) examined a 2-year PD initiative regarding the success of ELLs and found that PD initiative was beneficial to students. PD can benefit teachers and teachers need PD to increase their knowledge for academic language development.

According to Rizzuto (2017), PD can assist teachers in increasing their skills, and that "the goal of providing PD is to maximize and increase student achievement" (p. 197). Specifically, educators should apply instructional practices to teach academic language. For example, PD is used to mentor and support teachers. According to Rizzuto (2017), "building effective professional development for teachers is similar to creating meaningful instruction for students in a classroom" (p. 197). Thus, PD can help teachers;

however, people “must measure changes in teacher knowledge” (Rizzuto, 2017, p. 197). Moreover, Slack (2019) indicated that teachers are not receiving enough PD, and professional learning is used to support ELLs.

Innovative programs could be used to prepare teachers. For example, Li and Peters (2020) examined “an innovative program that prepares K-12 teachers through research, service, and professional development” (p. 1489). According to Li and Peters, innovative programs could be used for teachers to improve their second language knowledge.

Educators and relevant strategies affect student learning. According to Vafai (2016), “supplementary resources further reinforced this approach by providing reading, writing, and communication skills” (p. 94). Specifically, Severinsen et al. (2018) concluded, “it is necessary for teachers to embrace an individualized, responsive approach when teaching ELL students” (p. 38). Teachers should provide learning opportunities to students. Purposeful coursework targets effective instructional strategies for teaching ELLs. Grant et al. (2021) stated educators should support ELLs. According to Sparks (2016), teachers should aim at improving students’ learning. Moreover, teachers should use strategies to motivate students (Sparks, 2016). Moreover, teachers should apply best practices to teach students who are struggling readers (Sparks, 2016). Sparks reported strategies, such as bilingual instruction could help students “exit the program proficient in both languages” (para. 8). Finally, Smith et al. (2020) investigated the effect of the team teaching and learning framework on teachers and found that the

team teaching and learning framework helps teachers in improving their teaching practices. In conclusion, teachers should provide learning opportunities to students.

State Testing and ELLs

Li and Peters (2020) identified the "positive factors of preparing K-12 teachers and gain insight on teacher preparation so that more K-12 teachers can work effectively with the ELLs" (p. 1490). According to Li and Peters, teachers should focus on preparing Hispanic students for ELA state tests. Moreover, Kan and Murat (2018) highlighted teachers should also focus on "21st-century skills" (p. 451). "For a productive society, individuals who can think critically, use research-inquiry skills, solve problems, make designs, produce and think creatively; in short, they must be equipped with the skills required by 21st-century" (Kan & Murat, 2018, p. 452). Irgatoğlu and Pakkan (2020) researched "whether ELLs were aware of their 21st-century skills" (p. 1921). Irgatoğlu and Pakkan implied that in addition to language acquisition, higher-order thinking skills should be taught.

Language Assistance Programs and ELLs

Language assistance programs can help ELLs learn English. While ELLs may appear proficient during informal conversations, they cannot engage with academic English language and associated curriculum. Shahbazi (2020) examined the experiences and perceptions of teachers concerning students learning English, and found that consistent PD for teachers may yield effective results.

Instructional Leadership Practices of School Principals

Grissom et al. (2019) reported that effective principals exhibited efficient teacher instructional practices. By being able to identify high effect size strategies for all students, principals can support basic students' needs. Moreover, Grissom et al. revealed that principals experienced difficulty in supporting teachers and did not specifically address the needs of ELLs but rather generalized instructional supports using data to support all students. Kraft and Gilmour (2016) examined principals' leadership regarding feedback via conversations with teachers. Kraft and Gilmour explored principals' perspectives of their experiences in providing feedback to teachers. Twenty-four principals participated in interviews. According to Kraft and Gilmour, principals should improve their leadership practices to enhance feedback via conversations with teachers. Kraft and Gilmour (2016) showed the importance of feedback, and Norris et al. (2017) used semistructured interviews with principals on how to support teachers. Accordingly, teachers should be equal participants in the process and provide reflection, set goals, and use data for evaluation effectiveness (Norris et al., 2017).

Wei (2020) reported teacher PD should focus on "best practices and research-based programs" (p. 57). Moreover, Louie et al. (2019) recommended professional learning opportunities. Furthermore, Williams and Herbert (2017) explored principals' perceptions of teacher evaluations and identified that the quality of the training principals received is affecting their capability to provide useful feedback to teachers.

Summary and Conclusions

Successful programs could help Hispanic students who have significantly lower ELA scores than White students (Li & Peters, 2020). Moreover, Herrera et al. (2017) reported that proficiency in reading between White and Hispanic students decreased over 6 years and the gap exceeded 10 percentage points. Alexander et al. (2017) found a disparity in achievement between Hispanic students and their White peers. PD could help teachers increase the language and literacy skills of Latino students (Babinski et al., 2018). Thus, teachers could focus on preparing Hispanic students for ELA state tests (Li & Peters, 2020). Grissom et al. (2019) reported effective principals exhibited efficient teacher instructional practices. Also, Kraft and Gilmour (2016) wrote principals should improve leadership practices to enhance feedback via conversations with teachers. Moreover, Norris et al. (2017) said principals need PD on how to support teachers. Thus, Wei (2020) stated PD should focus on best practices and research-based programs. I describe the research methodology in Chapter 3.

Chapter 3: Research Method

The federal government is funding the introduction of SES (Reschly & Christenson, 2019) to help students who are not meeting proficiency on state-mandated assessments by offering extra instruction (Mirpuri & Jimenez, 2019). Students benefit by participating in SES because teachers incorporate evidence-based instructional practices (Traill, 2017). In this study, I examined the difference in the ELA scores since ELA teachers attended PD on CLIP-HS and students attended SES-HS. ELA scores were collected for the years between 2015-2016 and 2020-2021. In this chapter, I describe the methodology and how data were collected and analyzed.

Research Design and Rationale

Researchers who conduct quantitative studies use numerical data (Creswell & Creswell, 2018). I chose a quantitative quasi-experimental approach because it involved collecting data before and after an intervention (Handley et al., 2018, p. 7). Because the school administrators had already placed Hispanic students in SES, I selected the quasi-experimental design. I collected ELA scores from the introduction of SES-HS in the years 2015-2016, 2016-2017, and 2017-2018 and after PD on CLIP-HS for ELA teachers in 2018-2019, 2019-2020, and 2020-2021. I did not examine the experiences or perceptions of ELA teachers concerning SES-HS or CLIP-HS. Thus, I used a quantitative design; archived ELA scores were the dependent variable, and CLIP-HS was the independent variable.

Methodology

For this quantitative research, I collected ELA scores from testing done by the local department of education. In 2015-2016, at the research site, a language policy was used to help Hispanic students in Grades 7-12. Based on the language policy, SES-HS was offered after school hours and in 2018-2019, ELA teachers participated in PD on CLIP-HS. I use a *t* test to compare ELA scores from the introduction of SES-HS in the 2015-2016, 2016-2017, and 2017-2018 years and after the CLIP-HS PD for ELA teachers in the 2018-2019, 2019-2020, and 2020-2021 years. Archived ELA scores were the dependent variable and CLIP-HS was the independent variable.

Data were collected from a Title I designated public school district. The student population was 2,100 students in Grades 7-12. Native American/Alaskan were 0.1%, 1% were African American, 10% were White, and 89% were Hispanic. In Grade 8 there were 420 students. In Grade 9 there were 409 students. In Grade 10 there were 432 students. In Grade 11 there were 431 students. In Grade 12 there were 408 students. Hispanic students were 1,869 of which 1,300 students received free-and-reduced lunch.

Sampling and Sampling Procedures

A G*Power analysis for a one tailed *t* test was conducted with alpha of .05 and power of .95. The total sample size returned from the G*Power calculator to avoid Type I and Type II data analysis errors was $N = 111$. Based on the G*Power estimate of needed records for the paired *t* test, I used SPSS's Random Sample function to pull 111 from the total of 357 ELA scores provided to by the school district for my data analysis. The three

selection criteria, for which all 357 students qualified, were (a) participation in the SES-HS program from 2015-2021, (b) having been taught by the CLIP-HS trained teachers beginning in the 2018-2019 school year, and (c) participation in the state's ELA test at the end of each school year.

Procedures for Recruitment, Participation, and Data Collection

Upon IRB approval (# 08-30-21-0224543) from Walden University and from the research site, I collected archived ELA scores. Hispanic students were placed in SES-HS ELA classes from the introduction of SES-HS in the 2015-2016, 2016-2017, and 2017-2018 years and after the CLIP-HS PD for ELA teachers in the 2018-2019, 2019-2020, and 2020-2021 years. The school administrator did not provide names, state IDs, and school district IDs of Hispanic students but only the ELA scores (see Table 2). A unique number between 1 and 111 was used to replace each state or district student ID. School district Hispanic students' IDs were not collected or included in the findings to protect the anonymity of the students.

Table 2

Data Collection Plan

	ELA Scores Before CLIP-HS			ELA Scores After CLIP-HS		
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Student	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
1	297	300	309	332	361	403
…	…	…	…	…	…	…
111	150	179	201	322	368	299

Intervention and Treatment

The intervention for this study was the CLIP-HS PD for ELA teachers that was introduced during the 2018-2019 school year; a teaching intervention that was predicated by a new language policy implemented three years earlier. At the beginning of the 2015-2016 year, a language policy was implemented to help Hispanic students in Grades 7-12 to pass state tests. Hispanic students that did not score proficient on the state ELA test were placed in SES-HS in the years 2015-2016, 2016-2017, and 2017-2018. 2018-2019, ELA teachers participated in training to improve their CLIP to assist Hispanic students to pass state tests. State funding was allocated for ELA teachers to participate in CLIP-HS (superintendent, personal communication, June 30, 2021).

ELA teachers participated in six graduate courses offered every 8 weeks after school hours. CLIP-HS classes were mandatory for all ELA teachers. In addition, graduate professors taught CLIP-HS classes from the local public university. The curriculum of the CLIP-HS courses focused on how to apply CLIP to help Hispanic students to pass state tests. CLIP-HS content was based on the social development theory.

In the 2018-2019 year, fully certified CLIP-HS teachers taught SES-HS ELA classes. SES had a small student-teacher ratio, which was 10 Hispanic students to one CLIP-HS certified ELA teacher. ELA teachers used written interpretation as teaching practices. Thus, the treatment was SES-HS. Data were collected over the course of multiple year's means that participants regardless of treatment may improve their ELA scores. Moreover, I had no control of the content of the SES-HS curriculum, CLIP-HS curriculum, teaching practice, ELA teachers' instructional practices, and any unforeseeable events.

Archived Data

I collected archived ELA scores for students placed in SES-HS in the years 2015-2016, 2016-2017, and 2017-2018 and after the implementation of CLIP-HS PD for ELA teachers in the years 2018-2019, 2019-2020, and 2020-2021. ELA scores were accompanied by a student numerical identifier. Students participated in ELA state tests yearly. The tests results were sent to local school districts by the Department of Education.

The ELA scores of Hispanic students who attended SES were from: (a) between 2015-2016, 2016-2017, and 2017-2018 before the implementation of CLIP-HS PD and students attended SES-HS ELA classes; (b) between 2018-2019, 2019-2020, and 2020-2021 after the implementation of CLIP-HS; (c) and who participated in the local ELA state testing each year between 2015-2016 and 2020-2021; and (d) and who were taught by the same CLIP-HS certified ELA teachers; and (e) and all students were taught during regular school hours. The matched archived ELA scores were three digits. I stored the data on my personal, password protected laptop in both Excel and Word format all ELA scores I collected that I will destroy after 5 years.

Instrumentation and Materials

The Department of Education presents an annual evaluation report as well as a table that summarizes the longitudinal findings of federally funded programs. "Authorized school districts use a portion of the allocated Title I funds to provide direct instruction (i.e., tutoring) to students in low-performing schools outside of the school day" (Negley et al., 2016, para. 1). The local school district introduced SES-HS in 2015-2016. Based on the language policy, SES was offered to Hispanic students after-school hours and CLIP-HS was offered to ELA teachers in the 2018-2019 year.

The Department of Education offered school districts English language development tutoring services. Each participating district had flexibility in how SES was offered. Participating districts offered opportunities for students to participate in SES on-site and others offered an off-site option to students free of charge. During the second

year, “participation in ELD services increased to 16.7%, with students receiving services through nine different providers” (Negley et al., 2016, para. 2). On average, participating students in districts across the state completed “25.5 hours of supplemental ELD tutoring services through SES” (Negley et al., 2016, para. 2). At the research site, the curriculum taught by the CLIP-HS certified ELA teacher focused on integrating CLIP to assist students. The Department of Education requires on-site and off-site “providers to deliver a minimum of 20 hours to each student receiving SES services” (Negley et al., 2016, para. 4). Thus, “to be included in the state’s effectiveness analyses, a student must have completed at least 75% of the 20 hours minimum and at least 50% of their contracted hours” (Negley et al., 2016, para. 4).

School leaders where this study was conducted allocated both time and funding for ELA teachers to participate in graduate-level courses in 2018-2019 (assistant and associate superintendents, personal communication, June 15, 2020). All ELA teachers participated in CLIP-HS. The CLIP-HS curriculum was taught to ELA teachers beginning in 2018- 2019 (assistant superintendent, personal communication, June 21, 2020). Teachers participated in six graduate courses that were offered every 8 weeks (superintendent, personal communication, June 25, 2020). The CLIP-HS pedagogy was presented to these teachers as PD via graduate professors. The six courses covered intentional topics on how to apply CLIP. All ELA teachers who participated in CLIP-HS received culturally and linguistically diverse endorsement certification.

A language policy was implemented in 2015-2016 to help students in Grades 7-12 to pass state tests. Based on the language policy, SES for Hispanic students was offered after-school hours and in 2018-2019, ELA teachers participated in CLIP-HS. According to the superintendent of schools at the research site, state funding was allocated for ELA teachers to participate in graduate-level courses called CLIP-HS to learn how to help Hispanic students in ELA. ELA classes had a small student-teacher ratio, which was 10 Hispanic students to one CLIP-HS certified ELA teacher.

The students assigned to SES-HS stayed with the same group of students and teachers throughout the duration of the study. School leaders decided to use "a consistent and small student-teacher ratio during all SES-HS classes" (superintendent, personal communication, Sept. 2, 2021). "ELA teachers used explicit instruction in domain-specific vocabulary" (superintendent, personal communication, Sept. 2, 2021). The curriculum taught by the CLIP-HS certified ELA teacher focused on integrating CLIP. ELA teachers who participated in CLIP-HS were taught how students develop language skills by providing ample opportunities to engage in oral language activities with sentence stems, visual cues, and models of strong writing. In 2018-2019, CLIP-HS certified teachers taught SES-HS ELA classes, and SES ELA classes were offered to Hispanic students after school hours from 2018-2019, 2019-2020, and 2020-2021. Thus, the treatment was SES-HS classes and CLIP-HS.

The Department of Education designed the ELA questions to measure students' proficiency in ELA. All students participated in ELA state tests. ELA scores were

continuous with numerical values between 100 and 600. The Department of Education established content validity for ELA tests. Specifically, the testing service was responsible for revising ELA test items. ELA specialists reviewed each ELA question. The testing service content experts reviewed each ELA test item. After the testing service field-tested each ELA question, evaluators determined which ELA questions were used for meeting testing conditions. The testing service ensured validity with Cronbach's alpha between .84 and .91 (Abedi et al., 2020). Also, The Department of Education used a testing service to ensure the reliability of ELA tests so "each selected-response item or performance-based task on the ELA assessments was carefully developed, reviewed, piloted, and field-tested to ensure that it allows students to demonstrate accomplishment of the targeted performance indicator" (Abedi et al., 2020, p. 1-3).

Data Analysis

I used SPSS 27.0 to analyze ELA scores. First, I used SPSS's random select function to select 111 student records from the 357 records provided by the school district. I then averaged ELA scores for the years 2015-2016, 2016-2017, and 2017-2018 since the introduction of SES-HS and after CLIP-HS for the years 2018-2019, 2019-2020, and 2020-2021. For example, for the first student, I averaged ELA scores for the years 2015-2016, 2016-2017, and 2017-2018. Then, for that same student, I averaged their ELA scores for the years 2018-2019, 2019-2020, and 2020-2021. I followed this process until I averaged all scores for all the students, resulting in 111 paired samples. Thus, I examined the scores for the testing years of 2015-2016, 2016-2017, and 2017-

2018 from the introduction of SES-HS and after the CLIP-HS in the testing years 2018-2019, 2019-2020, and 2020-2021. The goal of this examination was to see if ELA scores increased after CLIP-HS and by how many points. The research question was:

My research question sought to determine the difference in the ELA state test scores for Hispanic students who participated in the SES-HS curriculum for six years, including the three years before the ELA teachers began receiving the CLIP-HS PD in 2018-2019, and the three years after through the school year ending in 2021. My null and alternate hypotheses were:

$H_0$1: There is no difference in the ELA state test scores since ELA teachers attended CLIP-HS in the years 2018-2019, 2019-2020, and 2020-2021, and Hispanic students attended SES-HS in the years 2015-2016, 2016-2017, and 2017-2018.

H_a1: There is a difference in the ELA state test scores since ELA teachers attended CLIP-HS in the years 2018-2019, 2019-2020, and 2020-2021, and Hispanic students attended SES-HS in the years 2015-2016, 2016-2017, and 2017-2018.

Threats to Validity

A quasi-experimental design was used. The Department of Education designed the ELA questions and established content validity for ELA tests. The testing service of the Department of Education had content experts review each ELA test item and ensured validity with Cronbach's alpha between .84 and .91 (Abedi et al., 2020). Also, The Department of Education used a testing service to ensure the reliability of ELA tests so "each selected-response item or performance-based task on the ELA assessments was

carefully developed, reviewed, piloted, and field-tested to ensure that it allows students to demonstrate accomplishment of the targeted performance indicator" (Abedi et al., 2020, p. 1-3). I did not manipulate the independent variable. Also, I did not place Hispanic students in SES. Moreover, I did not examine other variables out of my control. I used a quasi-experimental research design. Data were collected over the course of multiple year's means that participants regardless of treatment may improve their ELA scores.

Ethical Procedures

I obtained the CITI certificate by completing the basic course on human subjects for research purposes. Moreover, I obtained IRB approval from Walden University. Furthermore, I followed IRB ethical guidelines and protected the anonymity of the students whose ELA scores I collected. Each ELA score was identified between 1 and 111 (Table 3). Thus, no names or state IDs of students were included in the findings. I did not place Hispanic students in SES.

Summary

I discussed the research methodology. Furthermore, also, I collected and analyzed matched ELA scores before and after the introduction of CLIP-HS. Moreover, I used a *t* test to examine ELA scores from the introduction of SES-HS and after the CLIP-HS. Convenience sampling was used to collect ELA scores for 111 Grades 7-12 students who attended SES-HS. A *t* test was used to analyze ELA scores. In the next chapter, the findings are presented.

Chapter 4: Results

I examined the difference in the ELA scores since ELA teachers attended PD on CLIP-HS and Hispanic students attended SES. Vygotsky's social development theory was used to conduct this quasi-experimental study because ELA teachers who attended CLIP-HS sessions applied this theory in their practices. ELA scores were collected for the years 2015-2016 to 2020-2021 using convenience sampling for students who attended SES-HS, giving a sample of 2,142. In this chapter, the findings are presented.

Data Collection

I collected ELA scores from the school administrator responsible for research. I received IRB approval. I also requested IRB approval from the research site to collect archived ELA scores. The ELA scores were archived ELA and from the state. Data were collected over the course of multiple years, which means that participants regardless of treatment may improve their ELA scores. Moreover, I had no control of the content of the SES-HS curriculum, CLIP-HS curriculum, teaching practices, ELA teachers' instructional practices, and any unforeseeable events.

In the 2015-2016 academic year, a language policy was implemented to help Hispanic students in Grades 7-12 to pass state tests. During 2018-2019, ELA teachers participated in CLIP-HS PD and taught SES ELA classes for Hispanic students. Thus, I . collected archived ELA scores of Hispanic students who were placed in SES since 2015-2016, 2016-2017, and 2017-2018 and after the implementation of CLIP-HS PD in the years 2018-2019, 2019-2020, and 2020-2021. All students participated in ELA state tests.

The matched archived ELA scores are from the Department of Education, which designed the ELA questions to measure students' proficiency in ELA. ELA scores were continuous with numerical values between 100 and 600. I did not collect the names or state or district IDs of Hispanic students. I stored on my personal laptop in both Excel and Word format all ELA scores I collected. Furthermore, I will keep these scores on my laptop for 5 years.

The population of students was 2,100 students in Grades 7-12. Specifically, Native American/Alaskan were 0.1%, 1% were African American, 10% were White, and 89% were Hispanic. In Grade 8 there were 420 students. In Grade 9 there were 409 students. In Grade 10 there were 432 students. In Grade 11 there were 431 students. In Grade 12 there were 408 students. Hispanic students were 1,869 of which 1,300 students received free-and-reduced lunch. In addition, Hispanic students were at-risk because of low ELA scores and were placed in SES-HS.

Data Analysis

Archived ELA scores were the dependent variable. After using SPSS's random select function to extract the needed number of records (N = 111) suggested by my G*Power sample size estimate, I examined if the ELA scores increased and by how many points. I averaged ELA scores for 2015-2016, 2016-2017, and 2017-2018 since the introduction of SES-HS and after CLIP-HS PD in 2018-2019, 2019-2020, and 2020-2021. I used a *t* test to analyze the data (see Liu & Wang, 2021, p. 265).

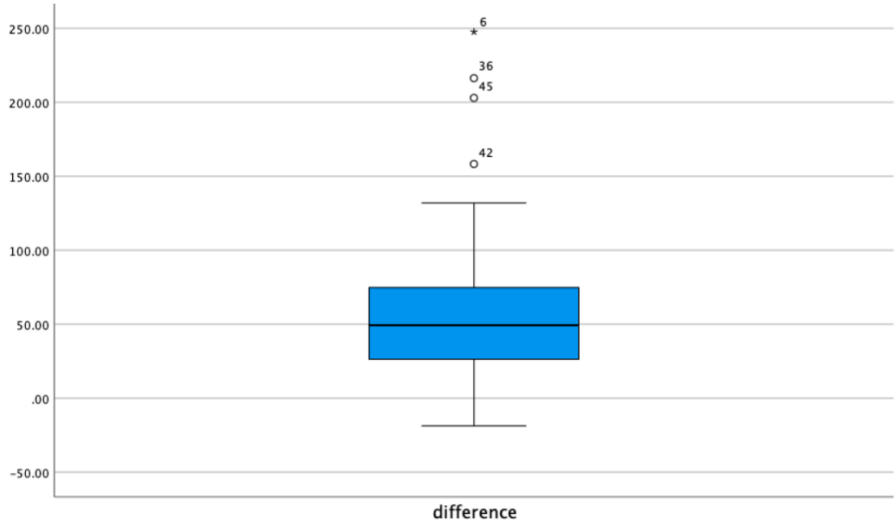
Results

I used the paired *t* test as modeled by Laerd Statistics (n.d.). The first two assumptions for the paired *t* test are related to the study design (Laerd Statistics, n.d.). These design assumptions are first, that the dependent variable (state ELA test scores) is continuous, and second, that the independent variable is categorical with two related groups. The dependent variable (state ELA test scores) was a continuous measure, and the independent variable was related based on paired scores before and after the introduction of the CLIP-HS training.

Next, I followed Laerd Statistics's instructions for the paired *t* test to calculate difference scores to test for the assumption of normality. Assumption 3 is that there should be no significant outlier, and Assumption 4 is that the distribution in the differences between groups should be normally distributed. The differences were computed by subtracting the post-test CLIP-HS from the pre-test CLIP-HS averaged scores. I used the Explore function to generate a boxplot (Figure 1) for the sample (N = 111) and visually inspected for outliers. Three outliers were detected that were more than 1.5 times the value of the interquartile range. Additionally, one record was identified as being greater than 3 times the value of the interquartile range and therefore, an extreme outlier.

Figure 1

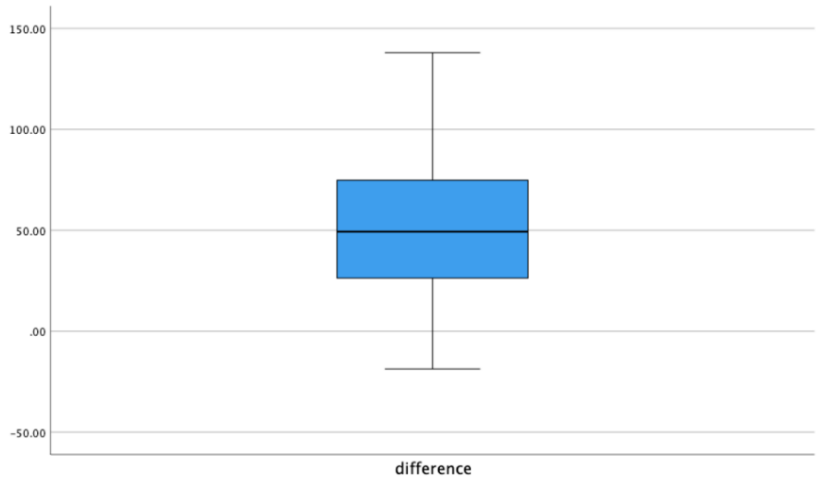
Boxplot of Randomly Selected Records (N = 111)



According to Leard statistics (n.d.), outliers in parametric statistical tests can have large undue influences on the mean and standard deviations of difference scores. Accordingly, multiple options are offered for dealing with outliers. Rather than running the non-parametric Wilcoxon signed-rank test, I chose the option to replace the four outliers with data records from the original data set that were less extreme. Because the outliers were all on the high side of the boxplot, I replaced them with unused records that were high in range but less than 140, which was the upper edge score of the boxplot. I replaced Record 6 with an unused record with a difference score of 112.33, Record 36 with an unused record with a difference score of 118.67, Record 42 with an unused record with a difference score of 130.00, and Record 45 was replaced with an unused record with a difference score of 138.00. The resulting new boxplot with all outliers eliminated is provided in Figure 2.

Figure 2

Boxplot with Outliers Eliminated Using Four Substitute Records



To check the sample for normality, I used the Shapiro-Wilk test of normality, a test that was generated using the Explore function in SPSS when I generated the boxplots following the Laerd Statistics (n.d.) procedures. As shown in Table 3, the Shapiro-Wilk statistic was significant ($p < .05$), indicating that the differences between the pre CLIP-HS scores and post CLIP-HS scores were not normally distributed.

Table 3

Test of Normality

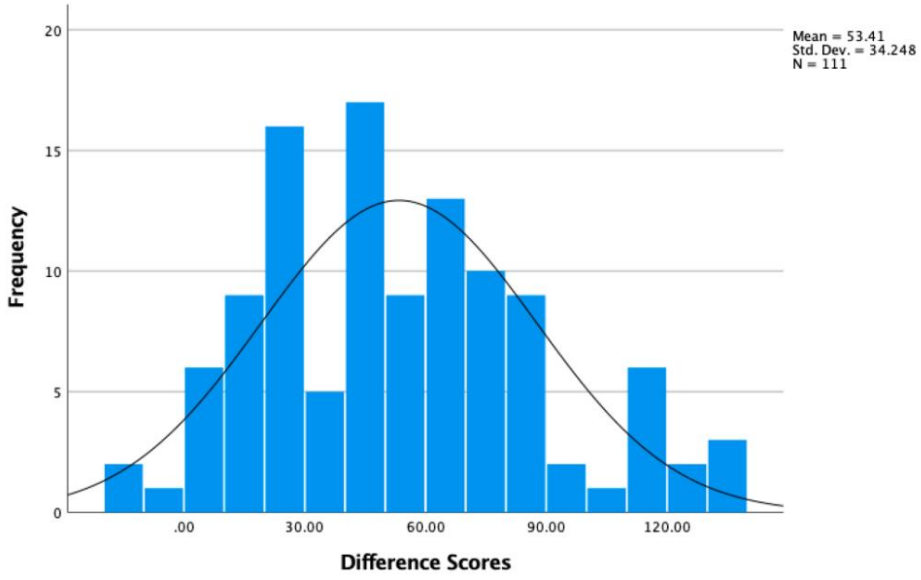
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Difference	.078	111	.092	.975	111	.035

a. Lilliefors significance correction

Additionally, the three options for handling a non-normally distributed data set are to (a) transform the difference scores and if successful, carry on using a one-sample *t* test on the transformed scores; (b) use a nonparametric test; or (c) carry on regardless (Laerd Statistics, n.d.). The entering argument for the transformation of the difference scores is to determine whether the data are moderately skewed (positive or negative), strongly skewed (positive or negative), or extremely skewed (positive or negative). As a result, I used SPSS to generate a histogram with a normal curve overlay and then visually inspected the result. As shown in Figure 3, the direction and amplitude of the skew were not clear. As a result, I evaluated the skew as minor (less than moderate), for which there is no transformation option, and proceeded to carry on regardless.

Figure 3

Normal Distribution of the Random Sample with Substituted Records



Further, a paired samples *t* test was run to determine if there was a significant difference in ELA state test scores for the 3 years prior to and after the CLIP-HS PD. The first table generated by SPSS provides the descriptive statistics for the sample. Based on the table, the Hispanic students (N = 111) had higher ELA test scores after CLIP-HS PD was implemented (M = 339.80, SD = 47.13) than before (M = 286.61, SD = 59. 64). The paired samples *t* test results are presented in Table 4. The CLIP-HS PD elicited a mean increase of 53.18 points on the state's ELA test compared to the test scores that were produced before the training. Interpreted literally, the confidence interval suggests that 95% confidence that the true mean difference in ELA state test scores lies somewhere between 46.80 and 59.56. Finally, the post CLIP-HS PD elicited a statistically significant mean increase in the ELA state test scores $t(110) = 16.53$, $p < .001$. In view of these results, I rejected the null hypothesis that that the CLIP-HS PD had no statistically significant effect on the ELA state test scores for the Hispanic students. The CLIP-HS PD was associated with a mean increase of 53.18 points on the state's ELA test, which was a significant increase.

Table 4

Paired Samples Results

				95% CI				Significance	
	Mean	*SD*	SE mean	Lower	Upper	*t*	*df*	Onesided p	Twosidedp
Pair 1 Post CLIP-HS PD and Pre CLIP-HS PD	53.18021	33.89494	3.21716	46.80454	59.55588	16.530	110	< .001	< .001

Summary

For this quantitative research, I collected archived ELA scores. I analyzed ELA scores using a paired sample *t* test. I examined ELA scores before and after CLIP-HS. The null hypothesis was rejected $t(110) = 16.53$, $p < .001$). The finding indicated ELA scores were a statistically significant different before and after CLIP-HS. After CLIP-HS, students' scores increased by an average of 54.5 points on the ELA state test. In the next chapter, the interpretation of the findings is described.

Chapter 5: Discussion, Conclusions, and Recommendations

There were 150 teachers, at the study side, of which 78 were ELA teachers. The 3-year retention rate for certified ELA teachers was 78% (60 ELA teachers). Each of the 60 teachers had been trained using the CLIP-HS curriculum. Newly hired staff were placed in CLIP-HS courses and expected to complete the program (assistant and associate superintendents of schools, personal communication, June 15, 2020). But because Hispanic students in Grades 7-12 demonstrated low ELA proficiency between 2015-2016 and 2020-2021, the research purpose was to examine the difference in the ELA scores from the time ELA teachers attended CLIP-HS PD and Hispanic students attended SES. I used a *t* test for 2015-2016, 2016-2017, and 2017-2018 from the introduction of SES-HS and after the CLIP-HS PD for ELA teachers in the testing years 2018-2019, 2019-2020, and 2020-2021. The ELA scores increased after CLIP-HS, indicating that SES-HS and PD on CLIP-HS should continue to be offered. This can help Hispanic students complete high school, enter the workforce, or attend college, which will result in a positive social change. The following chapter contains an interpretation of the findings as well as a discussion on the limitations and implications for social change.

Interpretation of the Findings

It is important to provide training on instructional strategies that teachers can use in their classroom (Hurford et al., 2016, p. 887). ELA teachers at the study stie participated in six graduate courses offered every 8 weeks, which covered topics on how to integrate CLIP to help students (superintendent of schools, personal communication,

June 25, 2020). The ELA teachers also received culturally and linguistically diverse endorsement certification from the Department of Education (superintendent of schools, personal communication, June 25, 2020).

In addition to the CLIP-HS PD, SES were developed to assist Hispanic students (school principal, personal communication, June 28, 2020). The SES-HS ELA classes had a small student–teacher ratio, which was 10 Hispanic students to one CLIP-HS certified ELA teacher (assistant principal, personal communication, June 28, 2020). This helped to provide individualized instruction (assistant principal, personal communication, Sept. 2, 2021), which follows research recommendations that smaller class sizes and individualized instruction could help teach Hispanic students (Kelley et al., 2015; Schwartz et al., 2018).

I found a difference in the mean ELA scores after PD on CLIP-HS in 2018-2019, 2019-2020, and 2020-2021. Based on the findings, SES-HS and CLIP-HS PD helped Hispanic students increase their ELA proficiency scores. The finding also provided evidence that ELA teachers applied teaching strategies learned from CLIP-HS courses to teach Hispanic students. The CLIP-HS curriculum did not rely on innovative technology, rather PD for ELA teachers. Therefore, teachers should be given opportunities for PD (Jordan, 2016). Moreover, teachers should be given opportunities for reflection, which should be embedded in teacher training for long-term success (Canaran & Mirici, 2019). For school leaders, developing school-specific training, empathy to the population, culture, and end-user are crucial to the successful implementation of training (Campbell

et al., 2016). When soliciting educator feedback about teacher training, it is common for teachers to feel like the time spent on PD is not valuable. School administrators should include teachers in the design of professional learning (Brigandi et al., 2018). For instance, it is important to include theoretical knowledge as well as practical skills (Engelbrecht & Ankiewicz, 2016, p. 278). Teachers and students can then experience success through performance (Freer, 2018). Teachers attending PD that includes strategies for establishing effective interactions with ELL students leads to success for the teacher and student (Amos & Rehorst, 2018; Balagova & Halakova, 2018).

The findings also support Vygotsky's (1978) social development theory because ELA teachers who attended CLIP-HS sessions applied this theory in their CLIP. For instance, SES teachers help Hispanic students to set learning goals to improve proficiency in ELA. Thus, SES teachers used the zone of proximal development for Hispanic students to read independently. ELA teachers created opportunities for Hispanic students to develop literacy skills by relating what they have learned in SES-HS classes to their experiences. Because at the research site, the zone of proximal development and the social development theory was used in ELA classes during school hours and SES-HS classes after school hours, I assumed that ELA classes helped Hispanic students.

Limitations of the Study

I did not place Hispanic students in SES. Furthermore, I did not place students in a control or experimental group. The research site was intentionally selected regarding a central phenomenon, which was low ELA scores. Data collection was only representative

of one local school district was also a limitation. By evaluating the implementation of SES-HS based solely on the ELA performance of the students over time, I did not obtain feedback from teachers who participated in CLIP-HS graduate courses. By not conducting teacher interviews, I only evaluated the SES student performance based on ELA data. By interviewing the ELA teachers, I could have also explored the effectiveness of CLIP-HS and ELA teacher satisfaction on the graduate courses designed based on Vygotsky's theory.

Additionally, students learn different subjects/topics in different grade levels, which may have affected the results. Students get more mature over the years. Therefore, age may have confounded the results. ELA tests were normalized to share the same mean and standard deviation for each year, which may have affected the comparison. However, I focused on trustworthiness, and the results may be used by educators in other school districts. I addressed credibility by limiting personal biases given that the ELA scores were archived state scores provided by the administrator at the local setting who verified the accuracy of the ELA scores.

Recommendations

I recommend to the local school leaders to seek funding from the local state to continue to apply both SES-HS and CLIP-HS. Moreover, I recommend ELA teachers participate in research-based PD to improve teaching practices. Furthermore, I recommend to school leaders look for partnerships with organizations regarding funding for SES-HS and leverage available funds for Title I students to increase the capacity for

SES-HS programs. Finally, I recommend to school leaders to offer SES-HS and CLIP-HS to all students and teachers regardless of ELL status or ELA teaching designation. Other school district administrators, as well as school sites with a significant ELL population, should use CLIP-HS. Teachers should continue to learn the key elements of a culturally aware classroom, culturally responsive teaching strategies, techniques for assessing all learners, and how to handle the potential challenges. The findings may help school leaders in making decisions regarding SES-HS and CLIP-HS. Further, scholars could apply a quasi-experimental or an experimental design to obtain similar findings.

Implications

Both SES-HS and CLIP-HS helped students pass ELA the state tests. The finding may apply to other similar groups of Hispanic students where SES and CLIP are offered. School leaders should continue to implement CLIP-HS, investing in high-quality PD for all teachers. If common instructional practices for teaching Hispanic students are provided for incoming teachers at the district level, it would level the playing field for low achieving students. Additionally, by scoring proficient on the state ELA assessment, students meet graduation requirements. By implementing CLIP-HS, administrators can leverage teacher training and common instructional practices for ELL students. further, SES-HS should continue to be offered. Both this instruction and PD for ELA teachers can lead to student academic success, which can help them complete high school and enter college and the workforce.

Conclusion

The findings provided evidence that ELA teachers applied teaching strategies learned from CLIP courses to teach Hispanic students. The CLIP-HS training for ELA teachers was a critical component of the SES-HS. The research site was intentionally selected regarding a central phenomenon, which was low ELA scores. Data collection was only representative of one local school district. Based on the increase in ELA test scores after CLIP-HS PD and SES-HS, I recommend to the local school leaders to seek funding from the local state to continue to apply both SES-HS and CLIP-HS. I also recommend ELA teachers participate in research-based PD to improve teaching practices. By offering SES to Hispanic students and training on CLIP-HS to ELA teachers, Hispanic students can experience academic success that will help them in their future, leading to positive social change.

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