An investigation of the impact of parent and community involvement in middle schools in North Carolina that successfully serve Latino English Language Learners (ELLs)

Submitted to

Dr. Fenwick English, Advisor

Dr. Kathleen Brown

Dr. Stanley Schainker

Dr. James Veitch

By

Michael T. Fuga

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Abstract

English Language Learners (ELLs) are students that speak a primary language other than English. The number of ELLs continues to grow in the United States with the current majority having Spanish as their base language (Ortiz & Pagan, 2009). Since the implementation of No Child Left Behind (NCLB) in 2001, schools are held accountable for student performance, primarily in Language Arts and Mathematics. End of Grade (EOG) assessments are utilized to evaluate student achievement. Based on NCLB, schools accountability for student development is broken down into various subgroups. One of the subgroups that are used to evaluate student and school progress is the ELL population.

The purpose of this study was to examine parent, family and community involvement practices and their impact on student achievement of English Language Learners in North Carolina middle schools. The goal was to identify statistically significant and recognized practices in schools where ELLs were exhibiting higher assessment data. The intent was to help principals develop criteria for a comprehensive plan to implement in their schools that will best engage the parents, families and community partners to assist the development of English Language Learners and their academic progress. The researcher used previously existing research from Joyce Epstein, a recognized expert in the field, on high-yield practices for parent, family and community involvement. This study modified survey questions to align with the research goals, English Language Learners. Data were collected through surveys of middle school principals and analyzed using quantitative statistics and the SPSS software along with qualitative analysis for open ended questions and the Atlasti software.

The survey was emailed through Qualtrics to middle school principals in North Carolina that served a minimum of 25 English Language Learners according to the North Carolina Department of Instruction data during the 2013-2014 school year. There were 172 middle

schools that qualified to participate in the study based on the established criteria. Of the 172 possible schools, 67 responded to the survey and produced data utilized in the study. The survey consisted of background questions regarding parent involvement in their schools, but the majority of the questions focused on the parent, family and community involvement practices of English Language Learners.

The schools were separated into tiers of performance; high, average and low as identified by End-of-Grade assessment data for English Language Learners. The data included practices that were recognized as statistically significant comparing the tier 1, high performing schools, with the tier 2 and tier 3 performing schools. The two statistically significant findings of the study were: (1) teachers need to view parents as important partners; and (2) make sure that teachers are communicating regularly with ELL families regarding academic progress. There were strategies identified in this study that were implemented by the majority of tier 1 schools. Those practices were: (1) schools felt parent involvement impacted student achievement; (2) schools communicated with their parents at least 3 times/year; (3) schools tried to involve ELL families in PTA meetings; (4) schools provided information to ELL families in their primary language on developing home conditions/environments that support student learning, schools used phone calls; (5) written letters and translators to communicate with ELL families; (6) schools had a point of contact person; (7) schools communicated with the majority of ELL families regarding academic and social/behavioral progress; (8) teachers communicated with majority of ELL families regarding academic and social/behavioral progress; (9) and schools felt teachers assigned interactive homework/schoolwork that required families to engage with students regarding what they were learning at school. These parent involvement strategies can

serve as foundational strategies to develop criteria for a comprehensive plan for parent, family

and community involvement of English Language Learners.

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Chapter 1: Introduction

English Language Learners (ELLs) are students that speak a primary language other than English and have difficulty learning successfully in predominantly English-speaking classrooms. The number of ELLs continues to grow in the United States with the current majority speaking Spanish as their base language (Ortiz & Pagan, 2009). The overwhelming majority of these students come from migrant families relocating to the United States. Analysts project the number of students of migrant families to increase from 12.3 million in 2005 to 17.9 million in 2020 (Whittenberg, 2011). In North Carolina, the focal point of this study, the number of ELLs has nearly doubled from 59,712 in 2002-2003 to 102,397 in 2010-2011.

According to the 2012-2013 data from the North Carolina Department of Public Instruction website, only 5.8% of North Carolina's middle school ELL students passed both the reading and math End of Grade (EOG) tests. As a comparison, 43.5% of Caucasian and 14.2% of all African-American middle school students passed both EOG tests. The achievement gap was largest among the ELLs subgroup, including the Students with Disabilities subgroup at 6.6%. It is clear that the ELLs achievement gap is one that schools must work collaboratively to improve outcomes for this marginalized ELLs subgroup. Historically marginalized groups require a strong social justice leadership presence in order to meet the needs of the students (Dantley & Tillman, 2006; Scheurich & Skrla, 2002; Theoharis, 2007). Strong school leadership is a critical element for success in addressing the achievement gap among ELLs (August & Hakuta, 1998; Reyes, 2006: Shaw, 2003: Walqui, 2000).

Based on the population growth of ELLs, schools need to adjust their systems, programs and instructional practices to meet the students' needs. ELL students come into our schools with various levels of English language knowledge and understanding. Many states, including North Carolina, utilize the Assessing Comprehension and Communication in English State-to-State for

English Language Learners (ACCESS) test to assess student language understanding. This test was developed by the World-Class Instructional Design and Assessment (WIDA) Consortium. The ACCESS test provides a detailed evaluation of individual student proficiency in English in reading, speaking, listening and writing in language used in four core subject areas: language arts, mathematics, science, and social studies. Based on ACCESS scores, if students qualify for ELLs' program services, they were identified as not being proficient in English language comprehension (See Figure 2). Every year a student was part of the ELLs' program they were given the ACCESS test to continually monitor academic language progress. Once students' ACCESS scores labeled them proficient in language comprehension they were exited from the ELLs program and are not considered members of the ELL subgroup. This program was regularly referred to as an ESL program (English as a Second Language); however, for this study it was referenced as ELL program to keep terminology consistent.

The 1982, *Plyer v. Doe,* ruling ensured that schools and districts must educate any student that enters the public education system, regardless of legal status. *Leandro v. North Carolina*, in 1997, guaranteed that all students were entitled to a sound and basic education. The implementation of No Child Left Behind (NCLB) in 2001, forced all schools and districts to be held accountable for student performance, primarily in Language Arts and Mathematics. Since literacy and the ability to read are essential to success across all curricula and subject matter, the researcher used reading scores on End-of-Grade (EOG) assessments as the measure of student achievement for this study.

The accountability movement has placed greater pressures on Departments of Education to increase assessments in all core academic areas for all student subgroups. End of year assessments were utilized to evaluate student performance. Based on scores from these

assessments, schools could develop an idea of each student's academic progress and success during the course of the year.

The implementation of NCLB required that student achievement be broken down into various subgroups. English Language Learners (ELLs) was one of those subgroups. Currently, ELLs' achievement on End-of-Grade (EOG) assessments exhibits the largest achievement gap of performance. According to the North Carolina Department of Public Instruction (NC DPI), 2012-2013 data on the End-of-Grade (EOG) reading assessment for grades 3-8 indicates that all students performed at 45.7% proficiency compared to a 9.8% proficiency rate for English Language Learners.

The continued growth and the correlating achievement gap presented challenges for many public schools and districts to meet NCLB requirements (Fry, 2008). This necessitated a comprehensive and statewide program shift. Part of the shift in ELLs' programming should contain an inclusive approach that coordinates parents and community collaboration with school systems to break down barriers to ELL student achievement. Education experts express the need to find better ways to educate migrant children and ELLs and improve cultural competency in our schools (Tamer, 2014). Part of this cultural competency is finding ways to build relationships with families of students. Research provides evidence of high correlation between parent involvement and academic performance of children (Jeynes, 2005). Active parent involvement also has been shown to enhance student self-esteem and create positive attitudes towards the schooling experience (Brown, 1989). Increasing parent participation and partnerships also develops a positive relationship and confidence for teachers in the overall potential to educate students (Hoover-Dempsey, Bassler & Brissie, 1987). Therefore, it is important that schools

work to develop a comprehensive plan to increase parent involvement and community partnerships to better serve ELLs.

Developing unique parent partnership programs that can cater to ELL students requires the input of experts in the field to amend successful partnership programs to elicit the same success in ELLs communities. Joyce Epstein has been a leader in developing school, family and community connections for over 25 years. She is currently the director of the Center on School, Family, Community Partnerships and the National Network of Partnership Schools (NNPS) along with being a professor in sociology at Johns Hopkins University. Her research is nationally recognized as a leader in the field of analyzing school partnerships and parent and community engagement to improve educational practices. Dr. Epstein's recent research focuses on district leadership assisting schools in developing partnership programs that reach all families and increase student success. This study used some of Epstein's research as a framework and foundation to examine the impact of parent and community involvement in schools that successfully serve ELLs (See Figure 3). The purpose of this mixed-methods study was to address the needs of a marginalized population (ELLs) and increase effective parent and community engagement to raise achievement for the ELLs' subgroup and narrow the achievement gap.

Statement of the Problem

Early immigrants could obtain industrial jobs and labor jobs that did not require advanced academic schooling or English language skills (Haynes, 2002). Since the level of education and expertise needed to succeed in today's competitive workforce has increased (Bardack & Gil, 2010), immigrants that are not educated and have poor English language skills have greater difficulty finding and sustaining employment and economic stability, widening the achievement and income gaps between ELLs and non-ELL students (Haynes, 2002). This has made providing

equitable educational opportunities for ELL students more of a priority for immigrant families and school systems.

Migrant families are the most marginalized group in our country (Lopez, Scribner, & Mahitivanichcha, 2001). This subgroup continues to grow at an incredible rate resulting in a large quantity of students in our schools whose primary language is not English. These students are labeled as English Language Learners (ELLs) and placed in ELLs' programs in our schools. Since No Child Left Behind (NCLB) schools and ELLs programs were held accountable for language acquisition of ELLs. Schools were analyzed based on student ability to exhibit proficiency and growth on End-of-Grade assessments (EOG).

Since NCLB accountability data were used to evaluate student, subgroup, and school performance, schools needed to assess effective practices to improve the teaching and learning process. Clearly, according to current levels of achievement, there needed to be more inclusive and effective programs for ELL students. These students are already labeled "not proficient" according to thorough ACCESS assessments developed specifically to evaluate English language comprehension. Since ACCESS scores were not publically available, an analysis of reading data from EOG assessments provided the most accessible achievement data for this subgroup. Therefore, for this study reading assessment data were the most available and effective source to examine student language growth and success.

Analytically, the education system needed to reevaluate criteria used in conjunction with data to assess student, program and school performance. If education systems were going to utilize data to evaluate schools and programs such as ELLs programs, it was important to focus on measures that actually provided significant data and concrete solutions to improve practices of teaching and learning.

Meeting the needs of students involves meeting the needs of their families and building strong home-school connections (Arias & Morillo-Campbell, 2008). Parents of ELLs can be a valuable resource in their child's education; however, schools often fail to effectively engage ELLs parents and community partnerships (August & Shanahan, 2006). Many schools struggle to involve parents in their children's education in a meaningful way (Paredes, Scribner, 1999; Young, 1996). Educators encounter barriers in communication and collaboration in developing and executing effective parent involvement plans or programs. Analyzing current practices for effectiveness and using a rubric with tangible measurements along with a coordinated and collaborative plan using all stakeholders can help the education system bridge achievement gaps. The most effective programs for ELLs have emerged from comprehensive, school wide efforts that include principals, as well as parents and staff (August & Hakuta, 1998; Coady et al., 2008; McLaughlin & McLeod, 1996; Suttmiller & Gonzalez, 2006). However, there was limited research that detailed which practices were aligned with effective inclusive partnership plans. Since there were many unresolved questions about which outreach practices were correlated to educational achievement of ELL students, there was a need to analyze current programs and outline parent and community engagement practices that data may indicate were linked to ELL student achievement.

Societally, cultural capital and an examination of parent involvement are typically based on the middle-class, educated European-American parent structure dominant in most school and bureaucratic systems (Lee & Bowen, 2006). Traditional viewpoints of parent involvement have typically failed to incorporate Latino parent involvement into institutional practices (Auerbach, 2007). Research has shown schools need to value the language and culture of all parents and families while also understanding the importance of life experience to support student education

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(DeGaetano, 2007). Therefore, when considering the performance of ELLs, it was necessary to also contemplate cultural capital of our system. This study required an analysis of parent involvement, therefore the cultural capital related to parent involvement was considered; however, it was not analyzed. To build a foundation for the study, Epstein's Framework was utilized to establish various significant aspects and activities of parent involvement. The researcher examined which practices were most applicable to the ELL population and modified the survey instrument to address the specific target population (ELLs).

Purpose of the Study

The purpose of this study was to investigate partnership practices implemented between schools and families/communities that successfully served English Language Learners. Research shows that parents of marginalized demographics have a different understanding of parent engagement than dominant groups (Center on Education Policy, 2012). The types of parent involvement associated with dominant culture have the greatest impact on student achievement (Lee & Bowen, 2006). Since parent involvement was positively correlated with student performance, improving levels of engagement for marginalized groups was a strategy to reduce the achievement gap. This required educational leaders to focus on developing inclusive plans for ELL parent and community partnerships.

Not all schools and school systems can universally apply the same comprehensive plan since the culture and dynamics of school communities vary. Data and research on effective programming based on student achievement can provide a solid foundation to initiate the collaborative planning process. Since the focus was on one subgroup of ELL parent and family partnerships it created a more streamlined approach. School and district plans can be adjusted based on student need and community culture while using data-driven, research based strategies

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as the groundwork for plan development and implementation. It was the responsibility of the school principals, along with district provision, to develop programs that build student and parent capacity. This required principals to work collaboratively with students, teachers and families, in conjunction with district support, to develop a framework for ELL programming that meets the needs of all students and families.

Research Questions

This study examined the programs and plans that schools implement to build effective partnerships with ELL's parents and community outreach. Since the study was a mixed-methods approach, there were multiple levels to the research. The research was guided by using the following questions:

Major Research Questions

1.) Were the schools that exhibit higher levels of ELL reading achievement implementing characteristics of parental involvement described in Epstein's Framework? If so, which practices?

2.) How did parental involvement practices at schools with higher ELL reading achievement compare to lower performing schools?

3.) What parent and community involvement practices were connected to improvement in reading performance of ELLs?

The first part of the research used End-of-Grade reading assessments to identify the ELLs performance in all North Carolina middle schools. The data were organized in a spreadsheet in order to divide the schools into three strata of schools categorized by: high performance (tier I), average performance (tier II), and low performance (tier III). The levels of performance and the descriptive terminology of high, average and low were relative to the sample set of ELLs performance on 2013-2014 EOG reading assessments.

Hypotheses

Characteristics related to Epstein's Framework regarding Parenting, Communication, At-home learning and Collaboration with Community practices are driving the higher performance (EOG data) in ELL students.

- **What's Right:** According to Epstein's Framework, were aspects of general parent involvement correlated to ELL student success in North Carolina Middle Schools? If so, which practices?

- **The null hypothesis:** There will be no statistically significant correlations of aspects of general parent involvement to ELL student success in North Carolina middle schools.

- **What's Right:** According to Epstein's Framework, were aspects of parenting correlated to ELL student success in North Carolina Middle Schools? If so, which practices?

- **The null hypothesis:** There will be no statistically significant correlations of aspects of parenting involvement to ELL student success in North Carolina middle schools.

- **What's Right:** According to Epstein's Framework, are aspects of communication correlated to ELL student success in North Carolina Middle Schools? If so, which practices?

- **The null hypothesis:** There will be no statistically significant correlations of aspects of communication to ELL student success in North Carolina middle schools.

- **What's Right:** According to Epstein's Framework, were aspects of learning at home correlated to ELL student success in North Carolina Middle Schools? If so, which practices?

- **The null hypothesis:** There will be no statistically significant correlations of aspects of learning at home to ELL student success in North Carolina middle schools.

- **What's Right:** According to Epstein's Framework, were aspects of collaboration with the community correlated to ELL student success in North Carolina Middle Schools? If so, which practices?

- **The null hypothesis:** There will be no statistically significant correlations of aspects of collaboration with the community to ELL student success in North Carolina middle schools.

- **What's Missing?** What barriers existed that challenged effective ELL partnerships including: parent involvement, communication, learning at home, or collaboration with the community?

- **How:** What were potential solutions to improving existing ELL partnerships including: parent involvement, communication, learning at home, or collaboration with the community?

- **Goal:** Use End-of-Grade (EOG) reading assessment performance data correlated with modified surveys for principals to identify effective parent involvement and community partnership practices in order to develop criteria for a comprehensive plan for school leaders to guide ELL programming.

The second part of the study utilized the modified survey instrument that measured various levels of school, family and community partnership in schools. Each category (parenting, communication, learning and home, collaboration with the community) of parental involvement was characterized by different practices that schools implemented with fidelity to improve parent engagement and community partnerships. These sub questions provided specific areas for schools to create criteria for a strategic, research based plan to implement in order to assist ELL development and parent, family and community involvement.

Conceptual Framework: School-Based Social Capital Theory using Epstein's Framework

Since *A Nation at Risk* in 1983, our education system has focused on the improvement of schools and narrowing of achievement gaps. Increased legislation over the last 20 years has increased accountability for schools to prioritize reform to target increased academic performance of minority subgroups. Current trends have focused on the ELL student as having the largest gap of achievement compared to their peers. Policies have impacted accountability measures for schools and it has pressured educational leaders to adjust practices and resources to better serve ELLs. The goal was to analyze North Carolina Middle School ELL student performance and identify which schools were most successful educating ELLs. Based on the data analysis, the research study involved modified principal surveys using research and characteristics of an already proven framework developed by Dr. Joyce Epstein, a leader in the field of parent, family and community partnerships. The goal was to identify practices that would improve parent and community engagement to develop criteria for a comprehensive plan to close the existing achievement gap for the ELL student population. Aligned with the University of North Carolina-Chapel Hill's mission for social justice, the goal was to create more equitable opportunities and transform the educational experience for ELL students and their families. Therefore the research design was founded upon a transformative-based theoretical framework using a school-based social capital focus.

The idea of social capital examines the interchange of resources through relationships. Social capital in education refers to the resources accessed in schools through partnerships such as the micro level of personal relationships (e.g. relationships with family members, teachers, and counselors) or the macro level in terms of social networks (e.g. schools, community organizations). Families are seen as a primary source of social capital for students, especially in

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relation to their education (Hetherington, 1998). However, school and the relationship between schools and families are the dominant social capital influence outside of the family that has a significant influence on students (Bryan, Moore-Thomas, Day-Vines, Holcomb-McCoy, 2011).

Increased parent involvement leads to early social competence, which ultimately leads to academic success (Hill & Craft, 2003). Parental involvement also increases social capital and networks designed to leverage resources (Hill & Taylor, 2004; Zellman & Waterman, 1998). Increased networks and resources such as tutoring, supplemental instructional resources, or access to curriculum beyond school are directly correlated to increased academic achievement (Bryan, Moore-Thomas, Day-Vines, & Holcomb-McCoy, 2011; Hill & Taylor, 2004; Lee & Bowen, 2006). Therefore, building a solid network with families and increasing parental involvement should be a priority in schools to increase student achievement. Research has also shown that increased parental and community involvement is an effective strategy to close the achievement gaps for minority and low-income families (Jeynes, 2011; Lee & Bowen, 2006; Zellman & Waterman, 1998).

Unfortunately a discrepancy exists between the desired level and actual level of parent involvement in schools which has led to significant research to develop strategies and frameworks. Schools should access these established frameworks and partnerships to reach all students. The principal, as the school leader, in conjunction with district leadership, is responsible for creating a comprehensive framework to effectively access school and family partnerships to meet student, teacher and family needs. Joyce Epstein's Framework of Six Types of Involvement for Comprehensive Programs of Partnership and Sample Practices provides a detailed assessment and direction to analyze current parent involvement and partnerships. The Framework consisted of six types of involvement: parenting, communicating, volunteering,

learning at home, decision making, and collaboration with the community (See Figure 1). This framework is widely accepted and commonly utilized in training principals for family engagement. The reliability of the teacher and parent scales range from a modest (α=.44) to a very high (α= .91) based on the Cronbach alpha (α) for Likert-scale items (Epstein & Salinas, 1993). Adapting this to the needs of ELL students and families in the form of a research lens, could produce a viewpoint into how successful programs are indeed effective.

For the sake of this study, the focus was on four types of parental involvement characterized by Epstein: parenting, communicating, learning at home, and collaboration with the community. These four categories were chosen based on alignment with the purpose of the research, which focuses on the analysis of ELL parent involvement and reading achievement. According to Hill and Chao, middle school context impacts the types of involvement that matter since student development and age impact the effectiveness of parent involvement (Hill& Chao, 2009). At this age, school-based involvement such as volunteering provides parents with little insight into pedagogy and classroom content and therefore has a weaker correlation to student achievement (Seginer, 2006). In middle schools, parent influence becomes more indirect to promote adolescent autonomy, responsibility and decision-making skills, thus changing the nature of parent engagement (Hill & Tyson, 2009). If we are trying to develop self-sufficient decision-making in our middle school aged students, then parental influence on decision-making should be adjusted to promote this student development. Epstein's Framework is well defined and can produce empirical evidence aligned with the various aspects of partnerships; however, based on this research, these two categories (volunteering and decision-making) were not as relative to the focus of this study and therefore eliminated from analysis.

Assumptions

The primary assumption for this study was that ELLs, across the state, are not functioning within the same expectations and academic opportunities as non-ELLs. This meant that ELLs do not have access to the same educational resources and opportunities as their non-ELL peers. Since programming, resource availability and allocation varied across the state, it was difficult to detail differences among all schools and districts. ELLs and non-ELLs had varying access to resources which created a discrepancy that could make it difficult to determine which variables were most influential. Additional factors such as learning disability, socioeconomic status and family support system also influence student achievement levels. For the sake of this study, these factors were not considered and assumed not to be persuading variables in evaluating the success of programs across the state. This assumption presented some challenge since these factors could have significant influence; however, since that influence can't be identified and measured, it was eliminated from consideration for the study. The respondents in this study were principals and were self-reporting; therefore it was assumed their responses were accurate and valid.

As data indicated, ELLs performed differently by district and school. Instructional practices and access to resources had an impact that created different results across the state. The ELLs programs that were developed from district to district and how they were implemented in schools played a vital role in the language development of students and the correlating academic success as measured by EOG reading performance. It was therefore assumed that each teacher, school and district's implementation practices and programs were different which created differences in performance. It was assumed that the level of commitment to address ELL subgroup performance from district to district was unpredictable, and a variable that can't be measured for this study.

Over 170 different native languages are spoken in North Carolina schools. Due to the increase in Latino families in the state, North Carolina schools have seen the greatest increase in students with a primary language of Spanish. This study was not able to determine what languages were spoken in each school and district, but because the majority of ELLs are Spanish-speaking, it was assumed that the primary language for ELLs in schools was Spanish. Also, ELL's programs were designed for students that were not proficient in the English language. Many of these students have only been in the country for a short period of time. For this study, the number of years in the country or in the ELL program could not be identified. Therefore, it was assumed that this variable was not considered when analyzing data.

Limitations

The primary limitation in this study was that we were only examining the parent, family and community engagement of ELLs as our demographic of focus. NCLB required schools to analyze the education of all subgroups. Since the largest achievement gap was seen in ELLs achievement data, they were the priority in this study. This study also only focused on North Carolina as the lone geographic region and middle school ELLs as the only age range. Schools that served less than 25 ELLs were eliminated from participation in the study to provide consistency of school size. This limited the study by eliminating schools that did not serve a significant number of ELLs.

Another limitation was that Epstein's framework was the only framework used to guide the categories, and survey questions that were modified for analysis in this study. This study did not examine another lens of effective parent involvement and community practices for ELLs to develop the question stem foundations for the survey. Although Joyce Epstein is a recognized

leader in the area of parent, family and community involvement, and her work is thorough and reliable, only utilizing one framework limited the study to one unique perspective.

District and principal approval and participation presented potential limitations to the study. In some districts, central offices must pre-approve participation. The response rate was not predictable and therefore varied which was another limitation. Also, the survey simply asked questions that identified practices; however, principal responses were self-reported and did not specifically deal with the quality of implementation of parent and family involvement practices. Since the results were self-reported by school leaders, there could be some biases. Principals could have potentially desired for their schools to appear competent and effective with ELL parent involvement practices thereby influencing the accuracy of their reporting.

Another challenge was that the study only analyzed middle school performance using EOG data. There were certainly other measures of student success but for this particular study, achievement scores on state assessments were used to gauge academic development and differentiate between school performances. There were many variables that could hinder or alter student achievement including but not limited to: family background, language development, socioeconomic status, etc. This study was not able to isolate these outside variables from potential influence on student achievement.

Quality of instruction was an important influence on student learning, regardless of subgroup. This study was not able to differentiate the quality of ELL instruction from school to school or district to district. This study also did not have the capacity to examine ACCESS test results or years in the ELLs program for students in various schools. These data could provide a different analysis of ELLs performance based on ACCESS scores and years in the program but

for the sake of this study ELLs were categorized solely by participation in ELLs programs, regardless of number of years access to the language.

Definitions

English Language Learner (ELL): An individual that came to the United States and was of school age and had another language other than English as his/her native (primary) language spoken. This language barrier may cause difficulty in speaking, reading, writing, and understanding English.

Parent: Any adult in a child's life who had the responsibility of developing the child socially, mentally, academically, and otherwise.

Parent Involvement: Participation of "parent" in various aspects of a child's education and development during the schooling experience

Communication: Effective forms of school-to-home and home-to-school interactions about school programs and children's educational processes and progress.

Community: Agencies or organizations that directly or indirectly impacted the educational practices in schools. They can be local but do not necessarily have to be. They include organizations, agencies or businesses that are not represented in the school or family spheres.

Home: Refers to the physical place where students live outside of the school environment.

Student Achievement: Student success on academic activities including classwork as evidenced by grades, tests scores and academic development. For the sake of this study, academic achievement most typically is associated with scores on End-of-Grade reading assessments (EOG).

Programs: Efforts to develop comprehensive plans that informed, developed and helped stakeholders collaborate in the educational process. These efforts included knowledge, skills and abilities that assisted coordinated activities around various aspects of educational practices in and out of the classroom that impacted teaching and learning.

End-of-Grade Assessment (EOG): In North Carolina, all middle school students were assessed at the end of the year to analyze mastery of course objectives in grades 6-8 in math, language arts, and 8th grade science.

ACCESS : Stands for *Assessing Comprehension and Communication in English State-to-State* for English Language Learners. It was used to measure English language proficiency for students that came to North Carolina with a language other than English as their primary language. It was a large-scale test that addressed the World-Class Instructional Design and Assessment (WIDA) Consortium's English Language Proficiency Standards.

<u>Marginalized population</u>: Subgroups that were outside of the majority or privileged social group.

Chapter 2: Literature Review

Introduction

District-level administrators and school based leaders are responsible for implementing a comprehensive ELL program that has effective linguistic, academic, cognitive, and cultural premises to help ELLs in and out of the classroom (Ortiz & Pagan, 2009). The goal of these programs is to ultimately close the achievement gap between ELLs and their peers. The only way to continue to diminish this gap is to identify effective practices and programs in schools that are highest performing compared to other schools in North Carolina. For the purpose most useful to the work of this study, middle schools were the focus age group, and research-based effective parent and community partnership practices for ELLs were the target indicators.

Current trends have focused on the ELLs as having the largest gap of achievement compared to their peers. Policies have impacted accountability measures for schools and it has pressured educational leaders to access resources to better serve ELLs. This analysis sought to evaluate North Carolina middle school ELL student performance to determine which schools are most successful in educating ELLs. Subsequent to program evaluations, principal surveys were conducted based on Joyce Epstein's Framework but modified to analyze parent involvement of ELLs. The surveys identified various aspects of successful parenting, communication, learning at home and collaboration with community that schools implement to serve ELLs.

In an attempt to simplify this project framework the researcher recognized the challenge of large achievement gaps for ELLs, the policies that influence the challenge, and the actual target of the study which was to identify parent and community involvement aspects of comprehensive programs in schools that effectively serve the ELL student population. The educational concern addressed in this framework was low ELL's academic performance with a

goal of increasing student achievement and development. Therefore, identifying schools that successfully serve the ELL population was the initial step in the study. Once the most successful schools are identified, it was important to identify why they are so successful. By recognizing aspects of effective parenting, communication, learning at home and collaboration with community identified by Epstein's Framework in successful schools, the researcher characterized common practices from the framework for better serving ELLs. The researcher utilized this information to develop potential criteria for a comprehensive plan of effective ELL's parent involvement and partnerships for middle schools in North Carolina.

English Language Learners

ELL students are categorized based on initial language assessments upon entry into United States schools. North Carolina joined a consortium of 19 states called the World-Class Instructional Design and Assessment (WIDA) consortium to participate in comprehensive ELL programming (Fasciano, 2009). Through WIDA, North Carolina developed their English-language proficiency standards and resource guide along with the federally mandated initial language evaluation, the WIDA-ACCESS Placement Test or W-APT (Whittenberg, 2011).

ACCESS testing refers to Accessing Comprehension and Communication in English State-to-State for English Language Learners and is administered annually to all ELL students across the state. The assessment evaluates listening, speaking, reading, and writing skills in the four main content areas (Whittenberg, 2011). The results determine student's placement in various levels within ELL programs at their schools. All ELLs beyond their first year in the program in North Carolina Middle Schools will have data accessible through the North Carolina Department of Public Instruction Website. For the current study, data was broken down by

schools to determine levels of achievement. As such, all North Carolina Middle Schools that serve ELLs will be represented in the study.

Data from the United States Department of Education suggest that in 2007-2008, 10.7% or 5.3 million children in our schools were considered ELLs (Batalova & McHugh, 2010). According to the 2010-2011 Digest of Education Statistics, 102,397 or 7.1% students in North Carolina's public schools were identified as English Language Learners, or as ELL students (Digest of Education Statistics, 2013). The ELLs population reached a high of 126, 792 in 2007-2008 which accounted for 8.9% of students. In North Carolina, students with Limited English Proficiency (LEP) are interchangeably referred to as English Language Learners (ELLs).

Current Trends in Immigration and Education

According to the United States Census Bureau, in 2012, the U.S. population will reach 313.9 million people, a growth rate of .75, which is higher than the .73 rate from 2011 (Yen, 2012). If the demographic shift continues, the ethnic makeup of the United States will change dramatically by 2050 (Cohn & Passel, 2008). According to projections by the Cohn & Passel (2008), our nation will see a rise in total population from 296 million in 2005 to 438 million people in 2050. These estimates include 67 million new immigrants, 47 million children of immigrants, and 3 million grandchildren of immigrants (Cohn & Passel, 2008). The majority of these immigrants are coming from countries of Hispanic heritage and based on continuing current trends, the rise in the Hispanic population will grow from the current 14% to almost 29% in the year 2050 (Cohn & Passel, 2008). These projections assume minimal changes in policies that may alter immigration regulations.

North Carolina has experienced a dramatic increase in the foreign-born population over recent history. Between 2000 and 2010, this demographic grew from 430,000 to 719,137, a

67.2% increase (Migration Policy Institute, 2012). Examining the immigrant population in North Carolina; 45.7% entered the country in 2000 or later, which reflects the continued increase in immigration nationally (Migration Policy Institute, 2012). The largest percentage of immigrants in North Carolina was from Latin America (South America, Central America, Mexico and the Caribbean) at 57.6%. In 2010, 30.2 % of the foreign born population had obtained legal citizenship status, however, within that statistic 82.7% of immigrants in North Carolina that entered the United States prior to 1980 were legal citizens (Migration Policy Institute, 2012). This shows that previous generations of immigrants were better about obtaining legal citizenship status. Recent trends in immigration have shown that significantly fewer immigrants in our country have obtained legal status. Even though the number of illegal immigrants actually dropped from 12 million in 2007 to an estimated 11.1 million in 2012, this is a much higher number of illegal immigrants than prior decades (CBS News, 2012).

Federal law prohibits inquiry about immigrant status and requires public schools to serve all students regardless of background (Fasciano, 2009). Therefore, the recent trend of increased Hispanic immigration has a significant impact on North Carolina schools. In 2010, 9% of immigrants were school age, between 5 and 17 years old (Migration Policy Institute, 2012). A continued increase in the number of Hispanic children is expected and educators, school leaders, along with district and state systems must work collaboratively to address the needs of students and families and improve educational opportunities for ELL students (Thomas & Collier, 2002).

Historically, the debate to include ELL students in school accountability measures has been controversial. Currently, students with limited English proficiency are included in school evaluations based on student achievement data and assessment scores, even though some ELLs have only been in the country for a brief period. However, history shows that excluding them

from accountability measures has hindered the development of inclusive practices and influenced the perpetuation of achievement gaps among this subgroup (Coltrane, 2002). In the past, ELLs have not been included in high-stakes standardized tests (August & Lara, 1996).Schools have been held more accountable for all students and with the passing of No Child Left Behind in 2001, the educational responsibilities for schools to develop every child has increased (Hedlund, Holmes, & Nickerson, 2000). During the past 50 years, demographics in the U.S. have changed and forced alterations to educational practices to ensure all students were equitably educated. These policy changes will be reviewed in the next section.

Policy and Legal Precedents for ELLs

In every era of U.S. history, from colonial times to modern day, women and men from around the world have fled their countries of origin for various reasons and sought out opportunity in America. These immigrants always arrived as outsiders, bringing foreign languages, cultures, and religions to America's existing, yet ever-changing sociocultural structure. Development of United States culture is in part due to immigrants' contributions. Part of civic life in the United States is participating in our free public education system. The 1982 Supreme Court ruling in *Plyer v. Doe*, decided that all children of school age are entitled to a public education regardless of legal status under the Equal Protection Clause of the 14th Amendment.

Beginning with *A Nation at Risk* in 1983, our country became more proactive in addressing educational system challenges. Since this report, politicians and educators have worked collaboratively to improve policies and practices in an attempt to improve the quality of education in the United States. From Clinton's, Improving America's Schools Act of 1994,

requiring state academic-content standards and tests to No Child Left Behind in 2001, the education system has continually attempted to upgrade measures of accountability.

Our education system is required to educate any student regardless of legal status, academic ability, or language spoken. However, increases in immigration have made schools more diverse, which are challenging to provide the most equitable education possible for all students. Many immigrant students are not proficient in the use of the English language. They attend American schools and require considerable attention and resources to become competent with the English language.

Historically, not all states and education systems have provided equitable educational opportunities to ELL students (Whittenberg, 2011). Over time, many lawsuits have emerged influencing policy decisions to ensure all students are provided equitable opportunities to learn in public schools. One case related to educating ELL students and the necessity of equitable allocation of resources and instruction is *Leandro v. North Carolina*. Administrators are responsible for allocation of resources in schools and the quality of education for every student in classrooms. *Leandro* addressed at-risk students that were in a district that was accused of not being able to provide adequate funding to properly support/educate all students in an equitable manner. The ruling ensured all students the right to a "sound, basic education." The Court defined a sound basic education as that which provides children and youth with all the opportunities necessary to become an adult possessing:

> 1. Sufficient ability to read, write and speak the English language and a sufficient knowledge of fundamental mathematics and physical science to enable the student to function in a complex and rapidly changing society;
> 2. Sufficient fundamental knowledge of geography, history, and basic economic and political systems to enable the student to make informed choices with regard to issues that affect the student personally or affect the student's community, state, and nation;
> 3. Sufficient academic and vocational skills to enable the student to successfully engage in post-secondary education or vocational training; and

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4. Sufficient academic and vocational skills to enable the student to compete on an equal basis with others in further formal education or gainful employment in contemporary society.

As a result of the *Leandro* decision, the North Carolina State (Public) Department of Education (NC DPI) took responsibility to more adequately fund schools that needed resources and finances to provide the "sound and basic education" previously defined. There was an immediate increase in North Carolina's budgets for public schools, especially those schools and systems that served at-risk students. It also made schools more accountable for their spending and correlating allocation of school funds to direct linkage with increased academic performance (ABC accountability model). The *Leandro* case and subsequent ruling opened up schools and systems to public criticism on allocation of resources and student performance. *Leandro* set a precedent for accountability and provides an example of a policy window opening and impacting education politics and policy. Table 1 provides examples of policy windows that influenced legal action or policy changes implemented to improve educational opportunities for ELL students.

Table 1

Case Law and Policy Influences for ELL Students		
Legal Action	Year	Policy Influence
Title VI of the Civil Rights Act	1964	Title VI prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a language minority student's limited proficiency in English.
Title VII of the Elementary and Secondary Education Act	1968	The Bilingual Education Act recognizes unique educational disadvantages faced by non-English speaking students. It establishes Federal policy to assist educational agencies to serve ELL students by authorizing funding to support those efforts. It supports professional development and research activities.

U.S. Department of Health, Education, and Welfare (May 25 Memorandum)	1970	The Memorandum clarified a school district's responsibilities with respect to national-origin-minority children, stating, in part, that "where inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open the instructional program to the students."
Lau v. Nichols	1974	The Supreme Court ruled that equality of educational opportunity is not achieved by merely providing all students with the same facilities, textbooks, teachers, and curriculum (because) students who do not understand English are effectively foreclosed from any meaningful education. The court ordered that districts must take affirmative steps to overcome educational barriers faced by non-English speaking students.
Equal Education Opportunities Act	1974	This civil rights statute: Prohibits states from denying equal educational opportunity to an individual on account of his or her race, color, sex or national origin. The statute specifically prohibits states from denying equal educational opportunity by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.
Fifth Circuit Court Castaneda v. Pickard	1981	The court established a three-part test to evaluate programs for language-minority students: 1. Is the program based on sound educational theory? 2. Is the programs and practices, including sufficient resources and personnel, implemented effectively? 3. Is the program evaluated (by schools and districts) to determine whether they are effective helping students overcome language barriers?
Plyer v. Doe	1982	The Supreme Court ruled the14th Amendment prohibits states from denying free public education to undocumented immigrant children regardless of immigrant status. The court declared school systems are not agents for enforcing immigration law, and determined the burden undocumented aliens may place on an educational system is not accepted arguments for excluding or denying educational services to students.

Congress Civil Rights Restoration	1988	This law clarified previous laws to ensure that discrimination is prohibited throughout an entire institution or agency, if any part receives federal assistance. If any state and local agencies, school systems, and corporations were found to be in violation of civil rights laws and refused to comply with the law, all of the federal funding for that institution would be in jeopardy of being withdrawn.
Office of Civil Rights Enforcement Policy	1991	It addresses components within the compliance points: 1) ESL teachers must have been adequately trained and be evaluated by someone familiar with methods being used 2) Exit criteria should be based on objective standards, 3) Schools cannot have policies of "no double services" refusing alternative language service and special education to children needing them 4) cannot be categorically excluded from gifted/talented or other special programs.
Title VII of the Elementary and Secondary Education Act (Reauthorization) Part of Improving America's Schools Act	1994	Restructured to provide for an increased state role and give priority to applicants seeking to develop bilingual proficiency. The Improving America's Schools Act modified eligibility requirements for services under Title I so ELLs are eligible for services under that program on the same basis as other students.
Title III of the Elementary and Secondary Schools Act No Child Left Behind Public Law 107-110	2001	This federal mandate holds state educational agencies, local educational agencies, and schools accountable for increasing English language proficiency and core academic content knowledge of ELL students. It requires states to implement annual academic assessments that include, at a minimum, assessments in math and reading (language arts). These assessments must be aligned with sate academic content and achievement standards. Each state, school district, and school is expected to make adequate yearly progress toward meeting the state standards. This progress is measured by disaggregating data for specified subgroups of the population.

NCLB requires that states provide for an annual assessment of English language proficiency (listening, speaking, reading, and writing in English) of all students identified as ELLs in schools served by the state [ref. Title I, SEC. 1111 (a) (7)]. |

Due to this federal legislation, North Carolina State Board policy mandates that all students who are language minority students must be assessed using the state-identified language proficiency test at initial enrollment. In addition, students identified as limited English proficient must be assessed annually thereafter during the window of February 1-April 30 until they reach fluency as defined by the state board of education.

Note. From *Legal Background Governing Services to English Language Learners* Compiled by Ana Perez, Lead ESL Teacher Cabarrus County Schools

Impact on Education System and Instruction

There are many factors that may hinder student ability to perform academically at the expected level of their peers. Many English language learners struggling with learning to read, are affected by outside variables which contribute to the gaps among student subgroups (*Journal of Adolescent & Adult Literacy*, 2000). Variables that are believed to contribute to the achievement gaps between ELLs and non-ELL students can include socioeconomic status, home background, linguistic background, and quality of instruction (Alvermann, & Strickland, 2004). Recognizing achievement gaps requires an analysis of potential causation. Many factors can impact how ELL students adapt to school settings. Some factors include, but are not limited to, prior schooling, socioeconomic status, cultural background, and immigrant status (Bardack & Gil, 2010). Research shows that students who have had more years in formal schooling in their native language will have greater success in English achievement than their peers with less formal primary language schooling (Thomas & Collier, 2002).

Unfortunately, ELL students struggle to perform in our schools (Echevarria & Short, 2005). The majority of ELLs are of Latino heritage (Whittenberg, 2011) and statistics illustrate these subgroups are significantly less likely to complete high school than their non-Latino peers (Ortiz & Pagan, 2009). This statistic coupled with student achievement data discussed earlier

shows that our schools must take responsibility to improve ELLs programs and reverse this trend. Education systems cannot allow challenges to educate ELLs to be perceived as institutional racism. For ELL students to demonstrate the same academic progress as their peers, it is imperative that their language and literacy skills develop to competent levels (Echevarria & Short, 2005). It is also necessary for schools to develop comprehensive programs that serve ELLs effectively by building strong parent communication and partnerships and helping parents to educate students at home.

Defining Parent Involvement

There are many factors that impact student education such as economics, parent engagement, and culture that influence school quality. Positive parent involvement in a child's education is imperative to the overall development of students regardless of grade level, ethnic background, level of parent education, or income level. Epstein's research showed student gains when parents are actively involved in school and at home and when the school builds a strong partnership with families and community partners (Epstein, 2001).

One of the challenges is to specifically define effective parent involvement (Bower & Griffin, 2011). Often concepts in the social sciences like parental involvement are value loaded terminology (Bakker, J. & Denessen, 2007). For this study, parent involvement was defined by Esptein's Framework of Six Types of Parent Involvement (2001). Epstein's research encompassed traditional definitions of parent involvement and outlines specifically how each of the six types of parent involvement is characterized. This framework clearly depicts the collaborative requirement between schools, families, and the community to effectively and holistically educate students. It includes many practices such as two-way communication between schools, families, extending learning opportunities into the home, and attending school

events and programs such as performances, meetings, and parent-teacher conferences (Epstein et. al., 2009; Hill & Taylor, 2004).

Importance of Parental Involvement and Community Partnership

Research shows that meeting the needs of students includes meeting the needs of their families and building strong home connections (Arias & Morillo-Campbell, 2008). Teachers and educational leaders recognize that parent and family involvement in the educational process is important to the overall development of students. This development includes the emotional, mental, and social growth associated with student progress. Family engagement also has a significant impact on the academic success of students. In 2005,William Jeynes, a professor at California State University at Long Beach, conducted a meta-analysis of 77 previous studies on parent involvement and the influence on student achievement outcomes (Jeynes, 2005). The overall results from Jeynes meta-analysis show there is a statistically significant increase in student outcomes based on various characteristics of parent and family involvement.

There have been numerous other studies and meta-analyses that have shown the importance of parent and community involvement on student achievement. Michael Chen and Xitao Fan (2001) conducted a meta-analysis to synthesize the quantitative literature about the relationship between parental involvement and students' academic achievement. Their analysis showed a moderate but statistically significant correlation between parent involvement and academic achievement. Desforges and Abouchaar (2003) conducted an extensive literature review where they broke down previous studies on parent involvement and analyzed the different ways it was measured and how it correlated to positive impacts on student achievement. They organized a thorough literature review to show various studies, and how they showed the correlation between parent involvement and student achievement outcomes. Nancy Hill and

Diana Tyson (2009) did a meta-analysis of parent involvement strategies that have been shown to positively impact student achievement. This meta-analysis provides data that shows the statistical significance of the results of various studies. Not all of the studies listed produced results that support parent involvement strategies positive impact; however, overall the majority of studies showed that parent involvement influenced student achievement.

Often, outside factors contribute to the difficulty connecting families and the community with schools and student success. Some of these variables include socioeconomic backgrounds, human, cultural and social capital, or language barriers. These influences challenge parents and educators to create a collaborative, mutually beneficial culture of trust in the partnerships between family, community and school. Many of our ELL families live in poverty which research has shown negatively impacts academic achievement and parental involvement (Lopez & Velasco, 2011). Therefore, it is the responsibility of the schools to create a comprehensive plan for active, supportive, productive parent, family and community partnerships.

Review of Past Research that Utilized Epstein's Framework

School leaders must act as advocates for their students, schools and communities, specifically for the marginalized populations, if public education is going to work towards social justice (Anderson, 2009; Powers & Hermans, 2007; Theoharis, 2007). The role of the site leaders is critical in connecting with the growing ELLs population and developing long-term success of ELL programs (Reyes, 2006). Although the principal is instrumental in development and implementation of ELL programs in schools, it is equally imperative to create a collaborative partnership with parents, families and the community (Epstein, 2001). According to Joyce Epstein, these three spheres of influence are most prominent in the lives of children. The greater the overlap between the school, parent and community spheres, the better the partnership and

likelihood of student success (Epstein, 2001). This collaborative also includes district-level leadership to ensure implementation, reflection, follow-through and the deconstruction of potential institutional racism.

Epstein's *Six Types of Involvement for Comprehensive Programs of Partnership Framework* was adopted and adapted for use in this study. The framework categorized six types of parent involvement and sample activities that contribute to student development and achievement. The six categories are listed below:

1.) Parenting: Assist families in creating home environments that positively support children as students while helping families integrate effective parenting strategies.

2.) Communicating: Develop multiple effective school-to-home and home-to-school communication forums about school programs and student progress.

3.) Volunteering: Recruit and empower parent assistance and support.

4.) Learning at home: Help families' access information and ideas about how to assist students at home with school work and other curriculum-related activities and decisions.

5.) Decision-making: Create all-inclusive, collaborative school community regarding school programs and decisions by increasing family representation and empowering parent leadership.

6.) Collaborating with the community: Identify and incorporate resources and services from the community to strengthen school programs, family practices, and student learning/development.

Joyce Epstein is recognized as a leader in the study of school, family and community partnerships. She has a Ph.D. in sociology from Johns Hopkins and is the director of the Center on School, Family, and Community Partnerships and the National Network of Partnership

Schools (NNPS); principal research scientist and professor of sociology at Johns Hopkins University. Dr. Epstein has published numerous books on school, family and community partnerships and her works are used in schools of education across the country for teachers and administrators. Dr. Epstein has recently worked on developing partnership programs that reach all families and increase student success.

The key to Epstein's Framework focuses on the overlapping spheres of influence which contends that students learn better when parents, educators and community resources worked collaboratively to share responsibilities of student learning (Epstein & Van Voorhis, 2010). The spheres of influence refer to school, home and community. These spheres can work together or in isolation depending on the leadership and programming developed and implemented in schools and educational systems. As these spheres work in unison, there is overlap of collaboration and the more consistent the integrated effort the greater the positive impact on student outcomes (Epstein & Van Voorhis, 2010).

Epstein Framework: The greater the overlap between the spheres, the greater the partnership and influence over the child's success (Epstein, 2001).
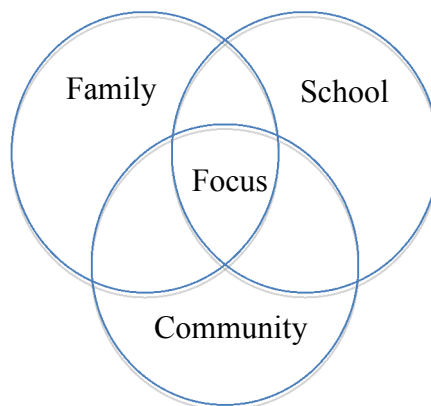
There have been various studies across the country that adapted her work for different research ideas and projects on school, family and community partnerships. Some studies have applied Dr. Epstein's framework to examine parent and teacher perception on parent

involvement, school counselor influence on parent involvement, or socioeconomic influence on parent involvement. Other studies have applied the Epstein Framework to analyze different educational settings like middle and elementary school involvement, or urban, inner-city school environments and the nature of parent involvement.

In 1991, Joyce Epstein and Susan Dauber conducted a study to examine the connection between school programs of parent involvement, teachers' attitudes, and the practices that teachers use to involve parents in eight inner-city elementary and middle schools in Baltimore. The schools were randomly chosen from a large sample of economically and educationally disadvantaged schools to begin an initiative to improve parent involvement programs and practices. The study concluded that elementary programs of parent involvement were significantly stronger and more comprehensive than middle schools. Middle school teachers typically communicated less with parents and families than elementary teachers. Elementary students typically had significantly fewer teachers which made it easier for teachers to develop stronger relationships based on serving fewer students. They can build stronger and more individual relationships with families and communicate more frequently. The study also found that educators often view families in inner-city schools in terms of their deficiencies which can perpetuate the lack of effective parent involvement programs. These settings have the greatest potential for growth and systemic improvements if the school community embraces the importance of a collaborative stakeholder partnership and works to improve parent, family and community partnership engagement (Epstein & Dauber, 1991).

Thomas Johnstone and Diana Hiatt conducted a case study of the South Bay community in Los Angeles, California from 1993-1996 examining a school-based parent center in a low-income Latino community. Their research detailed ways low-income parents would become

involved in their child's school. The case study also collected data on barriers and supports to parent involvement activity implementation. Epstein's Framework of Six Types of Parent Involvement was correlated with Maslow's Needs Hierarchy to analyze various parent engagement activities. One of the key findings was that relationships were the foundation of parent involvement in schools. School communication was a predominant factor in building those successful partnerships. Another finding of note was the principal was the most influential figure in establishing tone and climate of a school and subsequently building mutually beneficial relationships with parents, families and community resources (Johnstone & Hiatt, 1997). They also concluded that the community partnership was essential to bridging the gap. The collaborative partnerships must extend beyond the parents and families to create the most synergistic and influential partnerships (Johnstone & Hiatt, 1997).

Tim Wright, a Liberty University doctoral student, used Epstein's Framework to examine parent and teacher perceptions of effective parental involvement (Wright, 2009). He used an adapted version of Epstein's already existing Framework to survey elementary teachers in a Georgia school system along with a random sample of diverse parents within that system. The study attempted to analyze if a difference existed between parent and teacher demographics and their perceptions of parent involvement. This study found discrepancies in parent and teacher perception of parent involvement especially in regards to the importance of the communication and learning at home, critical aspects of Dr. Epstein's Framework (Wright, 2009). The main findings were parents wanted better parent/teacher relationships, more frequent communication, and more opportunities to help their children learn at home (Wright, 2009). These findings should lead schools to find new and improved ways ensure parental involvement initiatives are implemented.

Marcia Griffiths-Prince conducted a mixed methods study titled "Cultivating Parent Involvement in Middle Schools" that analyzed various perceptions of parental involvement (Griffiths-Prince, 2009). The goal of the study was to identify differences in parent, teacher and principal perception of parent involvement based on socioeconomic status, while also determining if parent perception had any impact on student achievement in middle school students. Griffith-Prince used the six typologies defined by Epstein through her framework of parent involvement to anchor her parent perception survey. The study found that parent involvement still remained a perceived priority although perception did change on exactly what that looked like in middle schools. The study also showed discrepancies in parent involvement activities based on socioeconomics.

Joanne D. Martin is an expert in the field of school, family and community partnerships. She conducted a survey using an already existing survey instrument created by Joyce Epstein and Karen Clark Salinas and was adapted for use in this study. Martin used a homogenous Title I elementary school district with ten elementary schools in Southern California to control variances in order to specifically focus on parental involvement influence on student success and the school-based practices that promote parental involvement (Martin, 2009). The study revealed that the highest performing schools and educators invest more time and resources and are more methodical in building comprehensive programs for school, family and community partnerships. Martin also concluded that practices to promote parent partnerships had a statistical significance on student success. Martin used Epstein's Framework to define those practices.

Heather Bower and Dana Griffin, a doctoral student and assistant professor, respectively, at the University of North Carolina-Chapel Hill conducted a case study of a specific high-minority, high-poverty elementary school, during the 2009-2010 school year, to see the impact of

Epstein's model on this demographic. They focused on the implications for school counselors in this type of community and found results in line with their hypotheses. Using traditional strategies such as parent conferences and school-based activities to increase involvement did not produce significant positive results. One of the major discussion points from this study was the lack of relationship building and continual efforts to account for cultural differences. The school would attempt a new strategy and if it failed, the frustration interfered with educators ability to alter their practices and continue to work towards developing the partnerships with families. They concluded the need to develop strategies that foster relationships with families, increase parent involvement efficacy, and empowering parents for advocacy as characterized by Epstein were keys to increased parental involvement in high-minority, high-poverty schools.

In October of 2010, Joyce Epstein and Frances VanVoorhis wrote an article utilizing data collected by the National Network of Partnership Schools (NNPS). The NNPS bases its research on the previously developed spheres of influence and provides materials to assist schools improve their parent, family and community partnership programs. The article focused on the role of counselors in the development and implementation of partnership programs. Key findings were that there was a statistical significance correlating counselor support and quality of partnership programs. Another finding showed counselors were more involved with program development in schools where the staff believed parent partnerships were important and felt the school was invested in building collaborative culture.

Additional Experts on Parent and Community Involvement

Educational research contributes to the progress school systems make to continue to best serve an ever-changing student population. For the sake of this study, the researcher focused on the expertise of Joyce Epstein; however, there have been a plethora of dedicated educators who

have contributed to the research produced around parent and family involvement practices and their impact on student outcomes. For example, James Comer (1980) focused on minority student success in schools and developed the Comer School Development Program. A significant part of the three mechanisms outlined in the plan focused on creating a parent and family team to effectively collaborate with schools to ensure student development. His model has been widely used and adapted in schools and districts since its development. Wendy Grolnick and Maria Slowiaczek (1994) collaborated to develop a three-pronged framework that examined a behavioral component, cognitive-intellectual involvement and personal involvement. More recently, experts like Anne Henderson and Karen Mapp (2002) have been recognized for their continued efforts to analyze parent and family involvement. They have examined factors that contribute to effective partnerships between schools and families. Mapp has developed a K-5 school involvement plan in Boston based on identifying factors that were correlated to improved parent engagement. She specifically focused on an active, urban school to dispel myths of stereotypical lack of parent involvement. Her continued work has been recognized and is often respected by other researchers by citing her work in their research. As previously mentioned in this research, there have also been many meta-analyses such as Michael Chen and Xitao Fan (2001), Charles Desforges and Albert Aboucharr(2003), and William Jeynes (2005), that identify other educational experts that have contributed to, and continue to impact the research on parent and family involvement and its impact on students.

Parent and Family Involvement and the Impact on English Language Learners

Parent involvement is essential to ELLs academic achievement (Waterman, 2006). A predominant factor in why many immigrants come to the United States is to pursue a better life for their children, which is through a successful education (Suarez-Orozco & Suarez-Orozco,

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2001). The increasing rate of ELLs requires schools to rethink classroom strategies, family engagement practices, and how to navigate cultural gaps (Warikoo, 2014). A large number of schools report low levels of parent involvement (Waterman, 2006); however, research shows that immigrant parents place a high value on schools, teachers, and education and are concerned with their children's academic achievement (Goldenberg, 2004; Lopez, 2001, Valdes, 1996). Many schools and districts have yet to develop strategies to support this subgroup and bridge the cultural divide (Warikoo, 2014). Schools that support purposeful parent involvement have higher levels of student achievement, school attendance, higher graduation rates, among other positive student perceptions about their school experience (Henderson & Mapp, 2002; Hill & Tyson, 2009).

Unfortunately there are many barriers that hinder parental involvement of ELLs such as language comprehension, access to information, understanding the culture of the school system, undocumented legal status, socioeconomic factors, and a lack of school-developed programs for effective parental involvement. Many parents of ELLs have not had the best experience with schools during their education careers or have had limited level of academic achievement. Despite this, parents can be meaningfully involved and influential in their children's academic achievement (Bartucci, Coyle, Cross, Goldberger, Knight-Lynn, Moallem, Susman Israel & Vera, 2012). There has been some research that examines barriers that interfere with parent involvement of ELLs; however, there are even fewer studies that detail specific strategies that are effective in engaging ELL parents in successful parent involvement practices that impact student outcomes (Bartucci, Coyle, Cross, Goldberger, Knight-Lynn, Moallem, Susman Israel & Vera, 2012). The purpose of this study is to determine specific parent, family and community practices for ELLs that correlate to increased academic achievement

Mixed Reviews of Parental Involvement

Most research suggests that parental involvement in students' education has a positive influence on academic outcomes. However, there is some research that shows that not all parental involvement contributes to positive outcomes for students. Two relevant research studies that show little to no impact of parent involvement on student outcomes are Mattingly, Prislin, McKenzie, Rodriguez, and Kayzar (2002) and White, Taylor, and Moss (1992). Mattingly et al. did a meta-analysis of parent involvement kindergarten through 12th grade and tried to identify the correlation with student achievement. They found no statistical correlation between achievement and parent involvement based on the lack of empirical evidence showing a strong enough link between the two. White et al. (1992) studied parent involvement and student achievement in early childhood and also did not find a correlation between student achievement and parent involvement.

Some research shows that parental involvement actually can interfere with learning. Not all parents are able to effectively teach and work with the students on all of the material they are learning in school. Therefore, some of the dialogue between parents and students can lead to miscommunication, misunderstanding or confusion of instructional techniques. Another challenge is that some parents push the boundaries of appropriate involvement in their child's education. As students get older, the types of involvement change so that students can develop decision-making skills, build character and be more self-sufficient (Hill & Tyson, 2009). However, not all parents are able to appropriately find the balance between proper parental involvement and building the capacity of their child. Some parents put too much pressure on students to perform and it leads to anxiety and frustration for students to complete work and perform higher than capable. This can also have a negative perception on how students perceive

parent involvement and a tension between parents and children. This can lead to a negative view of the overall educational experience for students and withdrawal from engagement in their learning.

There are some more recent educational researchers' studies on parental involvement that suggest the opposite impact on student outcomes as well. Angel Harris and Keith Robinson wrote a book (2014), *The Broken Compass*, that discusses the misconception of parent involvement and its correlation to positive outcomes on student achievement. Their research based on longitudinal analyses of studies shows mixed results for the various types of parent involvement and their influence. For example, their research found that high expectations had a positive correlation to achievement, but helping students with homework actually had a negative effect. They found that most forms of parental involvement showed minimal to no benefit on children's academic progress, regardless of race, ethnicity, or socioeconomic status (Harris & Robinson, 2014).

The research by Harris and Robinson has sparked an intense debate regarding the perception that parent involvement can negatively impact student academic outcomes. Articles such as, "Why parents should stop helping their children with homework," by Rebecca Sullivan (2015) and "Don't help your kids with homework," by Dana Goldstein (2014) provided more insight into the potential challenges of greater parent involvement in students' education. These articles along with other previous research share some of the potential challenges associated with parental involvement. Goldstein explains the general idea was more active, invested mothers and fathers could help close the achievement gap between middle-class and poor students; however, until the Harris and Robinson study, nobody had used the available data to test the assumption that close relationships between parents and schools improve student achievement (Goldstein,

2014). One argument is that parent involvement can't be directly correlated to achievement since that is a cognitive outcome and parent involvement is related more with behavioral outcomes (McNeal, 2001).

There are also discrepancies regarding assumptions around poorer and less-educated parents that they lack interest or commitment (Kohn, 2013). This leads to research that shows low-income parents are often less effective when they do become involved (Lareau, 2000). In fact, there is also research that shows that once a student is one standard deviation below the mean on Socioeconomic Status (SES), the positive benefits of parent involvement disappear (McNeal, 2001). This inconsistency between cultural and social capital and parent involvement leads to contradictory theoretical and empirical findings (McNeal, 2001).

Cultural Responsiveness

According to Hanley and Noblit (2009), an important component to educational success for ELL students is the integration of home culture into the school setting. For the overwhelming majority of ELL students in our schools, this refers to the integration of Hispanic culture. Hanley and Noblit (2009) note that,

> Research now regards culture as a set of tools, perspectives and capabilities that students can deploy in the pursuit of learning. When these tools, perspectives and capabilities are suppressed or denied, students are educationally disempowered. They find it hard to use their culture to learn. A student receives from his or her culture a racial identity, and for LEP children and youth, their racial identity can connect them to a wider project of racial uplift (p.5).

To adequately address ELL students' needs we need to be more culturally responsive as an education system. This requires our school communities to work collaboratively and to integrate Hispanic culture into our school, community and societal ideals. Throughout our system, it is important to build upon ELLs program practices which have proven to be effective. In order to

identify exactly where our students are having successes and struggles, it is important to examine research on student data and correlate ELLs program practices that are aligned with success.

Currently, if marginalized groups are going to have equitable access to resources and opportunities like education, they must make reasonable attempts to embrace and assimilate to mainstream culture of the privileged. Marginalized groups refer to those subgroups that are outside of the majority or privileged groups in social standing. Some examples refer to illegal immigrants, low socioeconomic status groups, uneducated citizens and many minority subgroups. However, if society is going to evolve to a more inclusive way of life, growth must occur to recognize and appreciate differences in background and culture and respect diversity to be progressive. Cultural responsiveness is relevant to the nature and purpose of this research; however, the researcher did not use this as a measurable topic in the study. Attempting to measure cultural responsiveness in relation to this study would have created potential outside variables that could have potentially altered the study design and results.

Potential Barriers to ELL Achievement

A 2005 study by Consentino and Cohen found that 70% of ELLs are enrolled in only 10% of the nation's schools (Consentino & Cohen, 2005). The schools with the highest concentration of ELL students typically are in urban areas with high levels of minority and low socioeconomic families. These schools usually receive additional funding to serve these demographics which often include support for language learning instruction. This is beneficial for the majority of ELLs served in these schools; however, schools and districts that serve a lower concentration of ELL students are potentially at a disadvantage without additional funding and support. Therefore, systems must be creative to find ways to serve ELL students and families across all demographics and school communities.

Epstein's Framework is an established instrument for developing consistent and effective family and community partnerships with schools. It has been used in various school communities to analyze aspects of parent involvement and utilized to identify areas where schools could improve. Parent involvement is clearly an important asset to the overall education and development of students. One challenge to improving parent involvement practices for all students, families, and schools is the uniqueness of stakeholders and schools communities.

This study focused on ELL families, and examined the majority, which are represented by Latino heritage. Since the study focused on four of the six types of parent involvement outlined by Joyce Epstein, the concentration of potential barriers was limited to those four types: parenting, communicating, learning at home and collaborating with the community. Some examples of potential barriers for each of the four types (but not limited to) are:

1. Parenting: Inequitable access to resources and financial barriers related to lower socioeconomics

2. Communicating: Language barrier which challenges communicating with school personnel and two-way communication

3. Learning at home: Social and cultural capital based on differences in background and cultural expectations of norms, expectations, school-home relationships, trust and interaction with schools, and the bureaucracy of the system.

4. Collaborating with the community: Systematic lack of cultural responsiveness and deficit mentality that ELL/Latino parents are disengaged in student education by school personnel.

Decision-making and volunteering were eliminated from this study based on research of parent involvement practices most correlated to student achievement, especially relative to the age of the student subjects in this research.

Implications for School Leaders

Education has always been influenced by the time period and current societal and political trends. Public education was founded upon educational practices that were influenced by strict regulations, beliefs and discriminatory practices. Over time, the United States has evolved and improved, we have adjusted to accommodate the growing needs of a diverse population. This applies to a variety of controversial topics that have impacted the history of the public education system from immigration, to diversity and equitable educational opportunities for all students. Educational leaders and reformers are consistently evaluating practices as teaching and learning continue to evolve. Education continues to be influenced by trends and politics of the era; however, current movements in education are significantly more inclusive and equitable to provide the best education possible for all students. In public education, educators are increasingly open to examining data and research to back decision making in education.

Current trends show significant growth in the ELLs population in public schools. The highest concentrations of ELLs are students and families with Spanish-speaking backgrounds. There are barriers that create challenges for this demographic such as socioeconomics and language. These obstacles are directly correlated to a hindrance on academic success; however, with the proper planning and diligence in implementation, schools can begin to reduce achievement gaps quicker and more effectively to build more sustainable cultures of partnership with all subgroups regardless of background or barrier.

The Equal Educational Opportunities Act of 1974 requires states to take appropriate action to overcome language barriers and create equitable opportunities for all students. Advocating for ELL students is a central component of creating more socially just schools (Reese, L., Garnier, H., Gallimore, R., & Goldenberg, C., 2000). One of the most influential characteristics of effective schools for ELLs is strong school leadership (August & Hakuta, 1998; Reyes, 2006; Shaw, 2003; Walqui, 2000). Theoharis (2007) along with Frattura and Capper (2007) argue that social justice for ELLs cannot be achieved without inclusive services (Theoharis, 2007). This includes instructional practices along with parent and stakeholder engagement as a means of all-inclusive, integrated school community involvement. The vision for successful programming for ELLs cannot be solely the principal's responsibility (Theoharis & O'Toole, 2011), it should be a comprehensive, school-wide effort that involves principals and their ability to coordinate and collaborate with all stakeholders.

Chapter 3: Methodology

Introduction

English Language Learners are among the fastest growing demographic of students in the United States public school system (Uro & Barrio, 2013). The rapid growth has created challenges for school systems to provide the highest level of quality education possible since the population is growing faster than can be appropriately accommodated. This has caused a significant achievement gap for a large and growing population (Fry, 2008). It is essential that school systems find ways to bridge the gaps between ELLs and their English speaking counterparts. One way this can be done is through increased partnerships and parent involvement.

This study examined data regarding ELL student performance in Middle Schools in North Carolina. The researcher utilized EOG reading scores from the 2013-2014 school year as a determining point of how schools and districts served ELL students. The 2013-2014 school year data were used to determine tiers of performance: high (tier 1), average (tier 2), and low (tier 3). The Epstein Framework was modified to develop surveys sent to principals that provided feedback in order to pinpoint which aspects of general parent involvement, parenting, communication, learning at home and collaboration with the community were utilized and correlated with the schools that best served ELLs. These data were cultivated to form a series of recommendations of parent involvement and community partnership practices to help develop criteria for comprehensive plans for school leadership to implement to improve ELL services and achievement.

<u>Major Research Questions:</u>

1.) Were the schools that exhibit higher levels of ELL reading achievement implementing characteristics of parental involvement described in Epstein's Framework? If so, which practices?

2.) How did parental involvement practices at schools with higher ELL reading achievement compare to lower performing schools?

3.) What parent and community involvement practices were connected to improvement in reading performance of ELLs?

Hypotheses

Characteristics related to Epstein's Framework regarding Parenting, Communication, At-home learning and Collaboration with Community practices are driving the higher performance (EOG data) in ELL students.

- **What's Right:** According to Epstein's Framework, were aspects of general parent involvement correlated to ELL student success in North Carolina Middle Schools? If so, which practices?

- **The null hypothesis:** There will be no statistically significant correlations of aspects of general parent involvement to ELL student success in North Carolina middle schools.

- **What's Right:** According to Epstein's Framework, were aspects of parenting correlated to ELL student success in North Carolina Middle Schools? If so, which practices?

- **The null hypothesis:** There will be no statistically significant correlations of aspects of parenting involvement to ELL student success in North Carolina middle schools.

- **What's Right:** According to Epstein's Framework, are aspects of communication correlated to ELL student success in North Carolina Middle Schools? If so, which practices?

- **The null hypothesis:** There will be no statistically significant correlations of aspects of communication to ELL student success in North Carolina middle schools.

- **What's Right:** According to Epstein's Framework, were aspects of learning at home correlated to ELL student success in North Carolina Middle Schools? If so, which practices?

- **The null hypothesis:** There will be no statistically significant correlations of aspects of learning at home to ELL student success in North Carolina middle schools.

- **What's Right:** According to Epstein's Framework, were aspects of collaboration with the community correlated to ELL student success in North Carolina Middle Schools? If so, which practices?

- **The null hypothesis:** There will be no statistically significant correlations of aspects of collaboration with the community to ELL student success in North Carolina middle schools.

- **What's Missing?** What barriers existed that challenged effective ELL partnerships including: parent involvement, communication, learning at home, or collaboration with the community?

- **How:** What were potential solutions to improving existing ELL partnerships including: parent involvement, communication, learning at home, or collaboration with the community?

- **Goal:** Use End-of-Grade (EOG) reading assessment performance data correlated with modified surveys for principals to identify effective parent involvement and community partnership practices in order to develop criteria for a comprehensive plan for school leaders to guide ELL programming.

<u>**Participants**</u>

English Language Learners

ELL students are part of this subgroup based on initial language assessments upon entry into United States' schools. North Carolina schools are part of the World-Class Instructional Design and Assessment (WIDA) consortium to participate in comprehensive ELL programming (Fasciano, 2009). All ELLs in North Carolina that have proceeded in the program beyond their first year have data accessible through the North Carolina Department of Public Instruction Website for their EOG reading results. For this study, data were broken down by schools to determine levels of achievement. Therefore, all North Carolina Middle Schools that serve ELLs were potentially represented in the study and all ELLs in those middle schools were participants in the relevant data. In order to create more consistency of ELL program size in the study, only schools that served at least 25 ELLs during the 2013-2014 school year were included in the data and survey participation.

Site Leaders

All North Carolina schools that serve ELLs are required to assess these students with the same End-of-Grade tests as their peers whose primary language is English (North Carolina Department of Public Instruction, 2014). These programs should include various aspects of partnership and parent involvement. Every principal is responsible to reflect upon practices that serve the various subgroups of students in their schools. Based on performance data, schools

were tiered and categorized as high, average and low performing. Site principals were randomly selected from various middle schools in North Carolina that served at least 25 ELLs, from each tier of student performance and issued surveys that analyzed different levels of performance and ELL program implementation.

Research Methodology: Mixed Methods

Rationale for Quantitative Research

Currently, the state of education is in the age of accountability. Data collection and data-driven decision making are fundamental principles that are guiding the educational programs and practices in our schools. For this study, it was important to start with data that determined academic performance of ELLs on standardized EOG assessments. Using already existing data from the previous year's EOG assessments in reading (2013-2014) determined which schools have provided the most effective ELL program performance. These data were accessible through the North Carolina Department of Public Instruction website. These data for all ELL students in every county in the state of North Carolina were put into multiple tables and identified which schools provided the most successful ELL programming and results. These results were categorized into three tiers of performance relative to the ELL subgroup data: high performing (significantly above the state average), average performing (within a scaled range of the state average- 2 points up and down of the state average), and low performing (significantly below the state average). These data were also further broken down to exclude schools that served less than 25 ELLs to ensure consistency in the results.

The major research question that outlined the study was based on the previously researched premise that parent involvement was correlated with increased student achievement (Hill & Taylor, 2004: Ingram, Wolfe, & Lieberman, 2007; Lopez & Donovan, 2009). This

understanding guided the study to determine effective practices and programs, defined by Epstein's Framework, that were most aligned with levels of performance for ELLs. A principal survey was used to collect data to identify correlations between variables and their tiers. The study used descriptive analytics for the close-ended survey question results. When variables are considered a normal distribution, where data are represented in intervals and study participants are independent, it is typical to run a parametric test (Ware, Ferron, & Miller, 2012). However, a nonparametric test is used when samples are not distributed normally (Ware, Ferron, & Miller, 2012). There are different types of nonparametric tests. The researcher utilized a Kruskal-Wallis nonparametric test to compare median values among more than two groups. The goal was to see if the independent variables, which were various parent involvement behaviors (research questions), had any impact on the dependent variables, or tiers of student achievement. Lower than .05 p-values for each research questions Kruskal-Wallis analysis of variance denote a statistically significant relationship between the variables.

Rationale for Qualitative Research

The central focus for this study was, "Were parental involvement and community partnership practices (defined by Epstein's Framework) correlated to student performance of ELLs?" The most appropriate method to conduct this study to analyze programming for ELLs was through surveys. The study used data to tier schools that have exhibited the best student performance according to end-of-grade achievement tests. The focus was surveying school leadership to successfully analyze parent and community partnerships for ELL programs. The goal was to identify successful variables related to implementation and align parent involvement practices to achievement in order to build criteria for a comprehensive plan for principals.

Starting with an already existing, and research-proven survey as the foundation assisted with validity and reliability of the research. The survey was modified from Epstein's original instrument from a teacher and parent perception to specifically examine site-based, principal leadership perception (See Figure 4). The survey had open-ended questions that provided principals opportunities to share descriptions of their ELL program practices and parent and community engagement strategies for ELLs. This helped identify the characteristics of effective ELL programming implemented in successful schools for ELLs while also detailing the potential barriers to successful implementation for school principals as identified by schools struggling to implement the various concepts from the framework and survey. These data from open-ended survey questions provided a qualitative portion of the study.

Role of the Researcher

To ensure effective communication with participants and that ethical issues were addressed, the researcher included an entry letter that explained the study and research embedded with an informed consent agreement so all participants agreed to the study design (Marshall & Rossman, 2011). Since the researcher is a principal in a North Carolina middle school, there was some potential role dilemma associated with conducting research among colleagues and similar schools (Wade, 1984). The amount of influence of the researcher was not measurable but was important that the researcher take notice of behaviors that possibly might alter the study or data collection (Creswell, 2012). Based on professional experience with other principals and educators, there was no evidence that it occurred.

Reciprocity is important in research studies since participants are giving up their time and routines to participate (Marshall & Rossman, 2011). One of the key components of the study was the potential benefit of action research to improve future practices for ELL programs and parent

engagement. In the entry letter to principals, it was communicated the practical implications and overall impact of the study. Results detailed important data collected along with useful outcomes to improve parent involvement practices for ELL students, families, and community stakeholders that can be utilized to develop criteria for comprehensive plans for principals.

Access and Sample Size

Since the researcher used a variety of participants and all potential ethical issues need to be considered, it was necessary to go through the Institutional Review Board (IRB) to get approval to conduct the study (Marshall & Rossman, 2011). IRB needed to examine the study itself, and the particular questions used for the principal surveys. Once the study was approved, the researcher continued with the project and sent the entry letter, along with email and phone contacts to principals and necessary district personnel (if it was required).

Access often requires multiple levels of approval beyond the IRB through districts and principals (Creswell, 2012). The researcher started the process with an entry letter that detailed the purpose of the study and had data used to guide the reasoning behind its practical implications (Marshall & Rossman, 2011). As an educational leader, the researcher was confident in the ability to remain professional and ethical throughout the study to accurately conduct the research and report the results. This did not account for the variable of participant response being affected by the position of the participants or the researcher. This relationship can be positive in increasing the quality of relevant data; however, it can also cause participants to be more guarded with their responses not to expose potential issues (Marshall & Rossman, 2011).

Steps to Acquire Sample Size

Initial data collection was an examination of existing student performance data for all ELL middle school students as determined by scores on the previous year's EOG reading

assessments. This information was available for all schools and students through the North

Carolina Department of Public Instruction website. These data were disaggregated to analyze

ELL performance on EOG reading assessments to stratify results into three categories of

performance: high, average, and low. All middle schools that serve a minimum of 25 ELLs were

contacted. The goal was to reach 30 schools in each stratum. The 2014 data table tiers are

utilized for the contact of principals since it is the most recent representation of ELL student

achievement (See Table 58). The goal number of participants was not achieved; however, the

researcher decreased the number of schools per stratum to ensure an appropriate number of

participants were obtained for the purpose of the study and to have valid results.

Once permission was granted, principals in the identified schools were sent the entry

letter explaining the study along with a copy of the modified survey instrument from Epstein's

parent involvement framework (See Figure 3). The survey instrument was modified from the

original version that was geared toward parents and teachers. Since this study was focused on

school leadership perception of ELL programming, the survey was adjusted to align with

responses from school principals regarding ELL parent and community involvement.

Establishing Reliability and Validity

As Guba and Lincoln (2000, p. 178) inquired, "Are these findings sufficiently authentic

that I may trust myself in acting on their implications?" The goal of teachers, school leaders and

district and state systems should be to utilize research as an opportunity to analyze and improve

educational practices in our school system. For this study, Esptein's Framework and survey

instrument were utilized and both have been tested for reliability by the National Network of

Partnership Schools (NNPS). The reliability of the teacher and parent scales range from a modest

(α=.44) to a very high (α= .91) based on the Cronbach alpha (α) for Likert-scale items (Epstein & Salinas, 1993).

According to discrepancies of data represented on the North Carolina Department of Instruction Website (NCDPI), the achievement gap that exists for ELL students must continue to be addressed and improved. Various stakeholders responsible for ELL instruction were included in the research: students (performance data), families (parent involvement), and principals (implementation of ELL program). By having principals analyze ELL student performance correlated with family engagement, it improved the collection and integration of a variety of data points to examine the focus of the study: parental and community involvement and ELL performance (Creswell, 2012). Using an in-depth analysis of data to identify ELL student performance and then correlating parent involvement practices to student achievement helped identify which practices are effective in ELL programming. As practical research, the objective was to improve parent involvement practices for ELLs based on research.

Analysis

An analysis of ELL performance data on the 2013-2014 End-of-Grade reading assessments was organized in a spreadsheet to identify school and district performance (See Table 58). Based on this spreadsheet table, schools that serve more than 25 ELLs were then tiered into three levels of performance: high, average and low. Surveys were sent to school principals based on these tiers (See Figure 4). Email addresses were accessed by the researcher through school websites online. The survey was piloted by two principals and an ELL teacher that were not qualified for involvement in the study before being sent to principal participants. A Likert scale was used on the surveys to analyze parent involvement strategies used by the high, average and low performing ELL subgroups. The survey consisted of close-ended and open-

65

ended questions and designed through the online survey tool, Qualtrics, which is a web-based survey research software.

A quantitative software program, SPSS (Statistical Package for Social Sciences) was used to analyze responses and determine which ELL program practices are aligned with each tier of performance. In selecting the appropriate test of significance to run for the study, the researcher needed to consider the variables measured. A nonparametric test is used when samples are not distributed normally (Ware, Ferron, & Miller, 2012). When research compares median values of two or more groups, it is typical to utilize a Kruskal-Wallis nonparametric test, which was used by the researcher in this study. The goal was to see if the independent variables, which were various parent involvement behaviors (research questions), had any impact on the dependent variables, or tiers of student achievement. Lower than .05 p-values for each research questions Kruskal-Wallis analysis of variance denote a statistically significant relationship between the variables.

For the open-ended questions, the researcher used a qualitative analysis software, ATLAS.ti, to determine codes based on the responses to examine the frequency of key vocabulary associated with parent involvement. There were 155 overall codes developed. Not all 155 applied to each of the qualitative questions. For each question, the specific codes observed were then run back through Atlasti to determine a frequency with which each was mentioned during the principal responses for each tier of student achievement. The goal for qualitative responses was to allow participants an opportunity to share more independent thinking than the limited responses allowed from quantitative questions. Based on the codes and frequency, the researcher looked for major discrepancies in responses between the tiers and themes throughout responses with each question.

Timeline

A timeline for completion was contingent upon IRB approval and entry access to site leaders. While it is difficult to accurately predict a "do-able" timeframe for each of the data collection methods, the researcher attempted to determine the optimal number of days to complete quantitative and qualitative tasks (Marshall & Rossman, 2011). Based on the predictions, data collection was completed and organized by October 2015. The qualitative portion required some flexibility for variables that could hinder best possible completion. These variables includes but were not limited to IRB approval, district approval, principal availability, response rate and timeliness. The response rate of principals was essential to a timely completion of the study. The researcher provided personal follow-up to principal participants via email and phone calls in an attempt to ensure timely completion of the survey. However, principals that were unable to meet assigned deadlines were randomly replaced by other principals in each tier until enough participants in each tier had completed the survey.

Figure 1: Timeline for completion of research proposal, study, and dissertation.

Process	Objectives	Timeline
Chapter 1-3 Developed research proposal and literature review	Created study that analyzes parent involvement practices in schools for ELL programs	October 2013-March 2015
Developed data analysis and principal survey	Created data collection tools for the study	March 2015-April 2015
Submitted to IRB (if needed)	Obtained ethical approval	May 2015
Obtained entry to sites and study participants	• Sent entry letter to all Principals (Ensure District Approval) • Contacted all Principals and implemented surveys using Qualtrics	June 2015-September 2015
Chapter 4- Data collection and results of the research study	Worked with Odum Institute to properly code and analyze research data Used Atlas.ti and SPSS programs to analyze and code data trends (Data tables)	September 2015-February 2016
Chapter 5- Discussion and action steps for principals	Developed criteria for a comprehensive plan for principals for implementation in schools	February 2016-March 2016
Submitted draft (prepare for defense)	• Defended dissertation	March 2016
Defended research and uploaded final dissertation	• Graduate with Ed.D.	April 2016-May 2016

Summary

Each student and group of students has a diverse set of needs and therefore requires

practices tailored to their unique needs to provide the best education to improve student

performance. Based on student achievement data from the North Carolina Department of

Instruction on ELL student performance, the specific group that requires the most attention and assistance is our ELL population.

The purpose of this research study was to use existing data on ELL performance for middle school students on end-of-grade achievement tests to determine which schools were most successfully educating ELLs. Based on these data, the researcher identified which practices of parental involvement were utilized to successfully educate their ELL population. This knowledge would help school leaders throughout our system to tailor their ELL programs based on identified effective parent and community involvement practices from successful schools across North Carolina. It proved difficult to identify universally applicable practices or programs; however, this research study used a variety of data collection methods to recognize which schools were most effective. The study provided influential practices schools incorporate for ELL students, families and community partners to assist school leaders in adjusting programs to create criteria for comprehensive plans for improved ELL performance aligned with effective ELL parent involvement.

Chapter 4: Data Analysis and Findings

Introduction

The purpose of this research was to examine the impact of parental involvement of ELL families on student achievement. Various parent engagement strategies were analyzed to see if correlations existed with the academic performance of those students in schools. Chapter 4 includes an analysis of the sample population data for each of the research questions and categories. These data are reported in table format along with explanations of the findings. The tables represent each question as reported by the participating principals. Not all of the questions were able to be analyzed through the SPSS software. Some questions were open-ended and qualitative in nature. These questions were analyzed through Atlasti by creating a large number of codes based on the responses from principals.

Background Data Findings

The study was conducted by surveying public middle school principals in the state of North Carolina that had a minimum of 25 English Language Learners in their schools according to data from the North Carolina Department of Instruction website. Based on this information, there were 172 schools that were qualified to participate in the study after eliminating some elementary, charter, and Jr./Sr. high schools along with the school where the researcher was the principal to remove any potential bias in the study (North Carolina Department of Public Instruction, 2014).

The goal of the researcher was to acquire over 50 percent participation and obtain 90 responses from potential participants. The final response rate was 67 principal surveys eligible for consideration of participation in the study for a rate of 39 percent. Three respondents answered the first survey question, that the majority of their ELLs were not Spanish speaking, which eliminated them from participation on the rest of the survey. This produced a total of 64

out of the 67 providing valid responses that were included in the results. This was a 37.2 percent overall response rate. Even though 64 principals responded at some point to questions on the survey, only 59 respondents provided usable data and 58 provided consistent and valid data throughout the survey to be considered in the data analysis. This was a 33.7 percent response rate.

The responses were divided into 3 tiers, high, average and low based on ELL student achievement data. The goal was to have 30 participants in each tier for the original goal of 90 respondents. The results produced 21 responses in tier 1, 16 responses in tier 2, and 21 responses in tier 3. This number of responses in each tier was enough to provide valid data to analyze and accurately compare the responses between tiers.

Research regarding adequate response rates varies; and only a 100 percent response rate eliminates nonresponse bias. Since 100 percent response rate is extremely challenging to obtain, it is important to have an adequate response rate to ensure validity in the representativeness of the population (Shih & Fan, 2008). The researcher sent multiple emails and phone calls to the 172 potential participating principals over a 60 day timeframe. Based on a 37.2 percent response rate, and 33.7 percent providing valid data points for the study, the researcher was satisfied that the results were more than adequate to provide a representative sample.

Table 1 indicates the background information from the principals regarding the number of ELLs in their schools, the number of ELLs that were also represented in the Exceptional Children's (EC) program, the number of ELL teachers in each school, and the number of students that were able to exit the ELL program based on the standardized ACCESS test results. These data points were important to consider when comparing student achievement and the types of schools and school districts that served these students and teachers.

The table 2 data show that tier 1 schools served an average of 48.4 ELLs and had a range of 15 to 186 ELLs. Tier 2 schools served an average of 86.1 ELLs with a range from 30 to 253 ELLs. Tier 3 schools served an average of 91 ELLs and had a range from 20 to 400. Tier 1 schools had 9.2 percent average of their ELL population also be represented by the EC subgroup with a range from 1 ELL student to 45 students. Tier 2 schools had an average of 17.5 percent of ELLs also in the EC program with a range of 0 to 58 students. Tier 3 schools had an average of 15.9 percent of students overlapping in the ELL and EC programs with a range of 3 to 40. The number of ELL teachers that serve tier 1 schools ranged from 0.5 to 2 with an average of .95 teachers per school. The number of ELL teachers in tier 2 schools ranged from 0.5 to 2.5 with an average of 1.34 teachers per school. Tier 3 ELL teachers ranged from 1-8 with an average of 1.79 teachers. ELLs that were able to exit the program from tier 1 schools ranged from 0 to 31 with an average of 7.42 students. Tier 2 had a range of 0 to 73 students exit the ELL program with an average of 15.15. Tier 3 shows a range of 0 to 10 students' exit with an average of 4.28.

Table 2

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Background information:

_____

	Average (Range)		
	Tier 1	Tier 2	Tier 3

_____

How many ELL students does your school currently serve?:	48.4 (15-186)	86.1 (30-253)	91 (20-400)
How many ELL students are also identified in the Exceptional Children's (EC) Program?:	9.2 (1-45)	17.5 (0-58)	15.9 (3-40)
How many ELL teachers serve your school?:	.95 (0.5-2)	1.34 (0.5-2.5)	1.79 (1-8)
How many students were able to exit the ELL program last school year (2014-2015)?:	7.42 (0-31)	15.15 (0-73)	4.28 (0-10)

_____

Survey questions were categorized into four main categories of parent involvement based on the framework of Joyce Epstein. The four utilized in this study were parenting (involvement), communicating, learning at home and collaboration with community. The researcher aligned question stems from the research-based survey instrument created by Epstein and modified the wording to fit the nature of the study on ELL parent involvement. Each table represented a question on the survey under the category of parent involvement.

The researcher needed to consider the variables being measured in the study when selecting the appropriate test of significance to utilize. The purpose of the research was to see if the independent variables of various parent involvement behaviors (research questions) had any impact on the tiers of student achievement, or dependent variables. The researcher used a

Kruskal-Wallis nonparametric since the study compared median values of more than two groups. This is the type of test used when samples are not distributed normally (Ware, Ferron, & Miller, 2012). Lower than .05 p-values for each research questions Kruskal-Wallis analysis of variance denote a statistically significant relationship between the variables.

Summary of Background Data Findings

The overall response rate provided an adequate sample size to produce valid data to answer the research questions and hypotheses proposed in this study. The background data presented differences between tiers in reference to number of ELLs served, representation in ESL and EC, number of teachers serving ELLs as well as number of students that exited the ESL program at the end of the 2013-2014 school year. This information and the differences characterized represented potential outside variables that influenced performance of ELLs unrelated to parent involvement. These variables were not measured or accounted for, as previously mentioned in Chapter 1. The remainder of Chapter 4 will focus solely on aspects of parent involvement and factors that potentially influenced student achievement of ELLs. These factors were analyzed both quantitatively and qualitatively and will be broken down throughout Chapter 4.

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Research Question Findings

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Research Question 1

    4.) Were the schools that exhibited higher levels of ELL reading achievement implementing characteristics of parental involvement described in Epstein's Framework? If so, which practices?

There were 48 research questions that detailed aspects of parent involvement in this study. Since the responses varied from question to question there should be a required percentage to

characterize a positive response rate. The researcher used 70% as the determining rate for validating whether schools were implementing the various parent involvement practices that satisfy research question 1. The characteristics of parent involvement that were implemented by tier 1 schools were:

- 80.5% (strongly agreed or somewhat agreed) of tier 1 schools felt parent involvement impacted student achievement at their school (See Table 6)

- 90.5% (strongly agreed or somewhat agreed) of tier 1 schools felt their school utilized parents as important partners (See Table 7)

- 100% of tier 1 schools communicated (teacher/team websites, emails, phone calls, meetings, etc) with their parents at least 3 times/year (See Table 10)

- 81% (strongly agreed of somewhat agreed) of tier 1 schools tried to involve ELL families in PTA meetings (See Table 11)

- 71.4% (answered yes) of tier 1 schools provided information (literature, online resources, etc) for ELL families in their primary language on developing home conditions/environments that support student learning (See Table 16)

- 76.2% of tier 1 schools used phone calls to communicate with ELL families in their primary language (See Table 20)

- 76.2% of tier 1 schools used written letters to communicate with ELL families in their primary language (See Table 20)

- 85.7% of tier 1 schools used translators to communicate with ELL families in their primary language (See Table 20)

- 70% of tier 1 schools had a point of contact person for communication with ELL families in their primary language (See Table 21)

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- 95.2% of tier 1 schools communicated with the majority ELL families regarding academic progress (See Table 22)

- 81% of tier 1 schools communicated with the majority ELL families regarding social/behavioral progress (See Table 22)

- 100% of tier 1 schools felt teachers communicated with the majority ELL families regarding academic progress (See Table 26)

- 95% of tier 1 schools felt teachers communicated with the majority ELL families regarding social/behavioral progress (See Table 26)

- 75% (at least 1-2 times per year) of tier 1 schools felt teachers assigned interactive homework/schoolwork that required ELL families to demonstrate and/or discuss what they are learning at school with a family member (See Table 40)

Research Question 2

5.) How did parental involvement practices at schools with higher ELL reading achievement compare to lower performing schools?

Research question 2 sought to compare what the tier 1 schools did that tier 3 schools were not implementing. Research question 1 showed exactly which practices tier 1 schools were implementing. Research question 2 will looked at which of those tier 1 results from research question1 were not followed through by tier 3 schools, as well as any strategies that tier 3 schools were utilizing more frequently than tier 1 schools.

- 80% (strongly agreed or somewhat agreed) of tier 3 schools felt parent involvement impacted student achievement at their school (See Table 6)

- Only 60% (strongly agreed or somewhat agreed) of tier 3 schools felt they utilize parents as important partners (See Table 7)

- 95.2% of tier 3 schools communicated (teacher/team websites, emails, phone calls, meetings, etc) with their parents at least 3 times/year (See Table 10)

- 90.5% (strongly agreed of somewhat agreed) of tier 3 schools tried to involve ELL families in PTA meetings (See Table 11)

- 85.7% (strongly agreed or somewhat agreed) of tier 3 schools tried to involve ELL families on school committees (See Table 12)

- 89.5% (answered yes) of tier 3 schools provided information (literature, online resources, etc) for ELL families in their primary language on developing home conditions/environments that support student learning (See Table 16)

- 84.2% of tier 3 schools felt they utilized effective communication methods for ELL parents in their primary language who do not speak and/or read English well (See Table 19)

- 73.7% of tier 3 schools used connectEd messages to communicate with ELL families in their primary language (See Table 20)

- 89.5% of tier 3 schools used phone calls to communicate with ELL families in their primary language (See Table 20)

- 84.2% of tier 3 schools used written letters to communicate with ELL families in their primary language (See Table 20)

- 89.5% of tier 3 schools used translators to communicate with ELL families in their primary language (See Table 20)

- 89.5% of tier 3 schools had a point of contact person for communication with ELL families in their primary language (See Table 21)

- 100% of tier 3 schools communicated with the majority ELL families regarding academic progress (See Table 22)

- 84.2% of tier 3 schools communicated with the majority ELL families regarding social/behavioral progress (See Table 22)

- 100% of tier 3 schools felt teachers communicated with the majority ELL families regarding academic progress (See Table 26)

- 78.9% of tier 3 schools felt teachers communicated with the majority ELL families regarding social/behavioral progress (See Table 26)

- 94.1% (answered yes) of tier 3 schools conducted an open house/orientation to welcome families that was translated in ELL's primary language (See Table 30)

- 88.2% (at least 1-2 times per year) of tier 3 schools felt teachers assigned interactive homework/schoolwork that required ELL families to demonstrate and/or discuss what they are learning at school with a family member (See Table 40)

Research Question 3

6.) What parent and community involvement practices were connected to improvement in reading performance of ELLs?

Research question 3 was correlated to the improvement of reading performance for ELLs. This research question focused on which research practices proved to be statistically significant.

- Table 7 (*Our school feels we utilize parents as important partners*) has a p value of .011 which made it statistically significant and showed distinct differences in the responses between the tiers, especially in the strongly agreed response of 42.9% for tier 1 schools and 10% response rate of tier 3 schools. There was also a large difference in the somewhat disagreed of tier 1 schools, at 9.5%, and tier 3 schools at 40%.

- Table 27 (*How often did the teachers communicate with the majority of ELL families regarding academic progress*) has a p value of .022 which made it statistically significant and showed distinct differences in the responses between the tiers. The major discrepancy was in the 1-2 times/year category where tier 1 schools (26.3%) and tier 3 schools (15.8%) had responses but tier 2 has 0% for 1-2 times/year. This also showed in the 5 or more category where tier 1 (15.8%) and tier 3 (26.3%) were significantly lower than tier 2 (46.7%)

Summary of Research Question Findings

This section summarizes the findings from the three major research questions. Research question 1 results detailed all of the practices that the higher performing schools implemented with fidelity for their ELLs. Those practices included that principals responded that their schools: felt parent involvement impacted student achievement, viewed parents as effective partners, communicated with parents at least 3 times/year, involved ELL families in PTA meetings, provided information for families in their primary language, using phone calls, written letters and translators to communicate with families in their primary language, schools communicated with majority of ELL families regarding academic and social/behavioral progress, felt teachers communicated with majority of ELL families regarding academic or social/behavioral progress, and felt teachers assigned interactive homework to engage families.

Research question 2 compared the practices that the high performing (tier 1) schools utilized with fidelity in relation to practices used by the low performing (tier 3) schools. There were some practices that tier 1 schools utilized that were not implemented by tier 3 schools. There were also some parent involvement practices that tier 3 schools practiced with fidelity that were not shown by tier 1 schools at that adequate frequency level. The practices implemented by

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both tier 1 and tier 3 schools at a high frequency were that principals reported that their schools: felt parent involvement impacted student achievement, communicated with parents at least 3 times/year, involved ELL families in PTA meetings, provided information for families in their primary language, using phone calls, written letters and translators to communicate with families in their primary language, schools communicated with majority of ELL families regarding academic and social/behavioral progress, felt teachers communicated with majority of ELL families regarding academic or social/behavioral progress, and felt teachers assigned interactive homework to engage families.

There was one practice that tier 1 schools practiced at a high frequency that tier 3 schools did not which was viewing parents as important partners. There were four parent involvement characteristics that tier 3 schools practiced over the 70% criteria that tier 1 schools did not, which were involving ELL families on school committees, utilizing effective communication methods for ELL families in their primary language, using connectEd messages to communicate with ELL families in their primary language, and conducting an open house/orientation to welcome families translated in ELL's primary language.

Research question 3 focused on the characteristics that were statistically significant for improvement of ELL reading performance. There were two practices that were statistically significant. These were that schools felt parents were important partners and the frequency teachers communicated with the majority of ELL families regarding academic progress.

Question Analysis

Tables 3-5 represents the category of communication and are correlated in conjunction with tables 19-39. Table 3 represents the percentage of parent-teacher conferences that schools provided interpreters for their ELL population. Tier 1 schools had 21 respondents. Of the 21

respondents, 4 (19%) principals said less than 25 percent, 4 (19%) were between 25 and 50

percent, 4 (19%) were between 50 and 75 percent, 2 (10 percent) were between 75 and 100

percent and 7 (33%) schools said they had interpreters at 100 percent. Tier 2 schools had 16

respondents. Of the 16 respondents, 2 (12.5%) principals said less than 25 percent, 2 (12.5%)

were between 25 and 50 percent, 1 (6.3%) were between 50 and 75 percent, 5 (31.3%) were

between 75 and 100 percent and 6 (37.5%) schools said they had interpreters at 100 percent. Tier

3 schools had 22 respondents. Of the 22 respondents, 4 (18.2%) principals said less than 25

percent, 3 (13.6%) were between 25 and 50 percent, 3 (13.6%) were between 50 and 75 percent,

4 (18.2%) were between 75 and 100 percent and 8 (36.4%) schools said they had interpreters at

100 percent. A p value of .05 or greater represents no statistical difference between the groups

and therefore the researcher would retain the null hypothesis. The p value was .844 which is

greater than .05.

Communication

Table 3

During the 2014-2015 school year, approximately what percent of the following were interpreters provided?

Parent-teacher conferences of ELL students:

	Frequency			Percent		
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Never						
Less than 25%	4	2	4	19	12.5	18.2
Greater than 25% But less than or equal To 50%	4	2	3	19	12.5	13.6
Greater than 50% But less than or equal To 75%	4	1	3	19	6.3	13.6
Greater than 75%	2	5	4	10	31.3	18.2
All	7	6	8	33	37.5	36.4

Table 4 showed the percentage of PTA meetings that schools provided interpreters for their ELL population. Tier 1 schools had 21 respondents. Of the 21 respondents, 8 (38.1%) principals said they never had interpreters for PTA meeting, 5 (23.8%) responded that less than 25 percent, 2 (9.5%) were between 25 and 50 percent, 2 (9.5%) were between 50 and 75 percent, 2 (9.5%) were between 75 and 100 percent and 2 (9.5%) schools said they had interpreters at 100 percent. Tier 2 schools had 16 respondents. Of the 16 respondents, 5 (31.3%) principals said they never had interpreters for PTA meetings, 4 (24%) responded less than 25 percent, 2 (12.5%) were between 25 and 50 percent, 0 (0%) were between 50 and 75 percent, 1 (6.3%) were

between 75 and 100 percent and 4 (25%) schools said they had interpreters at 100 percent. Tier 3

schools had 22 respondents. Of the 22 respondents, 4 (18.2%) principals said they never had

interpreters at PTA meetings, 7 (31.8%) principals responded less than 25 percent, 7 (31.8%)

were between 25 and 50 percent, 1 (4.5%) were between 50 and 75 percent, 0 (0%) were

between 75 and 100 percent and 3 (13.6%) schools said they had interpreters at 100 percent of

PTA meetings. A p value of .05 or greater represents no statistical difference between the groups

and therefore the researcher would retain the null hypothesis. The p value was .683 which is

greater than .05.

Table 4

During the 2014-2015 school year, approximately what percent of the following were interpreters provided?

PTA meetings:

	Frequency			Percent		
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Never	8	5	4	38.1	31.3	18.2
Less than 25%	5	4	7	23.8	25	31.8
Greater than 25% But less than or equal To 50%	2	2	7	9.5	12.5	31.8
Greater than 50% But less than or equal To 75%	2		1	9.5		4.5
Greater than 75%	2	1		9.5	6.3	
All	2	4	3	9.5	25	13.6

Table 5 indicated the percentage of school events (concerts, committee meetings, etc.) that schools provided interpreters for their ELL population. Tier 1 schools had 21 respondents. Of the 21 respondents, 3 (14.3%) principals said they never had interpreters for school events, 6 (28.6%) responded that less than 25 percent, 5 (23.8%) were between 25 and 50 percent, 3 (14.3%) were between 50 and 75 percent, 2 (9.5%) were between 75 and 100 percent and 2 (9.5%) schools said they had interpreters at 100 percent. Tier 2 schools had 16 respondents. Of the 16 respondents, 4 (25%) principals said they never had interpreters for school events, 2 (12.5%) responded less than 25 percent, 4 (25%) were between 25 and 50 percent, 1 (6.3%) were between 50 and 75 percent, 2 (12.5%) were between 75 and 100 percent and 3 (18.8%) schools said they had interpreters at 100 percent. Tier 3 schools had 22 respondents. Of the 22 respondents, 2 (9.1%) principals said they never had interpreters at school events, 5 (22.7%) principals responded less than 25 percent, 8 (36.4%) were between 25 and 50 percent, 3 (13.6%) were between 50 and 75 percent, 2 (9.1%) were between 75 and 100 percent and 2 (9.1%) schools said they had interpreters at 100 percent of school events. A p value of .05 or greater, meant that there was no statistical difference between the groups and therefore the researcher would retain the null hypothesis. The p value was .746 which is greater than .05.

Table 5

During the 2014-2015 school year, approximately what percent of the following were interpreters provided?

School events (concerts, committee meetings, etc):

	Frequency			Percent		
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Never	3	4	2	14.3	25	9.1
Less than 25% 31.8	6	2	5	28.6	12.5	22.7
Greater than 25% But less than or equal To 50%	5	4	8	23.8	25	36.4
Greater than 50% But less than or equal To 75%	3	1	3	14.3	6.3	13.6
Greater than 75%	2	2	2	9.5	12.5	9.1
All	2	3	2	9.5	18.8	9.1

Tables 6-10 asked questions that pertained to overall parent involvement in the school and the perceptions of teachers and principals along with a reflection on the demographic breakdown of parent participation in the schools. Table 6 examines the research question of parent involvement and the impact on student achievement at the schools. Of the 21 tier 1 schools that responded, 8 (38.1%) strongly agreed that parent involvement impacted student achievement, 11 (52.4%) somewhat agreed, 2 (9.5%) somewhat disagreed, and 0 (0%) strongly disagreed. Tier 2 data shows that of the 16 respondents, 5 (31.3%) schools strongly agree, 8 (50%) somewhat agree, 2 (12.5%) somewhat disagree, and 1 (6.3%) strongly disagree. There

were 20 principals responding in tier 3, 5 (25%) strongly agree, 11 (55%) somewhat agree, 4 (20%), somewhat disagree, and 0 (0%) strongly disagree. A p value of .05 or greater represents no statistical difference between the groups and therefore the researcher would retain the null hypothesis. The p value was .665 which was greater than .05.

Overall Parent Involvement

Table 6

Parent involvement last year impacted student achievement at our school:

	Frequency			Percent		
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Strongly agree	8	5	5	38.1	31.3	25
Somewhat agree	11	8	11	52.4	50	55
Somewhat disagree	2	2	4	9.5	12.5	20
Strongly disagree		1			6.3	

Table 7 analyzed the research question that teachers feel their school utilized parents as important partners. Of the 21 tier 1 schools that responded, 9 (42.9%) strongly agree, 10 (47.6%) somewhat agreed, 2 (9.5%) somewhat disagreed, and 0 (0%) strongly disagreed. Tier 2 data shows that of the 16 respondents, 4 (25%) schools strongly agreed, 9 (56.3%) somewhat agreed, 2 (12.5%) somewhat disagreed, and 1 (6.3%) strongly disagreed. There were 20 principals responding in tier 3, 2 (10%) strongly agreed, 10 (50%) somewhat agreed, 8 (40%), somewhat disagreed, and 0 (0%) strongly disagreed. A p value of .05 or greater represents no statistical difference between the groups. The p value was .011 which was less than .05. This showed a statistically significant relationship between variables and would reject the null hypothesis.

Table 7

Our teachers feel we utilize parents as important partners:

	Frequency			Percent		
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Strongly agree	9	4	2	42.9	25	10
Somewhat agree	10	9	10	47.6	56.3	50
Somewhat disagree	2	2	8	9.5	12.5	40
Strongly disagree		1			6.3	

Table 8 analyzed the research question of parent participation in PTA meetings reflecting the demographics of the schools. Of the 21 tier 1 schools that responded, 2 (9.5%) strongly agreed that school demographics were reflected at PTA meetings, 4 (19%) somewhat agreed, 9 (42.9%) somewhat disagreed, and 6 (28.6%) strongly disagreed. Tier 2 data showed that of the 16 respondents, 1 (6.3%) schools strongly agreed, 6 (37.5%) somewhat agreed, 3 (18.8%) somewhat disagreed, and 6 (37.5%) strongly disagreed. There were 20 principals responding in tier 3, 3 (15%) strongly agreed, 2 (10%) somewhat agreed, 9 (45%), somewhat disagreed, and 6 (30%) strongly disagreed. A p value of .05 or greater represented no statistical difference between the groups and therefore the researcher would retain the null hypothesis. The p value was .783 which was greater than .05.

Table 8

Parent participation in PTA meetings reflects the demographics of our school:

	Frequency			Percent		
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Strongly agree	2	1	3	9.5	6.3	15
Somewhat agree	4	6	2	19	37.5	10
Somewhat disagree	9	3	9	42.9	18.8	45
Strongly disagree	6	6	6	28.6	37.5	30

Table 9 focused on the research question of parent participation on school committees reflecting the demographics of the schools. Of the 21 tier 1 schools that responded, 2 (9.5%) strongly agreed that committees reflected the demographics of the school, 6 (28.6%) somewhat agreed, 8 (38.1%) somewhat disagreed, and 5 (23.8%) strongly disagreed. Tier 2 data showed that of the 16 respondents, 1 (6.3%) schools strongly agreed, 8 (50%) somewhat agreed, 1 (6.3%) somewhat disagreed, and 6 (37.5%) strongly disagreed. There were 20 principals responding in tier 3, 3 (15%) strongly agreed, 1 (5%) somewhat agreed, 9 (45%), somewhat disagreed, and 7 (35%) strongly disagreed. A p value of .05 or greater represented no statistical difference between the groups and therefore the researcher would retain the null hypothesis. The p value was .570 which was greater than .05.

Table 9

Parent participation on school committees reflects the demographics of our school:

	Frequency			Percent		
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Strongly agree	2	1	3	9.5	6.3	15
Somewhat agree	6	8	1	28.6	50	5
Somewhat disagree	8	1	9	38.1	6.3	45
Strongly disagree	5	6	7	23.8	37.5	35

Table 10 looked at the research question of how often teachers communicated with the majority of parents at their schools. Of the 21 tier 1 schools that responded, 0 (0%) said they never communicated, 0 (0%) responded 1-2 times/year, 6 (28.6%) said 3-4 times/year, and 15 (71.4%) answered 5 or more times. Tier 2 data shows that of the 16 respondents, 0 (0%) said they never communicated, 0 (0%) responded 1-2 times/year, 3 (18.8%) said 3-4 times/year, and 13 (81.3%) answered 5 or more times. There were 21 principals responding in tier 3, 0 (0%) said they never communicated, 1 (4.8%) responded 1-2 times/year, 4 (19%) said 3-4 times/year, and 16 (76.2%) answered 5 or more times. A p value of .05 or greater represented no statistical difference between the groups and therefore the researcher would retain the null hypothesis. The p value was .705 which was greater than .05.

Table 10

How often do most teachers communicate with the majority of parents at our school (teacher/team websites, emails, phone calls, meetings, etc) :

	Frequency			Percent		
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Never						
1-2 times/year			1			4.8
3-4 times/year	6	3	4	28.6	18.8	19
5 or more times	15	13	16	71.4	81.3	76.2

Tables 11-18 focus on the parenting category, and table 10 specifically examined whether schools tried to involve ELL families in PTA meetings. Of the 21 tier 1 schools that responded, 6 (28.6%) said they strongly agreed, 11 (52.4%) somewhat agreed, 4 (19%) somewhat disagreed, and 0 (0%) strongly disagreed. Of the 16 tier 2 schools that responded, 8 (50%) said they strongly agreed, 4 (25%) somewhat agreed, 4 (25%) somewhat disagreed, and 0 (0%) strongly disagreed. Of the 21 tier 3 schools that responded, 8 (38.1%) said they strongly agreed, 11 (52.4%) somewhat agreed, 2 (9.5%) somewhat disagreed, and 0 (0%) strongly disagreed. A p value of .05 or greater represented no statistical difference between the groups and therefore the researcher would retain the null hypothesis. The p value was .934 which was greater than .05.

Parenting

Table 11

During the 2014-2015 school year, our school tried to involve ELL families in PTA meetings:

	Frequency			Percent		
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Strongly agree	6	8	8	28.6	50	38.1
Somewhat agree	11	4	11	52.4	25	52.4
Somewhat disagree	4	4	2	19	25	9.5
Strongly disagree						

Table 12 examined if schools tried to involved ELL families on school committees. Of the 21 tier 1 schools that responded, 4 (19%) said they strongly agreed, 10 (47.6%) somewhat agreed, 6 (28.6%) somewhat disagreed, and 1 (4.8%) strongly disagreed. Of the 16 tier 2 schools that responded, 5 (31.3%) said they strongly agreed, 6 (37.5%) somewhat agreed, 4 (25%) somewhat disagreed, and 1 (6.3%) strongly disagreed. Of the 21 tier 3 schools that responded, 6 (28.6%) said they strongly agreed, 12 (57.1%) somewhat agreed, 3 (14.3%) somewhat disagreed, and 0 (0%) strongly disagreed. A p value of .05 or greater represented no statistical difference between the groups and therefore the researcher would retain the null hypothesis. The p value was .665 which was greater than .05.

Table 12

During the 2014-2015 school year, our school tried to involve ELL families on school committees?:

	Frequency			Percent		
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Strongly agree	4	5	6	19	31.3	28.6
Somewhat agree	10	6	12	47.6	37.5	57.1
Somewhat disagree	6	4	3	28.6	25	14.3
Strongly disagree	1	1		4.8	6.3	

Table 13 examined the research question of how many times each school conducted trainings/workshops for ELL parents on child development. Of the 21 tier 1 schools that responded, 9 (42.9%) said they had none, 5 (23.8%) responded 1 time, 6 (28.6%) said 2-3 times/year, and 1 (4.8%) answered 3 or more times. Of the 16 tier 2 schools that responded, 6 (37.5%) said they had none, 2 (12.5%) responded 1 time, 7 (43.8%) said 2-3 times/year, and 1 (6.3%) answered 3 or more times. Of the 19 tier 3 schools that responded, 9 (47.4%) said they had none, 4 (21.1%) responded 1 time, 5 (26.3%) said 2-3 times/year, and 1 (5.2%) answered 3 or more times. A p value of .05 or greater represented no statistical difference between the groups and therefore the researcher would retain the null hypothesis. The p value was .957 which was greater than .05.

Table 13

How many times did your school conduct trainings/workshops for ELL parents on child development?

	Frequency			Percent		
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
None	9	6	9	42.9	37.5	47.4
1 time	5	2	4	23.8	12.5	21.1
2-3 times/year	6	7	5	28.6	43.8	26.3
3or more times	1	1	1	4.8	6.3	5.2

Table 14 displayed the research question of how many times each school coordinated home visits to help families understand schools and schools understand families. Of the 21 tier 1 schools that responded, 8 (38.1%) said they had none, 2 (9.5%) responded 1 time, 7 (33.3%) said 2-3 times/year, and 4 (19%) answered 3 or more times. Of the 16 tier 2 schools that responded, 0 (0%) said they had none, 2 (12.5%) responded 1 time, 4 (25%) said 2-3 times/year, and 10 (62.5%) answered 3 or more times. Of the 19 tier 3 schools that responded, 6 (31.6%) said they had none, 1 (5.3%) responded 1 time, 4 (21.1%) said 2-3 times/year, and 8 (42.1%) answered 3 or more times. A p value of .05 or greater represented no statistical difference between the groups and therefore the researcher would retain the null hypothesis. The p value was .055 which was close, but still greater than .05.

Table 14

How many times did your school coordinate home visits to help ELL families understand schools and help schools understand families?

	Frequency			Percent		
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
None	8		6	38.1		31.6
1 time	2	2	1	9.5	12.5	5.3
2-3 times/year	7	4	4	33.3	25	21.1
3or more times	4	10	8	19	62.5	42.1

Table 15 summarized the research question of how many times each school organized off-campus meetings in the school community to help ELL families understand schools and help schools understand families. Of the 21 tier 1 schools that responded, 16 (76.2%) said they had none, 1 (4.8%) responded 1 time, 4 (18.8%) said 2-3 times/year, and 0 (0%) answered 3 or more times. Of the 16 tier 2 schools that responded, 9 (56.3%) said they had none, 3 (18.8%) responded 1 time, 3 (18.8%) said 2-3 times/year, and 1 (6.3%) answered 3 or more times. Of the 18 tier 3 schools that responded, 13 (72.2%) said they had none, 2 (11.1%) responded 1 time, 3 (16.7%) said 2-3 times/year, and 0 (0%) answered 3 or more times. A p value of .05 or greater represented no statistical difference between the groups and therefore the researcher would retain the null hypothesis. The p value was .570 which was greater than .05.

Table 15

How many times did your school organize off-campus meetings in your school community to help ELL families understand schools and help schools understand families?

	Frequency			Percent		
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
None	16	9	13	76.2	56.3	72.2
1 time	1	3	2	4.8	18.8	11.1
2-3 times/year	4	3	3	19	18.8	16.7
3 or more times		1			6.3	

Table 16 specifically asked if schools provided information (literature, online resources, etc) for ELL families in their primary language on developing home conditions/environments that support student learning. There were 21 schools in tier 1 that responded, and 15 (71.4%) answered "yes" and 6 (28.6%) answered "no." There were 16 schools in tier 2 that responded, and 14 (87.5%) answered "yes" and 2 (12.5%) answered "no." There were 19 schools in tier 3 that responded, and 17 (89.5%) answered "yes" and 2 (10.5%) answered "no." A p value of .05 or greater represented no statistical difference between the groups and therefore the researcher would retain the null hypothesis. The p value was .523 which was greater than .05.

Table 16

Did your school provide information (literature, online resources, etc) for ELL families in their primary language on developing home conditions/environments that support student learning?

| | Frequency | | | Percent | | |
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Yes	15	14	17	71.4	87.5	89.5
No	6	2	2	28.6	12.5	10.5

Table 17 specifically asked if schools provided on-site training for ELL families in their primary language on developing home conditions/environments that support student learning. There were 21 schools in tier 1 that responded, and 9 (42.9%) answered "yes" and 12 (57.1%) answered "no." There were 16 schools in tier 2 that responded, and 9 (56.3%) answered "yes" and 7 (43.7%) answered "no." There were 19 schools in tier 3 that responded, and 9 (47.4%) answered "yes" and 2 (52.6%) answered "no." A p value of .05 or greater represented no statistical difference between the groups and therefore the researcher would retain the null hypothesis. The p value was .988 which was greater than .05.

Table 17

Did your school provide on-site training for ELL families in their primary language on developing home conditions/environments that support student learning?

| | Frequency | | | Percent | | |
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Yes	9	9	9	42.9	56.3	47.4
No	12	7	10	57.1	43.7	52.6

Table 18 examined if schools gathered information from ELL families about their children's goals, strengths and/or talents. There were 21 schools in tier 1 that responded, and 12

(57.1%) answered "yes" and 9 (42.9%) answered "no." There were 16 schools in tier 2 that responded, and 9 (56.3%) answered "yes" and 7 (43.7%) answered "no." There were 19 schools in tier 3 that responded, and 11 (57.9%) answered "yes" and 8 (42.1%) answered "no." A p value of .05 or greater represented no statistical difference between the groups and therefore the researcher would retain the null hypothesis. The p value was .972 which was greater than .05.

Table 18

Did your school gather information from ELL families about children's goals, strengths and/or talents?

	Frequency			Percent		
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Yes	12	9	11	57.1	56.3	57.9
No	9	7	8	42.9	43.7	42.1

Communication

Tables 19-39 analyzed the category of communication between schools and ELL families. Table 19 looked at if schools felt they utilized effective communication methods for ELL parents in their primary language who do not speak and/or read English well. Of the 20 tier 1 schools that responded, 2 (10%) said they strongly agreed, 9 (45%) somewhat agreed, 8 (40%) somewhat disagreed, and 1 (5%) strongly disagreed. Of the 16 tier 2 schools that responded, 4 (25%) said they strongly agreed, 9 (56.3%) somewhat agreed, 3 (18.8%) somewhat disagreed, and 0 (0%) strongly disagreed. Of the 19 tier 3 schools that responded, 7 (36.8%) said they strongly agreed, 9 (47.4%) somewhat agreed, 3 (15.8%) somewhat disagreed, and 0 (0%) strongly disagreed. A p value of .05 or greater represented no statistical difference between the groups and therefore the researcher would retain the null hypothesis. The p value was .189 which was greater than .05.

Table 19

During the 2014-2015 school year, our school utilized effective communication methods for ELL parents in their primary language who do not speak and/or read English well?

| | Frequency | | | Percent | | |
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Strongly Agree	2	4	7	10	25	36.8
Somewhat Agree	9	9	9	45	56.25	47.4
Somewhat Disagree	8	3	3	40	18.75	15.8
Strongly Disagree	1			5		

Table 20 illustrated which communication methods schools used to communicate with ELL students and families in their primary language. The available options were website, connectEd, newsletter, email, phone call, written letter, and translator. Schools also had the "other" option with space to provide alternative forms of communication. Tier 1 had 21 schools respond and based on principal responses, 11 (52.4%) utilized websites, 12 (57.1%) used connectEd messages, 8 (38.1%) provided newsletters, 12 (57.1%) used email communication, 16 (76.2%) made phone calls, 16 (76.2%) had written letters, and 18 (85.7%) had translators. Tier 2 had 16 schools respond and based on principal responses, 11 (68.8%) utilized websites, 13 (81.3%) used connectEd messages, 9 (56.3%) provided newsletters, 10 (62.5%) used email communication, 15 (93.8%) made phone calls, 15 (93.8%) used written letters, and 15 (93.8%) had translators. There were 2 tier 2 schools that had "other" means of communication including school way app and parent meet up groups. Tier 3 had 19 schools respond and based on principal

responses, 10 (52.6%) utilized websites, 14 (73.7%) used connectEd messages, 9 (47.4%)

provided newsletters, 13 (68.4%) used email communication, 17 (89.5%) made phone calls, 16

(84.2%) used written letters, and 17 (89.5%) had translators. There was 1 tier 3 school that had

"other" means of communication including school meetings and Saturday classes.

Table 20

During the 2014-2015 school year, which of the following communication methods were used to communicate with ELL students and families in their primary language?

| | Frequency | | | Percent | | |
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Website	11	11	10	52.4	68.75	52.6
ConnectEd	12	13	14	57.1	81.25	73.7
Newsletter	8	9	9	38.1	56.25	47.4
Emails	12	10	13	57.1	62.5	68.4
Phone Calls	16	15	17	76.2	93.75	89.5
Written Letters	16	15	16	76.2	93.75	84.2
Translators	18	15	17	85.7	93.75	89.5
Other		2	1			

Table 21 asked if schools had a point of contact for communication with ELLs in their

primary language between school and home. There were 20 schools in tier 1 that responded, and

14 (70%) answered "yes" and 6 (30%) answered "no." There were 15 schools in tier 2 that

responded, and 12 (80%) answered "yes" and 3 (20%) answered "no." There were 19 schools in

tier 3 that responded, and 17 (89.5%) answered "yes" and 2 (10.5%) answered "no." A p value of

.05 or greater represented no statistical difference between the groups and therefore the

researcher would retain the null hypothesis. The p value was .465 which was greater than .05.

Table 21

During the 2014-2015 school year, did your school have a point of contact for communication in ELLs primary language from school to home and home to school?

| Frequency | | | Percent | | |
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Yes	14	12	17	70	80	89.5
No	6	3	2	30	20	10.5

Table 22 summarized the responses to the question if schools communicated with ELL families regarding academic progress, social/behavioral progress, and extra-curricular involvement. Tier 1 had 20 schools respond, all 20 (100%) communicated about academic progress, 17 (85%) communicated regarding social/behavioral progress, and 10 (50%) communicated about extra-curricular involvement. Tier 2 had 15 schools respond, all 15 (100%) communicated about academic progress, 14 (93.3%) communicated regarding social/behavioral progress, and 10 (66.7%) communicated about extra-curricular involvement. Tier 3 had 19 schools respond, all 19 (100%) communicated about academic progress, 16 (84.2%) communicated regarding social/behavioral progress, and 10 (52.6%) communicated about extra-curricular involvement.

Table 22

*During the 2014-2015 school year, which of the following did your **school** communicate with ELL families?:*

Frequency			Percent		
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Academic Progress	20	15	19	95.2	93.75	100
Social/ Behavioral Progress	17	14	16	81	87.5	84.2
Extra- Curricular Involvement	10	10	10	47.6	62.5	52.6

Tables 23-25 disaggregate each of those categories of communication to determine the frequency schools implemented with ELL families regarding academic progress, social/behavioral progress, and extra-curricular activities. Table 23 focuses specifically on the frequency of academic progress. Tier 1 schools had 20 participants for this question and had a response rate of 1 (5%) for 1-2 times/year, 14 (70%) for 3-4 times/year, and 5 (25%) for 5 or more times for the year. Tier 2 schools had 15 participants for this question and had a response rate of 0 (0%) for 1-2 times/year, 5 (33.3%) for 3-4 times/year, and 10 (66.7%) for 5 or more times for the year. Tier 3 schools had 19 participants for this question and had a response rate of 0 (0%) for 1-2 times/year, 11 (57.9%) for 3-4 times/year, and 8 (42.1%) for 5 or more times for the year. A p value of .05 or greater represented no statistical difference between the groups and therefore the researcher would retain the null hypothesis. The p value was .076 which close, but still was greater than .05.

Table 23

During the 2014-2015 school year how often did the **school** communicate with the majority of
ELL families regarding the following topics?

Academic Progress

| | Frequency | | | Percent | | |
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
1-2 Times	1			5		
3-4 Times	14	5	11	70	33.33	57.9
5 or more	5	10	8	25	66.67	42.1

Table 24 examined the frequency of communication from the school regarding
social/behavioral progress. Tier 1 schools had 17 participants for this question and had a
response rate of 4 (23.5%) for 1-2 times/year, 9 (52.9%) for 3-4 times/year, and 4 (23.5%) for 5
or more times for the year. Tier 2 schools had 14 participants for this question and had a
response rate of 2 (14.3%) for 1-2 times/year, 3 (21.4%) for 3-4 times/year, and 9 (64.3%) for 5
or more times for the year. Tier 3 schools had 16 participants for this question and had a
response rate of 4 (25%) for 1-2 times/year, 6 (37.5%) for 3-4 times/year, and 6 (37.5%) for 5 or
more times for the year. A p value of .05 or greater represented no statistical difference between
the groups and therefore the researcher would retain the null hypothesis. The p value was .233
which was greater than .05.

Table 24

During the 2014-2015 school year how often did the **school** communicate with the majority of ELL families regarding the following topics?

Social/Behavioral Progress

| | Frequency | | | Percent | | |
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
1-2 Times	4	2	4	23.5	14.3	25
3-4 Times	9	3	6	52.9	21.4	37.5
5 or more	4	9	6	23.5	64.3	37.5

Table 25 examined the frequency of communication from the school for extra-curricular involvement. Tier 1 schools had 10 participants for this question and had a response rate of 3 (30%) for 1-2 times/year, 5 (50%) for 3-4 times/year, and 2 (20%) for 5 or more times for the year. Tier 2 schools had 10 participants for this question and had a response rate of 1 (10%) for 1-2 times/year, 3 (30%) for 3-4 times/year, and 6 (60%) for 5 or more times for the year. Tier 3 schools had 10 participants for this question and had a response rate of 2 (20%) for 1-2 times/year, 5 (50%) for 3-4 times/year, and 3 (30%) for 5 or more times for the year. A p value of .05 or greater represented no statistical difference between the groups and therefore the researcher would retain the null hypothesis. The p value was .584, which was greater than .05.

Table 25

During the 2014-2015 school year how often did the **school** communicate with the majority of ELL families regarding the following topics?

Extracurricular Involvement

| | Frequency | | | Percent | | |
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
1-2 Times	3	1	2	30	10	20
3-4 Times	5	3	5	50	30	50
5 or more	2	6	3	20	60	30

Table 26 detailed if teachers communicated with ELL families regarding academic progress, social/behavioral progress, and extra-curricular involvement. Tier 1 had 20 schools respond, all 20 (100%) communicated about academic progress, 19 (95%) communicated regarding social/behavioral progress, and 9 (45%) communicated about extra-curricular involvement. Tier 2 had 15 schools respond, all 15 (100%) communicated about academic progress, 13 (86.7%) communicated regarding social/behavioral progress, and 9 (60%) communicated about extra-curricular involvement. Tier 3 had 19 schools respond, all 19 (100%) communicated about academic progress, 15 (78.9%) communicated regarding social/behavioral progress, and 6 (31.6%) communicated about extra-curricular involvement.

Table 26

*During the 2014-2015 school year, which of the following did **teachers** communicate with ELL families?:*

| | Frequency | | | Percent | | |
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Academic Progress	20	15	19	100	100	100
Social/ Behavioral Progress	19	13	15	95	86.67	78.9
Extra-Curricular Involvement	9	9	6	45	60	31.6

Tables 27-29 disaggregated each of those categories of communication to determine the frequency teachers implemented processes with ELL families regarding academic progress, social/behavioral progress, and extra-curricular activities. Table 27 focused specifically on the frequency of academic progress. Tier 1 schools had 19 participants for this question and had a response rate of 5 (26.3%) for 1-2 times/year, 11 (57.9%) for 3-4 times/year, and 3 (15.8%) for 5 or more times for the year. Tier 2 schools had 15 participants for this question and had a response rate of 0 (0%) for 1-2 times/year, 8 (53.3%) for 3-4 times/year, and 7 (46.7%) for 5 or more times for the year. Tier 3 schools had 19 participants for this question and had a response rate of 3 (15.8%) for 1-2 times/year, 11 (57.9%) for 3-4 times/year, and 5 (26.3%) for 5 or more times for the year. A p value of .05 or greater represented no statistical difference between the groups. The p value was .022 which was less than .05 and therefore shows a statistical significance between group differences and would reject the null hypothesis.

Table 27

During the 2014-2015 school year how often did the **teachers** communicate with the majority of ELL families regarding the following topics?

Academic Progress

	Frequency			Percent		
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
1-2 Times	5		3	26.3		15.8
3-4 Times	11	8	11	57.9	53.33	57.9
5 or more	3	7	5	15.8	46.67	26.3

Table 28 examined the frequency of social/behavioral progress monitoring communicated by teachers. Tier 1 schools had 18 participants for this question and had a response rate of 8 (44.4%) for 1-2 times/year, 9 (50%) for 3-4 times/year, and 1 (5.6%) for 5 or more times for the year. Tier 2 schools had 12 participants for this question and had a response rate of 1 (8.3%) for 1-2 times/year, 7 (58.3%) for 3-4 times/year, and 4 (33.3%) for 5 or more times for the year. Tier 3 schools had 14 participants for this question and had a response rate of 3 (21.4%) for 1-2 times/year, 8 (57.1%) for 3-4 times/year, and 3 (21.4%) for 5 or more times for the year. A p value of .05 or greater represented no statistical difference between the groups and therefore the researcher would retain the null hypothesis. The p value was .079 which was close, but still greater than .05.

Table 28

During the 2014-2015 school year how often did the **teachers** communicate with the majority of ELL families regarding the following topics?

Social/Behavioral Progress

| | Frequency | | | Percent | | |
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
1-2 Times	8	1	3	44.4	8.33	21.4
3-4 Times	9	7	8	50	58.33	57.1
5 or more	1	4	3	5.6	33.33	21.4

Table 29 looked at the frequency of communication regarding extra-curricular involvement by teachers. Tier 1 schools had 8 participants for this question and had a response rate of 5 (62.5%) for 1-2 times/year, 1 (12.5%) for 3-4 times/year, and 2 (25%) for 5 or more times for the year. Tier 2 schools had 9 participants for this question and had a response rate of 2 (22.2%) for 1-2 times/year, 4 (44.4%) for 3-4 times/year, and 3 (33.3%) for 5 or more times for the year. Tier 3 schools had 6 participants for this question and had a response rate of 1 (16.7%) for 1-2 times/year, 3 (50%) for 3-4 times/year, and 2 (33.3%) for 5 or more times for the year. A p value of .05 or greater represented no statistical difference between the groups and therefore the researcher would retain the null hypothesis. The p value was .596 which was greater than .05.

Table 29

During the 2014-2015 school year how often did the **teachers** communicate with the majority of ELL families regarding the following topics?

Extra-curricular involvement

	Frequency			Percent		
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
1-2 Times	5	2	1	62.5	22.2	16.7
3-4 Times	1	4	3	12.5	44.4	50
5 or more	2	3	2	25	33.3	33.3

Table 30 examined if schools had an open house/orientation to welcome families that was translated into the ELLs primary language. There were 18 schools in tier 1 that responded, and 12 (66.7%) answered "yes" and 6 (33.3%) answered "no." There were 13 schools in tier 2 that responded, and 11 (84.6%) answered "yes" and 2 (15.4%) answered "no." There were 17 schools in tier 3 that responded, and 16 (94.1%) answered "yes" and 1 (5.9%) answered "no." A p value of .05 or greater represented no statistical difference between the groups and therefore the researcher would retain the null hypothesis. The p value was .232 which was greater than .05.

Table 30

Did your school have an open house/orientation to welcome families that was translated in ELLs' primary language?

	Frequency			Percent		
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Yes	12	11	16	66.67	84.6	94.1
No	6	2	1	33.33	15.4	5.9

Table 31 focused on the research question if schools conducted a formal conference with every ELL family at least once. There were 18 schools in tier 1 that responded, and 7 (38.9%) answered "yes" and 11 (61.1%) answered "no." There were 13 schools in tier 2 that responded, and 6 (46.2%) answered "yes" and 7 (53.8%) answered "no." There were 17 schools in tier 3 that responded, and 7 (41.2%) answered "yes" and 10 (58.8%) answered "no." A p value of .05 or greater represented no statistical difference between the groups and therefore the researcher would retain the null hypothesis. The p value was .821 which was greater than .05.

Table 31

Did your school conduct a formal conference with every ELL family at least once?

| | Frequency | | | Percent | | |
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Yes	7	6	7	38.9	46.2	41.2
No	11	7	10	61.1	53.8	58.8

Table 32 discussed whether schools conducted a survey to gather information from ELL families about student needs, school programs, and/or satisfaction with their involvement in the school. There were 18 schools in tier 1 that responded, and 8 (44.4%) answered "yes" and 10 (55.6%) answered "no." There were 13 schools in tier 2 that responded, and 4 (30.8%) answered "yes" and 9 (69.2%) answered "no." There were 17 schools in tier 3 that responded, and 6 (35.3%) answered "yes" and 11 (64.7%) answered "no." A p value of .05 or greater represented no statistical difference between the groups and therefore the researcher would retain the null hypothesis. The p value was .438 which was greater than .05.

Table 32

Did your school conduct a survey to gather information from ELL families about student needs, school programs, and/or satisfaction with their involvement in the school?

| | Frequency | | | Percent | | |
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Yes	8	4	6	44.4	30.8	35.3
No	10	9	11	55.6	69.2	64.7

Table 33 looked at the research question if schools sent progress reports (periodic throughout the reporting periods) that are communicated in the student and families' primary language. There were 18 schools in tier 1 that responded, and 9 (50%) answered "yes" and 9 (50%) answered "no." There were 13 schools in tier 2 that responded, and 8 (61.5%) answered "yes" and 5 (38.5%) answered "no." There were 17 schools in tier 3 that responded, and 10 (58.8%) answered "yes" and 7 (41.2%) answered "no." A p value of .05 or greater represented no statistical difference between the groups and therefore the researcher would retain the null hypothesis. The p value was .330 which was greater than .05.

Table 33

Did your school send progress reports (periodic throughout reporting periods) that are communicated in the student and families' primary language?

| | Frequency | | | Percent | | |
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Yes	9	8	10	50	61.5	58.8
No	9	5	7	50	38.5	41.2

Table 34 focused on if schools sent report cards (quarterly) that were communicated in the student and families' primary language. There were 18 schools in tier 1 that responded, and 7 (38.9%) answered "yes" and 11 (61.1%) answered "no." There were 13 schools in tier 2 that responded, and 8 (61.5%) answered "yes" and 5 (38.5%) answered "no." There were 17 schools in tier 3 that responded, and 7 (41.2%) answered "yes" and 10 (58.8%) answered "no." A p value of .05 or greater represented no statistical difference between the groups and therefore the researcher would retain the null hypothesis. The p value was .735 which was greater than .05.

Table 34

Did your school send report cards (quarterly) that are communicated in the student and families' primary language?

| | Frequency | | | Percent | | |
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Yes	7	8	7	38.9	61.5	41.2
No	11	5	10	61.1	38.5	58.8

Table 35 examined the research question if schools developed procedures for teachers to communicate with ELL parents about individual curriculum. There were 18 schools in tier 1 that responded, and 10 (55.6%) answered "yes" and 8 (44.4%) answered "no." There were 13 schools in tier 2 that responded, and 8 (61.5%) answered "yes" and 5 (38.5%) answered "no." There were 17 schools in tier 3 that responded, and 10 (58.8%) answered "yes" and 7 (41.2%) answered "no." A p value of .05 or greater represented no statistical difference between the groups and therefore the researcher would retain the null hypothesis. The p value was .789 which was greater than .05.

Table 35

Did your school develop procedures for teachers to communicate with ELL parents about individual curriculum?

	Frequency			Percent		
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Yes	10	8	10	55.6	61.5	58.8
No	8	5	7	44.4	38.5	41.2

Table 36 examined the research question if schools developed a formal plan for communication with ELL families with input from teachers and/or parents. There were 18 schools in tier 1 that responded, and 8 (44.4%) answered "yes" and 10 (55.6%) answered "no." There were 13 schools in tier 2 that responded, and 5 (38.5%) answered "yes" and 8 (61.5%) answered "no." There were 17 schools in tier 3 that responded, and 8 (47.1%) answered "yes" and 9 (52.9%) answered "no." A p value of .05 or greater represented no statistical difference between the groups and therefore the researcher would retain the null hypothesis. The p value was .585 which was greater than .05.

Table 36

Did your school develop a formal plan for communication with ELL families with input from teachers and/or parents?

	Frequency			Percent		
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Yes	8	5	8	44.4	38.5	47.1
No	10	8	9	55.6	61.5	52.9

Table 37 examined information as to whether schools developed procedures for teachers to communicate with ELL parents about expectations for school work and homework (syllabus). There were 18 schools in tier 1 that responded, and 9 (50%) answered "yes" and 9 (50%) answered "no." There were 13 schools in tier 2 that responded, and 5 (38.5%) answered "yes" and 8 (61.5%) answered "no." There were 17 schools in tier 3 that responded, and 9 (52.9%) answered "yes" and 8 (47.1%) answered "no." A p value of .05 or greater represented no statistical difference between the groups and therefore the researcher would retain the null hypothesis. The p value was .421 which was greater than .05.

Table 37

Did your school develop procedures for teachers to communicate with ELL parents about expectations for school work and homework (syllabus)?

| | Frequency | | | Percent | | |
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Yes	9	5	9	50	38.5	52.9
No	9	8	8	50	61.5	47.1

Table 38 identified schools that made information available to ELL families in their primary language that explained summative assessments (EOG) and achievement levels.. There were 18 schools in tier 1 that responded, and 11 (61.1%) answered "yes" and 7 (38.9%) answered "no." There were 13 schools in tier 2 that responded, and 7 (53.8%) answered "yes" and 6 (46.2%) answered "no." There were 17 schools in tier 3 that responded, and 13 (76.5%) answered "yes" and 4 (33.5%) answered "no." A p value of .05 or greater represented no statistical difference between the groups and therefore the researcher would retain the null hypothesis. The p value was .251 which was greater than .05.

Table 38

Did your school make information available to ELL families in their primary language that explained summative assessments (EOG) and achievement levels?

| | Frequency | | | Percent | | |
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Yes	11	7	13	61.1	53.8	76.5
No	7	6	4	38.9	46.2	33.5

Table 39 examined the practice of schools hosting a multicultural night/event that celebrates the diversity of student and/or family backgrounds. There were 18 schools in tier 1 that responded, and 7 (38.9%) answered "yes" and 11 (61.1%) answered "no." There were 13 schools in tier 2 that responded, and 8 (61.5%) answered "yes" and 5 (38.5%) answered "no." There were 17 schools in tier 3 that responded, and 10 (58.8%) answered "yes" and 7 (41.2%) answered "no." A p value of .05 or greater represented no statistical difference between the groups and therefore the researcher would retain the null hypothesis. The p value was .191 which was greater than .05.

Table 39

Did your school host a multicultural night/event that celebrates the diversity of student and/or family backgrounds?

| | Frequency | | | Percent | | |
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Yes	7	8	10	38.9	61.5	58.8
No	11	5	7	61.1	38.5	41.2

Tables 40-45 focused on the category of learning at home. Table 40 summarized information as to how many times during the school year that teachers assign interactive homework/schoolwork that requires ELL students to demonstrate and/or discuss what they are learning at school with a family member. Tier 1 had 20 respondents, with 5 (25%) providing a response of never, 12 (60%) stating teachers did this 1-2 times, 2 (10%) saying 3-4 times, and 1 (5%) responding teachers did this 5 or more times. Tier 2 had 15 respondents, with 4 (26.7%) providing a response of never, 7 (46.7%) stating teachers did this 1-2 times, 3 (20%) saying 3-4 times, and 1 (6.7%) responding teachers did this 5 or more times. Tier 3 had 17 responding principals, with 2 (11.8%) providing a response of never, 11 (64.7%) stating teachers did this 1-2 times, 4 (23.5%) saying 3-4 times, and 0 (0%) responding teachers did this 5 or more times. A p value of .05 or greater represented no statistical difference between the groups and therefore the researcher would retain the null hypothesis. The p value was .589 which was greater than .05.

Learning at Home

Table 40

How many times in the 2014-2015 school year, did the majority of your teachers assign interactive homework/schoolwork that requires ELL students to demonstrate and/or discuss what they are learning at school with a family member?:

	Frequency			Percent		
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Never	5	4	2	25	26.67	11.8
1-2 Times	12	7	11	60	46.67	64.7
3-4 Times	2	3	4	10	20	23.5
5 or more	1	1		5	6.67	

Table 41 examined schools data in regard to providing information to ELL families in their primary language on how to monitor and/or discuss schoolwork at home. There were 18 schools in tier 1 that responded, and 8 (44.4%) answered "yes" and 10 (55.6%) answered "no." There were 13 schools in tier 2 that responded, and 7 (53.8%) answered "yes" and 6 (46.2%) answered "no." There were 17 schools in tier 3 that responded, and 8 (47.1%) answered "yes" and 9 (52.9%) answered "no." A p value of .05 or greater represented no statistical difference between the groups and therefore the researcher would retain the null hypothesis. The p value was .880 which was greater than .05.

Table 41

Did your school provide information to ELL families in their primary language on how to monitor and/or discuss schoolwork at home?

| | Frequency | | | Percent | | |
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Yes	8	7	8	44.4	53.8	47.1
No	10	6	9	55.6	46.2	52.9

Table 42 illustrated responses to the research question if schools communicate with ELL families in their primary language about the importance of students reading at home. There were 18 schools in tier 1 that responded, and 7 (38.9%) answered "yes" and 11 (61.1%) answered "no." There were 13 schools in tier 2 that responded, and 9 (69.2%) answered "yes" and 4 (30.8%) answered "no." There were 17 schools in tier 3 that responded, and 10 (58.8%) answered "yes" and 7 (41.2%) answered "no." A p value of .05 or greater represented no statistical difference between the groups and therefore the researcher would retain the null hypothesis. The p value was .834 which was greater than .05

Table 42

Did your school communicate with ELL families in their primary language about importance of students reading at home?

| | Frequency | | | Percent | | |
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Yes	7	9	10	38.9	69.2	58.8
No	11	4	7	61.1	30.8	41.2

Table 43 examined the research question if schools communicate with ELL families in their primary language about the importance of reading with their children. There were 18 schools in tier 1 that responded, and 5 (27.8%) answered "yes" and 13 (72.2%) answered "no." There were 13 schools in tier 2 that responded, and 6 (46.2%) answered "yes" and 7 (53.8%) answered "no." There were 17 schools in tier 3 that responded, and 10 (58.8%) answered "yes" and 7 (41.2%) answered "no." A p value of .05 or greater represented no statistical difference between the groups and therefore the researcher would retain the null hypothesis. The p value was .571 which was greater than .05.

Table 43

Did your school communicate with ELL families in their primary language the importance of parents reading with their children?

| | Frequency | | | Percent | | |
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Yes	5	6	10	27.8	46.2	58.8
No	13	7	7	72.2	53.8	41.2

Table 44 analyzed data regarding whether schools worked with ELL families to understand how to help students select courses. There were 18 schools in tier 1 that responded, and 9 (50%) answered "yes" and 9 (50%) answered "no." There were 13 schools in tier 2 that responded, and 7 (53.8%) answered "yes" and 4 (46.2%) answered "no." There were 17 schools in tier 3 that responded, and 9 (52.9%) answered "yes" and 8 (47.1%) answered "no." A p value of .05 or greater represented no statistical difference between the groups and therefore the researcher would retain the null hypothesis. The p value was .737 which was greater than .05.

Table 44

Did your school work with ELL families to understand how to help students select courses?

| | Frequency | | | Percent | | |
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Yes	9	7	9	50	53.8	52.9
No	9	6	8	50	46.2	47.1

Table 45 summarized data as to the practice of schools working with ELL families to understand how to help students set academic goals. There were 18 schools in tier 1 that responded, and 9 (50%) answered "yes" and 9 (50%) answered "no." There were 13 schools in tier 2 that responded, and 6 (46.2%) answered "yes" and 7 (53.8%) answered "no." There were 17 schools in tier 3 that responded, and 7 (41.2%) answered "yes" and 10 (58.8%) answered "no." A p value of .05 or greater represented no statistical difference between the groups and therefore the researcher would retain the null hypothesis. The p value was .435 which was greater than .05.

Table 45

Did your school work with ELL families to understand how to help students set academic goals?

	Frequency			Percent		
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Yes	9	6	7	50	46.2	41.2
No	9	7	10	50	53.8	58.8

Tables 46-50 consolidated response to research questions under the category of collaboration with the community. Table 46 looked schools providing community resource directories for ELL parents/students with information on community services, programs, and/or agencies that support student development. There were 18 tier 1 principal respondents with 4 (22.2%) responding with a "yes" and 14 (77.8%) providing a "no" response. There were 13 tier 2 principal respondents with 6 (46.2%) responding with a "yes" and 7 (53.8%) providing a "no" response. There were 17 tier 3 principal respondents with 10 (58.8%) responding with a "yes" and 7 (41.2%) providing a "no" response. A p value of .05 or greater represented no statistical difference between the groups and therefore the researcher would retain the null hypothesis. The p value was .159 which was greater than .05.

Collaboration with the Community

Table 46

Did your school provide a community resources directory for ELL parents/students with information on community services, programs, and/or agencies that support student development?

| | Frequency | | | Percent | | |
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Yes	4	6	10	22.2	46.2	58.8
No	14	7	7	77.8	53.8	41.2

Table 47 illustrated responses regarding the matter of schools working with local businesses and/or community organizations to develop in-school programs that enhance ELLs' skills and or learning. There were 18 tier 1 principal respondents, with 3 (16.7%) responding with a "yes" and 15 (83.3%) providing a "no" response. There were 13 tier 2 principal respondents, with 3 (23.1%) responding with a "yes" and 10 (76.9%) providing a "no" response. There were 17 tier 3 principal respondents, with 6 (35.3%) responding with a "yes" and 11 (64.7%) providing a "no" response. A p value of .05 or greater represented no statistical difference between the groups and therefore the researcher would retain the null hypothesis. The p value was .458 which was greater than .05.

Table 47

Did your school work with local businesses and/or community organizations to develop in-school programs that enhance ELLs' skills and/or learning?

| | Frequency | | | Percent | | |
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Yes	3	3	6	16.7	23.1	35.3
No	15	10	11	83.3	76.9	64.7

In table 48, the research question looked at the issue of schools offering after-school programs for ELL students in partnership with community businesses, agencies, and/or volunteers. There were 18 tier 1 principal respondents, with 6 (33.3%) responding with a "yes" and 12 (66.7%) providing a "no" response. There were 13 tier 2 principal respondents, with 5 (38.5%) responding with a "yes" and 8 (61.5%) providing a "no" response. There were 17 tier 3 principal respondents with 7 (41.2%) responding with a "yes" and 10 (58.8%) providing a "no" response. A p value of .05 or greater represented no statistical difference between the groups and therefore the researcher would retain the null hypothesis. The p value was .653 which was greater than .05.

Table 48

Did your school offer after-school programs for ELL students in partnership with community businesses, agencies, and/or volunteers?

| | Frequency | | | Percent | | |
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Yes	6	5	7	33.3	38.5	41.2
No	12	8	10	66.7	61.5	58.8

Table 49 analyzed responses regarding schools utilizing community resources, such as libraries, parks, and/or museums to enhance the learning environment for ELLs. There were 18 tier 1 principal respondents, with 5 (27.8%) responding with a "yes" and 13 (72.2%) providing a "no" response. There were 13 tier 2 principal respondents, with 6 (46.2%) responding with a "yes" and 7 (53.8%) providing a "no" response. There were 17 tier 3 principal respondents, with 8 (47.1%) responding with a "yes" and 9 (52.9%) providing a "no" response. A p value of .05 or

greater represented no statistical difference between the groups and therefore the researcher would retain the null hypothesis. The p value was .873 which was greater than .05.

Table 49

Did your school utilize community resources, such as libraries, parks and/or museums to enhance the learning environment for ELLs?

| | Frequency | | | Percent | | |
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Yes	5	6	8	27.8	46.2	47.1
No	13	7	9	72.2	53.8	52.9

The focus of table 50 was whether schools coordinated off-campus events with local businesses and/or community organizations that were designed to support ELL families. There were 18 tier 1 principal respondents, with 3 (16.7%) responding with a "yes" and 15 (83.3%) providing a "no" response. There were 13 tier 2 principal respondents, with 4 (30.8%) responding with a "yes" and 9 (69.2%) providing a "no" response. There were 17 tier 3 principal respondents with 4 (23.5%) responding with a "yes" and 13 (76.5%) providing a "no" response. A p value of .05 or greater represented no statistical difference between the groups and therefore the researcher would retain the null hypothesis. The p value was .927 which was greater than .05.

Table 50

Did your school coordinate off-campus events with local businesses and/or community organizations that were designed to support ELL families?

| | Frequency | | | Percent | | |
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Yes	3	4	4	16.7	30.8	23.5
No	15	9	13	83.3	69.2	76.5

Qualitative Responses

This survey included seven qualitative responses to allow principals opportunities to share open-ended responses. The open ended questions were:

- Please list all methods utilized to solicit participation from ELL families
- What are the job title(s) for the point(s) of contact personnel at your school?
- What are the most successful practices to involve ELL parents that you have utilized?
- What major factors have limited the success of your school's ELL family and community involvement efforts?
- At your school, in what ways has ELL family involvement changed over the last two school years?
- In what ways could better partnerships with ELL families help your school?
- In what ways could better partnerships with the community help ELLs at your school?

The researcher developed codes based on the responses to examine the frequency of key vocabulary associated with parent involvement for each of the seven open ended questions. There were 155 overall codes developed. Not all 155 apply to each of the qualitative questions. The researcher used Atlasti to find which codes were embedded in each of the seven open ended questions. These specific codes were then run back through Atlasti to determine a frequency with which each was mentioned during the principal responses for each tier of student achievement. The goal for qualitative responses was to allow participants an opportunity to share more independent thinking than the limited responses allowed from quantitative questions. Based on the codes and frequency, the researcher looked for major discrepancies in responses between the tiers.

For the *methods soliciting participation from ELL families*, there were 35 codes linked to the principal responses. In table 51, the codes are listed with the frequency for each of the tiers aligned with the codes. Tier 1 had 15 respondents with 19 different codes totaling 46 responses, tier 2 had 12 respondents with 22 different codes and 40 total responses, and tier 3 had 16 principals respond with 26 different codes and 67 overall responses. Tier 1 responses include

bilingual messages (1), bilingual staff (1), connectEd messages (8), cultural nights (1), emails (3), flyers (2), home visits (1), interpreters (1), letters to parents (3), newsletters (1), open house (1), parent meetings/conferences (4), parent nights (4), parent survey (1), parent trainings (1), parent classes at community college (1), phone calls (5), PTA meetings (2), and school webpage (5). Tier 2 responses include bilingual messages (2), buddy families (1), connectEd messages (3), cultural nights (1), curriculum nights (1), dinner in Latino community (1), emails (1), flyers (1), home visits (3), interpreters (4), letters to parents (3), liaison (1), listening equipment (1), newsletters (1), office contact (1), open house (2), parent meetings/conferences (2), parent nights (4), parent participation reward card (1), parent trainings (2), parent/student handbook (1), phone calls (3). Tier 3 responses include announcements (2), athletic/school events (2), bilingual messages (1), brochures (1), community events (1), community outreach (2), connectEd (5), cultural nights (1), emails (6), flyers (4), Hispanic club (1), home visits (3), interpreters (6), letters to parents (5), liaison (2), mobile app (1), newsletters (1), office contact (2), open house (1), parent meetings/conferences (2), parent nights (1), parent trainings (1), phone calls (10), teacher websites (1), school webpage (3).

Table 51

List all methods utilized to solicit participation from ELL families:

	Frequency		
Codes	Tier 1 (15)	Tier 2 (12)	Tier 3 (16)
Announcements (PTS, school, etc)			2
Athletic events/school events			2
Bilingual messages	1	2	1
Bilingual staff	1		
Brochures			1
Buddy families		1	
Community events			1
Community outreach			2
ConnectEd	8	3	5
Cultural nights	1	1	1
Curriculum nights		1	1
Dinner in Latino community		1	
Emails	3	1	6
Flyers	2	1	4
Hispanic club			1
Home visits	1	3	3
Interpreters	1	4	6
Letters to parents	3	3	5
Liaison		1	2
Listening equipment		1	
Mobile app			1
Newsletters	1	1	1
Office contact		1	2
Open house	1	2	1
Parent meetings/conferences	4	2	2
Parent nights	4	4	1
Parent participation reward card		1	
Parent survey	1		
Parent trainings	1	2	1
Parent/student handbook		1	
Parent classes at community college	1		
Phone calls	5	3	10
PTA meetings	2		
Teacher websites			1
Webpage (school)	5		3
Total	46	40	67

Table 52 analyzed the responses for the research question, *What is the job titles(s) for the point(s) of contact personnel at your school?* Table 52 identified 20 different codes for the principal responses. There were 14 principals that responded with a total of 11 different code possibilities and 19 total responses in tier 1, 12 principal respondents in tier 2 with a total of 10 different codes used and 21 answers, and tier 3 had 17 principals provide 13 different codes and 28 total responses. Tier 1 responses include counselor (2), custodian (1), data manager (1), ESL teacher (6), IB coordinator (1), liaison (1), migrant recruiter (1), receptionist (1), Spanish teacher (2), SRO (1), translator (2). Tier 2 responses include counselor (1), ELL advocate (1), ESL teacher (5), interpreter (1), liaison (1), parent involvement coordinator (1), receptionist (4), teacher assistant (1), and translator (5). Tier 3 school responses include data manager (1), ESL teacher (9), graduation coach (1), interpreter (2), liaison (2), migrant recruiter (3), parent involvement coordinator (1), principal (2), receptionist (1), science teacher (1), social worker (1), Spanish teacher (2), translator (3), and world language teacher (1).

Table 52

What is/are the job title(s) for the point(s) of contact personnel at your school?

	Frequency		
Codes	Tier 1 (14)	Tier 2 (12)	Tier 3 (17)
Counselor	2	1	
Custodian	1		
Data manager	1		1
ELL advocate		1	
ESL teacher	6	5	9
Graduation coach			1
IB coordinator	1		
Interpreter		1	2
Liaison	1	1	3
Migrant recruiter	1		
Parent involvement coordinator		1	1
Principal		1	2
Receptionist	1	4	1
Science teacher			1
Social worker			1
Spanish teacher	2		2
SRO	1		
Teacher assistant		1	
Translator	2	5	3
World language teacher			1
Total	19	21	28

The most successful practices utilized to involve ELL parents are detailed in the summary reported in table 53. Table 53 consisted of 31 possible codes. There were 13 principals providing 15 different codes in 17 total responses in tier 1, 11 principals providing 13 different codes for 18 different answers in tier 2, and tier 3 had 20 codes for 27 overall answers from 14 different principals. Tier 1 responses included assemblies (1), community meetings (1), community partnerships (1), home visits (1), interpreters (2), juntos program (1), meetings (1), migrant recruiter (1), parent night (1), parent survey (1), parent training (1), parent-teacher conferences (1), phone calls (1), translators (2), and workshops (1). Tier 2 responses include

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bilingual parents (1), community college (1), community meeting (1), community outreach (1), connectEd (1), ESL department (1), ESL teachers (1), interpreters (1), liaison (1), meetings (2), parent nights (3), phone calls (1), and translators (3). Tier 3 responses include childcare at meetings/events (2), community meetings (1), community outreach (1), community partnerships (1), connectEd (1), curriculum nights (1), family education classes (1), Hispanic connection club (1), home visits (2), interpreters (1), liaison (1), open house (1), parent nights (3), parent-teacher conferences (2), phone calls (1), sporting events (1), talent show (1), translators (3), tutoring (1), and volunteering (1).

Table 53

What are the most successful practices to involve ELL parents that you have utilized?

	Frequency		
Codes	Tier 1 (13)	Tier 2 (11)	Tier 3 (14)
Assemblies	1		
Bilingual parents		1	
Childcare			2
Community College		1	
Community meeting	1	1	1
Community outreach		1	1
Community partnership	1		1
ConnectEd		1	1
Curriculum nights			1
ESL department		1	
ESL teachers		1	
Family education classes			1
Hispanic connection club			1
Home visits	1		2
Interpreters	2	1	1
Juntos program	1		
Liaison		1	1
Meetings	1	2	
Migrant recruiter	1		
Open house			1
Parent night	1	3	3
Parent survey	1		
Parent training	1		
Parent-teacher conference	1		2
Phone calls	1	1	1
Sporting events			1
Talent show			1
Translator	2	3	3
Tutoring			1
Volunteering			1
Workshops	1		
Total	17	18	27

Table 54 summarized the *factors that have potentially limited the success of the school's ELL family and community involvement.* Table 54 used 23 different codes with its principal responses. Tier 1 had 13 principals provide responses that accounted for 11 different codes and 17 total responses, tier 2 had 11 principals provide 10 different codes and 14 total responses, and tier 3 had 16 different codes and 20 total responses from 15 principals. Tier 1 responses include available personnel (3), disconnected numbers (1), distance from school (2), getting parents to school (2), lack of interpreters (1), lack of parental participation (1), lack of Spanish speaking staff (1), language barriers (1), time restraints (3), transportation (1), and parent work hours (1). Tier 2 responses include available personnel (1), cultural differences (1), getting parents to school (1), lack of Spanish speaking staff (3), multitude of languages spoken (1), no full time ESL teacher (1), parent understanding (1), undocumented parents (1), up to data contact information (2), and parent work hours (2). Tier 3 responses include alert now messages (1), capacity of staff (1), community resource involvement (1), consistent effort (1), cultural differences (1), disconnected numbers (1), getting parents to school (1), lack of interpreters (1), lack of Spanish speaking staff (1), lack of translators (2), language barriers (3), newsletter (1), no full time ESL teacher (1), parent understanding (1), transportation (2), and up to date contact information (1).

Table 54

What major factors have limited the success of your school's ELL family and community involvement effort?

	Frequency		
Codes	Tier 1 (13)	Tier 2 (11)	Tier 3 (15)
Alert now messages			1
Available personnel	3	1	
Capacity of staff			1
Community resource involvement			1
Consistent effort			1
Cultural differences		1	1
Disconnected numbers	1		1
Distance	2		
Getting parents to school	2	1	1
Lack of interpreters	1		1
Lack of parental participation	1		
Lack of Spanish speaking staff	1	3	1
Lack of translators			2
Language barriers	1		3
Multitude of languages spoken		1	
Newlsetter			1
No full time ESL teacher		1	1
Parent understanding		1	1
Time	3		
Transportation	1		2
Undocumented parents		1	
Up to date contact information		2	1
Work hours	1	2	
Total	17	14	20

Table 55 disaggregated information regarding *what ways ELL family involvement has changed of the last two school years*. Twenty-three codes were utilized. Tier 1 schools provided 11 principal surveys and produced 14 different codes that totaled 15 responses. The 11 tier 2 principals provided 8 different codes and 12 total responses and tier 3 principals provided 13 surveys and 9 different codes with 11 overall responses. Tier 1 responses include attending

events (1), awareness (1), better communication (2), community outreach (1), connectEd messages (1), feeling welcome (1), human resources (1), increased participation (1), increased translators (1), junto program (1), meetings (1), Saturday programs (1), translating documents (1), and a UNC-G partnership (1). Tier 2 responses include attending events (2), community outreach (1), parent employer understanding (1), feeling welcome (1), growing numbers (3), increased effort (1), increased involvement (2), and meetings (1). Tier 3 responses include attending events (2), feeling welcome (1), greater appreciation (1), hiring practices (1), increased effort (1), increased participation (2), parent-teacher conferences (1), school-wide programs (1), and survey data (1).

Table 55

At your school, in what ways has ELL family involvement changed over the last two school years?

	Frequency		
Codes	Tier 1 (11)	Tier 2 (11)	Tier 3 (13)
Attending events	1	2	2
Awareness	1		
Better communication	2		
Community outreach	1	1	
ConnectEd	1		
Employers		1	
Feel welcome	1	1	1
Greater appreciation			1
Growing numbers		3	
Hiring			1
Human resources	1		
Increased effort		1	1
Increased involvement		2	
Increased participation	1		2
Increased translators	1		
Juntos Program	1		
Meetings	1	1	
Parent-teacher conference			1
Saturday program	1		
School-wide programs			1
Survey data			1
Translating document	1		
UNC-G partnership	1		
Total	15	12	11

Table 56 summarized the responses to the research question regarding, *what ways better partnerships could help ELL families at each school.* This question produced 26 different coded responses. Tier 1 had 12 principal surveys produce 13 different codes and 18 total responses. Tier 2 had 11 principal surveys that had 10 codes produce 15 total responses and tier 3 had 15 codes with 18 overall responses from the 14 principals. Tier 1 responses included academic support (1), after-school programs (1), community resources (1), cultural awareness (1), assisting

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academic work at home (1), encouraging student achievement (1), increased engagement (1), feeling welcome (2), increased involvement (3), liaison (2), solicit their feedback (1), student achievement (2), and student connection (1). Tier 2 responses include academic support (1), attendance (1), community partnerships (1), community resources (3), increased involvement (1), meetings (2), parent-teacher conferences (1), parent understanding (1), student achievement (2), and student connection (2). Tier 3 responses include access for all stakeholders (1), attendance (1), bridging the gap (1), comprehensive plans (1), cultural awareness (1), extra-curricular activities (1), family advocate (1), feeling welcome (1), grades (1), increased involvement (2), parent-teacher conferences (1), parent education courses (1), being proactive (1), student achievement (3), and student connection (1).

Table 56

In what ways could better partnerships with ELL families help at your school?

	Frequency		
Codes	Tier 1 (12)	Tier 2 (11)	Tier 3 (14)
Academic support	1	1	
Access to all stakeholders			1
After-school program	1		
Attendance		1	1
Bridge the gap			1
Community partnerships		1	
Community resources	1	3	
Comprehensive plan			1
Cultural awareness	1		1
Doing at home	1		
Encourage	1		
Engagement	1		
Extra-curricular activities			1
Family advocate			1
Feel welcome	2		1
Grades			1
Increased involvement	3	1	2
Liaison	2		
Meetings		2	
Parent-teacher conference		1	1
Parent education course			1
Parent understanding		1	
Proactive			1
Solicit their feedback	1		
Student achievement	2	2	3
Student connection	1	2	1
Total	18	15	18

Table 57 presented a compilation in response to the research question regarding ways better community partnerships could help ELLs at each school. This research question produced 26 different coded responses. Tier 1 had 10 principal surveys produce 7 codes and 9 total responses. Tier 2 utilized 12 principal surveys producing 13 different codes and 17 total

responses. Tier 3 had 13 principals produce 16 total responses utilizing 13 different codes. Tier 1 responses include academic support (1), after-school events (1), community outreach (2), community resources (2), cultural support (1), Enlaces program (1), and financial support (1). Tier 2 responses include assemblies (1), academic support (1), after-school events (1), community partnerships (3), community resources (1), employer partnerships (1), engagement (1), increased translators (1), inviting parents to the school (1), partnership recommendations (1), sharing food, culture and traditions (1), tutoring (1), wireless access (1). Tier 3 responses include academic support (1), access to information (1), awareness (1), bridging the gap (1), buy-in (1), community partnerships (4), community resources (1), community services (1), comprehensive plan (1), cultural support (1), provide resources (1), sense of belonging (1), and support their needs (1).

Table 57

In what ways could better partnerships with the community help ELLs at your school?

	Frequency		
Codes	Tier 1 (10)	Tier 2 (12)	Tier 3 (13)
Assemblies		1	
Academic support	1	1	1
Access to information			1
After-school events	1	1	
Awareness			1
Bridge the gap			1
Buy-in			1
Community outreach	2		
Community partnerships		3	4
Community resources	2	1	1
Community services			1
Comprehensive plans			1
Cultural support	1		1
Employer partnerships		1	
Engagement		1	
Enlaces	1		
Financial support	1		
Increased translators		1	
Inviting parents		1	
Provide resources			1
Recommendations		1	
Sense of belonging			1
Share food, culture, traditions		3	
Support their needs			1
Tutoring		1	
Wireless access		1	
Total	9	17	16

Summary

Chapter 4 analyzed the quantitative and qualitative data reported by principals in this survey. 67 principals responded and 58 presented information that was usable data for the study. The study explored the correlation between levels of academic achievement for English Language Learners and corresponding parental involvement practices. The researcher examined

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the potential link between research based parent involvement practices and student achievement. The results showed that only two practices were statistically significant. Those two parent involvement practices were that, "teachers feel their school utilizes parents as important partners," and "the frequency by which schools communicate with the majority of ELL families regarding academic progress." The results suggested that for, *Our teachers feel we utilize parents as important partners,* there was a significant difference between how tier 1 teachers feel about their parents as partners as compared to tier 3 schools. Tier 1 schools personnel strongly agreed at a significantly higher rate (42.9%) than tier 3 schools (10%). For the research question, *How often did our school communicate with the majority of ELL families regarding academic progress*, there was a distinct difference between the responses of tier 1 and 3 principals as compared to tier 2 principals. Tier 1 schools had 5% feel the school communicated at least 1-2 times per year, 70% 3-4 times per year and 25% respond 5 or more times. Tier 2 was relatively similar with 57.9% feel the school communicated 3-4 times per year and 42.1% 5 or more times. Tier 2 was significantly different with 33.33% respond with 3-4 times per year and 66.67 answered 5 or more. The 7 open ended responses provide a variety of results for frequency of codes based on each tier. A complete discussion of the findings will be discussed in chapter 5 along with potential next steps and conclusions.

Conclusion

The major research questions were designed to identify parental involvement practices in higher performing schools for English Language Learners while also examining different practices in lower tier schools. The goal was to ascertain which strategies were correlated with student achievement to improve schools' plans for ELLs. Based on the study results the researcher identified which parent involvement practices were performed by the higher

performing tier 1 schools, and which practices were directly related to academic performance of ELLs. These data should help schools outline necessary elements for parent involvement to develop criteria for a comprehensive plan.

Different schools require different needs. Based on the results, practices identified by tier 1 schools should be considered important parental involvement practices. The two practices that are directly correlated with student achievement need to become important focal points when schools develop a comprehensive engagement plan for ELL families. The remaining practices that were part of the study, but did not specifically produce results aligned with the major research questions, should not necessarily be discredited. For the sake of this study, the researcher was focused on parental involvement correlated with student achievement for ELLs. However, to build a positive and welcoming culture for students and families of all backgrounds, it is essential to implement identified influential parent involvement practices. The practices utilized in this study were identified practices based on research, especially the research of Joyce Epstein, regarding parent, family and community involvement. These practices may not have been directly correlated to student achievement in this study, but are nonetheless research based practices than can help schools build a culture of collaboration and support.

Chapter 5: Discussion, Recommendation and Conclusion

Introduction

This chapter presents a summary of the study starting with the purpose of the research, and a discussion regarding the research questions and hypotheses, along with recommendations. Chapter five also provides conclusions from this research along with implications for future studies related to parent involvement and ELL student achievement.

Purpose of the Study

The purpose of this study was to investigate parent involvement practices implemented between schools and families/communities that serve English Language Learners. Since parent involvement was positively correlated with student performance, improving levels of engagement for marginalized groups is a strategy to reduce the achievement gap. This requires educational leaders to focus on developing inclusive plans for ELL parent and community partnerships. The researcher surveyed principals and analyzed their parent involvement practices, specifically for English Language Learners.

This study examined a variety of research-based parent involvement practices and how they were applied to engage English Language Learners and their families. The researcher focused on North Carolina Middle Schools and disaggregated the academic performance of the ELL subgroup. The data were sorted into three tiers of performance: high performing (tier 1), average performing (tier 2) and low performing (tier 3). The researcher identified which practices were being implemented and at what frequency in middle schools, while also learning different practices that were more prevalent in higher performing schools for English Language Learners.

Epstein Framework Discussion

For this study, the researcher focused on the existing research and expertise of Joyce Epstein (2001), a recognized leader in research on parent, family and community partnerships in schools. Her work with the National Network of Partnership Schools through Johns Hopkins University has identified six types of involvement that have been researched and used in studies and by schools to assist in developing strong partnerships. Her framework and survey instrument were utilized by the researcher as the foundation of the question stems for this research. The researcher also focused on four of the six types of involvement identified through her work: parenting, communicating, learning at home and collaboration with the community.

The researcher found her work very practical and easy to use. Epstein's framework provided specific examples and strategies to engage families and build strong partnerships. Those identified practices were able to be modified and applied to this research on English Language Learners. For credibility of research, it helped the researcher to utilize a recognized expert while also applying an identified survey instrument that has been tested for reliability.

Major Research Questions

1. Were the schools that exhibit higher levels of ELL reading achievement implementing characteristics of parental involvement described in Epstein's Framework? If so, which practices?

2. How did parental involvement practices at schools with higher ELL reading achievement compare to lower performing schools?

3. What parent and community involvement practices were connected to improvement in reading performance of ELLs?

Hypotheses

Characteristics related to Epstein's Framework regarding Parenting, Communication, At-home learning and Collaboration with Community practices are driving the higher performance (EOG data) in ELL students.

- **What's Right:** According to Epstein's Framework, were aspects of general parent involvement correlated to ELL student success in North Carolina Middle Schools? If so, which practices?

- **The null hypothesis:** There will be no statistically significant correlations of aspects of general parent involvement to ELL student success in North Carolina middle schools.

- **What's Right:** According to Epstein's Framework, were aspects of parenting correlated to ELL student success in North Carolina Middle Schools? If so, which practices?

- **The null hypothesis:** There will be no statistically significant correlations of aspects of parenting involvement to ELL student success in North Carolina middle schools.

- **What's Right:** According to Epstein's Framework, are aspects of communication correlated to ELL student success in North Carolina Middle Schools? If so, which practices?

- **The null hypothesis:** There will be no statistically significant correlations of aspects of communication to ELL student success in North Carolina middle schools.

- **What's Right:** According to Epstein's Framework, were aspects of learning at home correlated to ELL student success in North Carolina Middle Schools? If so, which practices?

- **The null hypothesis:** There will be no statistically significant correlations of aspects of learning at home to ELL student success in North Carolina middle schools.

- **What's Right:** According to Epstein's Framework, were aspects of collaboration with the community correlated to ELL student success in North Carolina Middle Schools? If so, which practices?

- **The null hypothesis:** There will be no statistically significant correlations of aspects of collaboration with the community to ELL student success in North Carolina middle schools.

- **What's Missing?** What barriers exist that challenge effective ELL partnerships including: parent involvement, communication, learning at home, or collaboration with the community?

- **How:** What are potential solutions to improving existing ELL partnerships including: parent involvement, communication, learning at home, or collaboration with the community?

- **Goal:** Use quantitative performance data correlated with modified surveys for principals to identify effective parent involvement and community partnership practices in order to develop criteria for a comprehensive plan for school leaders to guide ELL programming.

Summary of Findings

The background data collected produced some interesting topics of discussion. First, the researcher examined the difference in the average and range of number of ELLs served in each tier. Tier 1 schools had a significantly lower average number of ELLs (48.4) as compared to the tier 2 (86.1) and tier 3 (91) schools. The ranges of students served were also distinctly different as they stretched considerably higher in tier 2 (30-253) and tier 3 (20-400) than they did in the tier 1 schools (15-186). The average number of ELLs served in the Exceptional Children's' Program (EC) in the three tiers also presented a significant discrepancy. Tier 1 had an average of

9.2 ELLs also in the EC subgroup while tier 2 (17.5 average) and tier 3 (15.9 average) had much higher numbers of ELLs also served through the EC Program. The range of ELLs also served in EC was relatively consistent through all tiers, tier 1 (1-45), tier 2 (0-58), and tier 3 (3-40). The number of ELL teachers that serve each tier varied but was somewhat correlated to the average number of ELLs served in each tier. Tier 1 averaged .95 ELL teachers per school while tier 2 (1.34/school) and tier 3 (1.79/school) had much higher average number of teachers. The range also varied according to the increase in numbers per tier. The range of ELL teachers was (0.5-2) for tier 1, (0.5-2.5) for tier 2, and tier 3 was (1-8). The data regarding ELL students that exited the ELL program was also different among the three tiers. The average number of students that exited and the range were significantly higher in tier 2 (15.15 average and range of 0-73) than tier 1 (7.42 average and 0-31 range) and tier 3 (4.28 average and 0-10 range).

The discrepancies in background data exhibit outside factors that can impact student performance beyond those identified in the study. For example, the difference between the average number, and range of ELLs served in tier 1 schools compared to tier 2 and 3 schools showed a considerable difference. Since tier 1 schools have higher scores on standardized assessments, it could be considered beneficial that lower numbers of ELL students served in schools can help increase ELL achievement. Tier 1 schools also had a significantly lower average of ELLs identified in the Exceptional Children's (EC) subgroup. The EC program identifies students with disabilities and statistically is the second lowest performing subgroup (North Carolina Department of Public Instruction). This could certainly be aligned with the student performance of ELLs. The two lowest performing subgroups are ELLs and students with disabilities (EC). Tier 1 schools have lower numbers of both which can certainly correlate these

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identified factors and relate them to improved student achievement for tier 1 schools as compared to tiers 2 and 3.

The researcher used standardized test scores on EOG reading assessments as the measure of student achievement for this study. This is certainly one way to evaluate student achievement. There are other factors that can be used to examine the academic success of English Language Learners. Another potential data point is the exit rate of students from the ELL program. ELLs exiting the program shows that their overall language development has improved to the point they are considered competent or proficient in their spoken, written, listening, reading and overall understanding of the English language. There are many factors to consider when discussing exit rates because it does not take into consideration where students' comprehension of the English language was when they got to United States schools. These data collected in this study regarding exit rates showed an interesting discrepancy among tier 2 schools as compared to tier 1 and 3. Tier 2 schools had a significantly higher exit rate average and range. This showed that exit rates of students are not necessarily correlated to student success on the End-of-Grade (EOG) assessments. This comparison indicated that student's comprehension of the language to exit ELL programs are not aligned with success on standardized EOG reading assessments.

Research Questions Discussion and Implications

Research Question 1

Research question 1 examined what characteristics of parental involvement from Epstein's framework, as modified for this research and ELLs, were implemented with fidelity by tier 1 schools. The researcher determined that anything over a 70% rate of support from principals for each characteristic satisfied the requirements for research question 1. There were 3 characteristics of general parent involvement in schools that support question 1. Tier 1 schools

indicated that parent involvement impacted student achievement (80.5%), they observed their school utilized parents as important partners (90.5%), and they similarly observed their school communicated sufficiently (at least 3 times/year) with the majority of their ELLs via teacher/team websites, emails, phone calls, meetings, etc (100%). These data showed how successful schools view parent engagement. They indicated that collaboration between the school and home is important for the overall success and development of students, regardless of background or subgroup.

There were 11 characteristics of parent involvement of ELLs that met the criteria to support research question 1. There was only one characteristic in the parenting category that was significant for this research question. Tier 1 schools reported that they have tried to involve ELL families in PTA meetings (81%). This doesn't explain the nature of that involvement but still showed that successful schools made a strong attempt to include ELL families in PTA events and meetings.

The next category of Epstein's parent involvement was the communication category. There were 9 characteristics of communication that were supported by over 70% of tier 1 schools. Tier 1 schools provided information (literature, online resources, etc.) for ELL families in their primary language on developing home conditions/environments that support student learning (71.4%). The home and school connection is important for schools to communicate with families to educate them on successful learning environments and habits that can positively impact student achievement at school. Not every home has the same resources or understanding of best parenting/educational practices. It is important that schools communicate these with families.

The three most frequently utilized communication methods in ELLs primary language by tier 1 schools were phone calls (76.2%), written letters (76.2%) and translators (85.7%). There are a variety of ways to communicate with families. Availability of resources can often present challenges to schools to provide effective communication. If schools personnel are going to communicate consistently and usefully with ELL families, it is important they utilize whatever strategies possible; however, the most successful schools utilize these most frequently which provides a solid starting point for school to home communication.

Having faculty that can successfully communicate with ELLs in their primary language is imperative to effectively developing the academic and developmental needs of students. Not all schools have a significant number of staff that can communicate with ELLs in Spanish. Regardless of how many staff, it is important that schools have at least one point of contact for communication. For tier 1 schools, 70% of principals reported that they have a point of contact person. The job title(s) of those contact personnel varied (see table 52).

Remaining in the category of communication, this study examined school and teacher communication to the majority of ELLs regarding academic progress along with social/behavioral progress. Tier 1 schools successfully communicated with the majority of ELLs regarding both, academic progress (95.2%) and social/behavioral progress (81%). This doesn't detail the type of communication utilized. It is important for schools to update families as consistently as possible regarding student progress and development. Schools should not just communicate with families of students that are struggling. It is important for schools to communicate with the majority (all if possible) of ELL families to ensure student needs are being met and the home and school are connecting to fully collaborate and help students. Tier 1 schools also reported teachers in their schools did a good job communicating with ELL families

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regarding academic progress (100%) and social/behavioral progress (95%). This suggests that teachers were becoming more familiar with their students and families and building communication, collaboration and relationships with families in their schools. It is good for schools to communicate with parents; however, teacher communication builds the deepest and most meaningful relationships with kids. The communication regarding academic and social/behavioral development from teachers is extremely useful and important.

There was one characteristic in the learning at home category that satisfied the 70% criteria for research question 1 by tier 1 schools. These schools reported that 75% of their teachers assigned interactive homework that required ELL families to demonstrate and/or discuss what they are learning at school with a family member. Involving parents in meaningful ways in their child's education is important. Not all families can help with assignments of learning at the middle school level. Successful schools (tier 1) are finding practical ways to integrate interactive homework into their plans at least 1-2 times per year so that families can engage with their students in productive ways to support learning.

Research Question 2

Research question 2 examined parent and community practices of tier 3 schools. The goal was to analyze discrepancies between implementation frequencies of characteristics in tier 1 (high performing schools) and tier 3 schools (lower performing). This showed if there are characteristics that tier 1 implemented and tier 3 did not implement, which would be identified strategies that are related to student achievement.

There were two characteristics of general parent involvement that met these criteria for tier 3 schools. Schools felt parent involvement impacted student achievement (80%) and schools communicated with parents at least 3 times/year via teacher/team websites, emails, phone calls,

meetings, etc (95.2%) were the two characteristics. Tier 1 schools also reported at over 70% for both of these general parent involvement strategies. There was one characteristic that was more prevalent in tier 1 schools than tier 3 schools for general parent involvement which was that tier 1 schools felt their school utilized parents as important partners (90.5%) and tier 3 schools did not meet the 70% criteria (60%).

For the Epstein category of parenting, there were two characteristics that tier 3 schools exhibited a high frequency of implementation. Those characteristics were involving ELL families in PTA meetings (90.5%) and on school committees (85.7%). Tier 1 schools also involved parents in PTA meetings (81%) but tier 3 had a higher frequency. Also, tier 1 schools did not involve ELL families on school committees at as high a frequency (66.6%) as tier 3 schools (85.7%). This doesn't mean anything wrong for tier 1 schools; however, it does imply that involving ELL families on school committees doesn't really directly impact student achievement as much.

The next category of Epstein's framework utilized in the study was communication. There were 12 characteristics implemented by tier 3 schools at a high frequency. The first was that tier 3 schools provided information (literature, online resources, etc) to ELL families in their primary language on developing home conditions/environments that support student learning (89.5%). Also, 84.2% of tier 3 schools utilized effective communication methods for ELL parents in their primary language who do not speak and/or read English well. Tier 1 schools also provided information to ELL families on developing supportive homes (71.4%). Tier 3 schools had a higher frequency but both implemented this strategy with fidelity. For the characteristic of effective communication methods, tier 3 schools met the criteria (84.2%) while tier 1 schools did not meet the qualifying frequency (55%).

Utilizing effective methods of communication is important for all schools. The communication methods that tier 3 schools used at the highest frequency were connectEd messages (73.7%), phone calls (89.5%), written letters (84.2%), and translators (89.5%). Tier 1 schools also had their highest three methods of communication as phone calls (76.2%), written letters (76.2%) and translators (85.7%).However, tier 1 schools (57.1%) did not utilize the connectEd messages as high as tier 3 schools (73.7%) which met the qualifying frequency of implementation.

For tier 3 schools, 89.5% of principals reported that they have a point of contact person. The job title(s) of those contact personnel varied (see table 52). This is higher than tier 1 schools (70%) but both met the qualifying frequency for effective implementation of this parent involvement strategy.

The communication category had the most research questions in this study. Communication regarding academic and social/behavioral progress is important for all schools and the data support those strategies. Tier 3 schools communicated with the majority of ELL families regarding academic progress (100%) as well as social/behavioral progress (84.2%). Tier 1 schools also met this criteria (95.2%) and (81%) respectively. Tier 3 schools also showed that their teachers effectively communicated academic progress (100%) and social/behavioral progress (78.9%). Tier 1 schools has very similar frequencies at (100%) for academic and (95%) for social/behavioral. Even though both tiers met the qualifying criteria, it is important to note the difference between tier 1 schools and their teacher communication about social/behavioral progress (95%) and tier 3 schools (78.9%). This could suggest an important practice to increase student achievement for lower performing schools.

Almost every school has an open house around the start of the school year to welcome students and families and share information for the upcoming year. It sets the tone right from the start of the year. Tier 3 schools (94.1%) conducted an open house/orientation to welcome families that was translated in the ELL's primary language at significantly higher frequency than tier 1 schools (66.7%). This shows that although an important practice for all schools, it does not necessarily impact the student achievement of ELLs.

There was one characteristic in the learning at home category that satisfied the 70% criteria for research question 2 by tier 3 schools. Tier 3 schools reported that 88.2% of their teachers assigned interactive homework at least 1-2 times per year that required ELL families to demonstrate and/or discuss what they are learning at school with a family member. Tier 1 schools also met the qualifying criteria at 75% but tier 3 schools reported a higher frequency of interactive homework for parent and student engagement.

Research Question 3

Research question 3 examined the practices correlated to improving ELL reading levels. There were two research questions that presented statistically significant results. There were two other questions that were very close but only two that actually produced evidence of direct correlation to student achievement levels. The first was schools feeling they utilized parents as important partners. This produced a p value of .011. Tier 1 schools had a much higher strongly agree response (42.9%) than tier 3 schools (10%). Analyzing this response shows how important the mentality of teachers and schools and how they view families can be on student achievement. The belief in students and families regardless of background is essential to providing a quality education for all students. This research question results showed that schools that believe in their

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parents and families as important partners produced results in the academic achievement of students.

The second statistically significant research question was how often teachers communicate with the majority of ELL families regarding academic progress. The p value was .022. The major discrepancy is in the 1-2 times/year category where tier 1 schools (26.3%) and tier 3 schools (15.8%) have responses but tier 2 has 0% for 1-2 times/year. This also shows in the 5 or more category where tier 1 (15.8%) and tier 3 (26.3%) are significantly lower than tier 2 (46.7%). Tier 2 teachers did a significantly better job communicating more frequently with ELL families about academic progress. This shows that the more communication regarding academics, the more likely schools will be at helping students avoid struggling with academic performance. It doesn't necessarily show that more communication with academic progress will result in high achievement, but it does show that it can prevent low achievement.

Hypotheses Discussion

Hypothesis 1

According to Epstein's Framework, were aspects of general parent involvement correlated to ELL student success in North Carolina Middle Schools? If so, which practices?

The practices identified by the study that tier 1 schools implemented with fidelity (greater than 70%) that were categorized under general parent involvement were: schools felt parent involvement impacted student achievement, schools felt parents utilized parents as important partners, and schools communicated (teacher/team websites, emails, phone calls, meetings, etc) with their parents at least 3 times/year. Schools feeling parents impacted student achievement and school communication at least 3 times/year were identified across tiers and should be considered best practices regardless of performance alignment. Overall, there were 5 research

questions that were aligned with parent involvement. A p value of .05 or greater represents no statistical difference between the groups and therefore the researcher would retain the null hypothesis. The p value was .760 for this group of questions which is greater than .05.

Hypothesis 2

According to Epstein's Framework, were aspects of parenting correlated to ELL student success in North Carolina Middle Schools? If so, which practices?

The practices identified by the study that tier 1 schools implemented with fidelity (greater than 70%) that were categorized under parenting were: schools tried to involve ELL families in PTA meetings, and schools provided information (literature, online resources, etc) for ELL families in their primary language on developing home conditions/environments that support student learning. Both practices were successfully implemented across all tiers and are considered best practices. Overall, there were 8 research questions that were aligned with parenting. A p value of .05 or greater represents no statistical difference between the groups and therefore the researcher would retain the null hypothesis. The p value was .273 for this group of questions which is greater than .05.

Hypothesis 3

According to Epstein's Framework, were aspects of communication correlated to ELL student success in North Carolina Middle Schools? If so, which practices?

The practices identified by the study that tier 1 schools implemented with fidelity (greater than 70%) that were categorized under communication were: schools utilized phone calls, written letters and translators to communicate with families in their primary language, schools had a point of contact with ELL families, schools communicated with ELL families regarding academic and social/behavioral progress, and teachers communicated with majority of ELL

families regarding academic and social/behavioral progress. All of these practices were also identified across all tiers as best practices. Overall, there were 25 research questions that were aligned with communication. A p value of .05 or greater represents no statistical difference between the groups and therefore the researcher would retain the null hypothesis. The p value was .537 for this group of questions which is greater than .05.

Hypothesis 4

According to Epstein's Framework, were aspects of learning at home correlated to ELL student success in North Carolina Middle Schools? If so, which practices?

The practices identified by the study that tier 1 schools implemented with fidelity (greater than 70%) that were categorized under learning at home was: teachers assigned interactive homework/schoolwork at least once/ year that required ELL families to demonstrate and/or discuss what they are learning at school with a family member. This was also identified as a best practice among all tiers. Overall, there were 6 research questions that were aligned with learning at home. A p value of .05 or greater represents no statistical difference between the groups and therefore the researcher would retain the null hypothesis. The p value was .966 for this group of questions which is greater than .05.

Hypothesis 5

According to Epstein's Framework, were aspects of collaboration with the community correlated to ELL student success in North Carolina Middle Schools? If so, which practices?

There were no practices of collaboration with the community that were correlated with achievement for tier 1 schools which eliminates any as identified best practices for the sake of this study. Overall, there were 5 research questions that were aligned with collaboration with the community. A p value of .05 or greater represents no statistical difference between the groups

and therefore the researcher would retain the null hypothesis. The p value was .888 for this group of questions which is greater than .05.

Based on these data, specific characteristics and practices were identified as statistically significant as well as practices implemented with fidelity by tier 1 schools; however, none of the overall categories of parent involvement from Epstein's Framework were statistically significant. The researcher hypothesized that various aspects from the Epstein framework and types of involvement would be correlated to tier 1 achievement and through the research those practices were identified.

Qualitative Response's Discussion

This survey included seven qualitative responses to allow principals opportunities to share open-ended responses. The open ended questions were:

- Please list all methods utilized to solicit participation from ELL families.
- What are the job title(s) for the point(s) of contact personnel at your school?
- What are the most successful practices to involve ELL parents that you have utilized?
- What major factors have limited the success of your school's ELL family and community involvement efforts?
- At your school, in what ways has ELL family involvement changed over the last two school years?
- In what ways could better partnerships with ELL families help your school?
- In what ways could better partnerships with the community help ELLs at your school?

The researcher developed codes based on the responses to examine the frequency of key vocabulary associated with parent involvement for each of the seven open ended questions. Based on participant responses and researcher analysis, 155 codes were developed for the 7 questions; however, only certain codes apply to each question. Based on the results, there were a lot of codes that occurred at low frequencies of 1 or 2 occurrences. For the sake of discussion, the researcher focused on results that occurred at higher frequencies. Also, the researcher recognized that the number of principal respondents decreased significantly, as well as varied

with each question, during the qualitative responses as compared to the quantitative survey questions.

Open-ended question 1:

Please list all methods utilized to solicit participation from ELL families (Table 51).

There were not a lot of major discrepancies in the methods used to solicit participation between the tiers. There were a couple notable areas of interest such as the overall number of responses were significantly higher in tier 3 schools. Even though they had similar numbers of principals participate, 15 in tier 1 and 16 in tier 3, tier 1 had 46 responses and tier 3 had 67 responses. This was in line with the tier 3 schools feeling they utilized effective communication with ELL families more than tier 1 (table 19). The areas that were significantly higher in tier 3 were the use of emails, flyers, written letters, phone calls and interpreters which was in line with the importance of communication mentioned in previous research questions (table 20). Tier 3 schools suggested they utilized connectEd messages at higher rate than tier 1 schools; however, based on this open-ended opportunity, connectEd messages were mentioned much more frequently by tier 1 principals. Tier 1 schools also showed that they had higher frequencies mentioned of parent conferences and parent nights than tier 3 schools. This aligned with the major discrepancy in the research question utilizing parents as effective partners (table 7). The codes that appeared at the highest frequencies across tiers were identified as common themes of practice. Those practices were connectEd messages, emails, flyers, home visits, interpreters, letters to parents, parent meetings/conferences, parent nights, phone calls, and webpages.

Open-ended question 2:

What are the job title(s) for the point(s) of contact personnel at your school (Table 52)?

Various schools struggle with finding effective means to communicate with Spanish speaking families at the level of need exhibited. Schools find ways to access staff to ensure communication needs are met. This question provided insight into the creativity that schools utilized to work with ELL families. There was not a high level of discrepancy between the tiers but there were definitely some alternative options provided by all tiers outside of the more normal and common themes of ESL teacher, interpreters, translators, and Spanish teachers which were mentioned at high frequencies. Counselors, liaisons, and receptionists were also mentioned at higher frequencies. Some of the more creative faculty accessed to communicate with ELL families were data managers, science teachers, social workers and Security Resource Officers, but not at higher frequencies. These responses may help principals recognize more unconventional yet still potentially effective ways to communicate with ELL families.

Open-ended question 3:

What are the most successful practices to involve ELL parents that you have utilized (Table 53)?

There were a variety of responses to what schools perceived were the most successful practices to help ELL families. It would be interesting to see what data schools collected to support the reasoning behind why they felt these practices had been beneficial. Many of the responses only had one response but provide some creative strategies for principals to consider and then evaluate effectiveness if it benefits serving ELLs and their families in their schools. Parent nights were really the only response that an identified discrepancy occurred in tier 2 and 3 schools compared to the less frequent tier 1.

Most of the responses were pretty standard ideas such as community partnerships/outreaches, ESL department, interpreters, parent nights and conferences, tutoring, along with communication methods like connectEd, open house, surveys, phone calls. Only a

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few responses occurred at higher frequencies (3 or higher): community meetings, homes visits, interpreters, parent nights, phone calls, and translators. There were a couple unique responses that presented some intriguing, creative measures to assist in progressive ways. One of the more creative ideas was providing childcare to assist parent attendance at meetings and events (2 tier 3 schools). Some of the other unique ideas that were shared as effective practices were assemblies, talent shows, family education classes/training, Latino programming such as connection club or Juntos programs, and a migrant recruiter.

Open-ended question 4:

What major factors have limited the success of your school's ELL family and community involvement efforts? This open-ended question also addressed the research question:

What's missing?:

What barriers exist that challenge effective ELL partnerships including: parent involvement, communication, learning at home, or collaboration with the community (Table 54)?

It is impossible to identify all the barriers that challenge effective partnerships; however, the background information (table 1) along with the qualitative responses in this study gave principals an opportunity to recognize areas that could potentially be identified as barriers. The background information does not directly correlate to student achievement or barriers but does provide some insight into potential challenges that different types (tiers) of schools may face.

For example, the differences between tiers related to the average number of ELLs served was significant. This can create problems based on the amount of resources available to effectively service the number of ELLs in schools. Class size and resource allocation are important factors to best educate students which is potential barrier based on the information presented in this study for ELLs across North Carolina middle schools. The number of ELL

students also identified in the Exceptional Children's (EC) program also varies considerably between tier 1 and tiers 2 and 3. This discrepancy can present a challenge for student achievement as well. Students identified as EC typically do not perform as well as their regular education piers. Based on the research identified in this study, ELLs also perform significantly lower than their regular education peers. Therefore, these students are twice identified as less likely to perform. This can present a tremendous barrier for effective parent involvement and overall student achievement.

The researcher coded the qualitative responses to streamline the identification process. The potential limitations/barriers, along with the overall frequency response, that were identified were: alert now messages (1), available personnel (4), capacity of staff (1), community resource involvement (1), consistent effort (1), cultural differences (2), disconnected numbers (2), distance from the school (2), getting parents to school (5), lack of interpreters (2), lack of parental participation (1), lack of Spanish speaking staff (5), lack of translators (2), language barriers (4), multitude of languages spoken (1), newsletters (1), not having a full time ESL teacher (2), parent understanding (2), time (3), transportation (3), undocumented parents (1), up to date contact information (3), work hours (3).

These qualitative responses provided the researcher with general ideas for potential challenges to parent, family and community partnerships. It would be beneficial to investigate some of these more in-depth to brainstorm strategies to minimize these barriers. Some of these can be overcome with adjustments to hiring, funding or teacher allotments, such as lack of Spanish speaking staff or not having a full time ESL teacher. Other potential barriers were more challenging to mitigate like undocumented parents and disconnected numbers. Identifying these potential challenges is important to help schools recognize obstacles they need to overcome to

best serve their students and families regardless of background. Developing solutions to these barriers takes strategic planning and the collaboration of stakeholders. Not all of these potential limitations/barriers apply to all middle schools; however, it is important to take these into consideration when developing a plan to consider what schools across North Carolina identified as challenges to effective partnerships.

Open-ended question 5:

At your school, in what ways has ELL family involvement changed over the last two school years (Table 55)?

Statistically the increase in ELLs was well documented so it is evident that a lot of the ways things have changed is related to the steady growth of Spanish speaking families. This question provided principals with a way to share what trends they have observed recently in their schools. Again, there was not much of a discrepancy among the tiers and each tier had some ideas mentioned that other tiers did not. The response that had each tier answer and the most overall responses was an increase in attending events. This isn't specific with what events (sporting, curricular, etc) but does show that the ELL families are coming to the schools at an observed higher rate than previous years. This is aligned with some of the other responses mentioned such as better communication, feeling welcome, increased effort, increased participation, more meetings and greater appreciation. The responses that occurred at a higher frequency (3 or higher) were: attending events, growing numbers, feeling welcome, and increased participation.

Open-ended question 6:

In what ways could better partnerships with ELL families help your school (Table 56)?

This question also provided a lot of single occurrence responses throughout the various tiers. By having a variety of responses, it provided a plethora of ideas how better partnerships can help schools but it does not necessarily pinpoint specific themes. There were four responses that occurred at a much higher frequency than others throughout all tiers. Those codes were community resources, increased involvement, student achievement, and student connection.

The codes that occurred at a higher frequency certainly make sense and are aligned with responses from previous questions showing the correlation between the benefits of productive parent, family and community partnerships with schools. The research supports that better partnerships impact student's achievement. This study supported that as well with the statistically significant responses for schools feeling they utilize parents as partners being correlated to student achievement. Better partnerships will also build the culture of collaboration which can assist with students feeling more connected to their schools which can result in increased involvement and more community resources.

Open-ended question 7:

In what ways could better partnerships with the community help ELLs at your school?

This question was very similar to the previous question; however, it focused on better partnerships with the community helping ELLs at the schools. Again, the majority of responses occurred at a frequency of one response. This provided a variety of ideas but does not show a strong theme for best practices. The responses that did occur more frequently were centered on community outreach, community partnerships, and community resources. These were relatively general considering the question asked what ways better partnerships with the community could help ELLs. Based on these open-ended answers, the respondents were simply saying that better partnerships creates more opportunities for ELLs to connect to the community and strengthens

the connection between the community resources available and the ELLs at the school sites. The only other response that had a higher frequency than one response was that better community partnerships could provide opportunities for ELL students to share and also be exposed to other foods, traditions, and cultures. In the spirit of social justice and equity, this would certainly be a positive contribution to schools and the overall progress towards inclusive practices, cultural awareness and celebrating diversity which make any community stronger.

Implications Summary

The major idea behind this research was targeting an achievement gap issue and trying to find solutions, if any, to begin deconstructing that achievement dilemma. The largest achievement gap according to the North Carolina Department of Instruction (as well as national achievement data) is among the English Language Learner (ELL) subgroup. In a lot of ways, this makes complete sense since to qualify for the ELL program, their ACCESS assessments on comprehension of the English language show they were not proficient. However, since NCLB schools are held accountable for all students regardless of background or academic level. Therefore, schools must find ways to address the achievement gap issue for ELLs and all subgroups. This research provided various insights into addressing the issue for English Language Learners while also providing some implications for schools and school leadership on other topics as well.

The first implication from this research was further support that positive and productive parent, family, and community partnerships do have an impact on school culture and student achievement. The literature review along with the research in this study support the idea there is a positive correlation between the school and parent, family, community partnerships with student achievement and growth. Schools should find ways to build these partnerships. This

research provided some foundations to practices that schools can implement to assist ELLs and their families. It is the responsibility of school leadership to help target all parents and subgroups and find ways, based on data and research that can continue to grow parent, family and community engagement practices and partnerships.

A second implication for this research was that principals need to have documented plans in place to most successfully serve English Language Learners, and all subgroups. All schools are required to have a School Improvement Plan (SIP) that is monitored by the district and state that details exactly how schools are serving their students, teachers and educational community. Within that SIP are ideas that address specific subgroups. For the most part, those ideas are relatively general and designed to show that schools are aware, and at least attempting to address achievement gap concerns. This research shows that schools need to be significantly more specific and purposeful with how they address English Language Learners, and all subgroups. School leaders need to work with stakeholders and develop plans to address all subgroups and provide specific ways to periodically monitor and assess progress throughout the year. This research provided some statistically significant practices as well as practices performed in higher performing schools that are supported by data to engage parents, families and community partners to assist ELLs. Schools can utilize these criteria to develop a plan for ELLs but should also research best practices to address other subgroups as well.

Another implication from this study was school leadership reflecting on ways schools and subgroups are evaluated. For the purpose of this study, the researcher used End-of-Grade Assessments (EOG) as the determining factor of ELL student achievement. This is the primary way that middle schools and school leadership are evaluated. This is only one tool used to analyze student achievement. There are many other ways that schools can assess the academic

progress of schools. Principals should build a strong understanding of multiple data points to support teaching and learning in their schools. This is not just for English Language Learners, but for all subgroups. For ELLs, there are many other ways to analyze student achievement throughout the year. Some of those assessment strategies are (but not limited to): ACCESS scores, ELL program exit rates, EOG growth data, lexile improvement, etc.

This study provided an example of how to assess parent, family, and community partnerships in correlation with student achievement for ELLs. There are many ways that this study could be adjusted to examine various other aspects of parent involvement in schools. The researcher chose aspects of an already existing framework and applied them to the central concept of this study, English Language Learners. There are many ways this study can be altered to get into more detail regarding aspects of the study. For example, the open-ended responses generated 155 codes at various frequencies that were different for each question. Any one of those questions can be broken down even further to get into more detail from principal respondents. The qualitative option was provided so principals could be more independent and creative in their responses. One question discussed the potential limitations/barriers to ELL partnership success and provided a variety of responses. Some were simple ideas/barriers while others were considerably more complex and could be broken down further in a future study or more in-depth research. Allowing open-ended responses created a large amount and variety of different responses which is great to give the researcher and principals reading the study ideas based on each research question and concept. This also presented a challenge there were not significant differences between responses among tiers or strong themes created throughout the qualitative answers. This opened the door for future researchers to take any of the open-ended questions and generate a study to get into more detail on those topics.

Considerations

What are potential solutions to improving existing ELL partnerships including: parent involvement, communication, learning at home, or collaboration with the community?

The research from this study provided both quantitative and qualitative evidence for potential ways to improve ELL partnerships that can impact student success in our schools. The major take away from the research are the best practices identified by all schools as successful practices to implement to best serve English Language Learners and their families. This should be a priority of all schools to develop a comprehensive plan for implementation throughout the year to best serve this population. The foundation of the plan should be centered on the statistically significant practices and the cross-tier best practices. Other practices can clearly be added to the plan based on what each school feels will best meet the needs of their student and family population.

Recommendations for principals and future studies include:

1. Principals should be purposeful and strategic with their school approach to serving English Language Learners (and all subgroups). They should develop a comprehensive plan based on data to implement high-yield, research based strategies. The plan should also include measures of periodic assessment of effectiveness of implantation to check which strategies are working in schools and which need to be altered to obtain the desired outcome of improved parent involvement and overall student achievement.

2. Principals can use this study and the identified statistically significant practices along with the cross-tier best practices to develop the foundation of their comprehensive plan to best serve ELLs and their family/community partnerships.

3. Schools serve a variety of students that are identified in subgroups by the state of North Carolina. Districts provide cultural sensitivity training to assist teachers and principals. This helps schools engage in a positive, supportive way with all students regardless of background and ability. Based on this research, it would benefit principals to have a professional development session on ways to involve parents, families and community partners for ELLs.

4. Even though course work in school leadership addresses issues around equity, social justice, cultural awareness and subgroup/achievement gap improvement, it would benefit schools of education to be more strategic, specific and practical with their approach. Principal preparation should use data and research to engage in practical discussions that develop specific strategies that can be implemented at the school level. This study provided practical strategies based on data to serve ELLs. These strategies can be utilized as criteria to create a strategic, practical plan. Schools of education should train principals how to utilize data to be strategic and purposeful with various aspects of the job, such as serving various subgroups and engaging parents, families and community partners.

5. This study utilized End-of-Grade (EOG) assessments as the measure of student achievement. Future studies could utilize other measures of student achievement such as (but not limited to) exit rates of ELLs, ACCESS test scores of ELLs, or growth measures on standardized assessments (EOG and others). These other measures can then be correlated to parent involvement to examine the relationship between student achievement and parent/community engagement practices.

6. Future studies can build off the concept of this study to align parent involvement practices and student achievement or other aspects of student development such as student conduct (discipline referrals, etc.).

7. The researcher focused on the parent, family and community involvement research and practices of Joyce Epstein for the purpose of this study. The researcher also only chose certain research questions to modify for the sake of this study. However, there were other research questions the researcher could have utilized and additional experts on the topic that have developed other frameworks that can be the primary framework of exploration for trying to determine the relationship between parent, family and community involvement of ELLs and student achievement.

8. For this study, the researcher analyzed the performance of English Language Learners as a separate group from the overall performance of the rest of the general population in their schools. A study can be done that compares how English Language Learners perform compared to overall performance of the entire population in each school.

9. The researcher divided schools across the state of North Carolina into three tiers of performance; high, average, and low. Future studies could simply separate the state into those schools that were above the state average and below the state average and then conduct a study of engagement practices and effectiveness based on those measures.

10. This study focused on the demographic subgroup ELLs as well as middle school aged students. Future studies could align parent involvement with other subgroups or different aged students to determine the correlation between those demographics and parent, family and community involvement strategies.

Conclusions

Use quantitative performance data correlated with modified surveys for principals to identify effective parent involvement and community partnership practices in order to develop criteria for a comprehensive plan for school leaders to guide ELL programming.

This study was designed to break down the parent, family, and community involvement of English Language Learners and the impact that involvement has on student achievement. The researcher used End-of-Grade (EOG) reading assessments as the standard measure of student achievement. The parent involvement practices were developed based on Joyce Epstein's already existing framework and question stems, and then modified to fit the nature of this study and the parent and family involvement of ELLs. The goal was to identify which practices the most successful schools that serve ELLs were implementing with fidelity in their schools. This included statistically significant practices, along with significant practices implemented at high frequencies by tier 1 schools.

The statistically significant findings of the study were that teachers need to view parents as important partners and make sure that teachers are communicating regularly with ELL families regarding academic progress. These sound like simple solutions that all schools can and should already implement; however, based on the results of the study, it is clear all schools are not exhibiting these practices with fidelity. These parent involvement strategies should be the essential building block foundational strategies to develop a comprehensive plan for parent, family and community involvement of not just English Language Learners, but all students.

There were also some strategies identified in this study that were implemented with a high frequency by tier 1 schools. Those practices were that schools felt parent involvement impacted student achievement, schools communicated with their parents at least 3 times/year,

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schools tried to involve ELL families in PTA meetings, schools provided information to ELL families in their primary language on developing home conditions/environments that support student learning, schools used phone calls, written letters and translators to communicate with ELL families, schools had a point of contact person, schools communicated with the majority of ELL families regarding academic and social/behavioral progress, teachers communicated with majority of ELL families regarding academic and social/behavioral progress, and schools felt teachers assigned interactive homework/schoolwork that required families to engage with students regarding what they were learning at school. These practices should also be considered as foundational strategies for a comprehensive framework for schools to utilize. Since middle schools included in this study across the state implemented these strategies with fidelity, they should be considered important practices of ELL parent, family and community involvement.

The entry letter sent to principals that participated in the study explained they were able to access the results of the study through email communication with the researcher. To ensure participants understand the value of their involvement along with the results, the researcher will email the abstract to all respondents. The researcher is enthusiastic about the practical implications of the research and feels that these data provide principals with useful information to begin constructing strategic, purposeful plans for parent, family and community involvement of ELLs and their families. It is important that schools recognize the impact of parent involvement on student achievement and development, and find ways to bridge the gaps that currently exist among student subgroups. The results of this study along with the recommendations for future research provide important building blocks for principals and schools to utilize in their reflection of parent involvement practices for English Language Learners and their development of comprehensive plans.

Appendices

Figure 2: WIDA Performance Definitions

WIDA Performance Definitions - Listening and Reading Grades K-12

Within sociocultural contexts for processing language…

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
	Linguistic Complexity	**Language Forms and Conventions**	**Vocabulary Usage**

Level 6 - Reaching Language that meets all criteria through Level 5, Bridging

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process…

Level 5 Bridging	• Rich descriptive discourse with complex sentences • Cohesive and organized related ideas	• Compound, complex grammatical constructions (e.g., multiple phrases and clauses) • A broad range of sentence patterns characteristic of particular content areas	• Technical and abstract content-area language • Words and expressions with shades of meaning across content areas
Level 4 Expanding	• Connected discourse with a variety of sentences • Expanded related ideas	• A variety of complex grammatical constructions • Sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words or expressions with multiple meanings across content areas
Level 3 Developing	• Discourse with a series of extended sentences • Related ideas	• Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions • Sentence patterns across content areas	• Specific content language, including expressions • Words and expressions with common collocations and idioms across content areas
Level 2 Emerging	• Multiple related simple sentences • An idea with details	• Compound grammatical constructions • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions, including cognates • Social and instructional words and expressions across content areas
Level 1 Entering	• Single statements or questions • An idea within words, phrases, or chunks of language	• Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) • Common social and instructional forms and patterns	• General content-related words • Everyday social and instructional words and expressions

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Figure 3: Epstein's Framework of Six Types of Parental Involvement

TYPE 1: PARENTING Help all families establish home environments to support children as students.
TYPE 2: COMMUNICATING Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.
TYPE 3: VOLUNTEERING Recruit and organize parent help and support.
TYPE 4: LEARNING AT HOME Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.
TYPE 5: DECISION MAKING Include parents in school decisions, developing parent leaders and representatives.
TYPE 6: COLLABORATING WITH COMMUNTY Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

Figure 4: Modified Principal survey

Background Information:
The first section consists of general questions that provide information about ELL students in your school.

Is the primary language of the majority of ELL families spoken at home Spanish?

<div align="center">Yes   No</div>

If not Spanish, what language do the majority of ELL families speak at your school?

_____

How many ELL students does your school currently serve? _____

How many of your English Language Learners (ELLs) also participate in the Exceptional Children's (EC) Program:_____

How many ELL teachers are serving students at your school? _____

How many students were able to exit the ELL program over the last two school years (2012-2013, 2013-2014) combined? _____

Parent involvement:
The following questions inquire about families and parent involvement practices for the general population of all students. Please indicate how strongly you agree or disagree with each statement.

Parent involvement last year impacted student achievement at our school:
Strongly Agree   Somewhat Agree   Somewhat Disagree   Strongly Disagree

Our teachers feel we utilize parents as important partners:
Strongly Agree   Somewhat Agree   Somewhat Disagree   Strongly Disagree

Parent participation in PTA meetings reflects the demographics of our school:
Strongly Agree   Somewhat Agree   Somewhat Disagree   Strongly Disagree

Parent participation on school committees reflects the demographics of our school:
Strongly Agree   Somewhat Agree   Somewhat Disagree   Strongly Disagree

How often do most teachers communicate (teacher/team websites, emails, phone calls, meetings, etc) with the majority of parents at our school:
Never   1-2 times/year   3-4 times/year   5 or more times

The next four sections (parenting, communication, learning at home and collaborating with the community) will specifically focus on educational practices that involve ELL students and families. When answering these items, please think specifically about the last completed school year (2013-2014):

Parenting:
Indicate how strongly you agree or disagree with the following statements:

During the 2013-2014 school year, did our school try to involve ELL families in PTA meetings:
Strongly Agree   Somewhat Agree   Somewhat Disagree   Strongly Disagree

If so, list all methods utilized to solicit participation from ELL families:
_____

During the 2013-2014 school year, did our school try to involve ELL families on school committees?:
Strongly Agree   Somewhat Agree   Somewhat Disagree   Strongly Disagree

If so, list all methods utilized to solicit participation from ELL families:
_____

In the 2013-2014 school year, how many times did our school conduct trainings/workshops for ELL parents on child development?:
 None   1 time   2-3 times   More than 3 times

During the 2013-2014 school year, did our school provide information (literature, online resources, etc) for ELL families in their primary language on developing home conditions/environments that support student learning?:
                         Yes   No

During the 2013-2014 school year, did our school provide on-site training for ELL families in their primary language on developing home conditions/environments that support student learning?:
                         Yes   No

In the 2013-2014 school year, how many times did our school coordinate home visits to help ELL families understand schools and help schools understand families?:
None   1 time   2-3 times   More than 3 times

In the 2013-2014 school year, how many times did our school organize off-campus meetings in our school community to help ELL families understand schools and help schools understand families?:
None   1 time   2-3 times   More than 3 times

During the 2013-2014 school year, did our school gather information from ELL families about children's goals, strengths and/or talents?:
Yes   No

Communications:

Please indicate how strongly you agree or disagree with this statement:

In the 2013-2014 school year, did our school utilize effective communication methods for ELL parents in their primary language who do not speak and/or read English well?:
Strongly Agree   Somewhat Agree   Somewhat Disagree   Strongly Disagree

In the 2013-2014 school year, which of the following communication methods were used to communicate with ELL students and families in their primary language?
(Select all methods utilized)
Website   ConnectEd   Newsletter   Emails   Phone Calls   Written letters   Translators
            Others (specify) _____

In the 2013-2014 school year, did our school have a point of contact for communication in ELLs primary language from school to home and home to school?:
Yes   No

What is/are the job title(s) for the point(s) of contact personnel at your school?
_____

In the 2013-2014 school year, the majority of teachers communicated with most ELL families regarding student academic progress:
Never   1-2 times   3-4 times   5 or more times

In the 2013-2014 school year, the majority of teachers communicated with most ELL families regarding student social/behavioral progress:
Never   1-2 times   3-4 times   5 or more times

In the 2013-2014 school year, which of the following did our school communicate most frequently with ELL families?:
Academic Progress   Social/Behavioral Progress   Both Equally   Neither

In the 2013-2014 school year, did our school have an open house/orientation to welcome families that was translated in ELLs' primary language?:
Yes   No

Approximately what percent of the following have interpreters provided?
        Parent-teacher conferences (of ELL students):
Never   ≤25%   >25% but ≤50%   >50% but ≤75%   >75%   All

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PTA meetings:

Never   ≤25%   >25% but ≤50%   >50% but ≤75%   >75%   All

School events (concerts, committee meetings, etc):

Never   ≤25%   >25% but ≤50%   >50% but ≤75%   >75%   All

In the 2013-2014 school year, did our school conduct a formal conference with every ELL family at least once?:

         Yes   No

In the 2013-2014 school year, did our school conduct a survey to gather information from ELL families about student needs, school programs, and/or satisfaction with their involvement in the school?:

         Yes   No

In the 2013-2014 school year, did our school send progress reports (periodic throughout reporting periods) that are communicated in the student and families' primary language?:

         Yes   No

In the 2013-2014 school year, did our school send report cards (quarterly) that are communicated in the student and families' primary language?:

         Yes   No

In the 2013-2014 school year, did our school develop a formal plan for communication with ELL families with input from teachers and/or parents?:

         Yes   No

In the 2013-2014 school year, did our school develop procedures for teachers to communicate with ELL parents about individual curriculum?:

         Yes   No

In the 2013-2014 school year, did our school develop procedures for teachers to communicate with ELL parents about expectations for school work and homework (syllabus)?:

         Yes   No

In the 2013-2014 school year, did our school make information available to ELL families in their primary language that explained summative assessments (EOG) and achievement levels?:

         Yes   No

In the 2013-2014 school year, did our school host a multicultural night/event that celebrates the diversity of student and/or family backgrounds?:

         Yes   No

Learning at home:
In the 2013-2014 school year, did our school provide information to ELL families in their primary language on how to monitor and/or discuss schoolwork at home?:

Yes   No

In the 2013-2014 school year, did our school communicate with ELL families in their primary language about importance of students reading at home?:

Yes   No

In the 2013-2014 school year, did our school communicate with ELL families in their primary language the importance of parents reading with their children?:

Yes   No

In the 2013-2014 school year, did our school work with ELL families to understand how to help students select courses?:

Yes   No

In the 2013-2014 school year, did our school work with ELL families to understand how to help students set academic goals?:

Yes   No

In the 2013-2014 school year, did the majority of our teachers assign interactive homework/schoolwork that requires ELL students to demonstrate and/or discuss what they are learning at school with a family member?:
Never   1-2 times   3-4 times   5 or more times

Collaborating with community:
In the 2013-2014 school year, did our school provide a community resources directory for ELL parents/students with information on community services, programs, and/or agencies that support student development?:

Yes   No

In the 2013-2014 school year, did our school work with local businesses and/or community organizations to develop in-school programs that enhance ELLs' skills and/or learning?:

Yes   No

In the 2013-2014 school year, did our school offer after-school programs for ELL students in partnership with community businesses, agencies, and/or volunteers?:

Yes   No

In the 2013-2014 school year, did our school utilize community resources, such as libraries, parks and/or museums to enhance the learning environment for ELLs?:

Yes   No

In the 2013-2014 school year, did our school coordinate off-campus events with local businesses and/or community organizations that were designed to support ELL families?:

<div align="center">Yes   No</div>

Open Response:
What are the most successful practices to involve ELL parents that you have used and/or heard about?

What major factors have limited the success of your school's ELL family and community involvement efforts?

In what ways has ELL family involvement changed over the past three years at your school?

In what ways could better partnerships with ELL families help your school?

In what ways could better partnerships with the community help ELLs at your school?

Figure 5: Entry letter to Principal participants

Dear _____,

My name is Michael Fuga, and I am completing my Doctoral Degree in Educational Leadership at the University of North Carolina-Chapel Hill in the School of Education. I am conducting a research study, in partial fulfillment of my degree requirements, on parent and community partnership practices and the success of English Language Learners in North Carolina Middle Schools. The purpose of the research is to investigate partnership practices implemented between schools and families/communities that successfully serve English Language Learners.

The survey, which will ask questions about parent and community engagement practices, should take less than 10 minutes to complete. Your participation is completely voluntary, and the information you provide will be kept confidential. Results will be reported only in aggregate form; your name will never be associated with your survey data. This means that your responses will be combined with all other responses received and will not be able to be identified as yours.

If you choose to complete the survey, you will receive the results of the study which will identify the parent and community engagement practices that are aligned with greater success of English Language Learners in North Carolina Middle Schools.

By clicking here *{survey link}* and completing the survey, you agree to be a participant in this study.

If you have any questions about the research project or the survey itself, please contact me via email at Michael.Fuga@dpsnc.net.

All research involving human volunteers is reviewed by a committee that works to protect your rights and welfare. If you have any questions about your rights as a research participant, you may contact the University of North Carolina Institutional Review Board at (919) 966-3113 or via email at IRB_subjects@unc.edu and mention study number 15-1079.

Thank you for your participation in this important study.

Mr. Michael T. Fuga
Principal
Rogers-Herr Year-Round Middle School

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2014: All schools with at least 25 ELLs, ranked by proficiency on EOG reading assessments
(GLP- Grade Level Proficient)

School District	School Name	# Tested	# GLP	% GLP
Wake	Davis Drive	28	14	50.0%
Wake	Mills Park	29	13	44.8%
Mecklenburg	Community House	33	13	39.4%
Mecklenburg	South Charlotte	28	9	32.1%
Chapel Hill-Carrboro	Phillips	34	10	29.4%
Johnston	Benson	35	10	28.6%
Mecklenburg	Mint Hill	35	10	28.6%
Johnston	Archer Lodge	46	13	28.3%
Wake	Rolesville	47	13	27.7%
Forsyth	Thomas Jefferson	30	8	26.7%
Clinton	Sampson	38	10	26.3%
Wake	Wakefield	31	8	25.8%
Mecklenburg	Ridge Road	37	9	24.3%
Sampson	Midway	56	13	23.2%
Johnston	Smithfield	83	19	22.9%
Durham	Durham of the Arts	40	9	22.5%
Wake	Reedy Creek	49	10	20.4%
Johnston	North Johnston	30	6	20.0%
Wake	East Cary	41	8	19.5%
Sampson	Hobbton	48	9	18.8%
Hickory	Northview	43	8	18.6%
Johnston	McGee's Crossroads	38	7	18.4%
Duplin	North Duplin Jr Sr High	28	5	17.9%
Wake	Wake Forest	29	5	17.2%
Wake	West Cary	43	7	16.3%
Wilkes	West Wilkes	25	4	16.0%
Gaston	Holbrook	32	5	15.6%
Gaston	W P Grier	26	4	15.4%
Rowan-Salisbury	China Grove	26	4	15.4%
Granville	Butner-Stem	27	4	14.8%
Duplin	B F Grady Elementary	82	12	14.6%
Durham	James E Shepard	41	6	14.6%
Chapel Hill-Carrboro	McDougle	49	7	14.3%
Cabarrus	Northwest Cabarrus	42	6	14.3%
Wake	North Garner	42	6	14.3%
Iredell-Statesville	West Iredell	35	5	14.3%
Rowan-Salisbury	North Rowan	28	4	14.3%
Rockingham	J E Holmes	29	4	13.8%
Pitt	Wellcome	51	7	13.7%
Durham	Neal	138	18	13.0%
Henderson	Apple Valley	46	6	13.0%
Guilford	Mendenhall	39	5	12.8%
Guilford	Southwest Guilford	63	8	12.7%
Guilford	Southern Guilford	66	8	12.1%
Wake	East Wake	85	10	11.8%

Alamance-Burlington	Woodlawn	26	3	11.5%
Wake	Holly Grove	35	4	11.4%
Beaufort	P S Jones	44	5	11.4%
Guilford	Jamestown	44	5	11.4%
Wake	East Garner	53	6	11.3%
Iredell-Statesville	East Iredell	36	4	11.1%
Mecklenburg	Alexander Graham	36	4	11.1%
Cabarrus	C C Griffin	46	5	10.9%
Wake	Durant Road	46	5	10.9%
Lexington	Lexington	74	8	10.8%
Guilford	Guilford	37	4	10.8%
Durham	Lowe's Grove	56	6	10.7%
Henderson	Flat Rock	56	6	10.7%
Buncombe	Enka	28	3	10.7%
Buncombe	Erwin	47	5	10.6%
Cabarrus	Harold E. Winkler	66	7	10.6%
Greene	Greene County	57	6	10.5%
Mecklenburg	Northridge	57	6	10.5%
Forsyth	Mineral Springs	67	7	10.4%
Duplin	Charity	48	5	10.4%
Chapel Hill-Carrboro	Smith	48	5	10.4%
North Carolina	North Carolina Schools	13230	1349	10.2%
Wake	Dillard Drive	59	6	10.2%
Forsyth	Northwest	90	9	10.0%
Craven	Grover C Fields	40	4	10.0%
Durham	Rogers-Herr	40	4	10.0%
Mecklenburg	J M Alexander	30	3	10.0%
Union	Monroe 1	54	15	9.7%
Catawba	River Bend	31	3	9.7%
Chapel Hill-Carrboro	Culbreth	31	3	9.7%
Union	East Union	31	3	9.7%
Wake	West Lake	31	3	9.7%
Mecklenburg	Kennedy	63	6	9.5%
Hoke	East Hoke	42	4	9.5%
Forsyth	Kernersville	53	5	9.4%
Buncombe	Valley Springs	32	3	9.4%
Wayne	Mount Olive	32	3	9.4%
Duplin	Warsaw	33	3	9.1%
Vance	Henderson	45	4	8.9%
Forsyth	Southeast	79	7	8.9%
Sampson	Union	68	6	8.8%
Wake	Centennial Campus	34	3	8.8%
Mecklenburg	Southwest	91	8	8.8%
Montgomery	East	60	5	8.3%
Orange	A L Stanback	48	4	8.3%
Surry	Central	49	4	8.2%
Mecklenburg	Quail Hollow	75	6	8.0%
Robeson	Saint Pauls	50	4	8.0%
New Hanover	Roland-Grise	25	2	8.0%
Robeson	Littlefield	25	2	8.0%
Wake	Carroll	63	5	7.9%

Guilford	Aycock	51	4	7.8%
Mecklenburg	Eastway	221	17	7.7%
Mecklenburg	Sedgefield	65	5	7.7%
Forsyth	Wiley	106	8	7.5%
Forsyth	East Forsyth	80	6	7.5%
Johnston	Selma	54	4	7.4%
Forsyth	Walkertown	27	2	7.4%
Durham	Lakewood Montessori	41	3	7.3%
New Hanover	Williston	41	3	7.3%
Rockingham	Western Rockingham	41	3	7.3%
Alamance-Burlington	Turrentine	55	4	7.3%
Mecklenburg	James Martin	97	7	7.2%
Harnett	Overhills	28	2	7.1%
Wake	Leesville Road	28	2	7.1%
Alamance-Burlington	Graham	71	4	7.0%
Durham	Lucas	57	4	7.0%
Pender	Cape Fear	29	2	6.9%
Rockingham	Reidsville	29	2	6.9%
Lee	SanLee	44	3	6.8%
Mecklenburg	Ranson	44	3	6.8%
Wake	Wendell	59	4	6.8%
Catawba	Harry M Arndt	45	3	6.7%
Rowan-Salisbury	West Rowan	31	2	6.5%
Wake	Carnage	31	2	6.5%
Wake	East Millbrook	78	5	6.4%
Randolph	Southwestern Randolph	47	3	6.4%
Rowan-Salisbury	Southeast	63	4	6.3%
Guilford	Allen	96	6	6.3%
Rowan-Salisbury	Knox	32	2	6.3%
Harnett	Harnett Central	81	5	6.2%
Newton-Conover	Newton-Conover	49	3	6.1%
Randolph	Randleman	50	3	6.0%
Durham	George L Carrington	67	4	6.0%
Mecklenburg	Carmel	67	4	6.0%
Forsyth	Clemmons	87	5	5.7%
Guilford	Eastern Guilford	70	4	5.7%
Wilkes	Central Wilkes	35	2	5.7%
Cabarrus	Concord	72	4	5.6%
Asheboro	South Asheboro	54	3	5.6%
Forsyth	Hanes	37	2	5.4%
Guilford	Kiser	37	2	5.4%
Lee	West Lee	37	2	5.4%
Mecklenburg	Albemarle Road	171	9	5.3%
Wake	Daniels	57	3	5.3%
Guilford	Jackson	58	3	5.2%
Iredell-Statesville	Statesville	39	2	5.1%
Guilford	Otis L Hairston Sr	79	4	5.1%
Durham	Brogden	81	4	4.9%
Forsyth	Flat Rock	126	6	4.8%
Guilford	Ferndale	84	4	4.8%
Johnston	Four Oaks	42	2	4.8%

Lee	East Lee	64	3	4.7%
Duplin	E E Smith	65	3	4.6%
Mecklenburg	McClintock	70	3	4.3%
Kannapolis	Kannapolis	48	2	4.2%
Wake	Martin	50	2	4.0%
Wake	Fuquay-Varina	26	1	3.8%
Alamance-Burlington	Broadview	107	4	3.7%
Alamance-Burlington	Hawfields	27	1	3.7%
Harnett	Western Harnett	55	2	3.6%
Wake	West Millbrook	55	2	3.6%
Nash-Rocky Mount	Southern Nash	57	2	3.5%
Mecklenburg	Northeast	60	2	3.3%
Chatham	Margaret B. Pollard	32	1	3.1%
Thomasville	Thomasville	32	1	3.1%
Durham	Sherwood Githens	130	4	3.1%
Gaston	Southwest	33	1	3.0%
Iredell-Statesville	North Iredell	34	1	2.9%
Randolph	Southeastern Randolph	35	1	2.9%
Wayne	Brogden	36	1	2.8%
Mecklenburg	Whitewater	80	2	2.5%
Mecklenburg	Martin Luther King Jr	154	0	0.0%
Forsyth	Philo-Hill Magnet Ay.	144	0	0.0%
Asheboro	North Asheboro	77	0	0.0%
Harnett	Coats-Erwin	50	0	0.0%
Robeson	Red Springs	48	0	0.0%
Guilford	Northeast Guilford	29	0	0.0%
Burke	Walter R Johnson	28	0	0.0%

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