

THE EFFECTS OF STUDENT PARTICIPATION IN THE CULTURAL SPANISH
TRANSLATION OF THE STUDENT SUCCESS SKILLS PROGRAM ON HIGH
SCHOOL STUDENT ACHIEVEMENT

by

Ivett Urbina

A Dissertation Submitted to the Faculty of

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This dissertation was prepared under the direction of the candidate's dissertation advisor, Dr. Greg Brigman, Department of Counselor Education, and has been approved by the members of her supervisory committee. It was submitted to the faculty of The College of Education and was accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

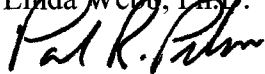
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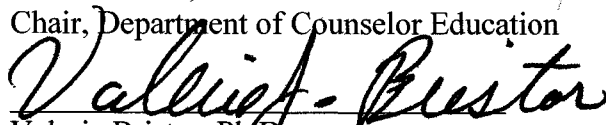
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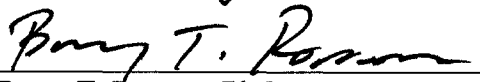
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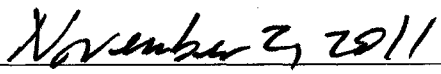
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Ivett Urbina was born in Santa Marta, Colombia, daughter of Rodrigo Urbina and Melba Nunez de Urbina. She lived in her natal hometown with parents and three siblings where she graduated from high school. Mrs. Urbina moved to Bogota, Colombia where she received her bachelor's degree in psychology. She graduated from Universidad Santo Tomas de Colombia and worked as a school counselor for Colegio El Rosario de Funza until she moved to the United States, where she earned her Master's Degree in school counseling at Florida Atlantic University. She has worked for the Palm Beach School District for the last 10 years and is currently the Grade 9 guidance counselor at Olympic Heights High School in Boca Raton, Florida.

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ABSTRACT

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Title: The Effects of Student Participation in the Cultural Spanish Translation of The Student Success Skills Program on High School Student Achievement

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The purpose of this quantitative study was to evaluate the effectiveness of the Spanish cultural translation of the Student Success Skills (SCT-SSS) classroom program as a school counselor intervention for increasing Hispanic student academic achievement scores as measured by standardized mathematics and reading tests. The research question evaluated in this study was: “What is the effect of student participation in the SCT-SSS on student achievement of high school Hispanic students in reading and mathematics as measured by Florida Comprehensive Assessment Test (FCAT)?”

The sample for this study included 352 Hispanic students in Grades 9 and 10 from two public high schools in south Florida. The treatment group included 166 students and the comparison group included 186 students. In order to be eligible for participation in this study, students had to meet three different criteria: (a) they identified themselves as Hispanic on their school registration form; (b) they were enrolled in a *Spanish for Native*

Speakers foreign language elective course: and (c) they had Florida Comprehensive Achievement Test (FCAT) pretest scores on the reading and math tests.

A series of preliminary univariate analysis of variance (ANOVA) were conducted to determine if differences existed between participants on the FCAT reading and mathematics pretests Developmental Scale Scores (DSS). To control for grade level and English language learner (ELL) differences between study participants on pretest reading scores, a univariate analysis of covariance (ANCOVA) was conducted using the FCAT reading pretest DSS as the covariate. An overall effect size of the current study was +0.50 with a variance of 0.0060 (95% CI [0.35, 0.65]). The results for the overall math effect size was +0.32 with a variance of 0.0115 (95% CI [0.10, .53]), and the results for the overall reading effect size was +0.70 with a variance of 0.0127 (95% CI [.48, .93]). These effect sizes were statistically significant at the .05 level. The results from this study demonstrated that the SCT-SSS classroom program is an effective intervention for increasing student achievement for high school Hispanic students. Students who received the SCT-SSS classroom program achieved greater gains when compared to students who did not receive the intervention.

THE EFFECTS OF STUDENT PARTICIPATION IN THE CULTURAL SPANISH
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LIST OF TABLES	xii
LIST OF FIGURES	xiii
I. INTRODUCTION	1
Statement of the Problem	1
Purpose of the Study	5
Research Question	6
Research Hypotheses	6
Null Hypothesis 1	6
Alternative Hypothesis 1	6
Null Hypothesis 2	6
Alternative Hypothesis 2	6
Significance of the Study	7
Assumptions	9
Limitations	10
Operational Definitions of Key Terms	10
Hispanic	10
Cultural Translation	10
Student Success Skills (SSS)	11

Summary	11
II. REVIEW OF LITERATURE.....	13
Achievement Gap of Hispanic Students	13
Main Causes of the Achievement Gap of Hispanic Students and Recommended Solutions	16
Bilingual/Bicultural Programs	18
Counselor Led Interventions and the Need for More Outcome Research	20
Student Success Skills Classroom Program.....	21
Spanish Cultural Translation of Student Success Skills (SCT-SSS) Classroom Program.....	26
Summary	28
III. METHODOLOGY	30
Research Design.....	30
Participants.....	31
Intervention.....	31
Procedure and Treatment Fidelity.....	32
Student Success Skills.....	32
Spanish Cultural Translation of the Student Success Skills Classroom Program ..	33
Description of Instrumentation	34
Data Analysis	35
Summary	35
IV. RESULTS	36
Description of the Sample.....	36
Participants.....	37

Home Language Survey.....	37
ELL Levels.....	38
Design	42
Analysis.....	42
Pre Tests Results	45
Results of Hypothesis Testing	45
Effect size.....	52
Restatement of Research Question	53
Test of Hypotheses.....	53
Null Hypothesis 1	53
Alternative Hypothesis 1.....	54
Null Hypothesis 2	54
Alternative Hypothesis 2.....	54
Summary.....	55
V. DISCUSSION	55
Study Goals.....	55
Discussion of the Results of the Hypotheses	57
Null Hypothesis 1	57
Alternative Hypothesis 1.....	58
Null Hypothesis 2	58
Alternative Hypothesis 2.....	59
Relationships of the Results with Previous Literature.....	60
Methodological Implications	62

Discussion of Implications for Practice and Future Research	62
Limitations	63
Summary and Conclusion	64
APPENDIX.....	65
REFERENCES	71

LIST OF TABLES

Table 1. Treatment and Comparison Group Means and Standard Deviations for FCAT Developmental Scale Scores on Reading by Grade Level and ELL.....	39
Table 2. Treatment and Comparison Group Means and Standard Deviations for FCAT Developmental Scale Scores on Math by Grade Level and ELL.....	40
Table 3. Treatment and Comparison Group Means and Standard Deviations for FCAT Developmental Scale Scores on Reading by Grade Level and Gender ..	41
Table 4. Treatment and Comparison Group Means and Standard Deviations for FCAT Developmental Scale Scores on Math by Grade Level and Gender	41
Table 5. Summary Table for One-Way Analysis of Variance for the FCAT DSS Reading Posttest Scores by Treatment Condition.	46
Table 6. Summary Table for One-Way Analysis of Variance for the FCAT DSS Reading Posttest Scores by Gender	46
Table 7. Summary Table for One-Way Analysis of Covariance for the FCAT DSS Reading Posttest Scores by Grade Level.....	48
Table 8. Summary Table for One-Way Analysis of Covariance for the FCAT DSS Reading Posttest Scores by ELL Level.	48
Table 9. Summary Table for One-Way Analysis of Variance for the FCAT DSS Math Posttest Scores by Treatment Condition	49
Table 10. Summary Table for One-Way Analysis of Variance for the FCAT DSS Math Posttest Scores by Gender.....	49
Table 11. Summary Table for One-Way Analysis of Covariance for the FCAT DSS Reading Posttest Scores by Grade Level.....	51
Table 12. Summary Table for One-Way Analysis of Covariance for the FCAT DSS Reading Posttest Scores by ELL Level	52

LIST OF FIGURES

Figure 1. FCAT DSS Reading Mean Score Differences on Reading Pretest and Posttest Scores by Treatment Condition.	47
Figure 2. FCAT DSS Reading Mean Score Differences on Math Pretest and Posttest Scores by Treatment Condition.	50

I. INTRODUCTION

This study addresses two related problems. The first is the achievement gap between Hispanic students and African-American or Caucasian students. The second is the lack of outcome research connecting school counselors and improved student achievement. This chapter includes the statement of the problem, the purpose of the study, the specific research questions and hypotheses, and concludes with the significance of the study, the assumptions, the limitations, and the definitions. Chapter II reviews the literature associated with the achievement gap of Hispanic students, the main causes of the achievement gap, and the importance of bilingual-bicultural programs in improving their academic achievement. A literature review of counselor led interventions, the Student Success Skills Classroom Program (SSS), and a description of the Cultural Spanish Translation of the Student Success Skills Classroom Program (SCT-SSS) as the intervention to be implemented are also included in chapter II. Chapter III describes the population, the research design, the instruments being used, and the data analysis. Chapter IV presents the results of this study. Chapter V discusses the results and explains the implications for professional practice.

Statement of the Problem

The educational struggles of Hispanic students are the focus of many research studies because of the alarming number of “at-risk” Hispanics in U.S. public schools (Mehan, 1997). Hispanics have the lowest high school and college completion rates of

any racial or ethnic group (Chavez, Medina, & Arredondo, 2007; Greene, 2002; Hispanic Scholarship Fund, 2008). This is echoed by the U.S. Department of Education [USDOE] (2006), which reported that Hispanics have the lowest level of education and the highest drop-out rates when compared to any other ethnic group.

Both Whiston (2002) and Whiston, Sexton, and Lassof (1998) reviewed school counseling outcome research and noted little research related to school counselors and student achievement. Sink and Stroh (2003) reported a need for more outcome research tying school counselors and student achievement. Lastly, Dimmitt, Carey, McGannon, and Henningsen (2005) conducted a Delphi study that identified outcome research connecting school counseling interventions with student academic achievement as the most important research question in the field of school counseling.

The SSS is a school counseling intervention that has been shown to improve academic achievement (Brigman & Webb, 2004, 2009a). In order to address the Hispanic achievement gap, the SSS program was culturally translated into Spanish by school counselors (Brigman & Webb, 2009b). Dimmitt, Carey, and Hatch (2007) concluded from their review of the school counseling research that “the most efficient and effective ways to impact student achievement are through family-based and classroom interventions” (65). Therefore, the purpose of this quantitative study was to evaluate the effectiveness of the Spanish cultural translation of the Student Success Skills (SCT-SSS) classroom program as a school counselor intervention for increasing Hispanic student academic achievement scores as measured by standardized mathematics and reading tests.

The SSS focuses on student outcomes and helps students develop the necessary skills to succeed academically. The research associated with this program was cited as one of the counselor-led programs that met rigorous research criteria to prove its effectiveness (Sink & Stroh, 2003). This research-based program was developed based on five extensive reviews of research (Hattie, Biggs, & Purdie, 1996; Marzano, Pickering, & Pollock, 2001; Masten & Coatsworth, 1998; Wang, Haertel, & Walberg, 1994; Zins, Weissberg, Wang, & Walberg, 2004). All five reviews found common skills sets considered critical to student success. These skills include cognitive and meta-cognitive skills, social skills, and self-management skills, all identified as important for improving academic and social outcomes for students.

The SSS has been demonstrated to be effective in increasing academic student achievement for students in Grades 5 through 9, including Hispanic students (Brigman & Campbell, 2003; Brigman, Webb, & Campbell, 2007; Campbell & Brigman, 2005; Miranda, Webb, Brigman, & Peluso, 2007; Webb, Brigman, & Campbell, 2005). These studies suggested that further evaluation with demographically varied populations across grade levels was needed. Miranda et al. (2007) asserted that the SSS program is an effective strategy to close the academic achievement gap that exists across ethnic groups. Working with 4th and 5th grade Hispanic students, León (2009) implemented the same SCT-SSS classroom program as used in this study and found significant improvement in reading scores and math scores. Villares, Frain, Brigman, Webb, and Peluso (2010) conducted a Meta analysis with the purpose of investigating the practical significance of the SSS program on student achievement and found that students who received the SSS

intervention had better outcome results than students who did not receive the intervention.

The focus of this study was Spanish speaking students enrolled in high school and living in families where the Spanish language and culture are predominant. Many Hispanic children are in a family environment where Spanish is the main language spoken (Buisse, Castro, West, & Skinner, 2005). Miramontes (1991) stated that many researchers considered the language environment of English language learners (ELL) to be a restrictive component to literacy acquisition and academic success. Students from other cultural backgrounds who do not speak English as their primary language may never catch up to their academic level and, therefore, perform significantly below most native English speakers (Gandara, Rumberger, Maxwell-Jolly, & Callahan, 2003). One of the recommended solutions for closing the achievement gap of language minority students is culturally translated educational programs that will help them develop the skills necessary to succeed academically in the U.S. educational setting (Alson, 2003; Hudson & Smith, 2001; Sanchez, Bledsoe, Sumabat, & Ye, 2004; Zalaquett, 2006).

Recent research has emphasized the importance of understanding the impact that the cultural-historical factors mentioned above have on a student's educational success (Padron, Waxman, & Rivera, 2002). With those in mind, importance must be given to the development of effective programs in schools that will benefit the achievement of Hispanic students (Slavin & Calderon, 2001). These programs must include effective teaching practices for Hispanic students, such as culturally responsive teaching, cooperative learning, instructional conversations, cognitively guided instruction, and technology enriched instruction (Padron et al., 2002). The program under investigation,

the SCT-SSS classroom program, incorporates many of these recommended practices. This approach is further supported by Collier (1995), Krashen (2004), and Ramirez, Yuen, and Ramey (1991), who highlighted the importance of native language support, such as bilingual education, whenever possible, for ELL.

The SCT-SSS is a classroom program that provides Hispanic students with the tools necessary to develop the skills to succeed academically. Instruction in the student's first language helps them understand and practice success skills that can be translated effectively into the English language (Thompson, 2008). Through the Title VII law, the U.S. federal government supported bilingual transitional and bilingual-bicultural programs that involve the use of students' native language for instruction (Crawford, 1997; Dicsen, Ongteco, & Koki, 2000). Delgado-Romero, Matthews, and Paisley (2007) and Stodolsky and Grossman (2000) encouraged school personnel, including administrators and counselors, to find ways to meet all students' educational needs. School counselors must address the needs of the Hispanic population by helping them develop the necessary skills to succeed academically. Specifically, school counselors must develop counseling programs that will respond to the needs of Hispanic students. The American School Counselor Association (ASCA) charges school counselors to take action to guarantee that students of culturally diverse backgrounds receive appropriate services and opportunities that will help them achieve the maximum development as healthy individuals (ASCA, 1999).

Purpose of the Study

The purpose of this quantitative study was to evaluate the effectiveness of the SCT-SSS classroom program as a school counselor intervention for increasing Hispanic

student academic achievement scores as measured by standardized mathematics and reading tests. In Florida, the Florida Comprehensive Assessment Test (FCAT) is the state mandated achievement test.

Research Question

The research question evaluated in this study was: “What is the effect of student participation in the SCT-SSS classroom program on student achievement of high school Hispanic students in reading and mathematics as measured by the FCAT?”

Research Hypotheses

Null Hypothesis 1

There is no difference in average FCAT reading test scores between students receiving the SCT-SSS classroom component and the comparison students who do not receive the program.

Alternative Hypothesis 1

Students receiving the SCT-SSS classroom program will score significantly higher on the FCAT reading test than comparison students who do not receive the SCT-SSS classroom program.

Null Hypothesis 2

There is no difference in average FCAT mathematics test scores between students receiving the SCT-SSS classroom component and the comparison students who do not receive the program.

Alternative Hypothesis 2

Students receiving the SCT-SSS classroom program will score significantly

higher on the FCAT mathematics test than comparison students who do not receive the SCT-SSS classroom program.

Significance of the Study

Over the last 30 years, there has not been significant progress for Hispanic students in closing the achievement gap (USDOE, 2001b). U.S. born Hispanics have higher dropout rates than Whites or African-Americans (Fry, 2005; USDOE, 2007). Immigrant Hispanic students consistently showed a higher dropout rate than U.S. born Hispanics. Poor academic performance and underachievement among ethnic minority youth, compared with Caucasian youth, is a pervasive problem in public schools (Taylor & Graham, 2007). Closing the achievement gap among Hispanics and other students is an educational priority in the nation (The National Clearinghouse for English Language Acquisition [NCELA], 2002).

Morgan and Mehta (2004) demonstrated the importance of finding effective methods to counteract these issues. Hispanic students need special attention in this era of accountability where the No Child Left Behind (NCLB) law is pressing for higher achievement rates for all students. This study attempted to address some of the key challenges jeopardizing Hispanic students' chances to achieve by combining several of the most effective teaching practices for this group of students. These effective teaching practices are: culturally responsive teaching, bilingual instruction, cooperative learning, and instructional conversations. All of these practices are embedded in the SCT-SSS.

Culturally responsive teaching means incorporating the cultural references of students into all aspects of learning. The most common characteristics of this

practice are communication of high expectations, learning within the context of a specific culture, the provision of culturally mediated instruction, use of reciprocal questioning, cross-curricular activities, and modeling (Montgomery, 2001). The SCT-SSS program is taught utilizing these techniques. Some of the lessons involve culturally responsive teaching throughout the lessons when using pair share, modeling from peers and counselor, reciprocal questioning in group activities, and the “sounds like, feels like, and looks like” activity.

Bilingual instruction is the use of two languages when providing instruction to students, usually a native and a second language; second-language input must be comprehensible to promote second-language acquisition. Native-language instruction is used to make lessons meaningful, as students will learn the target language while learning the subject matter (Crawford, 1997; Krashen, 1996). The SCT-SSS uses bilingual instruction throughout the program. Students refer to the words they know in both languages to ensure understanding of the concepts.

Cooperative learning is defined as the instructional use of small groups with the goal of maximizing the learning of all students. In cooperative learning situations, there is a positive interdependence among students’ goal attainments. The characteristics of cooperative learning are positive interdependence, face-to-face interaction, individual and group accountability, interpersonal and small group skills, and group processing (Johnson & Johnson, 2009). The format of the SCT-SSS incorporates cooperative learning in every lesson by using group activities and pair share.

An instructional conversation is a method where ideas are explored rather

than answered and evaluated. This method fosters a high level of participation from students, presents meaningful concepts to students, facilitates participation or conversations with the teacher and among the students, and facilitates the learning of culturally and linguistically diverse learners (Scherba de Valenzuela, 2002). The format of the SCT-SSS includes instructional conversations throughout the lessons.

Furthermore, ASCA (1999) encouraged school counselors to take action to guarantee that students of culturally diverse backgrounds receive appropriate services and opportunities that will help them achieve the maximum development as healthy individuals. Dimmitt et al. (2005) conducted a Delphi study that identified outcome research connecting school counseling interventions with student academic achievement as the most important research question in the field of school counseling. Counselors and other school professionals must tie school counselor interventions to improved academic performance (Sink & Stroh, 2003; Whiston, 2002).

Assumptions

It was assumed that the Hispanic students participating in the treatment group were not different from the Hispanic students in the comparison group. This assumption was based on matching treatment and comparison students for socioeconomic level, academic programs, courses offered, and school achievement levels. In addition, the schools were located in close proximity. The second assumption was that the treatment dosage and delivery was the same for all students receiving the SCT-SSS program. This assumption was based on keeping student attendance records that detailed the number of SCT-SSS lessons students received, a detailed SCT-SSS program manual, training in program implementation, and implementation logs.

Limitations

The sample in this study included Hispanic students of different countries of origin. No attempt was made to differentiate the treatment effect by country of origin. The study included two high schools from one Florida county only; it did not compare Hispanic students living in different states; therefore, generalizability may be limited. Only Grade 9 and 10 Hispanic high school students were included in this study. Intact groups of students (entire classrooms) were utilized when implementing the program; therefore randomization procedures were not possible.

Operational Definitions of Key Terms

Hispanic

According to the Current Population Survey (U.S. Census Bureau, 1990), this is the term used to identify individuals of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture of origin, without considering their race. Jones (2003) defined Hispanic as a term used to describe all groups of people whose national or cultural origins include the Spanish language and heritage. For the purpose of this study, Hispanic will be the term used to describe any individual of Spanish background.

Cultural Translation

Cultural translation is a process of cultural de-coding, re-coding, and en-coding. It means not only working with words written in a certain time, space, and socio-political situation, but it also deals with the “cultural” aspect of the text (Karamanian, 2002). The translation process should be focused not only on language transfer, but also on cultural transposition. Smrti (2004) defined cultural translation as a process of cultural

transmission during a linguistic translation of a text, or a migration of ideas from one culture to another.

Student Success Skills (SSS)

The SSS is a program developed by Brigman and Webb (2004, 2009a) based on three key skills necessary for student academic success. These skills sets include cognitive and meta-cognitive skills such as goal setting, progress monitoring, and memory skills; social skills such as interpersonal skills, problem solving, listening and team work skills; and self-management skills such as self-monitoring, anger management, attention, and motivation. The SCT-SSS classroom program was the intervention implemented for this study.

Summary

Hispanic students are academically behind when compared to any other ethnic group. The literature review found that Hispanic students can benefit from educational programs that will help them develop the skills necessary to succeed academically. School guidance counselors are encouraged to implement educational programs that will help students of all ethnicities achieve the maximum development as healthy individuals. One of the main barriers for the academic success of Hispanic students includes the lack of educational programs in students' native language, which accounts for cultural differences and language deficiencies. The SSS program aims to increase student achievement through the use of a school counselor facilitated program. An effective counseling program must fulfill the specific needs of the student population. The SCT-SSS classroom component is a program culturally and linguistically translated to meet the specific needs of Hispanic students.

Chapter II presents a review of the literature regarding the achievement gap of Hispanic students, the main causes of the achievement gap, the importance of counseling academic interventions, the outcome research on strategic interventions/guidance programs and comprehensive counseling programs, and the SSS program as it relates to academic achievement. Chapter III presents the methodology used in the current study. Results are presented and analyzed in Chapter IV, followed in Chapter V by a discussion of the findings with implications related to the effects of the school counselor as an agent of change for Hispanic students' academic success.

II. REVIEW OF LITERATURE

This chapter addresses (a) the achievement gap of Hispanic students; (b) the main causes of the achievement gap; (c) the importance of bilingual-bicultural programs in improving academic achievement of Hispanic students; (d) counselor led interventions designed to improve academic achievement; and (e) the SSS classroom program as the intervention implemented to increase Hispanic student's academic achievement.

Achievement Gap of Hispanic Students

Hispanic students have the lowest high school and college completion rates of any racial or ethnic group in the United States (Greene & Winters, 2002; Hispanic Scholarship Fund, 2008; Muniz, 2006; Roderick, Nagaoka, & Coca, 2009). The Department of Education states that serious differences surface when Hispanic educational levels are compared to other ethnic groups (USDOE, 2003b). Schools are challenged to provide Hispanic students with educational opportunities equal to students of other races. Unfortunately, Hispanics are the ethnic group with the highest representation in several academic risk areas such as a grade point average (GPA) of C or lower, retention, less rigorous course work, and changing schools, (Swail, Redd, & Perna, 2003; Muniz, 2006).

This achievement gap issue is particularly troubling given the growing Hispanic population in the United States. Between the years 2000 and 2005, the Hispanic population in the United States increased from 12.5% to about 14.5%. Seventeen percent of the entire public school population is comprised of Hispanic students and 34% of the

U.S. Hispanic population is under age 18. Additionally, Hispanics are younger than the population as a whole, with a median age of 27.7 years in 2008, compared with 36.8 for the total U.S. population (U.S. Census Bureau News, 2009). The percentage of Hispanic young adults who left school without a high school diploma has remained higher than any other racial group in every year throughout a 29-year period (U.S. Census Bureau, 2005). Furthermore, about 3 of every 10 Hispanics ages 16 through 24 in the United States left school before earning a high school diploma (Laird, Cataldi, Kewal Ramani, & Chapman, 2008).

Hispanics are considered the most poorly educated major population group in the United States. Caucasian males average 13.3 years of schooling and Black males average 12.2. Latino males lag behind with 10.6 years of schooling (Fry, 2002; Gandara, 1994). Hispanics also have the highest high school dropout rates in the United States (Greene & Winters, 2002). In 2001, 27.8% of Hispanic students dropped out of high school compared to 3.8% for Asian/Pacific Islander students, 6.9% for Caucasian, and 13.19% for African American students (USDOE, 2001b). Caucasian and Asian/Pacific Islander students were more likely than their Hispanics peers to have completed high school.

In two recent reviews of research, both Balfanz (2009) and Swanson (2004) found that the common variables that identify potential dropouts include poor attendance, low grade point average, low standardized test composite scores, number of grade retentions, number of discipline referrals, educational level of parent, special program placement, free/reduced lunch program, number of school transfers, low reading and math scores, ethnic/gender distinctions, language spoken in the home, number of suspensions, interest in school, participation in extracurricular activities, pregnancy, number of counseling

referrals, and family variables. Hispanic students are considered at-risk for every variable listed above (Hammond, Smink, & Drew, 2007).

This issue is one of the major problems that public education faces today regarding the Hispanic student population. It is projected that Hispanic children will continue to lag behind their Caucasian counterparts in nearly every academic subject (Haskins, 2004; College Board Report, 1999). Researchers and policy makers are asking questions about the difficulties in closing the academic achievement gap and the existence of effective methods to succeed (Morgan, & Mehta, 2004). The Education Trust (2003) considers closing the achievement gap among Hispanics and other ethnic groups an educational priority in the nation.

The No Child Left Behind Act (2001) has made the achievement of Hispanic students a pressing matter. This law requires that all students in Grades 3 to 10 must be evaluated in reading and mathematics annually. Students' results on these tests must prove that schools are making progress in meeting state content standards. ELL must pass these assessments in English after they have been in U.S. schools for three years (USDOE, 2001a). Presently, the school accountability policies and the NCLB hold all public schools, regardless of student characteristics, accountable for achieving proficient student scores in reading and math. The NCLB of 2001 emphasizes the importance of states', school districts', and schools' accountability for providing all students with the tools necessary to meet high academic standards (USDOE, 2001a).

The NCLB (2001) imposed strong accountability measures for students' academic outcomes; schools are accountable for the academic success of all students. However, these higher standards seem hard to obtain for some of the students in the public school

system, especially the 10 million students who speak a language other than English at home (Pew Hispanic Center, 2006). In 2002, 80% of the Limited English Proficient (LEP) students were Spanish speakers (NCELA, 2002). Furthermore, many researchers contend that the language gap for Hispanic students places them at a distinct educational disadvantage (Rumberger & Arellano Anguiano, 2004).

The NCLB has had a positive impact on student achievement, but this impact has fallen short in meeting the goal that all students must be identified as proficient. The growth of Hispanic students in every grade and subject area tends to be lower than the growth of Anglo students with exactly the same initial scores (Cronin, Kingsbury, McCall, & Bowe, 2005). Hispanic students historically have scored lower on standardized tests than their peers (Walpole et al., 2005). Furthermore, students from other cultural backgrounds who do not speak English as their primary language may never catch up to their academic level and, therefore, may perform significantly below most native English speakers (Gandara et al., 2003).

Main Causes of the Achievement Gap of Hispanic Students and Recommended Solutions

Hispanics are faced with multiple barriers that impede them from improving academically (Gandara, 2006; Tinkler, 2002). Some of the academic challenges include English language difficulties, acculturation issues, racism, and limited educational and economic opportunities (Villalba, Akos, Keeter, & Ames, 2007), poverty and school segregation (Gandara et al., 2003; Kao & Tienda, 1995), lack of bilingual programs (Gandara et al., 2003; Schmid, 2001), lack of parental involvement and under-representation of Hispanic school personnel (Marschall, 2006), and low expectations,

lack of mentoring, and insufficient advisement from guidance counselors (Inmerwahr, 2003; Martinez, 2003; Vela-Gude et al., 2009).

Hispanic students often demonstrate lower performance in math, science, and reading. These students have a higher retention rate than the other ethnic groups and their graduation rate is lower than the national average (Atwood & Doherty, 1984; Carson & Huelskamp, 1993). The NCELA (2002) reported that 80% of all ELL are Hispanics. In the State of Florida, 168,129 Hispanic students were considered LEP (Florida Department of Education [FLDOE], 2009). Students whose home language differs from the language of academic instruction and assessment do not perform as well, on average, as students who speak English as their first language at home (Lemke et al., 2001; USDOE, 2003a).

The most significant obstacle to Hispanic student academic success is the language barrier (Crawford, 1997). Since the process of a second language acquisition can take several years, the lack of support and the difficult process of acquiring a second language, together with academics, place these students behind when compared to English language native speakers (Collier 1995; Krashen, 2004; Ramirez, Yuen, and Ramey, 1991). The lack of English skills is a problem for school achievement, and participation in bilingual programs may be a solution for helping students who speak Spanish as a first language learn to read and write (Escamilla, Mahon, Riley-Bernal, & Routledge, 2003).

Oberman & Symonds (2005) reported that even when looking at students from similar socio-economic backgrounds, a gap exists based on culture and ethnicity. They reviewed procedures from schools that obtained positive results in closing the

achievement gap and found that these schools use data and assessments more frequently than schools not closing the gap, that they utilize differentiated instruction by providing extra support and personal interaction to students from the lowest performing subgroup, and that they implemented faculty interaction with these students to provide structured time for mentoring. The Education Trust (2006) reported that schools that are successful in closing the achievement gap provide clear standards for what all students should learn at benchmark grade levels, offer challenging curricula to all students, provide extra instruction to students as needed, and close funding gaps between schools.

Bilingual/Bicultural Programs

Language is considered an important contribution to ethnic or cultural identity (Hurtado & Gurin, 1987). It is the vehicle to transmit values, feelings, identity, and practices (Hurtado & Vega, 2004). Bilingual education is a type of instruction delivered in both the students' native language and in English. This practice enables LEP students to progress with their English speaking peers in math, science and social studies while they learn English (Roach, 2006).

While services that address language barriers are necessary, programs addressing cultural barriers are much needed as well (Amatea, Smith-Adcock, & Villares, 2006; Villalba, 2003). Culture consists of the understanding of knowledge shared by members of a group of people. Investigating the cultural and sociological issues underpinning the educational achievement is an essential step (Roach, 2006). It is doubtful that schools for Hispanic students will improve if the educational system believes that their culture and language are problems and sources of educational underachievement (Escamilla, Chavez, & Vigil, 2005). According to Flores (2007), there is nothing intrinsic to the students'

cultures that would prevent them from achievement; all they need are opportunities to learn. In fact, when given the opportunity, students from any cultural or ethnic background can excel (Kitchen, DePree, Celedon-Pattichis, & Brinkerhoff, 2007).

Bernal and Rodriguez (2009) reviewed research related to interventions with Hispanic individuals and families with the goal of providing specific examples of successful culturally responsive approaches to the Hispanic population. They looked specifically at evidence based on psychological practice and found that addressing culture, language, ethnicity, and other contextual processes in research procedures is challenging and has been limited. Bernal and Rodriguez found that Hispanic students are not being exposed to culturally appropriate programs that can enhance their academic performance and concluded that culturally responsive programs that address the unique needs of Hispanic children and families are imperative.

School counselors and school personnel have the responsibility to provide Hispanic students with these resources in an effort to help them succeed academically. (Marschall, 2006; Vela-Gude et al., 2009). According to Thorn and Contreras (2005), it is not difficult to see the need for counseling Hispanic students. They face specific challenges that differ from their English-speaking counterparts. Hispanic students need a support system to help with adjustment issues. Hispanic students are at risk of not receiving needed services, and school administrators reported the need for additional programs to address these concerns (Villalba et al., 2007). Effective school counselors work to help ethnic minority students achieve successful academic outcomes (Hipolito-Delgado & Lee, 2007). School counselors must coordinate and customize programmatic

strength-oriented interventions to fit the specific and unique circumstances within their schools (Day-Vines & Terriquez, 2008).

The use of the Spanish language in counseling Hispanic students is valuable because students and their families are more likely to seek help in their home language; it also establishes trust between the counselor and the student (Villalba et al., 2007). Spanish speaking school counselors are critical to bridging the gap between school administration and Hispanic students by creating opportunities for culturally responsive counseling, parent involvement, and career and related educational services in Spanish (Villalba et al., 2007). Counseling services beneficial to Hispanic students must focus on reducing the barriers impeding their academic achievement. To ensure the academic success of Hispanic students, counselors must place emphasis on understanding diverse Hispanic culture, educating school personnel, providing counseling and other educational services, involving Hispanic parents in their children's education, advocating for systemic changes, and providing resources that promote educational success (Wortham & Contreras, 2002). This study evaluates the efficacy of a SCT-SSS classroom program implemented by a professional school counselor.

Counselor Led Interventions and the Need for More Outcome Research

ASCA (1999) encouraged school counselors to take immediate action to guarantee that students of diverse backgrounds receive appropriate services and opportunities that will help them achieve the maximum development as healthy individuals.

Hispanic students need assistance to promote school success (Smith-Adock, Daniels, Lee, Villalba, & Arce, 2006), and culturally responsive school counseling services are needed (Lee, 2001). Support networks are important because of the high risk of dropping out or of being unprepared academically (Delgado-Gaitan, 2004). Hispanic students will benefit from a comprehensive and culturally relevant school counseling program because they will perceive an atmosphere of acceptance and understanding; they may reciprocate these efforts by becoming more engaged members in the school community, ensuring positive academic, career, and personal/social development (Mehan, Villanueva, Hubbard, & Lintz, 1996; Villalba et al., 2007).

Because the Hispanic student population is at a high risk of dropping out of school, guidance counselors have an important role in the educational success of these students. Professional school counselors have been encouraged to build their school counseling program based on the ASCA National Model (ASCA, 2005), which provides a framework for school counselors to promote equity and access for all students, including Hispanic and other minorities.

Carey et al. (2005) reported a gap in the current research involving school counselor-led interventions and student academic achievement. Dimmitt et al. (2005) conducted a Delphi study to identify the most important research questions in the field of school counseling. The highest rated research question was related to school counseling interventions that have an impact on academic achievement, and this study addressed this question, which asks "Which specific school counseling interventions result in the greatest gains in students' academic development and achievement?"

The SSS program is a school counselor-led program designed to improve students' academic performance. Six studies of the SSS program have found significant improvement in student performance (Brigman & Campbell, 2003; Brigman et al., 2007; Campbell & Brigman, 2005; León, 2009; Miranda et al., 2007; Webb et al., 2005). The SSS program has been reviewed by the National Panel for Evidence-based Programs and the Center for School Counseling Outcome Research and was found to have strong evidence of effectiveness in measurement, implementation fidelity, ecological validity, promising evidence of effectiveness in comparison group, statistical analysis of outcome variables, and replication (Carey, Dimmitt, Hatch, Lapan, & Whiston, 2008).

The SSS program is focused on helping students develop academic, social, and self-management skills that have been identified as necessary for school success (Hattie, et al., 1996; Marzano et al., 2001; Masten & Coatsworth, 1998; Wang et al., 1994; Zins et al., 2004). The three sets of skills – cognitive, social, and self-management – were selected based upon common themes found in five extensive reviews of research. Wang et al. (1994) reviewed 50 years of research looking for what helps students learn; they found meta-cognitive processes, cognitive processes, constructive social and behavioral attributes, motivation, and classroom climate to be critical to success. Hattie et al. (1996) reviewed 10 years of research on the effects of learning skills interventions on student learning; they found that the teaching of skills needs to be in context, using tasks within the same domain as the target content, and that promoting a high degree of learner activity and meta-cognitive awareness were some of the most powerful determinants of success. Masten and Coatsworth (1998) reviewed 25 years of research on the most critical factors associated with academic and social competence; they found that

cognitive and social skills, along with interventions, intellectual functioning, self regulation of attention, emotion, and behavior to be among the most important. Marzano et al. (2001) reviewed 10 years of research in classroom instruction and research-based strategies for increasing student achievement; they found that recognizing similarities and differences, using metaphors and analogies, summarizing and note taking, non-linguistic representations, cooperative learning, setting objectives, and use of advanced organizers to be some of the most helpful strategies. Zins et al. (2004) reviewed 10 years of research on the relationship of social and emotional learning to academic success; they found that managing and appropriately expressing emotions, building skills linked to cognitive development, encouraging student focus and motivation, and increasing student confidence and success to be strongly linked to positive outcomes. The SSS program uses the skills critical to student success from these five reviews. The common skills are cognitive and meta-cognitive skills (goal setting, progress monitoring, and memory skills), social skills (interpersonal skills, social problem solving, listening, and team-work skills), and self-management skills (managing attention, motivation, and anger).

The first four studies conducted using the SSS program found that this program can significantly impact student achievement on standardized tests (Brigman & Campbell, 2003; Brigman et al., 2007; Campbell & Brigman, 2005; Webb et al., 2005). These four studies were conducted by 50 school counselors in 36 schools with more than 1,100 students in Grades 5 through 9. The results consistently showed that the SSS school counselor-led interventions had a positive impact on student achievement and school success behavior. The intervention used in each of the four studies was classroom

guidance and group counseling using the SSS classroom (Brigman & Webb, 2004, 2009a) and the SSS small group curriculum (Brigman, Campbell, & Webb, 2004).

The first SSS study included 180 students selected randomly from 6 different schools from a group of students that scored between the 25th and 50th percentile on the Norm Reference Test (NRT) and the FCAT in reading. The treatment implemented included a counselor-led combination of the SSS group and the SSS classroom. The combined results for all three grade levels – elementary, middle, and high school – showed significantly higher achievement in mathematics and reading for the SSS students. Additional results demonstrated that about seven out of ten treatment students improved their behavior between the pre-test in September and the post-test in April. Specifically, 82% of the treatment students made improvement in mathematics and 61% of the treatment students made improvement in reading. Statistical significance at the .05 level was determined between the performance of treatment and comparison group students in both reading and math, as measured by the FCAT, using an analysis of covariance (Brigman & Campbell, 2003).

The second SSS study included 240 students in Grades 5 and 6 from 20 schools. Students with scores between the 25th and 60th percentile in math and reading on the previous year's FCAT were assigned randomly to a treatment or comparison group. Using an ANCOVA, the results showed statistical significance at the .05 level between the performance of treatment and comparison group students in both math and reading, as measured by the FCAT (Campbell & Brigman, 2005).

The third study replicated the previous two studies with the purpose of examining achievement outcomes for students participating in the SSS program. Four hundred

eighteen students in Grades 5 and 6 who scored between the 25th and 60th percentile on the previous year's FCAT were selected randomly and assigned to treatment and comparison groups. The results showed significant improvement in mathematics scores as measured by the FCAT at the .05 level. Statistical significance was not reached when comparing the FCAT scores in reading (Webb et al., 2005).

In the fourth SSS study, 220 students in Grades 5 through 9 from 12 schools were randomly selected from among students scoring between the 25th and 50th percentile in reading on the previous year's FCAT. The 12 schools involved were similar demographically, geographically, and socio-economically. A statistical significance at the .05 level was obtained between treatment and comparison students in the FCAT scores in mathematics. No statistical difference was determined for FCAT reading scores (Brigman et al., 2007).

In the fifth study, Miranda et al. (2007) examined data from the four SSS studies to determine if there were differential outcomes in improved test scores among White, Hispanic, and African American students who participated in the SSS program. Outcomes from 1,123 students in Grades 6, 6, 8 and 9 from the four previous studies (Brigman & Campbell, 2003; Brigman et al., 2007; Campbell & Brigman, 2005; Webb et al., 2005) were examined to explore the efficacy of the SSS program relative to ethnicity. The results showed that after SSS program participation, achievement scores in reading and math improved at similar levels for all students. The ethnicity of students was not a differentiating factor. Further research was recommended between different ethnic groups.

In the sixth SSS study, León (2009) implemented the SCT-SSS classroom program in three different elementary schools. The sample included 200 Grade 4 and 5 students in four elementary schools, selected from a pool of Hispanic students who primarily spoke Spanish at home. As in previous studies, academic achievement was measured by using the FCAT. The statistical analysis showed that the treatment group scored significantly higher than the comparison group in reading at the .05 level of significance. There was not a significant difference in mathematics for the treatment group. A post hoc analysis found that in classes where the full implementation of the program was completed, the students scored significantly higher in math and in reading than the comparison group. The results of this study showed that the SCT-SSS program was helpful for the Grade 4 and 5 Hispanic students in closing the achievement gap between these students and their peers. The current study is testing the efficacy of the SCT-SSS classroom program on Grade 9 and 10 high school students.

Spanish Cultural Translation of Student Success Skills
(SCT-SSS) Classroom Program

In order to be successful when conducting research efforts with ethnic minority samples, investigators must possess the usual set of scientific and scholarly skills, plus added multicultural and linguistic competencies (Bernal & Rodriguez, 2009), since the needs of these students differ depending on their linguistic, social, and academic backgrounds as well as the age at which they enter the U.S. school system (Gandara & Rumberger, 2007). Furthermore, the intervention may require a translation and/or cultural adaptation, depending on the circumstances and needs (Bernal, 2006; Bernal & Rodriguez, 2009; Bravo, 2003). The benefits of a culturally responsive classroom

program have been found effective when increasing the academic achievement of Hispanic students (Marschall, 2006; Vela-Gude et al., 2009). Some Hispanic students, even when they possess an academic level in English, may feel frustrated when communicating. School counselors must differentiate classroom guidance in order to accommodate the lingual and learning differences of every child, since failure to accommodate student needs could render the interventions ineffective or even harmful (Villalba et al., 2007).

The SCT-SSS classroom guidance program consists of a manual developed originally in English by Brigman and Webb (2004, 2009a). This program was culturally translated by Brigman and Webb (2009b). The process of translating culture implies a complex exchange between two cultures (Smrti, 2004). The Spanish culture shares values common to all Spanish speaking countries; however, every country possesses unique customs and traditions, which makes everyone similar but different. Because of these differences, the process of translating a document culturally into the Spanish language requires a careful selection of words that will share the same deep meaning in all Spanish speaking countries. This process required piloting the program in different countries, as well as in different communities within the United States. Guidance counselors from Mexico, Colombia, Venezuela, Puerto Rico, and Ecuador reviewed and piloted the program in various school settings. In specific situations where words would differ from one country to the other, two words were placed to ensure understanding (for example an orange is called “naranja” in many countries, but in Puerto Rico “china” is the only word used to name an orange).

Hispanics are similar but different in many ways. They are alike in the sense that they share a common language with common cultural values such as the importance of family support. They are different because they reflect a great diversity and are a multi-racial and multi-cultural group (Bernal & Rodriguez, 2009). Falicov (2009) summarized the importance of the cultural adaptation by stating that researchers working with a Hispanic sample can develop new treatments, culturally adapt existing treatments, or deliver existing treatments. Bernal & Rodriguez (2009) concluded that the success in delivering culturally adapted treatment to young children, adolescents, and families across a variety of targeted outcomes has proven that cultural adaptations represent valid ethical research practice.

Some specific examples of the SCT-SSS include the use of famous Hispanic public figures in the United States as examples of success. Two of these are astronauts John Olivas and Jose Hernandez. They recently embarked on the space shuttle Discovery on a 13-day mission to the International Space Station. Another example is Judge Sonia Sotomayor, the most recent appointee to the U.S. Supreme Court. Although the SSS program was culturally translated into the Spanish language, the structure, integrity and goals of the original program were maintained.

Summary

In summary, because of the difficulties Hispanic students enrolled in the U.S. public system face, Hispanic high school students tend to be less prepared academically than their counterparts of other racial and ethnic backgrounds. Some of these difficulties include weak English and academic skills, acculturation issues, racism, limited educational and economic opportunities, poverty, school segregation, lack of bilingual

programs, lack of parental involvement, under-representation of Hispanic school personnel, low expectations, lack of mentoring, and insufficient interventions from guidance counselors. The SCT-SSS classroom program was chosen as the intervention for this study. Even though this program does not teach students specific subject matter, it focuses on helping students increase academic success through the development of cognitive, social, and self-management skills. Furthermore, it aims to evaluate the effect of facilitating the development of cognitive and meta-cognitive skills, identified as important factors for improving academic and social outcomes, in Grade 9 and 10 Hispanic high school students. Successful students know how to overcome obstacles and succeed academically. The goal of the SCT-SSS is to help decrease dropout rates, close the achievement gap, and increase positive results in Hispanic student achievement.

III. METHODOLOGY

Chapter III addresses the methodology of the present study including research design, participants, intervention, description of instrumentation, and data analysis. The purpose of this quantitative study was to evaluate the effectiveness of the SCT-SSS classroom program as a school counselor intervention for increasing Hispanic student academic achievement scores as measured by standardized mathematics and reading tests.

Research Design

A quasi-experimental, untreated control group research design with pretest and posttest was used in this study. The research design for this study is a single factor, multivariate design (Goodwin, 2002). The independent variable was the SCT-SSS classroom component. There were two dependent variables: the FCAT standardized reading and mathematics achievement tests. Participants were high school Hispanic students. The study's methodology and hypotheses required grouping the participants into treatment and comparison groups. The students of one of the two schools were assigned to the treatment group; the students in the second participant school were assigned to the comparison group. This type of design is widely used in schools where researchers must use intact groups of students (Cook & Campbell, 1979; Goodwin, 2010) and provides adequate control of sources of invalidity (Gay & Airasian, 2000). Preliminary analyses were conducted using an univariate analysis of variance (ANOVA). An univariate analysis of covariance (ANCOVA) was conducted in order to control for

group differences on statistically significant pretest variables (Enders, 2003). FCAT scores in reading and mathematics were compiled from reports generated from electronic educational databases.

Participants

The sample for this study included 352 Hispanic students in Grades 9 and 10 from two public high schools in south Florida. School A served as a treatment group and included 166 students of whom 89 were males and 77 were females. School B served as a comparison group and included 186 students of whom 101 were males and 85 were females. All participants are of Hispanic background and speak Spanish at home, regardless of their English competency.

Matched comparison students were selected from a similar neighboring school. Students were matched by grade level and English level. According to the Palm Beach County Department of Multicultural Education (2009), ELL are grouped in three categories based on their English proficiency levels. These levels of English language proficiency are determined by a language proficiency assessment following the parents' indication that a language other than English is used at home.

Intervention

The intervention used in this study was the SCT-SSS classroom program. The SCT-SSS involves five, 45-minute classroom lessons spaced one week apart, plus three, 45-minute booster lessons spaced one month apart. The SCT-SSS lessons were delivered by a bilingual school counselor.

Procedure and Treatment Fidelity

Students were enrolled in Spanish native speakers' classes and received the SCT-SSS lessons during their Spanish class. The Spanish teachers in the classrooms receiving the intervention were asked to reinforce the specific SCT-SSS skills in their classrooms. These teachers participated in a workshop that highlighted the strategies presented in the SCT-SSS program and were present during the five SCT-SSS classroom lessons delivered by the school counselor. Teachers were asked to cue students to use the SCT-SSS strategies as they taught their regular curriculum. Students attended an informational session about the program prior to session one. Student attendance was collected during the implementation of the program. The use of a standardized structured program manual, school counselor training sessions, counselor peer coaching on the SCT-SSS program, and weekly monitoring of SCT-SSS content delivery accounted for treatment fidelity.

Student Success Skills

Brigman & Webb (2004, 2009a) developed the SSS classroom program for school guidance counselors with the goal of improving students' academic performance. The objective is to help students develop certain skills considered necessary to succeed in school. These skills are cognitive skills such as goal setting, progress monitoring and healthy optimism; memory skills such as graphic organizers, note cards, summarization of the most important ideas and story structure; social skills such as interpersonal skills, and problem solving skills; and self-management skills such as managing attention, anxiety, and motivation. The SSS program consists of five, 45-minute classroom lessons delivered weekly for five consecutive weeks during the Fall, with three follow-up booster

lessons once a month during the Spring. Previous research studies of the SSS program have demonstrated that participants improved their reading and mathematics test scores and behavior significantly (Brigman & Campbell, 2003; Brigman et al., 2007; Campbell & Brigman, 2005; Webb et al., 2005).

Spanish Cultural Translation of the Student Success Skills
Classroom Program

The SCT-SSS classroom guidance program consists of a manual developed originally in English by Brigman and Webb (2004, 2009a) and culturally translated by Brigman and Webb (2009b), with input from five guidance counselors from different countries of Central and South America to ensure understanding by any Hispanic student and their families. Guidance counselors from Mexico, Colombia, Venezuela, Puerto Rico, and Ecuador reviewed and piloted the program in different school settings. In specific situations where words would differ from one country to the other, two words were included to ensure understanding.

Specific changes were designed to adapt the program to the Hispanic culture while maintaining the main goal and structure of the English version. Students participated in the five-lesson CST-SSS classroom guidance program during the second nine weeks of the Fall semester. These five lessons were presented to the students on a weekly basis for five consecutive weeks. Three classroom booster sessions spaced one month apart began in January and ended before the state scheduled standardized achievement test, the FCAT, was administered in mid-March.

This program includes specific strategies delivered in a structured format that follow a common beginning, middle and end structure (See Appendix 1 for Lesson 1).

The beginning of each SCT-SSS classroom session focuses on reviewing and setting personal goals, progress monitoring, and success sharing based on five life skills that the students will work to improve from lesson to lesson. The middle of each classroom session introduces new concepts, skills, and strategies that will help students improve academically and socially. The end of each session reinforces goal setting, progress monitoring, and success sharing related to cognitive, social, and self-management skills tied to academic success. Students will share successes and/or setbacks with peers, monitor individual progress toward previously set goals, and develop specific action plans for the upcoming week using specific goals that will help students' continuous improvement.

Description of Instrumentation

The dependent variables were reading and mathematics scores on a standardized statewide assessment instrument, the FCAT, a standardized, objective, statewide assessment instrument used to assess academic achievement (FLDOE, 2001). This test is given to all students in the State of Florida beginning in 3rd grade. It has been norm-based on the scores obtained by 5,171 students who represent Florida's ethnic groups by including 60.8% White, 20.6% African American, 15.1% Latino, 1.8% Asian American, .18% Native American, and .83% multicultural children. The FCAT technical manual reports Cronbach's alpha coefficients, indices of reliability, between .86 and .88 for reading, and .91 to .92 for mathematics. Solid coefficients have been reported for the FCAT measures of criterion and construct validity (FLDOE, 2001). For the purpose of this study FCAT scores in reading and mathematics were used as the pre and post measures for students in treatment and comparison groups.

Data Analysis

This study evaluated the effectiveness of the SCT-SSS in mathematics and reading scores on the Florida state mandated standardized achievement test for Grades 9 and 10 Hispanic high school students. This study aimed to provide a link between school counselors led interventions and improved outcomes for Hispanic students. Preliminary analyses were conducted using an ANOVA. When appropriate, an ANCOVA was conducted in order to control for group differences on statistically significant pretest variables (Enders, 2003). In this study, the students' FCAT pretest scores from the 2008-2009 school year were co-varied on the dependent variables to account for group differences at pretest.

Summary

This chapter provided a description of the research design, participants, intervention, description of instrumentation, and data analysis used in this study. It described the criteria used for selecting the sample, the population demographics from which the samples were derived, and the specifics of the data analysis process. Chapter IV will present results of the data analysis and chapter V will discuss study findings and conclusions.

IV. RESULTS

The purpose of this quantitative study was to evaluate the effectiveness of the SCT-SSS as a school counselor intervention for increasing Hispanic student academic achievement scores as measured by standardized mathematics and reading tests. Data was collected from 352 students from 2 public high schools in south Florida. A quasi-experimental, untreated control group research design with pretest and posttest was used in this study. This type of design is used widely in schools where researchers must use intact groups of students (Cook & Campbell, 1979; Goodwin, 2010). In these cases, quasi-experimental designs provide adequate control of sources of invalidity (Gay & Airasian, 2000). Preliminary analyses were conducted using an ANOVA. An ANCOVA was conducted in order to control for group differences on statistically significant pretest variables (Enders, 2003). Results from the ANOVA and ANCOVA analyses and testing of the research hypotheses will be presented.

Chapter IV addresses the findings of the present study including the research design, description of sample population, participants' means scores and change scores, differences between treatment and comparison group outcomes, data analysis, and testing of hypotheses.

Description of the Sample

The sample for this study included 352 Hispanic students in Grades 9 and 10 from two public high schools in south Florida. School A served as a treatment group and included 166 students of whom 89 were males and 77 were females. School B served as

a comparison group and included 186 students of whom 101 were males and 85 were females.

School A had a total student population of 1882 students; 46% of the students are classified as White, 35% Hispanic, 14% Black, 3% Asian, and 2% were classified as other. Twenty-four percent of the students were considered ELL students. School B had an enrollment of 1965 students, 31% were considered White, 43% Hispanic, 20% Black, 1% Asian, and 5% other. Twenty percent of the students are considered ELL students. These two schools were selected for participation in this study because of their similarities in ethnicity and percentage of ELL populations. In addition, both schools offered foreign language elective courses titled *Spanish for Native Speakers*, in which the SCT-SSS interventions were implemented.

Participants

Eligible students met three criteria: (a) students had to identify themselves as Hispanic on their school registration form, (b) be enrolled in a *Spanish for Native Speakers* foreign language elective course, and (c) have FCAT pretest scores on the reading and math tests. After students were selected as eligible participants they were sorted into four categories, or ELL levels, based on their proficiency in the English language.

Home Language Survey

The process of determining the students' ELL level began by students identifying Hispanic or Latino as their ethnic origin. They checked yes if they are Hispanic or Latino (a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race) or no if not Hispanic or Latino (School District of

Palm Beach County, 2010) and reported their primary home language use (English or any other language). When students enroll in this large school district in south Florida, they answer three questions that inquire about their language use. The three specific questions asked include: (a) “Is a language other than English used in the home? If yes, specify language,” (b) “Does the student have a first language other than English? If yes, specify language,” and (c) “Does the student most often speak a language other than English? If yes, specify language” (School District of Palm Beach County, 2010, p. 1). Students who answered *yes* to two of the three background questions then were evaluated on their English proficiency and grouped into three categories based on their proficiency level (LY, LF, LZ). Students who did not answer *yes* on the background form were considered English proficient and classified as ZZ.

ELL Levels

The ELL levels consist of LY for students who need English as a Second Language (ESOL) services, LF for students who have been exited from the ESOL program and are within a two-year monitoring period, LZ for former LF students who have been monitored for two years and meet all criteria for being mainstreamed into the regular academic program, and ZZ for students who were never considered LEP, either because they answered *no* on the Home Language Survey or through the results of English language proficiency tests. Table 1 shows the pre and posttests means, standard deviations, and mean change scores for FCAT Developmental Scale Scores (FCAT DSS) reading by grade, treatment condition, and ELL level. Table 2 shows the pre and posttests means, standard deviations, and gain scores for FCAT DSS math by grade, treatment condition, and ELL level.

Table 1

Treatment and Comparison Group Means and Standard Deviations for FCAT Developmental Scale Scores on Reading by Grade Level and ELL

Grade Level	Condition	Subject	ELL level	<i>n</i>	Pre-test Mean Score (<i>SD</i>)	Post-test Mean Score (<i>SD</i>)	Mean Change Scores
9	Treatment	Reading	LY	12	1373.42 (338.711)	1627.58 (265.159)	+254.17
			LF	04	1738.75 (319.242)	1946.50 (403.865)	+207.75
			LZ	36	1918.89 (196.123)	2011.78 (216.721)	+92.89
			ZZ	45	1905.02 (196.432)	1998.69 (197.084)	+93.67
			Total	97	1837.55 (282.822)	1955.48 (252.163)	+117.94
9	Comparison	Reading	LY	11	1607.18 (144.098)	1603.82 (156.442)	-3.36
			LF	08	1831.13 (173.644)	1960.50 (256.930)	+129.38
			LZ	36	1878.44 (211.149)	1895.42 (259.928)	+16.97
			ZZ	49	1890.49 (188.586)	1911.88 (209.492)	+21.39
			Total	104	1851.79 (207.781)	1877.34 (243.888)	+25.55
10	Treatment	Reading	LY	08	1650.38 (145.122)	1763.75 (278.408)	+113.38
			LF	04	1581.50 (330.364)	1721.00 (519.581)	+139.50
			LZ	28	2023.07 (186.633)	2115.29 (186.741)	+92.21
			ZZ	29	1999.59 (215.118)	1911.88 (209.492)	+21.39
			Total	69	1944.39 (248.260)	2054.41 (277.381)	+110.01
10	Comparison	Reading	LY	11	1626.91 (202.909)	1538.73 (219.616)	-88.18
			LF	07	1734.86 (231.549)	1757.86 (207.631)	+23.00
			LZ	32	1907.75 (220.341)	1921.44 (271.952)	+13.69
			ZZ	32	1998.13 (270.202)	1973.13 (227.330)	-25.00
			Total	82	1890.59 (267.955)	1876.30 (280.049)	-14.28

Note. FCAT = Florida Comprehensive Assessment Test. *n* = Number. *SD* = Standard deviation. Treatment = School A. Comparison = School B. LY = Students who need English as a Second Language (ESOL) services. LF = Students who have been exited from the ESOL program and are within a two-year monitoring period. LZ = Former LF students who have been monitored for two years and meets all criteria for being mainstreamed. ZZ = Students who were never considered LEP.

Table 2

Treatment and Comparison Group Means and Standard Deviations for FCAT Developmental Scale Scores on Math by Grade Level and ELL

Grade Level	Condition	Subject	Gender	<i>n</i>	Pre-test Mean Score (<i>SD</i>)	Post-test Mean Score (<i>SD</i>)	Mean Change Scores	
40	9	Treatment	Math	LY	12	1709.25 (254.496)	1860.92 (272.315)	+151.67
				LF	04	1878.75 (180.779)	1904.75 (158.681)	+26.00
				LZ	36	1928.19 (177.398)	1991.00 (173.601)	+62.81
				ZZ	45	1921.84 (139.203)	2003.44 (147.991)	+81.60
				Total	97	1896.12 (184.041)	1977.12 (180.590)	+81.00
	9	Comparison	Math	LY	11	1780.27 (127.740)	1856.82 (68.153)	+76.55
				LF	08	1937.88 (170.459)	1995.63 (169.908)	+57.75
				LZ	36	1890.44 (141.183)	1941.72 (144.647)	+51.28
				ZZ	49	1899.90 (133.640)	1955.45 (135.100)	+55.55
				Total	104	1886.89 (141.971)	1943.36 (138.242)	+56.46
	10	Treatment	Math	LY	08	1792.12 (163.521)	1872.62 (221.390)	+80.50
				LF	04	1917.75 (99.771)	1972.00 (202.203)	+54.25
LZ				28	1997.07 (88.122)	2072.82 (74.965)	+75.75	
ZZ				29	1986.83 (169.997)	2045.34 (181.158)	+58.52	
Total				69	1964.41 (149.828)	2032.22 (162.961)	+67.81	
10	Comparison	Math	LY	11	1817.55 (130.446)	1872.82(136.565)	+55.27	
			LF	07	1888.57 (121.377)	1973.00 (114.203)	+84.43	
			LZ	32	1957.72 (128.909)	1993.34 (122.245)	+35.62	
			ZZ	32	2007.87 (140.029)	2026.38 (95.737)	+18.50	
			Total	82	1952.59 (145.275)	1988.33 (122.105)	+35.74	

Note. FCAT = Florida Comprehensive Assessment Test. *n* = Number. *SD* = Standard deviation. Treatment = School A. Comparison = School B. LY = Students who need English as a Second Language (ESOL) services. LF = Students who have been exited from the ESOL program and are within a two-year monitoring period. LZ = Former LF students who have been monitored for two years and meet all criteria for being mainstreamed. ZZ = Students who were never considered LEP.

School A served as the treatment group. Students in Grades 9 and 10 who met the criteria for participation received the SCT-SSS intervention.

The school counselor delivered the SCT-SSS classroom guidance intervention to all students enrolled in the *Spanish for Native Speakers* classrooms. Only native speakers were eligible to enroll in the elective courses. The treatment group (n= 166) mean pretest FCAT reading scores and standard deviation was 1881.96 ($SD = 273.365$) and mean posttest FCAT reading scores and standard deviation was 1996.60 ($SD = 266.637$). The treatment group mean change score on the FCAT reading achievement test was + 114.64 ($SD = 167.559$). The treatment group (n= 166) mean pretest FCAT math scores and standard deviation was 1924.51 ($SD = 173.486$) and mean posttest FCAT math scores and standard deviation was 2000.02 ($SD = 175.102$). The treatment group mean change score on the FCAT math achievement test for the treatment group was + 75.52 ($SD = 100.716$).

School B served as the comparison group. Students in Grades 9 and 10 who met the criteria for participation did not receive the SCT-SSS intervention. The school counselor and *Spanish for Native Speakers* teachers conducted classroom instruction as usual. Students were eligible to receive the SCT-SSS classroom guidance intervention only after the study was completed. The comparison group (n= 186) mean pretest FCAT reading scores and standard deviation was 1868.89 ($SD = 236.319$) and mean posttest FCAT reading scores and standard deviation was 1876.88 ($SD = 259.722$). The comparison group mean change score on the FCAT reading achievement test was + 7.99 ($SD = 132.537$). The comparison group (n= 186) mean pretest FCAT math scores and standard deviation was 1915.85 ($SD = 146.737$) and mean posttest FCAT math scores and

standard deviation were 1963.18 ($SD = 132.926$). The comparison group mean change score on the FCAT math achievement test was + 47.33 ($SD = 77.396$).

Table 3 displays the treatment and comparison group means, standard deviations, and mean change scores for FCAT DSS on reading by treatment condition, grade level, and gender. Table 4 displays the treatment and comparison group means, standard deviations, and mean change scores for FCAT DSS on mathematics by treatment condition, grade level, and gender.

Design

This study used an untreated control group research design with pretest and posttest (Goodwin, 2010). The independent variable is the SCT-SSS classroom guidance intervention delivery by a school counselor in the *Spanish for Native Speakers* classrooms in School A. The FCAT reading and mathematics achievement test scores were the two dependent variables.

Analysis

A series of ANOVA were conducted to determine if differences existed between participants on the FCAT DSS reading and math pretests . The FCAT DSS results are reported for reading and math scores and used to determine academic growth relative to the student's previous year's FCAT scores. The FCAT DSS are normed on the same scale each year and range from 0 – 3000 across Grades 4 through 10 (FLDOE, 2005).

Table 3

Treatment and Comparison Group Means and Standard Deviations for FCAT Developmental Scale Scores on Reading by Grade Level and Gender

Grade Level	Condition	Subject	Gender	<i>n</i>	Pre-test Mean Score (<i>SD</i>)	Post-test Mean Score (<i>SD</i>)	Mean Change Score	
43	9	Treatment	Reading	Female	46	1858.30 (317.551)	1973.59 (279.607)	+115.28
				Male	51	1818.82 (249.135)	1939.16 (226.164)	+120.33
				Total	97	1837.55 (282.822)	1955.48 (252.163)	+117.94
	9	Comparison	Reading	Female	48	1850.15 (232.897)	1860.77 (266.507)	+10.63
				Male	56	1853.20 (185.728)	1891.54 (224.171)	+38.34
				Total	104	1851.79 (207.781)	1877.34 (243.888)	+25.55
	10	Treatment	Reading	Female	31	1974.71 (200.916)	2065.81 (260.323)	+91.10
				Male	38	1919.66 (281.323)	2045.11 (293.698)	+125.45
				Total	69	1944.39 (248.260)	2054.41 (277.381)	+110.01
10	Comparison	Reading	Female	37	1824.14 (214.025)	1818.00 (241.204)	-6.14	
			Male	45	1945.22 (296.534)	1924.24 (302.601)	-20.98	
			Total	82	1890.59 (267.955)	1876.30 (280.049)	-14.28	

Note. FCAT = Florida Comprehensive Assessment Test. *n* = number. *SD* = standard deviation. Treatment = School A. Comparison = School B.

Table 4

Treatment and Comparison Group Means and Standard Deviations for FCAT Developmental Scale Scores on Math by Grade Level and Gender

Grade Level	Condition	Subject	Gender	<i>n</i>	Pre-test Mean Score (<i>SD</i>)	Post-test Mean Score (<i>SD</i>)	Mean Change Score	
4	9	Treatment	Math	Female	46	1896.37 (201.270)	1981.48 (215.672)	+85.11
				Male	51	1895.90 (169.038)	1973.20 (143.946)	+77.29
				Total	97	1896.12 (184.041)	1977.12 (180.590)	+81.00
	9	Comparison	Math	Female	48	1887.73 (139.608)	1941.60 (139.713)	+53.88
				Male	56	1886.18(145.223)	1944.86 (138.217)	+58.68
				Total	104	1886.89(141.971)	1943.36 (138.242)	+56.46
	10	Treatment	Math	Female	31	1974.45 (85.281)	2035.42 (102.007)	+60.97
				Male	38	1956.21 (187.633)	2029.61 (200.882)	+73.39
				Total	69	1964.41 (149.828)	2032.22 (162.961)	+67.81
10	Comparison	Math	Female	37	1916.32 (132.212)	1957.78 (123.975)	+41.46	
			Male	45	1982.40 (150.118)	2013.44 (115.942)	+31.04	
			Total	82	1952.59 (145.275)	1988.33 (122.105)	+35.74	

Note. FCAT = Florida Comprehensive Assessment Test. *n* = number. *SD* = standard deviation. Treatment = School A. Comparison = School B.

The FCAT is a criterion-referenced assessment instrument used to assess academic achievement in the State of Florida. It is designed to measure how well students are meeting the benchmarks of the state curriculum, in math and reading for all students in 3rd to 10th grade. Individual student scores are reported as Developmental Scale Scores (DSS) and range from 0 – 3000. The DSS scores are used to track progress across grade levels and indicate the student’s academic growth over time (FLDOE, 2005).

Pre Tests Results

Using an alpha level of .05, the results from the preliminary ANOVA revealed there was a statistically significant difference between participants by grade level ($F(1, 350) = 6.695, p = .010$) and ELL level ($F(3, 348) = 38.957, p = .000$) on FCAT DSS reading pretests. No statistically significant difference was found between participants for gender ($F(1, 350) = .102, p = .749$) or treatment condition ($F(1, 350) = .231, p = .631$) on FCAT DSS reading pretests. Results from the preliminary ANOVA revealed there was a statistically significant difference between participants for grade level ($F(1, 350) = 15.632, p = .000$) and ELL level ($F(3, 348) = 15.727, p = .000$) on FCAT DSS math pretests. No statistically significant difference was found between participants for gender ($F(1, 350) = .516, p = .473$) or treatment condition ($F(1, 350) = .257, p = .613$) on FCAT DSS reading pretests.

Results of Hypothesis Testing

A one-way ANOVA was conducted to determine if the study participants receiving the SCT-SSS intervention (treatment group) would perform better on the FCAT reading achievement test than students who did not receive the intervention (comparison

group). Another factor to investigate was the effect of the participants' gender on the posttest reading scores. Results from the FCAT DSS reading posttest scores one-way ANOVAs presented in Tables 5 and 6. The findings revealed that a statistically significant difference existed between students by treatment condition ($F(1, 350) = 18.176, p = .000$), but gender did not appear to have an effect ($F(1, 350) = .506, p = .477$) on FCAT DSS reading posttest scores.

Table 5

Summary Table for One-Way Analysis of Variance for the FCAT DSS Reading Posttest Scores by Treatment Condition

Source of Variance	df	SS	Mean Square	F
Between groups	1	1257235.934	1257235.934	18.176
Within groups	350	24210001.157	69171.432	
Total	352	1.341E9		

Note. df = degrees of freedom. SS = Sum of Squares. F = F distribution.

Table 6

Summary Table for One-Way Analysis of Variance for the FCAT DSS Reading Posttest Scores by Gender

Source of Variance	df	SS	Mean Square	F
Between groups	1	36774.326	36774.326	.506
Within groups	350	25430462.765	72658.465	

Total	352	1.341E9		
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Note. df = degrees of freedom. SS = Sum of Squares. F = F distribution.

A post hoc comparison test on the treatment condition was not necessary because the independent variable had only two levels (treatment and comparison groups) (Heppner & Heppner, 2004). Figure 1 represents the significant mean differences on FCAT DSS pretest and posttest reading scores between participants in the treatment group and comparison group.

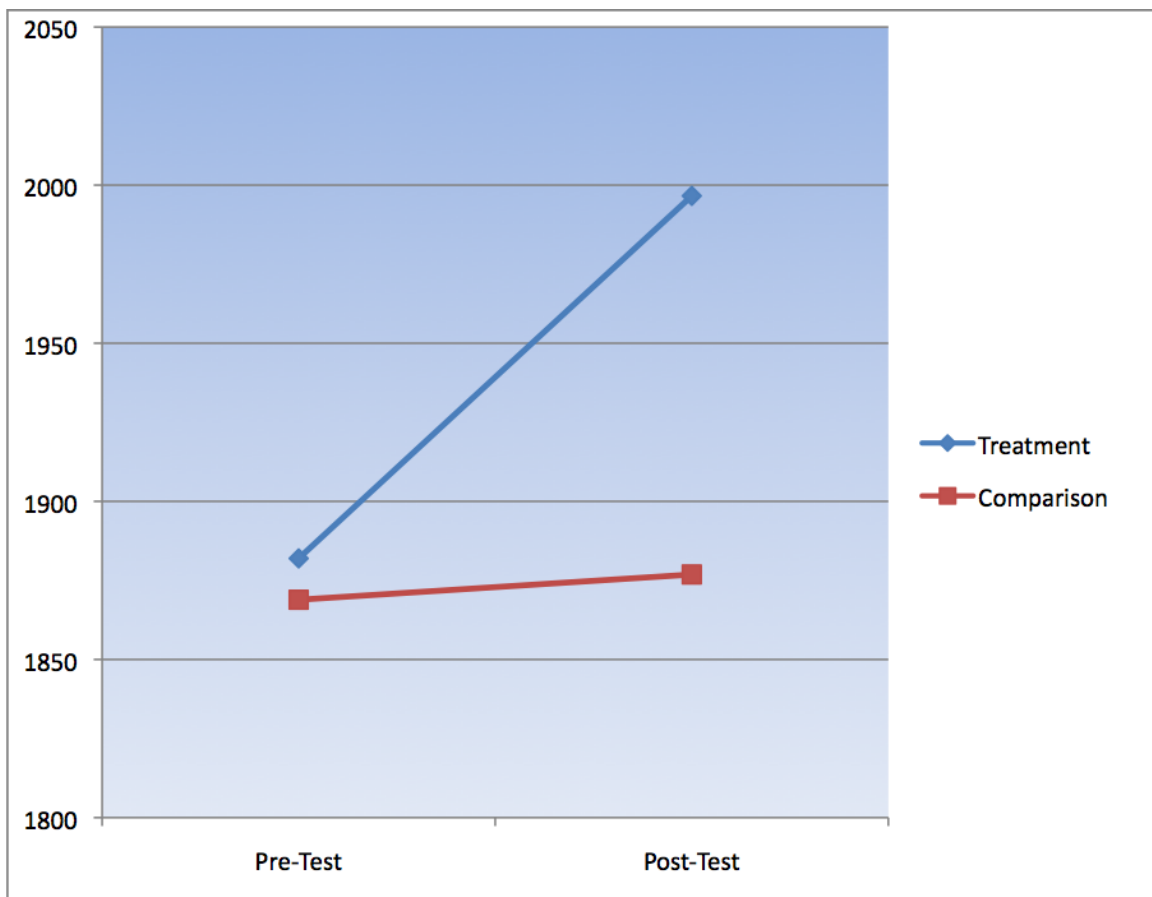


Figure 1. FCAT DSS reading mean score differences on reading pretest and posttest scores by treatment condition.

To control for grade level and ELL differences between study participants on pretest reading scores, aNANCOVA was conducted using the FCAT DSS reading pretest as the covariate. Results from the FCAT DSS reading posttest scores one-way ANCOVAs are presented in Tables 7 and 8. The findings revealed that there was no statistically significant effect for grade level ($F(1, 349) = 1.201, p = .274$) or ELL level ($F(3, 347) = 1.084, p = .356$) on FCAT DSS reading posttest.

Table 7

Summary Table for One-Way Analysis of Covariance for the FCAT DSS Reading Posttest Scores by Grade Level

Source of Variance	df	SS	Mean Square	F
Between groups	1	29057.655	29057.655	1.201
Within groups	349	8442175.448	24189.614	
Total	352	1.341E9		

Note. df = degrees of freedom. SS = Sum of Squares. F = F distribution.

Table 8

Summary Table for One-Way Analysis of Covariance for the FCAT DSS Reading Posttest Scores by ELL Level

Source of Variance	df	SS	Mean Square	F
Between groups	3	78630.185	26210.062	1.084
Within groups	347	8392602.918	24186.176	

Total	352	1.341E9		
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Note. df = degrees of freedom. SS = Sum of Squares. F = *F* distribution.

A one-way ANOVA was conducted to determine if the study participants receiving the SCT-SSS intervention (treatment group) would perform better on the FCAT math achievement test than students who did not receive the intervention (comparison group). Another factor to investigate was the effect of the participants' gender on the posttest math scores. Results from the FCAT DSS math posttest scores one-way ANOVAs are presented in Tables 9 and 10. The findings revealed that a statistically significant difference existed between students by for treatment condition ($F(1, 350) = 5.004, p = .026$), but not for gender ($F(1, 350) = .446, p = .505$) on FCAT DSS posttest math scores.

Table 9

Summary Table for One-Way Analysis of Variance for the FCAT DSS Math Posttest Scores by Treatment Condition

Source of Variance	df	SS	Mean Square	F
Between groups	1	119055.175	119055.175	5.004
Within groups	350	8327857.689	23793.879	
Total	352	1.389E9		

Note. df = degrees of freedom. SS = Sum of Squares. F = *F* distribution.

Table 10

Summary Table for One-Way Analysis of Variance for the FCAT DSS Math Posttest Scores by Gender

Source of Variance	df	SS	Mean Square	F
Between groups	1	10742.489	10742.489	.446
Within groups	350	8436170.374	24103.344	
Total	352	1.389E9		

Note. df = degrees of freedom. SS = Sum of Squares. F = *F* distribution.

A post hoc comparison test on the treatment condition was not necessary because the independent variable had only two levels (treatment and comparison groups) (Heppner & Heppner, 2004). Figure 2 represents the significant mean differences on FCAT DSS pretest and posttest math scores between participants in the treatment group and comparison group.

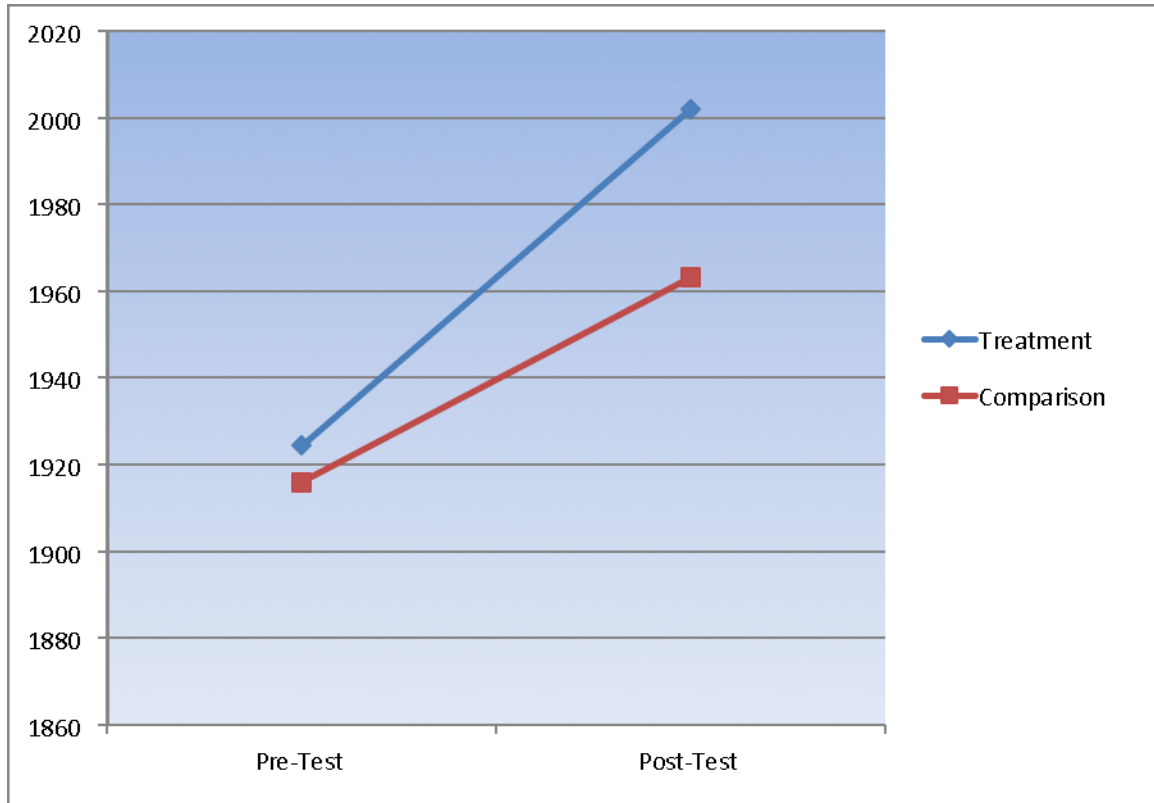


Figure 2. FCAT DSS reading mean score differences on math pretest and posttest scores by treatment condition.

To control for grade level and ELL differences between study participants on pretest scores, an ANCOVA was conducted on FCAT DSS math posttest scores using the FCAT DSS math pretest scores as the covariate. Results from the FCAT DSS reading posttest scores one-way ANCOVAs are presented in Tables 11 and 12. The findings revealed that there was no statistically significant effect for ELL level ($F(3, 347) = .067, p = .978$) or grade level ($F(1, 349) = .362, p = .548$) on the FCAT DSS math posttest scores.

Table 11

Summary Table for One-Way Analysis of Covariance for the FCAT DSS Reading Posttest Scores by Grade Level

Source of Variance	df	SS	Mean Square	F
Between groups	1	2629.676	2629.676	.362
Within groups	349	2533687.696	7259.850	
Total	352	1.389E9		

Note. df = degrees of freedom. SS = Sum of Squares. F = *F* distribution.

Table 12

Summary Table for One-Way Analysis of Covariance for the FCAT DSS Reading Posttest Scores by ELL Level

Source of Variance	df	SS	Mean Square	F
Between groups	1	1457.519	485.840	.067
Within groups	347	2534859.853	7305.072	
Total	352	1.389E9		

Note. df = degrees of freedom. SS = Sum of Squares. F = *F* distribution.

Effect size

The study effect size was conducted using the mean score difference between pre and posttest on the FCAT reading and math tests for the treatment and comparison groups. A sample effect size for each dependent variable was obtained by calculating the post mean score difference of the treatment group minus the posttest mean score difference of the comparison group divided by the pooled standard deviation. Unbiased estimates of the population effect size were then corrected by the bias in *d* by using

Hedges g (Hedges & Olkin, 1985). In order to account for the variance more accurately, a pooled standardized deviation was used in calculating the effect sizes (Hedges & Olkin, 1985; Sink & Stroh, 2006).

An overall effect size of the current study was $+0.50$ with a variance of 0.0060 . The 95% Confidence Interval (CI) ($0.35, 0.65$) does not contain a zero, indicating this effect size is statistically significant at the $.05$ level. The results for the overall math effect size is $+0.32$ with a variance of 0.0115 (95% CI [$0.10, .53$]). The results for the overall reading effect size is $+0.70$ with a variance of 0.0127 (95% CI [$.48, .93$]). Using the $.05$ alpha levels, the results showed statistical significance for both reading and math scores.

Restatement of Research Question

The research question evaluated in this study was: “What is the effect of student participation in the Spanish cultural translation of Student Success Skills (SCT-SSS) on student achievement of Hispanic high school students in reading and mathematics as measured by the Florida Comprehensive Assessment Test (FCAT)?”

Test of Hypotheses

A one-way ANOVA analysis was used to determine statistically significant differences between students who received the SCT-SSS intervention and the students who did not receive the intervention. The alpha level was set at $.05$. Decisions about the two null and two alternative hypotheses are provided.

Null Hypothesis 1

There was no difference in average FCAT reading test scores between students receiving the SCT-SSS classroom component and the comparison students who did not receive the program.

There was a statistically significant difference between the treatment group and comparison group on the FCAT reading posttest scores; therefore, the null hypothesis 1 was rejected.

Alternative Hypothesis 1

Students receiving the SCT-SSS classroom program scored significantly higher on the FCAT reading test than comparison students who did not receive the SCT-SSS classroom program.

There was a statistically significant difference between the treatment group and comparison group on the FCAT reading posttest scores; therefore, the alternative hypothesis 1 was not rejected.

Null Hypothesis 2

There was no difference in average FCAT mathematics test scores between students receiving the SCT-SSS classroom component and the comparison students who did not receive the program.

There was a statistically significant difference between the treatment group and comparison group on the FCAT math posttest scores; therefore, the null hypothesis 2 was rejected.

Alternative Hypothesis 2

Students receiving the SCT-SSS classroom program scored significantly higher on the FCAT mathematics test than comparison students who did not receive the SCT-SSS classroom program.

There was a statistically significant difference between the treatment group and comparison group on the FCAT DSS math posttest scores; therefore, the alternative hypothesis 2 was not rejected.

Summary

This chapter presented data collected from 352, Grade 9 and 10 high school students with the purpose of evaluating the effectiveness of the SCT-SSS as a school counselor intervention for increasing Hispanic student academic achievement scores as measured by standardized mathematics and reading tests. Results demonstrated a statistically significant difference between the treatment group and comparison group on the standardized reading and mathematics posttest scores. Detailed findings are discussed in Chapter V.

V. DISCUSSION

The purpose of this quantitative study was to evaluate the effectiveness of the SCT-SSS classroom program as a school counselor intervention for increasing Hispanic student academic achievement scores as measured by standardized mathematics and reading tests. Chapter V evaluates in detail the meaning of the findings presented in Chapter IV, followed by an explanation of the implications of this study. Lastly, this chapter presents conclusions and limitations of the study.

Study Goals

This study explored two important related problems that researchers and educators have been struggling to resolve. The first issue is the achievement gap between Hispanic students and African-American or Caucasian students. Hispanic students have the lowest level of education and the highest drop-out rates when compared to any other ethnic group (USDOE, 2006). The second concern is the lack of outcome research connecting school counselors and improved student achievement. Numerous researchers (Dimmitt et al., 2005; Sink & Stroh, 2003; Whiston, 2002; Whiston et al., 1998) have reported a need for more outcome research involving student achievement and school counselors. More specifically, the research question evaluated in this study was: “What is the effect of student participation in the Spanish cultural translation of Student Success Skills (SCT-SSS) classroom program on student achievement of Hispanic high school students in reading and mathematics as measured by the Florida Comprehensive Assessment Test (FCAT)?”

Furthermore, this study contributes to the school counseling profession because it targets the most at-risk student population: Hispanic students (USDOE, 2003a). It demonstrates how addressing the specific needs of all students, including Hispanic students, through the implementation of an evidence-based school counseling intervention can affect positively the student achievement of Grade 9 and 10 Hispanic high school students; as well as providing support for comprehensive school counseling programs.

Discussion of the Results of the Hypotheses

Null Hypothesis 1

HO₁ stated that no statistically significant differences would be found in the average FCAT reading test scores between students receiving the SCT-SSS classroom component and the comparison students who did not receive the program. There was a statistically significant difference between the treatment group and comparison group on the FCAT reading posttest scores; therefore, HO₁ was rejected.

The result of this finding indicates that the Hispanic students who received the SCT-SSS intervention experienced a greater rate of improvement on student achievement in reading as compared to the students who did not receive the intervention. The rejection of HO₁ demonstrates the impact of using this classroom intervention to influence positively reading scores for Grade 9 and 10 Hispanic high school students. According to Villares et al. (2010), students who received the English version of the SSS intervention have better outcome results in reading tests than do students who do not receive the intervention. Therefore, this study has found similar results to prior studies using the SSS program as the counselor intervention.

Alternative Hypothesis 1

Alternative Hypothesis 1 stated that students receiving the SCT-SSS classroom program scored significantly higher on the FCAT reading test than comparison students who did not receive the SCT-SSS classroom program. There was a statistically significant difference between the treatment group and comparison group on the FCAT reading posttest scores; therefore, the alternative hypothesis 1 was not rejected.

A strong effect size of $+0.70$ with a variance of 0.0127 (95% CI $[-.48, .93]$) provides additional evidence of the practical significance of the SCT-SSS intervention with Grade 9 and 10 Hispanic high school students (Hill, Bloom, Black, & Lipsey, 2008; Vernez & Zimmer, 2007). Culturally translated educational programs help bilingual students build the skills necessary to succeed academically in the U.S. educational setting. These findings also are consistent with the research literature that sustained the notion that native language support is a recommended solution for closing the achievement gap of language minority students. Programs designed with this goal in mind are necessary when helping Hispanic and other bilingual students develop important skills to succeed academically (Padron et al., 2002; Gandara et al., 2003; Zalaquett, 2006). The results of H_{O1} and alternative hypothesis 1 provide strong evidence to support the need of implementing the SCT-SSS classroom program as an effective intervention to increase the academic performance of Hispanic students in Grades 9 and 10.

Null Hypothesis 2

H_{O2} stated that there is no difference in average FCAT mathematics test scores between students receiving the SCT-SSS classroom component and the comparison students who did not receive the program. There was a statistically significant difference

between the treatment group and comparison group on the FCAT math posttest scores; therefore, the H_0 was rejected. Therefore, presenting the SCT-SSS classroom program to high school Hispanic students had a positive impact on student achievement in mathematics. Statistically significant differences were found between students in the treatment group and those in the comparison group as measured by the FCAT. The result for the overall math effect size was +0.32, which is consistent with findings in all previous studies implementing SSS as the main intervention (Villares et al., 2010). The rejection of H_0 demonstrates the practical significance of using this classroom intervention to influence positively mathematics scores for Grade 9 and 10 Hispanic high school students. Instruction in the students' first language will help them understand and practice success skills that can be translated effectively into the English language (Thompson, 2008). This study demonstrated that skills taught in the student's home language had a positive effect on Grade 9 and 10 Hispanic students' mathematics achievement scores.

Alternative Hypothesis 2

Alternative Hypothesis 2 stated that students receiving the SCT-SSS classroom program will score significantly higher on the FCAT mathematics test than comparison students who do not receive the SCT-SSS classroom program. There was a statistically significant difference between the treatment group and comparison group on the FCAT DSS math posttest scores; therefore, the alternative hypothesis 2 was not rejected. As reported in chapter IV, students in the treatment group scored significantly higher than students in the comparison group. This hypothesis was supported by the findings and is consistent with previous research implementing the SSS programs (Brigman &

Campbell, 2003; Brigman et al., 2007; Campbell & Brigman, 2005; León, Villares, Brigman, Webb & Peluso, 2011; Webb et al., 2005). These results indicated that students who received the SCT-SSS classroom program were much more likely to display success skills that lead to success in improved performance on the state standardized mathematics achievement test.

Student achievement remains a top concern for school personnel as accountability requirements have been raised significantly. The positive findings of this study demonstrate that implementing a school counseling intervention in a student's native language (such as the SCT-SSS) can significantly impact student success for Hispanic students.

Relationships of the Results with Previous Literature

This study has confirmed the premise that implementing culturally adapted programs for Hispanic students helps close the achievement gap. Miranda et al. (2007) and León et al. (2011) asserted that this program is an effective strategy to close the academic achievement gap that exists across ethnic groups. Although many Hispanic students are born and raised in the United States, they come from a different cultural background where the Spanish language plays a primary role (The Education Trust, 2003; Sanchez et al., 2004; Slavin & Calderon, 2001). The majority of Hispanic students enrolled in U.S. public schools do not speak English as their first language and many of them struggle to perform at a level compared to their peers of other racial backgrounds (USDOE, 1999). This is one of the main reasons why Hispanic students perform significantly below most native English speakers (Gandara et al., 2003). Although one of the recommended solutions for closing the achievement gap of language minority

students is the use of culturally translated educational programs, this is not the only reason why the SCT-SSS classroom program creates success. For example, the SSS classroom intervention teaches students skill sets focused on three key areas, personal/social, self-management, and cognitive/academic, found necessary for students to succeed academically (Brigman & Campbell, 2003; Brigman et al., 2007; Campbell & Brigman, 2005; Webb et al., 2005).

In addition to the key personal/social, self-management, and cognitive/academic skill sets taught in the SSS program, the SCT-SSS utilizes many of the recommended effective teaching practices that help Hispanic students learn, such as the use of a program in the students' first language, responsive teaching, cooperative learning, instructional conversations, cognitively guided instruction, and technology-enriched instruction (Collier, 1995; Krashen, 2004; Padron et al., 2002; Ramirez et al., 1991; Thompson, 2008). Results of this study demonstrated that the SCT-SSS program was effective regardless the student's English level. Specifically, the results of this study revealed that there was not a statistically significant effect for ELL level (Tables 11 and 12). Although this study has demonstrated the effectiveness of the SCT-SSS classroom program in increasing student achievement for all Hispanic students who speak Spanish at home regardless of their proficiency in the English language, it also has been demonstrated that Hispanic students benefit from a comprehensive and culturally relevant school counseling program such as the SCT-SSS.

Professional school counselors play an important role in the educational success of Hispanic students. The U.S. Department of Education (USDOE, 2001a) in the NCLB legislation, the American School Counselor Association (ASCA, 2005), and researchers

(Sink & Stroh, 2006) have urged professional school counselors to develop more research and evidence based programs that promote high academic standards and student increased academic achievement for all students including Hispanic and other minority students. This study provides school counselors with an intervention proven to improve academic outcomes on standardized tests for Grade 9 and 10 Hispanic high school students.

Methodological Implications

The results of this study demonstrate several methodological implications that can strengthen future research in the area of school counseling. The purpose of this study was to (a) establish if Hispanic high school students increased academic success because of the implementation of a professional school counselor-led intervention (the SCT-SSS classroom program), (b) provide a replicable study supported by treatment fidelity considerations, and (c) determine if the SCT-SSS is helpful in closing the achievement gap between Hispanic students and their peers.

Discussion of Implications for Practice and Future Research

The results from this study demonstrated that the SCT-SSS classroom program is an effective intervention for increasing student achievement for high school Hispanic students. School counselors can affect positively the achievement of Hispanic students by implementing the SCT-SSS classroom program. These results indicated that classroom-based school counseling interventions resulted in significant score improvements on state achievement tests. This research has demonstrated that counselor-led interventions have a positive effect on student achievement.

Statistically significant differences were found between the treatment and comparison students in reading and mathematics as measured by state mandated standardized mathematics and reading tests. The sample in this study included Grade 9 and 10 students only because these are the students required to take the Florida reading and mathematics achievement tests; additional research should include students in Grades 11 and 12. Future research would benefit from classifying Hispanic students by differentiating country of origin; although Hispanics have many common cultural traits and share the Spanish language, specific differences make Hispanics a vast population with cultural differences based on country of origin. Furthermore, a study including different schools from other states would make the results more generalized to all the Hispanic student population in the United States.

The current study examined the impact of a school counselor-led intervention delivered through classroom guidance lessons. However, school counselors utilize other modalities when offering direct services to students, including individual and small group counseling. Further studies must combine classroom and individual interventions. Also, pairing the program with a parent involvement component needs to be evaluated, and replication studies must evaluate the impact of the SCT-SSS over time. Additional follow-up studies are needed to support the long-term effectiveness of school counselor-led interventions that increase Hispanic student academic achievement.

Limitations

The following limitations existed in this study: (a) The sample in this study included Hispanic students of different countries of origin; no attempt was made to differentiate the treatment effect by country of origin; (b) the study included two high

schools from Florida; generalizability may be limited because it did not compare Hispanic students living in different states; (c) only Grade 9 and 10 high school students were included in the present study; (d) the researcher used intact groups of students (entire classrooms), therefore randomization procedures were not possible; and (e) the study did not examine the effect of the SCT-SSS intervention over time.

Summary and Conclusion

The results of this study greatly impact the school counseling profession because (a) they demonstrate empirically how the implementation of a school counseling classroom program has the potential to positively affect students' reading and mathematics achievement scores; (b) they provide schools with an effective tool that may help close the achievement gap for Hispanic students; (c) they connect school counselor interventions to improved student achievement outcomes for students who have been identified by the NCLB as at risk for academic failure (USDOE, 2001a).

Moreover, results of this study demonstrate that students who received the Spanish cultural translation of the SCT-SSS classroom program (Brigman & Webb, 2004, 2009b) achieved greater gains as measured by a reading and mathematics academic achievement test when compared to students who did not receive the intervention. The SCT-SSS classroom program can assist school counselors in reaching the goal of helping Hispanic students improve academic achievement while addressing the social/personal and career development needs of these students (Villares et al., 2010).

APPENDIX 1

Habilidades para alcanzar el éxito
Lecciones para el salón

Primera Lección

INICIO

10 minutos

A. *Enseñe el LOGOTIPO HAE y haga el siguiente repaso:*

Estoy muy emocionado/a de compartir con ustedes un programa para que este año escolar sea el mejor. He descubierto un programa que se llama "HAE -Habilidades para alcanzar el éxito" que hace que alumnos como ustedes tengan éxito en la escuela.

Se hizo un estudio con muchos estudiantes de diferentes culturas de los Estados Unidos de Norteamérica que sabían manejar las situaciones difíciles y a su vez eran exitosos en varias áreas como: estudios, deportes y con muchos amigos. Los investigadores descubrieron que ellos tenían unas características que los separaban del resto de los estudiantes. Por ser un programa adaptado a nuestra cultura hispana se les va a hacer mucho más fácil este año aprender todas esas destrezas.

Ahora la razón por la estoy tan emocionado/a es porque éstas habilidades y estrategias son fáciles de aprender por cualquier alumno. Me he convencido después de estudiar mucho, que estudiantes como ustedes que han aprendido estas estrategias y habilidades las han podido aplicar de una vez en la vida. La mayoría de los alumnos que las aprenden mejoran en las metas trazadas en áreas como: matemáticas y lectura.

Esto es lo que ellos hicieron. Imagínense que ustedes están en un barco de pesca con una red o malla para pescar con huecos anchos. Cuando la sacan se les escapan muchos peces por los huecos. Ahora imagínense la red con huecos más pequeños. Cuando la recogen sacan más peces. La manera de cómo hacer los huecos más pequeños en nuestro estilo de aprendizaje es adquiriendo habilidades y destrezas que les voy a enseñar. Ya van a ver lo divertido que es.

El programa "*Habilidades para alcanzar el éxito*" lo podemos describir a través de cinco áreas en las que nos concentraremos: enseñe

la lámina “*Concentrándonos en las cinco áreas*” y pídale a un voluntario que la lea en voz alta.

B. LOGOTIPO

¿Cuántos de ustedes consideran que lo que dice afuera del círculo es importante para salir bien en la escuela, ser exitoso en un equipo deportivo o en el trabajo? ¿Por qué?

Me gustaría ayudarlos a crear este tipo de comunidad de aprendizaje en la clase este año, donde todos se puedan motivar y ayudar unos a otros a aprender las destrezas necesarias para alcanzar las metas importantes.

¿Qué opinan de las destrezas que aparecen en la base del triángulo?

Existen tres tipos de destrezas que separan a los estudiantes exitosos del resto: habilidades sociales, autocontrol y éxito social.

Sabemos que la combinación de estas tres destrezas son la clave para el éxito académico y social.

Aquí les explicaré para qué les sirve: enseñe la lámina *¿Para qué me sirve esto?*

- Tener estas destrezas les ayudarán a aprender más fácil y ser exitosos.
- Se les hará más fácil a la hora de tomar exámenes y lo que aprendan durante el año escolar.
- Aprenderán a cómo crear un ambiente de comunidad motivador que los hará despertar el deseo de venir a la escuela, porque se van a sentir bien con el trato recibido por todos en la clase.
- Aprenderán estrategias para memorizar mejor lo aprendido.
- Aprenderán a controlar la angustia cuando están nerviosos ante un examen.
- Aprenderán a llevarse mejor con sus compañeros/as y a mantener sus amigos/as.
- Aprenderán a controlar las emociones y el temperamento para que sean más felices.

¿Están listos para comenzar?

Mitad A.
apoyo y motivadora
15-20 minutos

Construyendo una comunidad de

Divida la clase en grupos de tres en tres: déle a cada uno de los grupos un papel de rotafolio y marcadores. Enséñeles cómo dividir el papel en tres columnas:

Se verá como		Se oirá como
Se sentirá como		

Pídale a cada grupo que escriban 5 ejemplos concretos de cómo se vería la clase (60' segundos). Luego pídale que los expongan a toda la clase. Anote las respuestas.

Ahora escriban 5 ejemplos concretos de cómo se oiría la clase (60' segundos). Pídales que los expongan de nuevo. Anote las respuestas en la lámina de rotafolio.

Prosigan ahora con 5 ejemplos concretos de cómo se sentiría la clase si fuera una clase de apoyo y motivadora. (60' segundos). Pídale a los grupos que presenten de nuevo las conclusiones a toda la clase. Anote las respuestas en la lámina de portafolio.

B. Optimismo

Pensamiento del Dr. Seligman: Uno de los grandes maestros del optimismo.

Lámina 1: No dudes de tu habilidad.

Lámina 2 - 4 preguntas- Ejemplos de la persona optimista y pesimista.

Laberinto - Has algo diferente.

Canto del Optimismo:

- No dudes de tu habilidad.
- Si lo que estás haciendo no funciona, dude de tu estrategia
- Si lo que estás haciendo no funciona: trate algo diferente

Enseñe “la lámina de imaginar”

Kaizén:

Una manera de ser optimista es utilizar el principio Kaizén: introduzca el concepto de probar pequeñas mejoras.

Presente el PowerPoint de Alfredo Quiñones Hinojosa.

Enseñe las dos láminas de Kaizén y haga el juego con las manos.

Ahora vamos a aplicar el principio Kaizén en algunas habilidades importantes para la vida.

Final: A.
10 minutos

Salud y bienestar: “Viéndose y sintiéndose bien’
Introduzca la lámina “*Habilidades para la vida*’. ¿Cómo sería si ustedes pudieran controlar algunas cosas que le garantizaran tener más energía y un mejor estado de ánimo? ¿Cuánto les gustaría que esto le sucediera? Les voy a enseñar cinco habilidades que pueden hacer fácilmente y que les ha dado excelentes resultados a otros estudiantes.

- Observen la primera habilidad para la vida y pídale a un voluntario que lea la primera línea y después pregunte:
- ¿Levante la mano quién ha mejorado en esta habilidad un poco esta semana o se ha mantenido igual? *Recoja uno o dos ejemplos de los estudiantes:*
- “Dinos, ¿qué hiciste para mejorar o quedar igual?”
- “¿Quién más ha tratado algo parecido?”
- *Otro voluntario lee el próximo y vuelva a hacer las mismas preguntas.*
- *Vaya a la otra lámina para las metas. Pensar, escribir, compartir, compartir voluntariamente.*

De la hoja sintiéndose bien, escojan el área en donde desean mejorar esta semana. *Por ejemplo.* Les voy a dar unos segundos para que piensen en una meta y en un plan de acción. Cuando lo hayan pensado quiero que lo escriban y cuando terminen levanten la mano para saberlo.

En un instante les voy a pedir que compartan su meta con un compañero. Cuando lo hagan quiero que utilicen una manera especial de escuchar con los ojos, los oídos y el corazón. Vaya a la siguiente lámina.

Ahora, pídale/s a un/os voluntario/s que comparta/n con la clase la manera de escuchar con los ojos, los oídos y el corazón. Recoja las hojas y guárdelas para la siguiente sesión.

B. Gimnasia cerebral. Introduzca la noción de tomar pequeños descansos en compañía de movimientos para buscar más concentración y bienestar. Mientras usted pone una música con un mensaje positivo, enséñeles algunos movimientos de “gimnasia cerebral’ y que ellos lo sigan. Termine con unas respiraciones lentas y profundas.

C. Enseñe la lámina de la pirámide. La diversión y la alegría están conectadas con los logros y los éxitos.

D. En la próxima clase veremos. "Habilidades para la vida, lugar seguro, escuchando con los oídos, corazón y ojos y las siete habilidades para lograr cualquier curso o materia"

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