



Sample Research Study Design

RESEARCH STUDY DESIGN FOR THE STUDY OF ENGLISH LEARNER PROGRAMS

Core Study Question	Specific Study Question	Data Source	Timeline for Implementation/Due Date	Analyses/Product
1.0 What instructional programs for ELs are being implemented at district sites?	1.1 How has the district distinguished program options for ELs?	EL Support Program Master Plan; EL Support Program staff interviews	9/02	Description of instructional distinctions among programs for ELs
	1.2 At what sites were these program models implemented? Approximately how many students were enrolled in each model?	DWA	9/02	Percent/number of site and student participants in EL program models
	1.3 What specific steps has the district taken to ensure a standard implementation of various program models across all sites and classrooms?	EL Support Program Master Plan; EL Support Program staff interviews; Instructional Ldr interviews	12/02	Description of strategies to ensure uniform implementation of EL program models
2.0 Did teachers of ELs have appropriate qualifications and other necessary training to instruct this population?	2.1 To what extent did teachers of ELs have required credentials?	DWA	10/02	Description of level of compliance with respect to credential requirements for teachers of ELs
	2.2 To what extent have teachers of ELs received additional training where necessary (i.e., related to their program assignment)?	EL Support Program records; Instructional Ldr interviews	5/02	Description of professional development opportunities for teachers of ELs and level of teacher participation in staff development
	2.3 To what extent have teachers of ELs participated in district literacy and mathematics training?	Literacy and mathematics training records	5/02	Percent/number of teachers of ELs who participated in literacy and mathematics staff development

Core Study Question	Specific Study Question	Data Source	Analyses/Product
4.0 (Continued)	4.2 To what extent have ELs met program expectations in mathematics?	DMT MDTP CST/Mathematics CAT/6 Mathematics Course grades	Percent/number of ELs in Gr. 5/6 whose DMT performance indicated grade-level readiness Percent/number of ELs in Gr. 5-12 whose MDTP performance met grade-level standards Percent/number of ELs in Gr. 2-11 whose CST/Mathematics performance achieved the proficient level or above Percent/number of ELs in Gr. 2-11 whose CAT/6 Mathematics performance was at or above the 50 th percentile Percent/number of secondary-level ELs who achieved a “C” or above in their mathematics course grades (All analyses above to be disaggregated by years enrolled or initial assessment level on CELDT)
	4.3 To what extent has the performance of ELs changed when compared to the prior year(s)?	(Assessments referenced above)	Percent/number of ELs whose performance met district expectations, disaggregated by academic year
	4.4 To what extent has progress in the above-mentioned academic areas varied by primary language group?	(Assessments referenced above)	Percent/number of ELs whose performance met district expectations
	4.5 To what extent has progress in the above mentioned academic areas varied by EL Support Program model?	(Assessments referenced above)	Percent/number of ELs whose performance met district expectations

Core Study Question	Specific Study Question	Data Source	Analyses/Product
4.0 (Continued)	4.6 To what extent has progress in the development of English language proficiency varied by teacher experience and credentials?	(Assessments referenced above)	Percent/number of ELs whose performance met district expectations, disaggregated by teacher experience and credentials
5.0 How has the district provided support for low-performing ELs?	5.1 What interventions were provided to ELs who were unsuccessful in meeting the academic expectations in the identified areas of literacy and mathematics?		Description of support services and percent/number of ELs who participated in additional literacy and mathematics learning opportunities
6.0 Have former ELs demonstrated sustained success in their course work in literacy and mathematics?	6.1 To what extent have former ELs met program expectations in core course work in literacy and mathematics that is comparable with that of the district's average native English speakers at the same grade level?	(Assessments referenced above)	Comparison of percent of former ELs who met program expectations in literacy and mathematics with that for native English speakers at the same grade level
	6.2 To what extent has the performance of former ELs in core course work in literacy and mathematics varied by primary language?	(Assessments referenced above)	Percent/number of R-FEPs who met program expectations in literacy and mathematics, disaggregated by primary language
	6.3 To what extent has the performance of former ELs in core course work in literacy and mathematics varied by year of reclassification?	(Assessments referenced above)	Percent/number of R-FEPs who met program expectations in literacy and mathematics, disaggregated by year of reclassification
7.0 How has the district used the study results to improve program delivery?	7.1 In what specific ways have site and Biliteracy and EL Support program staff used study data to modify and improve implementation of program models and services? How has the implementation of program models been modified with these areas of concern?		Description of strategies implemented by program staff to address areas of weakness