Journal Article Summary #1

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Intro to Special Education

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Introduction

The study that I am summarizing is called: The correlates of academic performance for English language learner students in a New England district. This study is on English language learner students and schools, ages K-12 in a large urban school district in Connecticut. This school has over ten percent of English language learner students in their population. They studied things such as; type of English language learner program and school characteristics for English language learner students in different grades. They do that to determine which things were connected with the proficiency scores on Language assessments, math, and reading scores. The three research questions are: What were the characteristics of English language learner students and of the English language learner programs and schools they attended in 2010/2011? Which student characteristics, types of English language learner programs, and school characteristics were most closely related to English language learner students' English proficiency scores in 2010/2011? And, which student characteristics, including English proficiency levels, and which types of English language learner programs were most closely related to English language learner students' math and reading performance?

Subjects and Procedures

The subjects used in all of the different tests for the three separate questions were all of the students in different grade levels. The grade levels used for the first question, Characteristics of English language learner students and of the program and schools they attended in 2010/2011, were grades K-12. The grade levels used for the second question, Student characteristics, type of program, and school

characteristics most closely related to English language learner students' English proficiency in 2010/2011, were both grades K-8 and 9-12. The grade levels used in the third question, student characteristics, English proficiency scores, and types of English language learner programs most closely related to English language learner students' math and reading performance in 2010/2011, were both grades 3-8 and 9-12.

<u>Variables in Study</u>

The variables in the study for grades K-12 for the first question were: student characteristics, type of English language learner program, and school characteristics. The analysis procedure for those variables was descriptive.

The dependent variables in the study for grades K-8 for the second question was the overall LAS Links English proficiency scores. The predictor variables were: student characteristics, types of English language learner programs, and school characteristics. The analysis procedure was multilevel regression modeling. The dependent variable in the study for grades 9-12 for the second question is also the overall LAS Links English proficiency scores. The predictor variables are student characteristics, and types of English language learner programs. The analysis procedure was ordinary least squares regression modeling.

The dependent variables in the study for grades 3-8 were CMT math scores, and CMT reading scores. The predictor variables were student characteristics, types of English language learner programs, and LAS Links English proficiency scores. The analysis procedure was ordinary least squares regression modeling. The dependent variables in the study for grades 9-12 in the third question are CAPT math scores

and CAPT reading scores. The predictor variables are student characteristics, types of English language learner programs, and LAS Links English proficiency scores. The analysis procedure was ordinary least squares regression modeling,

Results

The results for the first question were that more that 90% of the English language learners first language is Spanish, the percent of ELL students in special education was higher than the district average for all students, and participation in ELL programs varied amongst grade levels.

The results for the second question were that being in special education was greatly associated with lower English proficiency scores. Also, some results were that the types of program and English proficiency varied grade by grade. In some grades, higher performance was related to higher English proficiency scores.

The results for the third question were that the student characteristics related to math and reading scores really were different in each grade and content area. Also, another result was that there weren't any patterns in reading and math across ELL programs.

Conclusion

I think that this study did not come up with any specific, real, results. I think they could have done a better job with it. I think that instead of focusing on three separate questions with many different variables, they should have focused on maybe one question in particular and figured out the ins and outs of the study. I believe they may have come to some conclusions about English language learners, but I think they should have had a more specific hypothesis.

<u>References</u>

Parker, Caroline E. "The Correlates of Academic Performance for English Language

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