

Cleveland Partnership for English Learner Success Research Agenda 2017–21

The Cleveland Partnership for English Learner Success (CLE-PELS) has identified the following goal: CLE-PELS will leverage existing data from the district to (1) increase the district’s capacity to access, conduct, interpret, and make sense of English learner student research; and (2) support the use of English learner student research in decisionmaking at the school and district levels. Specifically, partnership members will use research to understand and address the needs of a growing and increasingly more diverse English learner student population in the district, including examining how this group of students has changed over time; determining what student- and school-level factors are associated with their academic success; and identifying, implementing, and improving practices aimed at increasing English learner student success.

To work toward that goal, the partnership engaged in discussions to develop a shared research agenda that would guide current and future projects and, more specifically, define the direction of the partnership. The research agenda outlined below is designed as a roadmap for partnership work so that projects are directly useful to partnership members, supply research that informs policy and practice, and increase the capacity of partnership members to conduct and use research. To that end, CLE-PELS identified the following topics as areas of focus for its work for the next three to five years.

Multilingual Multicultural Education’s program model

- 1. What is the relationship between program involvement (preK, sheltered English instruction, dual language, and newcomers academy) and the likelihood of retention in third grade?*
- 2. What do school leaders know about implementing effective English learner student instruction and how do they support it?*

Factors associated with English learner student success

- 1. Does delivery of English learner student support services differ among subpopulations of English learner students, such as students from refugee families, Hispanic/Latino students, and students from immigrant families?*
- 2. What is the profile of a very successful English learner student, in terms of student, school, and staff characteristics?*

Issues for English learner high school students

- 1. What is the impact of Ohio State Test (OST) boot camp for English learner students on the likelihood of passing the OST?*
- 2. What are English learner students’ postsecondary pathways and how are they related to receipt of financial aid and socioeconomic status?*

Next steps for the partnership

- Continue an iterative review and refinement of the agenda.
- Collaborative involvement in study prioritization and development.
- Identification of existing data or data collection for proposed studies.
- Review of the research literature relevant to priority topics and questions.
- Oversight of the research study or identification of research support.
- Block quote