

INVENTORY OF BILITERACY DEVELOPMENT RESEARCH STUDIES

UC LMRI Biliteracy Development Research Forum

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Principal investigator(s)	Russell W. Rumberger
Title	Promoting Early Academic Achievement of English Language Learners
Funding agency	Latino Policy Institute, University of California
Funding period	April 2003 – March 2004
Research questions	<ol style="list-style-type: none"> 1. What are the differences in the academic achievement between English learners and English-only students during the first two years of elementary school? 2. To what extent are those differences attributable to differences in characteristics of the schools (e.g., school resources, teacher characteristics, instructional programs) versus differences in the individual and family circumstances of the students (e.g., socioeconomic status, language use, literacy activities, pre-school experience)? 3. Do differences in these factors explain differences in development between Latino English learners and Asian English learners?
Sample description	California students who entered kindergarten in fall 1998
Sample size	1,567 students 120 schools
Data collection dates (grades)	Fall 1998 (Kindergarten) Spring 1999 (Kindergarten) Fall 1999 (First grade) Spring 2000 (First grade)
Source of data (primary, secondary, both)	Secondary—Early Childhood Longitudinal Study, Kindergarten (ECLS-K)
Data instruments	Computer-assisted child interview Parent interview Teacher questionnaire Principal questionnaire
Dependent measures	Reading, which measures basic skills (print familiarity, letter recognition, beginning and ending sounds, rhyming sounds, word recognition), vocabulary (receptive vocabulary), and comprehension (listening comprehension, words in context); Math, which measures skills in conceptual knowledge, procedural knowledge, and problem solving
Independent measures	English Oral Proficiency Spanish Oral Proficiency Home language Ethnicity SES
Methods of analysis	Hierarchical linear models Structural equations models
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