

The Minnesota (language) achievement gap

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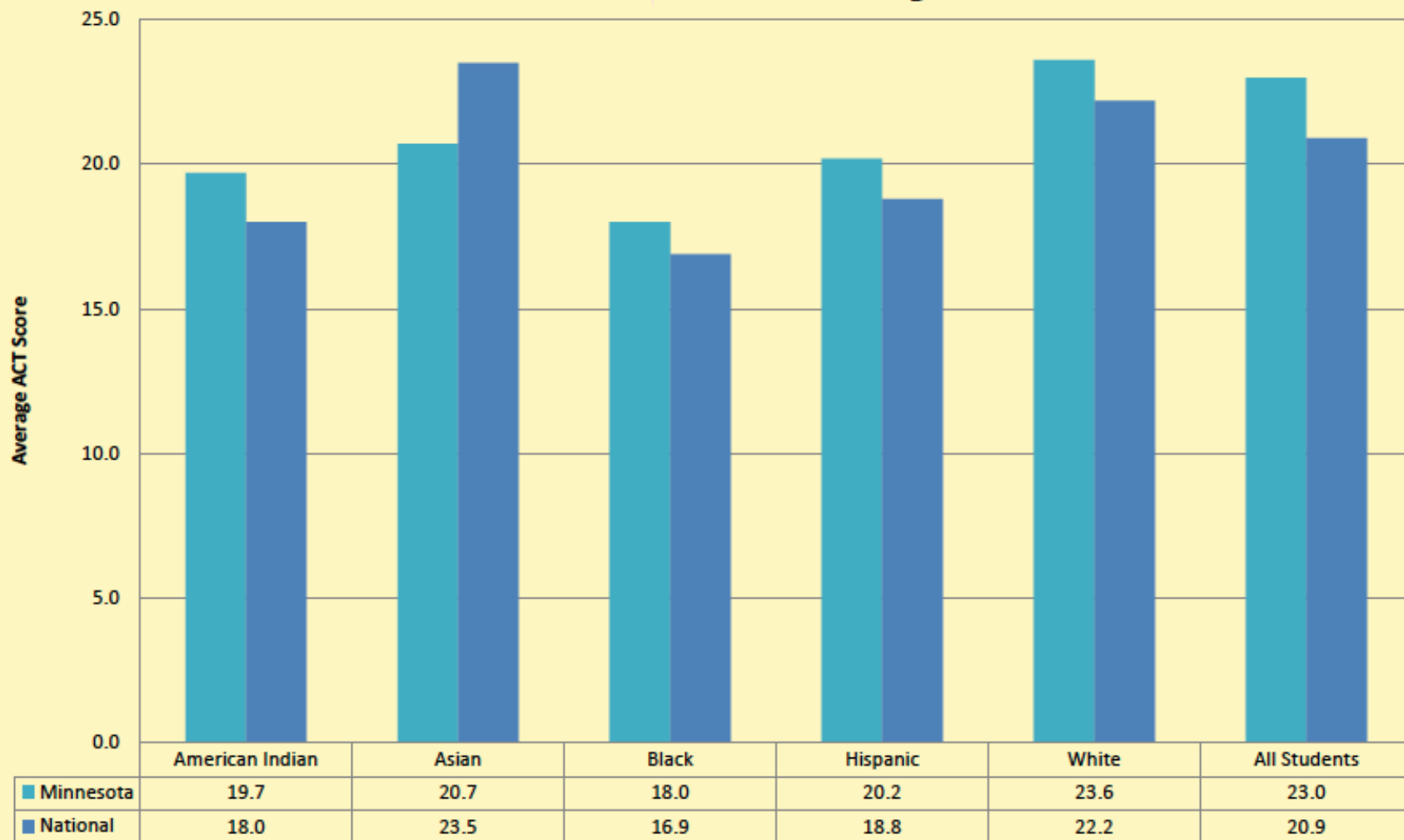
Talk outline

- ‘the language gap’
- access to high quality immersion programs that promote bilingualism
- attention to bilingual development among long-term English language learners (LTEs)

Achievement in MN

- High scores
 - ACT
 - Highest scores in nation overall and by sub-group (except Asian)
- Some progress, but large achievement gaps remain
 - NAEP
 - 4th graders: highest math scores in nation
 - Black 4th graders: 4th in nation (compared with 24th in 2011)
 - graduation rates

Average 2013 ACT Composite Score by Race/Ethnicity

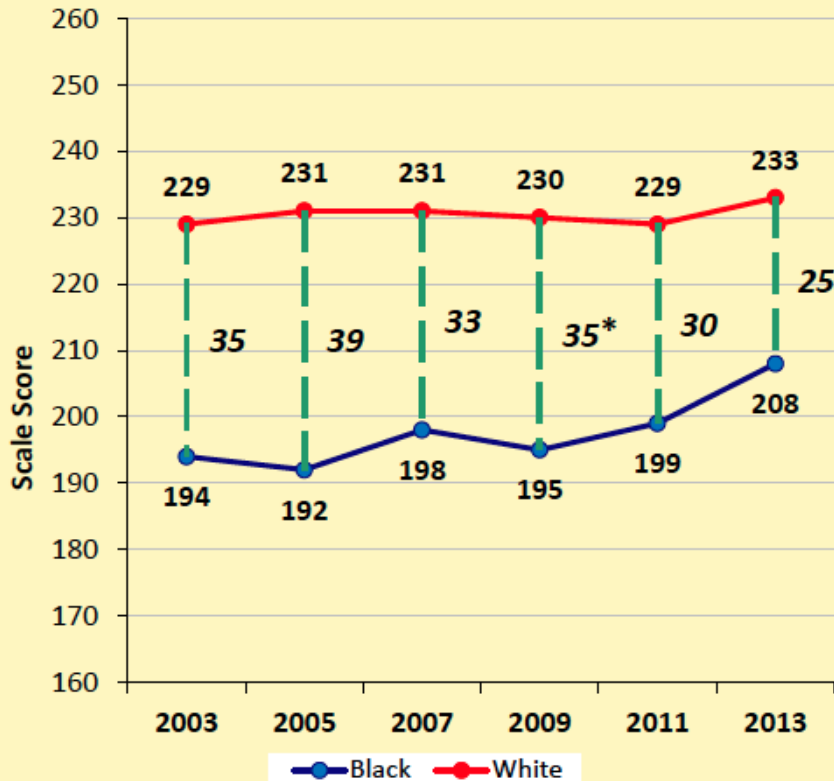


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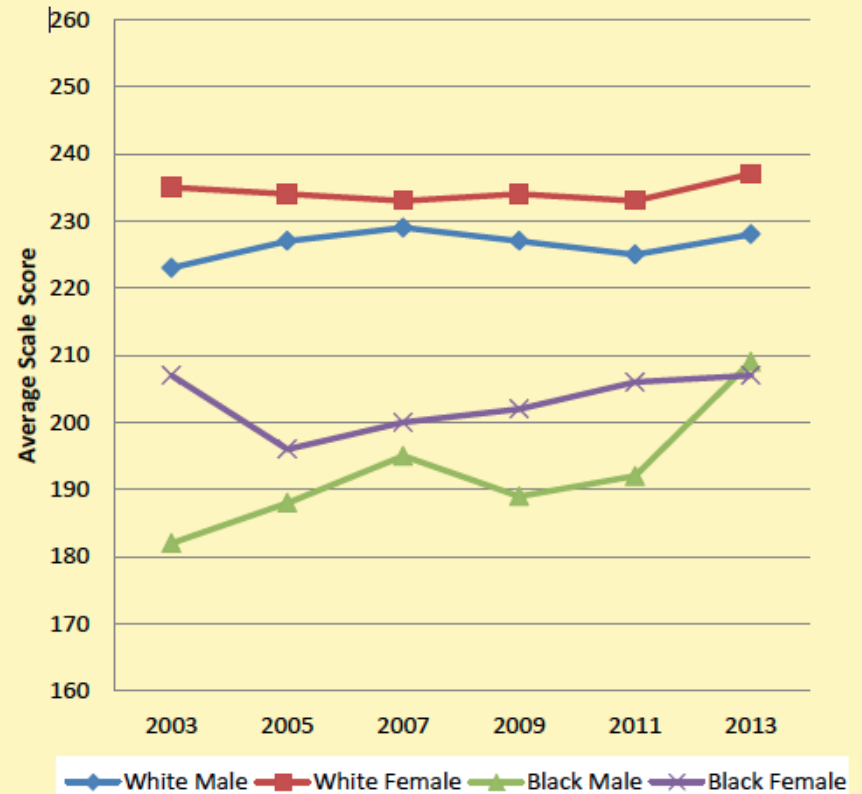
NAEP 2013 Reading Grade 4 – Black Student Performance

Black students show 9 pt increase from 2011
 Black students gap closed by 10 pts since 2009



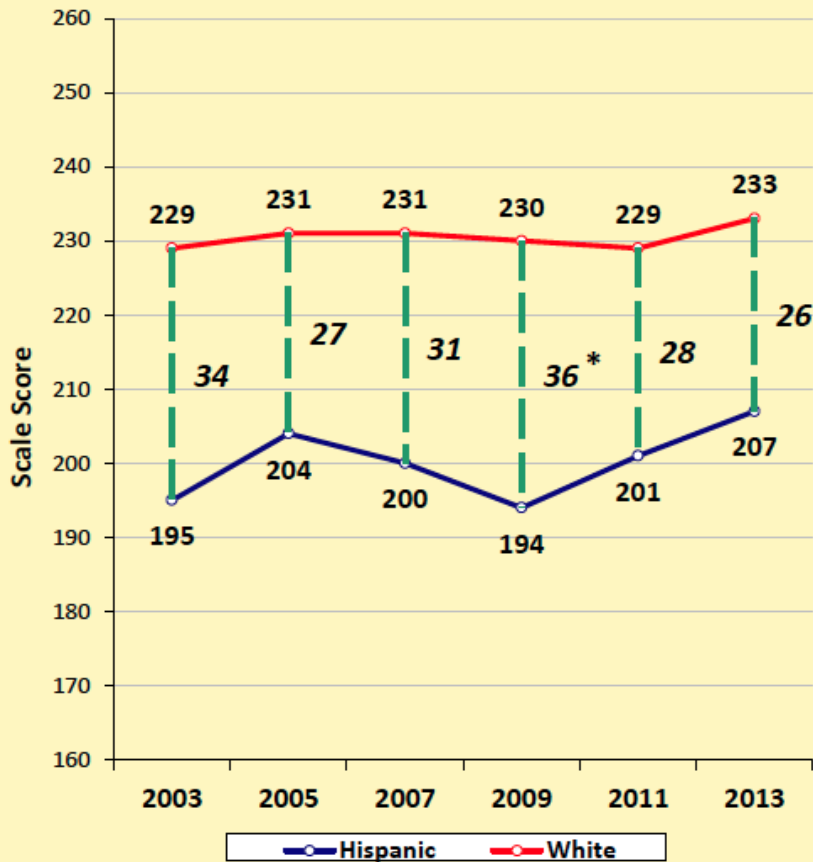
NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

Black Males show a 17 point increase from 2011

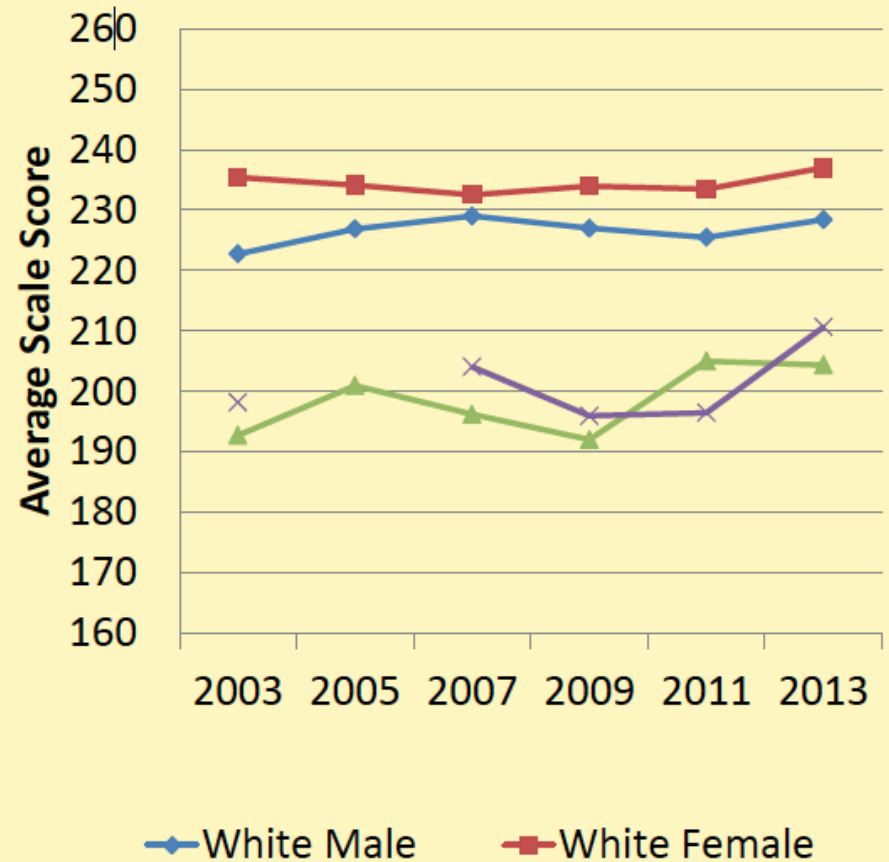


NAEP 2013 Reading Grade 4

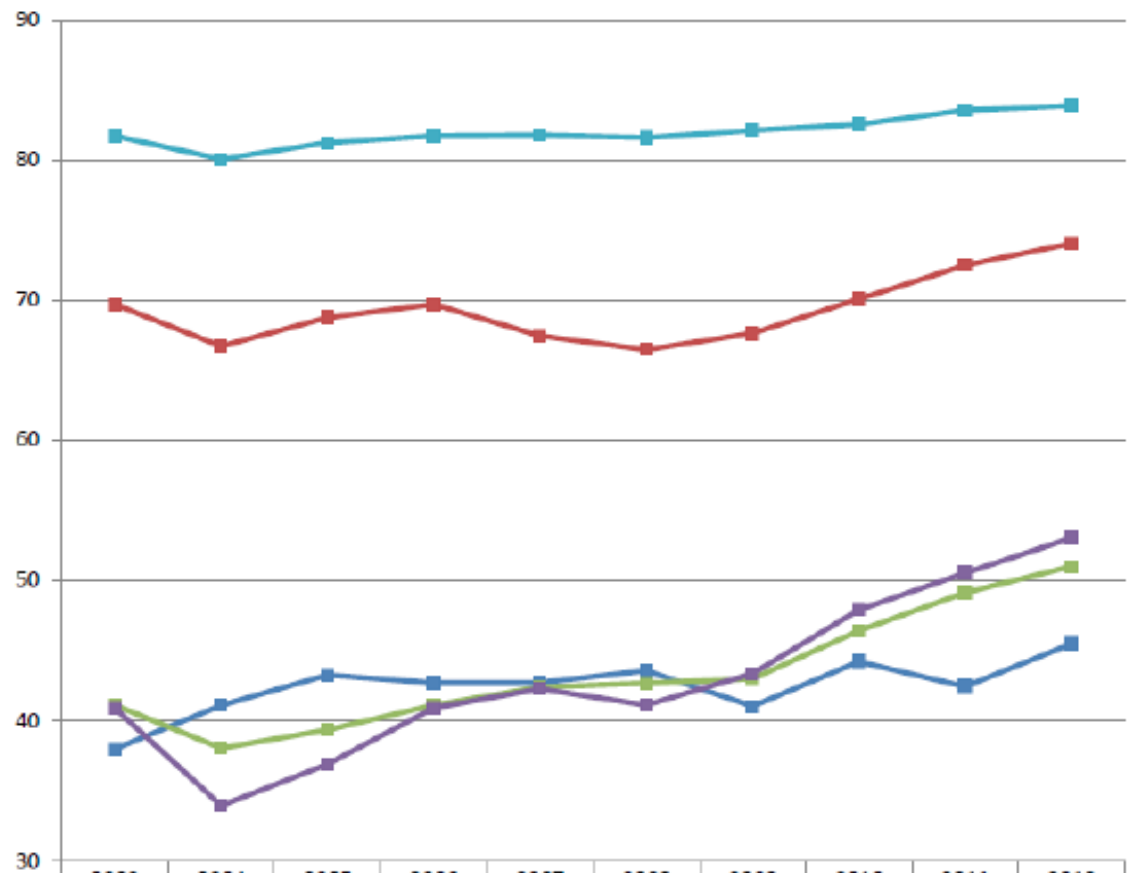
Hispanic scores significantly higher than 2009
Hispanic students gap closed by 10 pts since 2009



Hispanic Females show a 14 point increase from 2011



Trends in 4-Year Graduation Rate by Ethnicity



	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
American Indian/Alaskan Native	37.94	41.05	43.22	42.68	42.69	43.54	40.99	44.18	42.41	45.46
Asian/Pacific Islander	69.69	66.69	68.75	69.69	67.44	66.45	67.62	70.07	72.46	74.01
Black, not of Hispanic origin	41.08	38.01	39.31	41.08	42.37	42.65	42.95	46.38	49.12	50.99
Hispanic	40.87	33.90	36.84	40.87	42.23	41.08	43.34	47.88	50.53	53
White, not of Hispanic origin	81.70	80.04	81.21	81.70	81.76	81.58	82.09	82.52	83.53	83.87

How to explain this (lack of) change?



DOE claims:

- ESEA Flexibility Waiver
- Race to the Top-Early Learning Challenge Grant
- Read Well by Third Grade and Literacy Incentive Aid
- More rigorous reading and math standards
- Investing an additional \$234 million in school funding formula
- Reforming the special education formula to invest \$40 million
- Achievement and Integration Aid
- World’s Best Workforce Act
- All day Kindergarten for every child
- Early learning scholarships for 8,000 kids
- Minnesota Reading Corps
- WIDA standards for English learners
- Testing reform to implement college and career readiness exams
- High-quality charter replication and expansion grants



What can be done to further
close the gap?



What can be done to further close the
gap?

‘The language gap’

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‘The language gap’

- Importance of language-rich environments for early child development (e.g., Hart & Risley; Rich, 2014)

/

Trying to Close a Knowledge Gap, Word by Word

By MOTOKO RICH MARCH 25, 2014



▶ PLAY VIDEO

VIDEO | 0:57

Katherine Taylor for The New York Times

A Gadget to Close the Language Gap

An intervention program in Providence, R.I., uses a digital word counter to track language use in families, in an effort to close the "word gap" between children from low-income and affluent families.



What can be done to further close the gap?

‘The language gap’

- Importance of language-rich environment for child development (e.g., Hart & Risley; Rich, 2014)
- Need for greater focus on ‘academic language’ in schools (e.g., Susan Ranney, WIDA)
- Lack of valid tests and valid and reliable test accommodations for English learners (Abedi)

What can be done to further close the gap?

‘The language gap’

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- Need for greater focus on ‘academic language’ (e.g., Susan Ranney, WIDA)
- Lack of valid tests (Abedi)
- **Opportunities to develop or sustain bi/multilingualism**

Why is multilingual language development important?

- **Cognitive benefits to individual**



Improved Cognition



- executive control and working memory (Bialystok 2001)

“If you have two languages and you use them regularly, ... every time you speak, both languages pop up and the [brain’s] executive control system has to sort through everything and attend to what’s relevant in the moment. ... bilinguals use that system more, and ... regular use ... makes that system more efficient.” (Bialystok, 2013)

(Tarone, 2013)



Improved Cognition



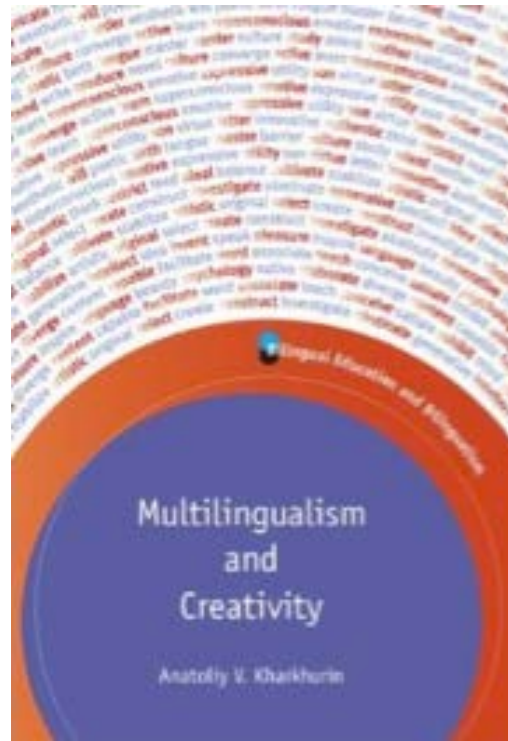
- clarity of thinking in decision-making (less bias)
(Keysar et al, 2011)
- (for older learners) delay of onset of dementia and Alzheimer's (Bialystok et al, 2004, 2007)

(Tarone, 2013)



Creativity

Research also finds that multilinguals have
higher levels of creativity (Kharkhurin 2012)



(Tarone, 2013)

Why is multilingual language development important?

- Cognitive, individual benefits
- **Economic competitiveness**
- Facilitates acquisition of literacy
- Facilitates learning of content
- Benefits academic achievement in English

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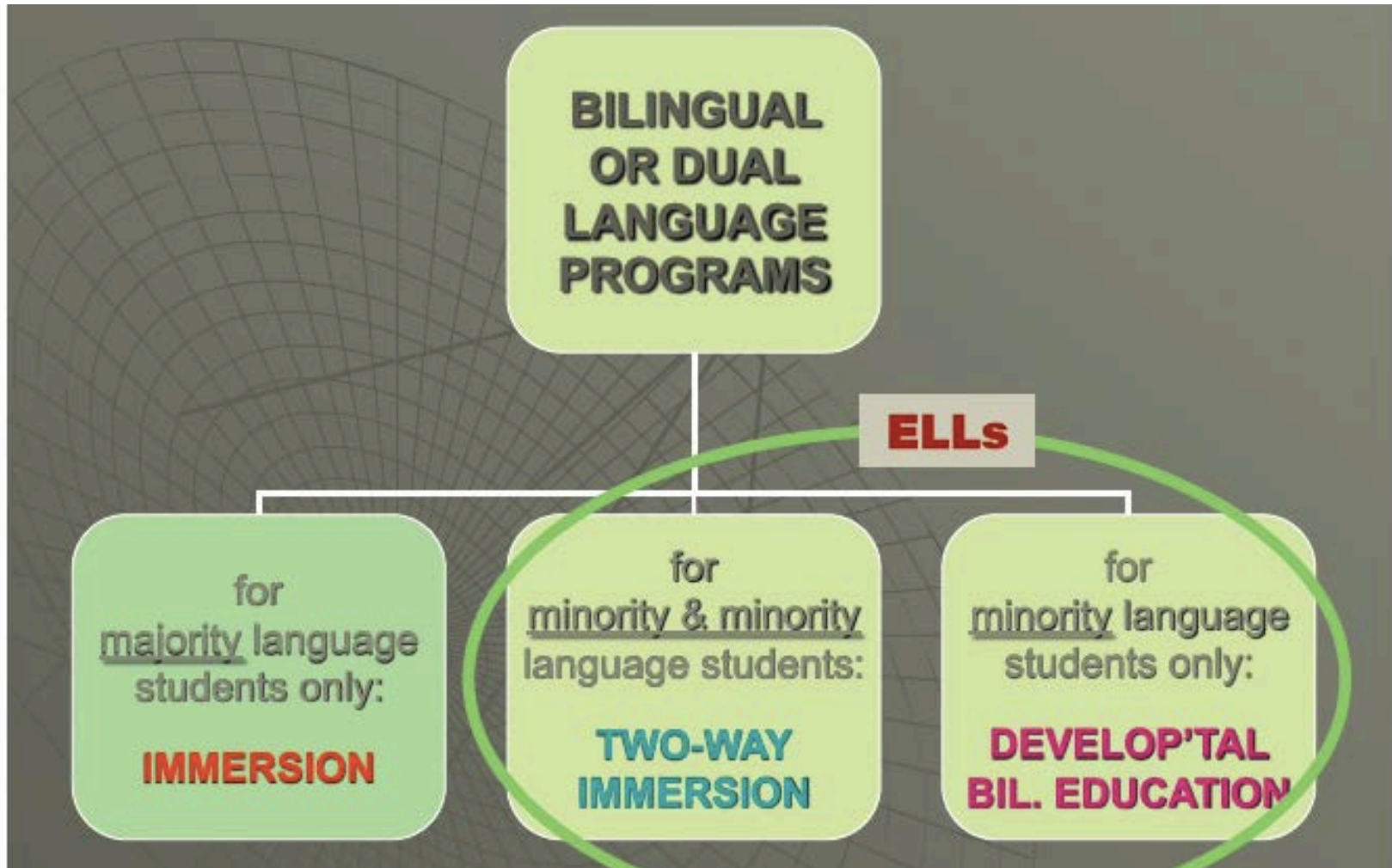
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YET:

- **Limited immersion options in state**
- **Subtractive English only schooling for English learners**

Benefits of bilingualism: Immersion in Minnesota

One-way and Two-way Immersion



Lindholm-Leary (2008)

Popularity of Programs in Minnesota



 ONE-WAY IMMERSION  INDIGENOUS REVITALIZATION  TWO-WAY IMMERSION

Minnetonka:

“Minnetonka School District is among the highest performing school districts in Minnesota and in the nation.”



If learning a second language during elementary school is an important value for your family, enroll in kindergarten language immersion!

A Language Immersion program is offered at every elementary school in Minnetonka, beginning in Kindergarten.

National Study of Programs for English Learners

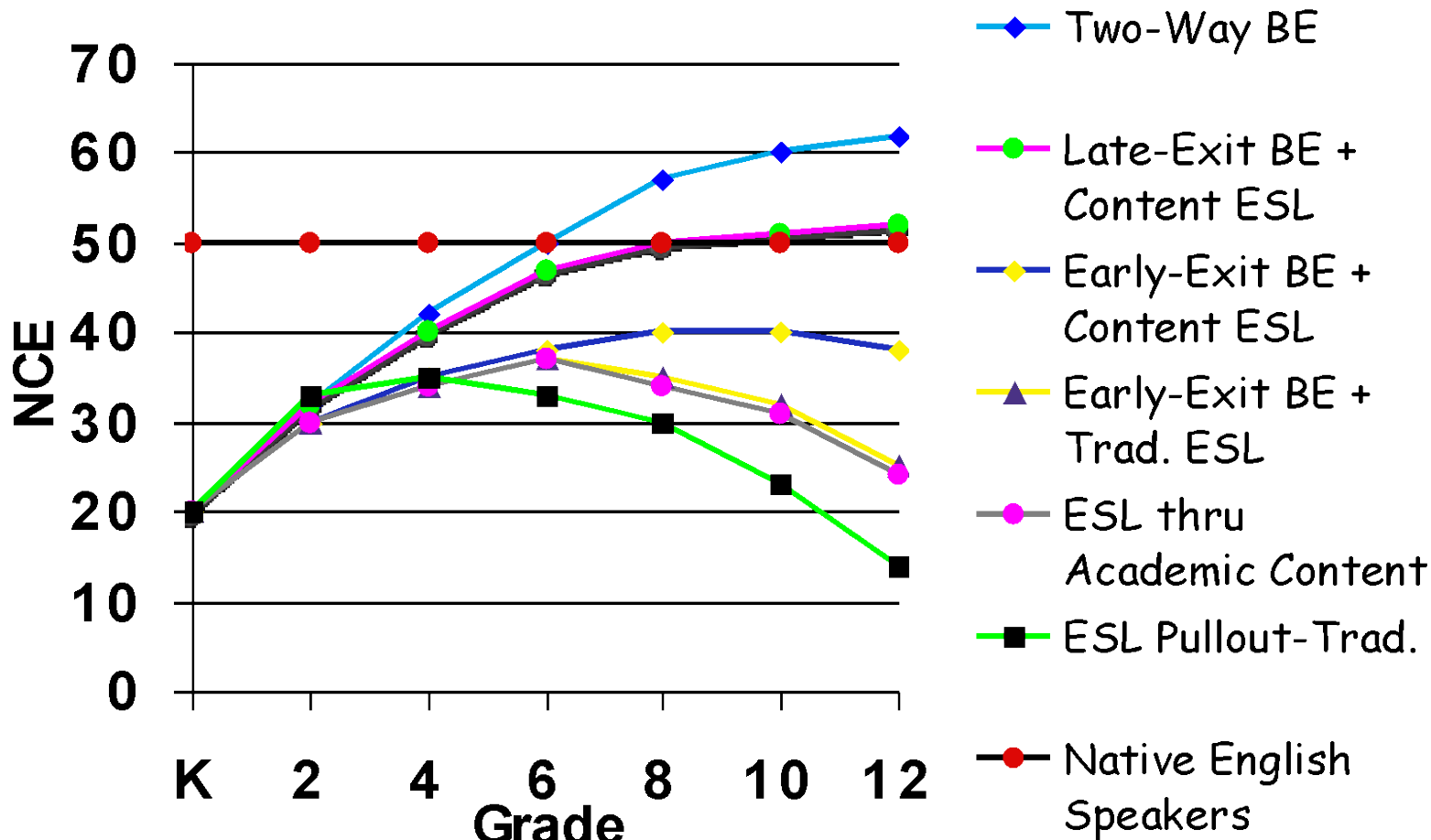
Collier and Thomas (1998, 2012)

- In a national study
 - conducted in five school districts throughout the United States
 - including over 210,000 student records
 - reviewing different program types for language majority and language minority students

What does research tell us nationally?

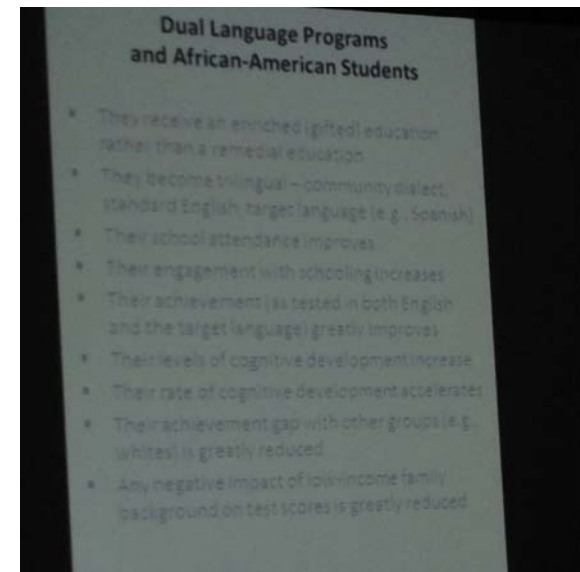
- English learners in dual language
 - score significantly higher than in ESL-only programs.
 - experience full gap closure rather than partial gap closure.
 - master English better than English learners in ESL-only programs.

English Learners Long Term K-12 Achievement on Standardized Tests in English Reading Compared Across Seven Program Models (Thomas & Collier, 1997)



What does research tell us nationally?

- African American native English speakers in dual language programs score very significantly higher on state tests than African American students in the English mainstream classroom (Thomas & Collier, 1997, 2012)



What do we see locally with immersion?

Robbinsdale Spanish Immersion/Lakeview Elementary (under 20% FRPL)



Robbinsdale Spanish Immersion School

[Parents](#) [New Families](#) [Community](#) [Alumni](#) [Staff](#) [Students](#)

[About](#) [Academics](#) [Parents](#) [Students](#) [Staff](#) [Our Calendar](#)



Welcome

Robbinsdale Spanish Immersion School is a community that promotes a passion for Spanish language and culture. Our mission is to inspire students to achieve academic excellence while becoming respectful, responsible and honest in an ever changing global society.

Classroom webpages will be located in [Schoolology](#).

RSIS Attendance Line: 7
Transportation: 763-504

Free & Reduced Price Lunch (16.1/16.9)

- Robbinsdale
- Lakeview



[Parents](#) [New Families](#) [Community](#) [Alumni](#) [Staff](#) [Students](#)



Lakeview Elementary School

[About](#) [Academics](#) [Parents](#) [Students](#) [Our Calendar](#)



WELCOME

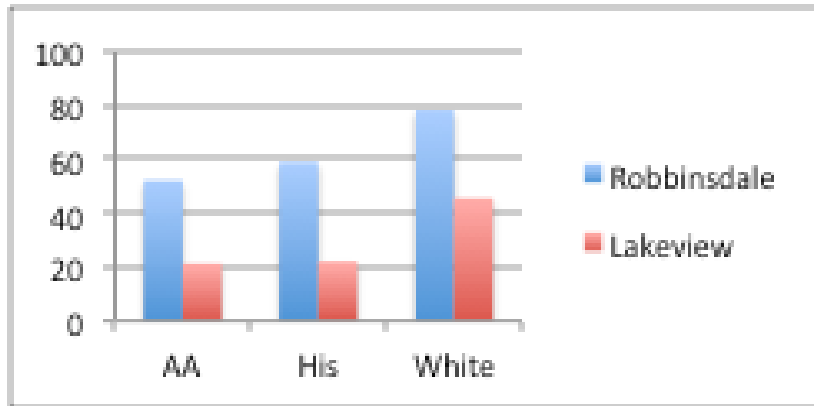
Lakeview Elementary is a caring and accepting community committed to developing inquiring, internationally-minded creative and respectful life-long learners.

Welcome to the 2013-2014 school year!
Students and Families: There is no need to log in to this website. Classroom webpages will be located in [Schoolology](#).

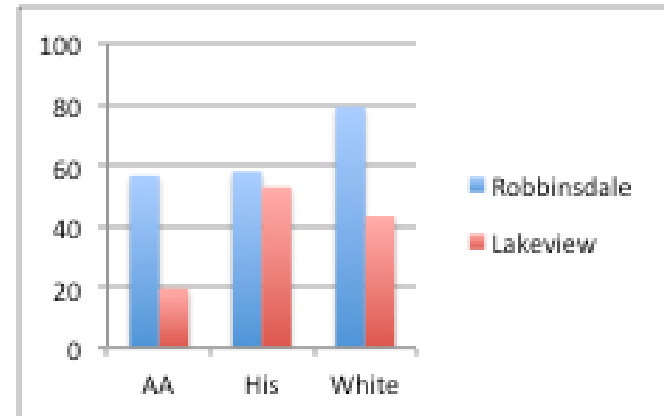
[Lakeview News 4/4/14](#)

Robbinsdale/Lakeview Example

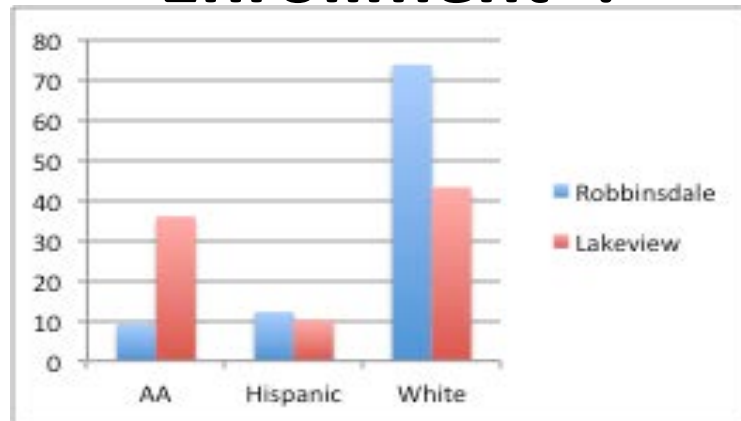
Achievement (Reading)*



Achievement (Math)*



Enrollment*:



*Data retrieved from MDE 2013 MCA results:

MDE (Minnesota Department of Education). (2013). Data for parents and educators. Retrieved from <http://w20.education.state.mn.us/MDEAnalytics/Reports.jsp>

Emerson Spanish Immersion/ Lyndale Elementary (over 75% FRPL)



emerson SPANISH IMMERSION LEARNING CENTER

Contact Calendar MPS Home Search

- Bienvenidos / Welcome
- Mensaje del director/Principal's Corner
- Programa Académico / Academic Program
- Socios / Partnerships
- School Improvement Goals
- Parents
- Directorio del

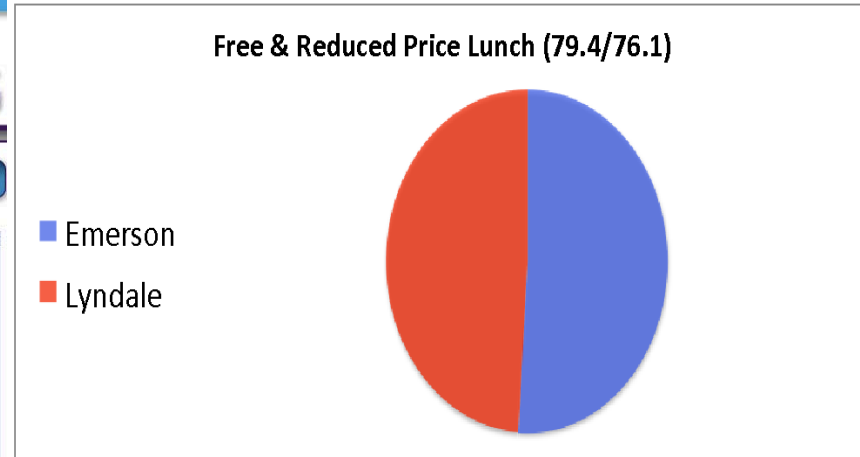


Bienvenidos/Welcome to Emerson Spanish Immersion Learning Center

The Emerson Spanish Immersion Learning Center is a two-way language immersion program for native English and native Spanish speaking students.

Events
View full calendar Print

Showing events after 4/8. [Look for earlier events](#)
Showing events until 5/15. [Look for more](#)




LYNDALE COMMUNITY SCHOOL

Contact Calendar MPS Home Search

- Home
- About Lyndale
- Principal's Corner
- Parents
- Staff Directory
- Classroom Pages
- Specialists
- ECSE Speech
- Health Services
- Lunchroom



Lyndale Community School

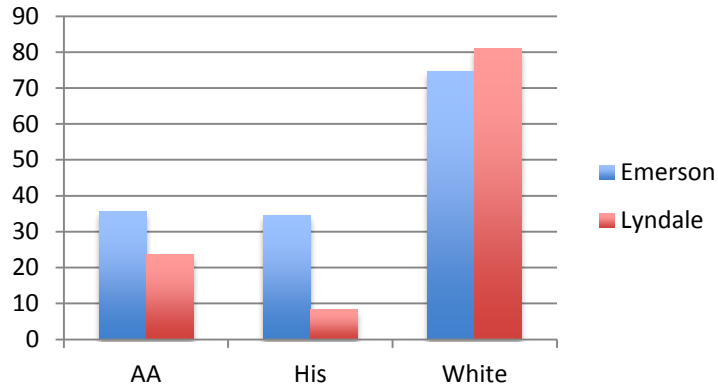
The best academic programs honor the contributions and abilities of each individual child. At Lyndale School, our teachers and administrative team recognize this fact.

Events
View full calendar Print

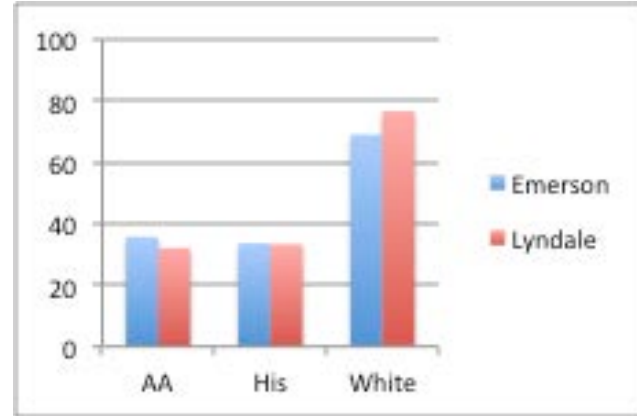
Tuesday, April 8	6:00pm PTO Meeting
Friday, April 11	8:20am Pleasant Pathway
	6:00pm LNA Open House
Tuesday, April 15	6:00pm CPEO
Wednesday, April 16	Box Tops Deadline
	6:00pm Area C Parent Advi
Friday, April 18	

Emerson/Lyndale Example

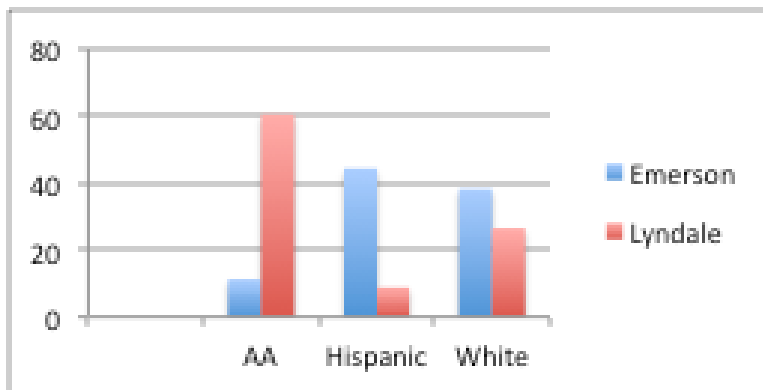
Achievement (Reading)*



Achievement (Math)*



Enrollment*:



*Data retrieved from MDE 2013 MCA results:

MDE (Minnesota Department of Education). (2013). Data for parents and educators. Retrieved from <http://w20.education.state.mn.us/MDEAnalytics/Reports.jsp>

Adams Spanish Immersion/ Linwood Elementary (55-65% FRPL)

[Menus](#) • [Student/Parent Portal](#) • [Enroll](#) • [Donate](#)

ADAMS SPANISH
 IMMERSION SCHOOL

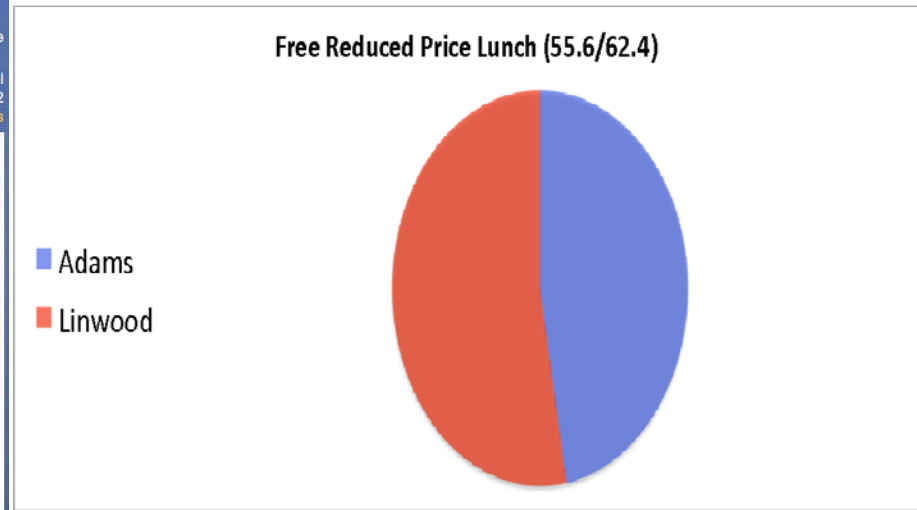
Heidi Bernal, Principal
 615 Chatsworth St S, St Paul, MN 55102
 (651) 298-1595 | [Get Directions](#)

[About Us/Información](#) • [Classrooms/ Clases](#) • [Special Services/ Servicios Especiales](#) • [Directory/Directorio](#)



Welcome to Adams!
 For an international education without the travel expense, consider Adams. We teach all K-1 subjects in Spanish with 30 minutes of English instruction daily

SCHOOL BOARD
 ARE YOU LISTENING? We are!
 The Saint Paul Public Schools



[Menus](#) • [Student/Parent Portal](#) • [Enroll](#)

LINWOOD MONROE
ARTS PLUS

Bryan Bas...
 Upper Campus | 651-293-8690 | 810 Palace A...
 Lower Campus | 651-293-6606 | 1023 Osceola A...

[Us](#) • [Calendar](#) • [Before/After School](#) • [Classrooms](#) • [Families](#) • [Performances](#)

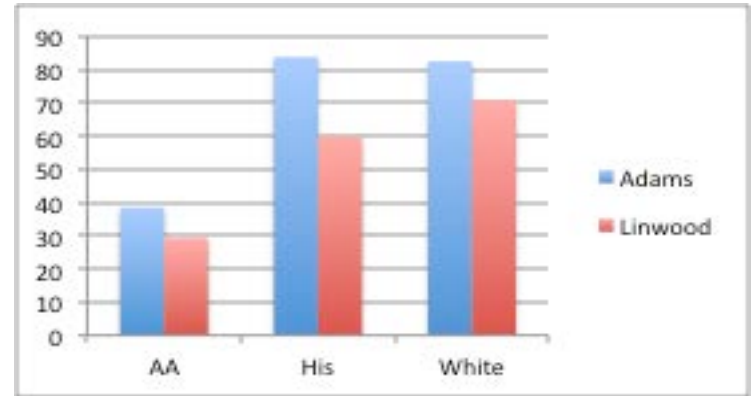
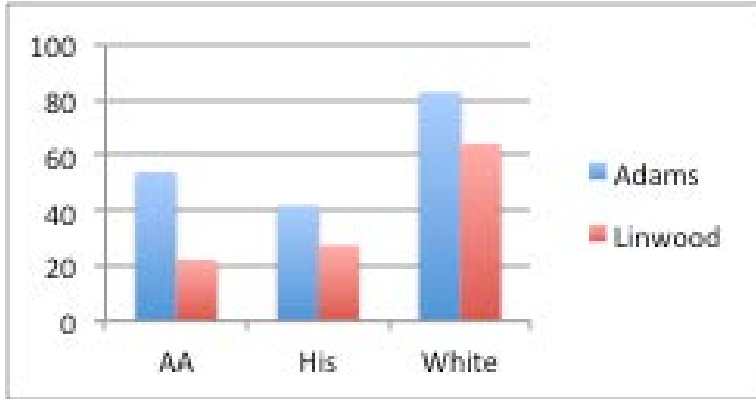


Home > About Us

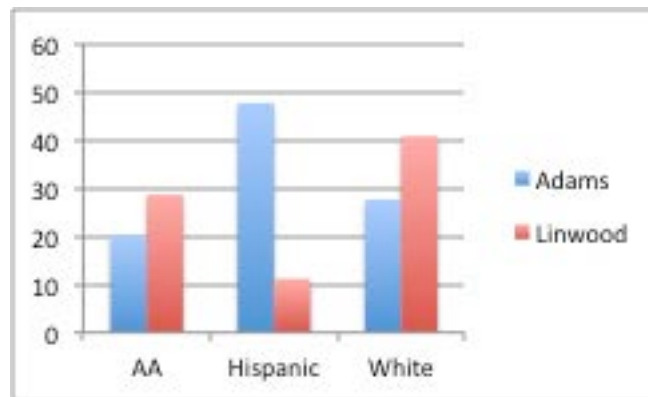
Welcome to Linwood Monroe Arts Plus

Adams/Linwood Example

- **Achievement (Reading)*** **Achievement (Math)***



Enrollment*



*Data retrieved from MDE 2013 MCA results:

MDE (Minnesota Department of Education). (2013). Data for parents and educators. Retrieved from <http://w20.education.state.mn.us/MDEAnalytics/Reports.jsp>

What do we see locally with immersion?

- AA do academically well in these programs but are underenrolled;
- Hispanic students do well in these programs, but are also underenrolled
 - One-way
 - Two-way

‘Long-term English Language Learners’

Reparable Harm

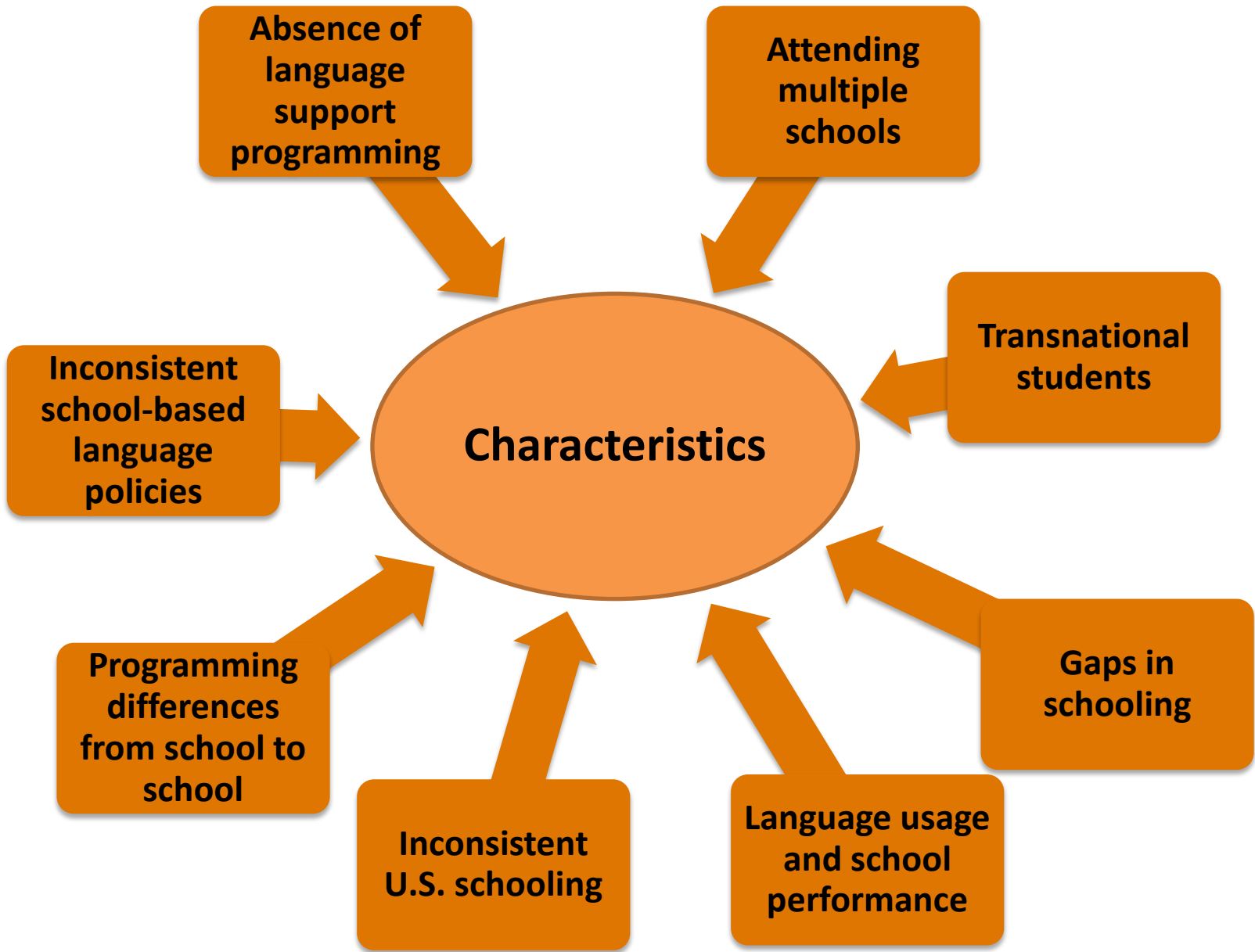
Fulfilling the Unkept Promise of
Educational Opportunity for California's
Long Term English Learners



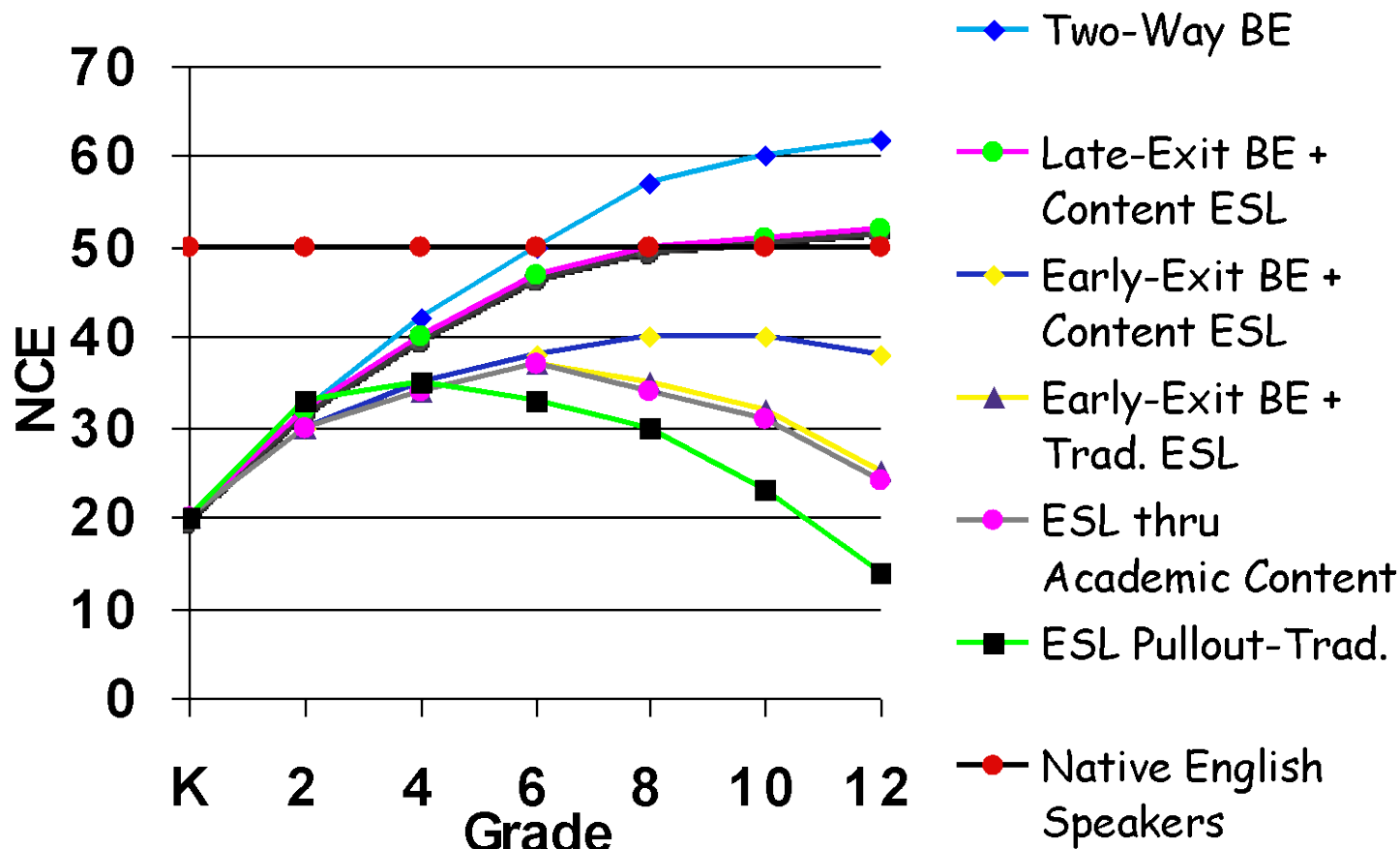
Laurie Olsen, Ph.D.



A CALIFORNIANS TOGETHER RESEARCH & POLICY PUBLICATION



English Learners Long Term K-12 Achievement on Standardized Tests in English Reading Compared Across Seven Program Models



Reversing the LTEL track

- LTELs are made
 - Inconsistent programming
 - Limited access to balanced language and literacy development
- Policy issues
 - State-level
 - School-level
 - Community service-level
- Opportunities
 - Case study of a school

Around the country

California



- Focus on literacy development
- Focus on high oral engagement and problem-solving in discipline-specific classes
- Focus on developing discipline-specific language

New York



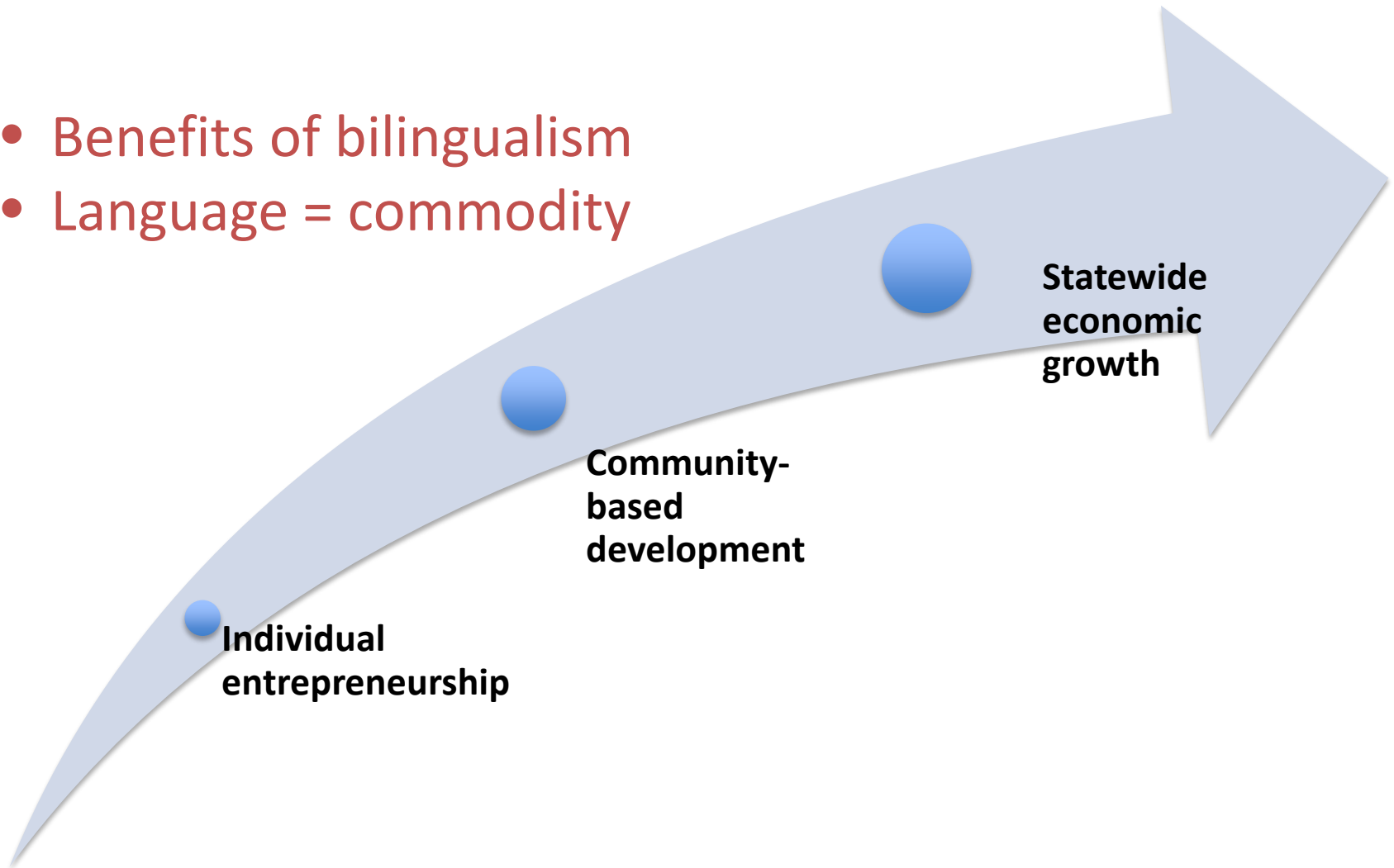
A potential model: New York

- Multiple language use vs. English-Only
- School / Family / Community partnerships
- More teacher autonomy



Opportunities for the future of Minnesota

- Benefits of bilingualism
- Language = commodity



**Individual
entrepreneurship**

**Community-
based
development**

**Statewide
economic
growth**

In Minnesota

Minneapolis High School Example: Spanish Language Development Track

- “Turn-around” program: increased enrollment, increased graduation, increased test scores
- Dual immersion opportunity, **focus** on home language Spanish students and LTELs
- IB diploma track option
- Seal of bilingualism/biliteracy upon completion

Conclusion

AG can be addressed through greater attention to 'the language gap'

- access to high quality immersion programs that promote bilingualism
- attention to bilingual development among long-term English language learners (LTEs)

Thank you!

Selected Resources

- Center for Applied Linguistics. (2011). *Directory of foreign language immersion programs in U.S. schools*. Retrieved from <http://www.cal.org/resources/immersion/>.
- Christian, D. (1994). *Two-way bilingual education: Students learning through two languages*. (Educational Practice Rep. No. 12). Santa Cruz, CA and Washington, DC: National Center for Research on Cultural Diversity and Second Language Learning.
- Christian, D., Montone, C., Lindholm, K., & Carranza, I. (1997). *Profiles in two-way immersion education*. McHenry, IL: Center for Applied Linguistics and Delta Systems Co., Inc.
- California Department of Education. (2002). *California two-way bilingual immersion programs directory*. Sacramento, CA: California Department of Education
- Lindholm-Leary, K. (2001). *Dual language education*. Clevedon, UK: Multilingual Matters Ltd.
- Lindholm-Leary, K. (2008). *What research says about effective models and programs features for ELL students*. Presentation at Bilingual Education World Languages Project Chicago Public Schools, Chicago, IL.
- MDE (Minnesota Department of Education). (2013). Data for parents and educators. Retrieved from <http://w20.education.state.mn.us/MDEAnalytics/Reports.jsp>
- Thomas, W. & Collier, V. (1998). *School effectiveness for language minority students*. Alexandria, VA: National Clearinghouse for Bilingual Education.
- Thomas, W. P., & Collier, V. P. (2012). Astounding effectiveness--the North Carolina story. In W. P. Thomas & V. P. Collier (Eds.), *Dual language education for a transformed world* (pp. 64–90). Albuquerque, NM: Dual Language Education of New Mexico Fuente Press.