Who are we and what can we do for you?

Leigh Schleicher: Interim Director of the Student Support Division

Michael Bowlus: Interim English Learner and Migrant Education Program Supervisor

Amy Young: EL Specialist, School Support
Growth in Linguistic Diversity

Percent Change in U.S. Total and ELL Pre-K-12 Enrollment between 1997-1998 and 2007-2008 line chart

Source: Migration Policy Institute, National Center on Immigrant Integration Policy, 2010.
Foreign Born Population, 1920-present

Source: Tabulated from the Integrated Public Use Microdata Series
184,800 live in the 7-County Twin Cities Metro

<table>
<thead>
<tr>
<th>County</th>
<th>Population</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hennepin County</td>
<td>84,700</td>
<td>7%</td>
</tr>
<tr>
<td>Ramsey County</td>
<td>53,100</td>
<td>11%</td>
</tr>
<tr>
<td>Dakota County</td>
<td>19,000</td>
<td>5%</td>
</tr>
<tr>
<td>Anoka County</td>
<td>14,000</td>
<td>4%</td>
</tr>
<tr>
<td>Olmsted County</td>
<td>7,000</td>
<td>5%</td>
</tr>
<tr>
<td>Scott County</td>
<td>6,400</td>
<td>5%</td>
</tr>
<tr>
<td>Stearns County</td>
<td>5,900</td>
<td>4%</td>
</tr>
<tr>
<td>Washington County</td>
<td>5,700</td>
<td>2%</td>
</tr>
<tr>
<td>Nobles County</td>
<td>3,400</td>
<td>17%</td>
</tr>
<tr>
<td>Mower County</td>
<td>3,200</td>
<td>9%</td>
</tr>
<tr>
<td>Rice County</td>
<td>2,700</td>
<td>4%</td>
</tr>
<tr>
<td>Kandiyohi County</td>
<td>2,100</td>
<td>5%</td>
</tr>
<tr>
<td>Carver County</td>
<td>1,900</td>
<td>2%</td>
</tr>
<tr>
<td>St. Louis County</td>
<td>1,800</td>
<td>1%</td>
</tr>
<tr>
<td>Wright County</td>
<td>1,700</td>
<td>1%</td>
</tr>
</tbody>
</table>

Source: U.S. Census Bureau, American Community Survey, 2013-2017
Highest concentration in Nobles County

<table>
<thead>
<tr>
<th>County</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hennepin County</td>
<td>84,700</td>
<td>7%</td>
</tr>
<tr>
<td>Ramsey County</td>
<td>53,100</td>
<td>11%</td>
</tr>
<tr>
<td>Dakota County</td>
<td>19,000</td>
<td>5%</td>
</tr>
<tr>
<td>Anoka County</td>
<td>14,000</td>
<td>4%</td>
</tr>
<tr>
<td>Olmsted County</td>
<td>7,000</td>
<td>5%</td>
</tr>
<tr>
<td>Scott County</td>
<td>6,400</td>
<td>5%</td>
</tr>
<tr>
<td>Stearns County</td>
<td>5,900</td>
<td>4%</td>
</tr>
<tr>
<td>Washington County</td>
<td>5,700</td>
<td>2%</td>
</tr>
<tr>
<td>Nobles County</td>
<td>2,400</td>
<td>17%</td>
</tr>
<tr>
<td>Mower County</td>
<td>3,200</td>
<td>9%</td>
</tr>
<tr>
<td>Rice County</td>
<td>2,700</td>
<td>4%</td>
</tr>
<tr>
<td>Kandiyohi County</td>
<td>2,100</td>
<td>5%</td>
</tr>
<tr>
<td>Carver County</td>
<td>1,900</td>
<td>2%</td>
</tr>
<tr>
<td>St. Louis County</td>
<td>1,800</td>
<td>1%</td>
</tr>
<tr>
<td>Wright County</td>
<td>1,700</td>
<td>1%</td>
</tr>
</tbody>
</table>

Source: U.S. Census Bureau, American Community Survey, 2013-2017
How many of these can you define?

RAEL
SLIFE
MEP
LIEP
SLIFE
LEAPS
ESSA
WBWF
LEAPS: Learning English for Academic Proficiency and Success Act
Minnesota’s New Accountability System

Stage 1
Math Achievement
Reading Achievement
**Progress Toward English Language Proficiency**

Stage 2
(Elementary/Middle)
Math Progress
Reading Progress

Stage 2
(High)
Four-Year Graduation
Seven-Year Graduation

Stage 3
Consistent Attendance
“Better is possible. It does not take genius. It takes diligence. It takes moral clarity. It takes ingenuity. And above all, it takes a willingness to try.”

Atul Gawande, Better: A Surgeon’s Notes on Performance
What can superintendents do?

1. Use data
2. Create a sense of urgency
3. Develop innovative programming
4. Avoid fragmentation
5. Differentiate schools based on context
1. Use Data

What do you know about your multilingual, multicultural students? What story does your data tell?

1. Know demographics of your district, including change, long-term profile, language background, and achievement/growth.

2. Align budget to the story (A & I, Title 1,2, 3, SRCL Grants, Comp Ed)
Using Data to Tell a Story that Leads to Change

Math proficiency accountability rating scales: 1=less than 67%, 2=67 to 73, 3=74-81, 4=82-89, 5=90 or better.

EL=“English Learner”-Student identified for English Learner services

Which schools should be prioritized for resources?
What types of supports should each school receive?

<table>
<thead>
<tr>
<th></th>
<th>Current ELs</th>
<th>Former ELs</th>
<th>Ever ELs</th>
<th>Never ELs</th>
</tr>
</thead>
<tbody>
<tr>
<td>School A</td>
<td>52% (1)</td>
<td>86% (4)</td>
<td>76% (3)</td>
<td>86% (4)</td>
</tr>
<tr>
<td>School B</td>
<td>63% (1)</td>
<td>92% (5)</td>
<td>83% (4)</td>
<td>87% (4)</td>
</tr>
<tr>
<td>School C</td>
<td>53% (1)</td>
<td>72% (2)</td>
<td>65% (1)</td>
<td>68% (2)</td>
</tr>
<tr>
<td>School D</td>
<td>44% (1)</td>
<td>73% (2)</td>
<td>63% (1)</td>
<td>84% (4)</td>
</tr>
</tbody>
</table>
Actual learning curve

Fluency

Time

Actual learning curve
(diminishing returns)
Total student numbers by proficiency level
Long Term English Learner over 5 years in Minnesota
MCA Achievement by ACCESS Proficient Level Math, Students who do not qualify for FRP

[Diagram showing percentage of students at different composite levels]
How do you create a sense of urgency around equity and asset frameworks?

1. Shadowing, Learning Walks and Walkthrough Protocols
2. Family/youth engagement, CRP/Funds of knowledge/Absent narratives
3. Innovative Programming

What innovative programming do you have to promote success for multilingual learners? Who leads these initiatives?

1. Hiring: strong EL coordinator/director, bilingual/bicultural staff.

2. Implement frameworks (GLAD, TRTW, SIOP) and dual language programs/supports (bridging, heritage language programs, bilingual resources, etc.)
The Benefits of a Bilingual Brain

Benefits of Bilingualism

Fully proficient bilingual individuals excel over monolinguals in:

Certain cognitive benefits: Divergent thinking, pattern recognition, executive control [ADHD/Alzheimer’s] (Bialystok, 2002; Bialystok, Craik & Luk, 2008, 2012).

Problem solving [with conflicting or misleading cues starting at young ages] (Bialystock, 2008; Carlson, & Meltzoff, 2008).

Sensitivity to verbal and non-verbal cues, greater attention to listeners’ needs (Lazaruk, 2007).

Intercultural sensitivity and greater openness to members of the target culture (Christian, 1994).
Bilinguals engage more of the neural landscape available for language processing than monolinguals, providing benefits for:

• learning in general

• complex thinking and creativity

• mental flexibility (less bias)
Growth Towards English Language Proficiency (Thomas & Collier, 2011)

- Home Language
  - Bridging Charts
  - Multilingual Ecology
  - Diversified Staff

- Individual Learning Plan (ILP)

- Integrating Language & Content
How do you provide support without decreasing cohesion?

1. Avoid missed instruction during instruction (co-teaching vs. pull-out) and testing (non-EL staff responsible for ACCESS testing, etc.)

2. Provide quality core instruction and differentiated MTSS
5. Differentiate Schooling based on context

How do you provide supports at different levels?

1. Pre-school (supports such as SEAL program)
2. Elementary and Middle School (integrating language and content)
3. HS-Pathways, Credit recovery, Counselor support,
4. ALC (Alternative Learning Centers)?
5. ABE (Adult Basic Education)?
“Better is possible. It does not take genius. It takes diligence. It takes moral clarity. It takes ingenuity. And above all, it takes a willingness to try.”
Ten Minnesota Commitments to Equity

1. Prioritize equity.
2. Start from within.
4. Go local.
5. Follow the money.
7. Monitor implementation of standards.
8. Value people.
10. Give students options.
Thank you!

Leigh Schleicher, Michael Bowlus, Amy Young

Leigh.schleicher@state.mn.us; Michael.Bowlus@state.mn.us; Amy.Young@state.mn.us

Leigh Schleicher: 651-582-8326, Michael Bowlus: 651-582-8254, Amy Young 651-582-8240