Table of Contents

Foreword—vii

Acknowledgments—viii

Introduction—ix

Chapter One: Transforming U.S. Schools—1

Demographics—3
Who are linguistically diverse students?—4
English learners —5
Staff perceptions of English learners—6
Overview of the book—6

Chapter Two: The U.S. Policy context—9

Court decisions —10
Federal legislation—11
State legislation and voters' referenda—14
Analyzing your school and school district—16

Chapter Three: How Long to Full Gap Closure?—19

How long to full gap closure when U.S. schooling is only in English?—21
How long to full gap closure when U.S. schooling is in the students' primary language and English?—25
Summary of "how long" findings for English learners—25
How long for native English speakers to reach grade-level in second language?—26
Analyzing your school and school district—28

Chapter Four: Understanding the "How Long" Question: The Prism Model—31

The instructional situation for the native English speaker—32
The Prism Model: Language acquisition for school—33
The instructional situation for the English learner in an English-only program—40
The Prism Model for the native-English-speaking student—42
How academic progress is measured for both native and non-native speakers of English—43
Analyzing your school and school district—45

CHAPTER FIVE: PROGRAM EFFECTIVENESS—47

Characteristics of effective programs—47
English learners' long-term academic achievement —53
Strongest predictor: Type of program provided in elementary school—54
Program differences—58
Analyzing your school and school district—68

CHAPTER SIX: ENRICHMENT PROGRAMS AND POLICY IMPLICATIONS—71

Clarifying some confusing program names in the research on program effectiveness —71
Student achievement in 90:10 and 50:50 dual language programs—73
Does submersion in the English mainstream work better?—77
ESL content vs. transitional bilingual education—79
Amount of time in the bilingual/ESL program—82
Influence of socioeconomic status on English learners' academic achievement—82
Conclusions—83
Analyzing your school and district —84

CHAPTER SEVEN: VISUALIZING FUTURE SCHOOLS—87

Developing cognition—87
Promoting cross-cultural experiences—88
Developing two languages—88
Visionary schools—89
Visualizing your own dream school—93

CHAPTER EIGHT: ACTION RECOMMENDATIONS—95

APPENDIX A: STATE TESTS, PERCENTILES, AND NORMAL CURVE EQUIVALENTS—101

APPENDIX B: THE THOMAS-COLLIER TEST OF EQUAL EDUCATIONAL OPPORTUNITY—111

APPENDIX C: TABLE OF FIGURES—118

REFERENCES—120

INDEX—129