Boston Public Schools

OMME Strategic Plan

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Interim Assistant Superintendent for the Office of
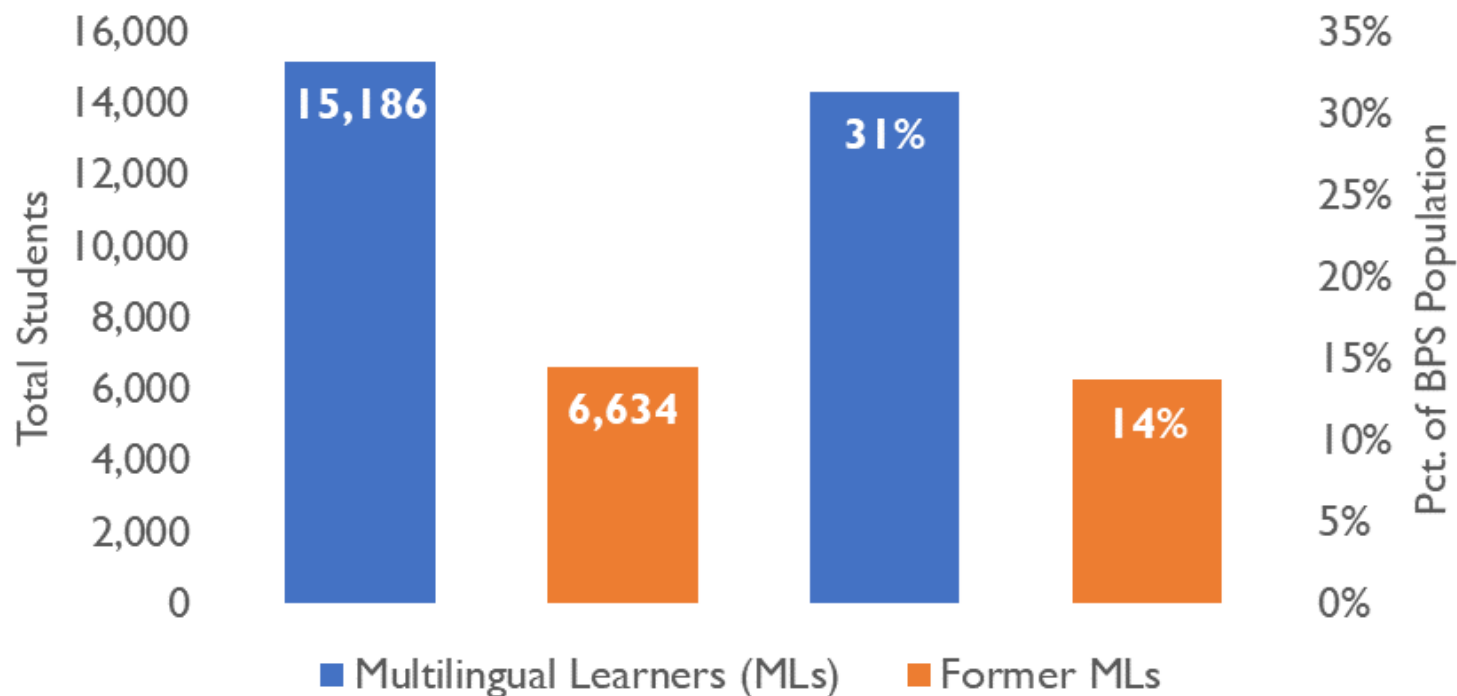Multilingual & Multicultural Education

Overview

- OMME Vision & MLs
- Bilingual Education
- Strategic Plan Priorities & Feedback
- Impact
- Next Steps

# Office of Multilingual and Multicultural Education (OMME) Vision

The Office of Multilingual and Multicultural Education (OMME) envisions that all multilingual learners feel a sense of belonging and joy for learning in a multicultural learning environment; have the opportunity to be academically proficient in at least two or more languages; and to graduate with the Massachusetts State Seal of Biliteracy.

BOSTON Public Schools | Office of Multilingual and Multicultural Education

Multilingual Learners (MLs) and Former Multilingual Learners

Data as of 9/23/2022, includes all grades

Multilingual Learners (MLs) by ELD Level

ELD 1	ELD 2	ELD 3	ELD 4	ELD 5
4,474	2,022	4,378	4,028	219
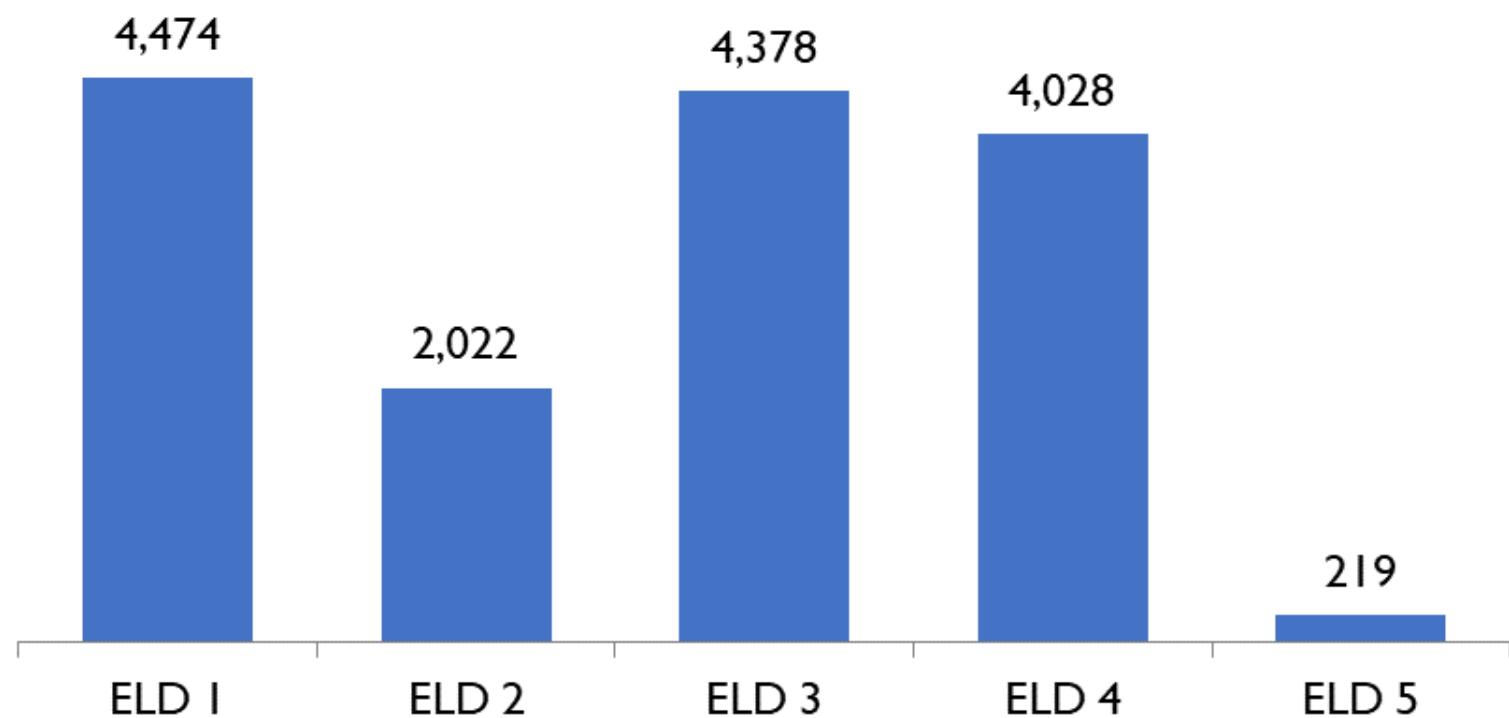
Data as of 9/23/2022, includes all grades

Multilingual Learners (MLs) and Former MLs by Major Language

| Language	Count
Spanish	12,271
Chinese	1,282
Cabo Verdean	1,194
Vietnamese	1,161
Haitian Creole	1,138
Portuguese	678
Somali	240
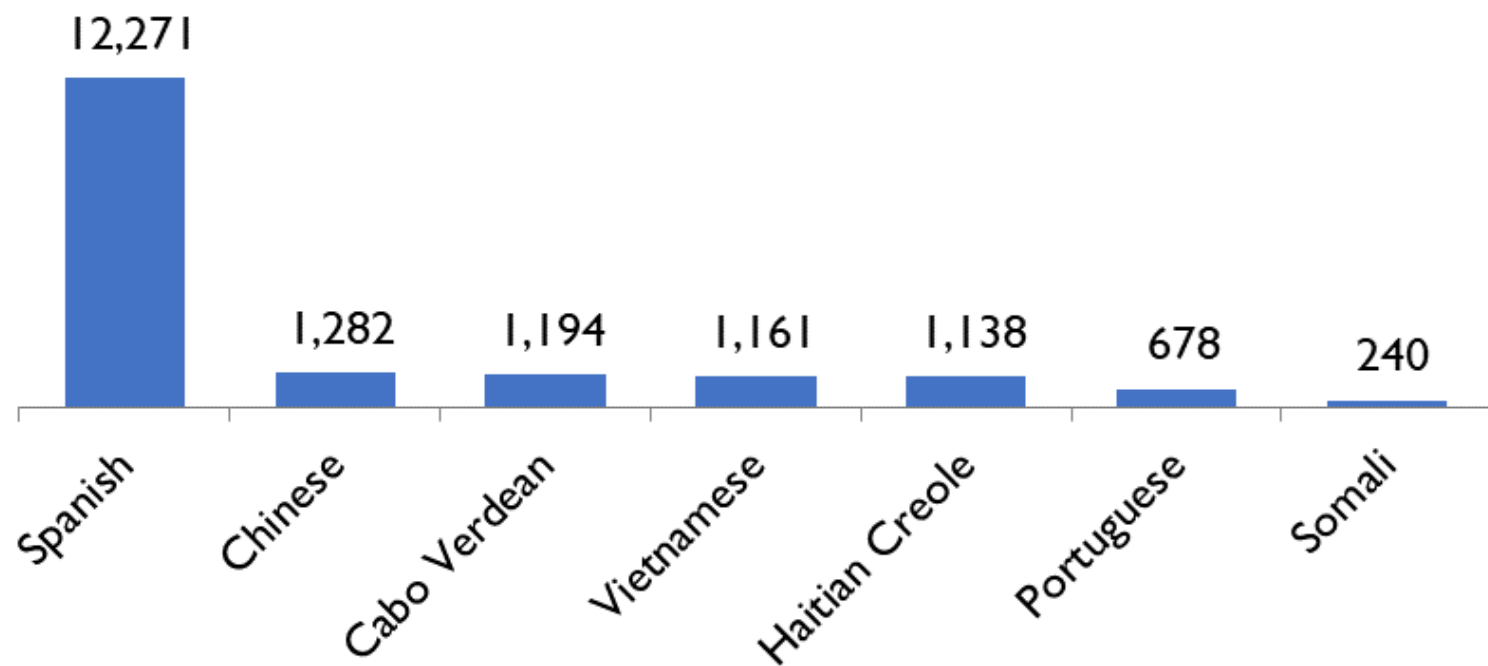
Data as of 9/23/2022, includes all grades

Bilingual Education

Benefits of Bilingual Education

Research from Thomas and Collier shows that the most successful program model for Multilingual Learners long-term achievement is through two-way dual language programming.

English Learners' Long-Term Achievement by Program Model

W. Thomas y V. Collier, 2001-2009
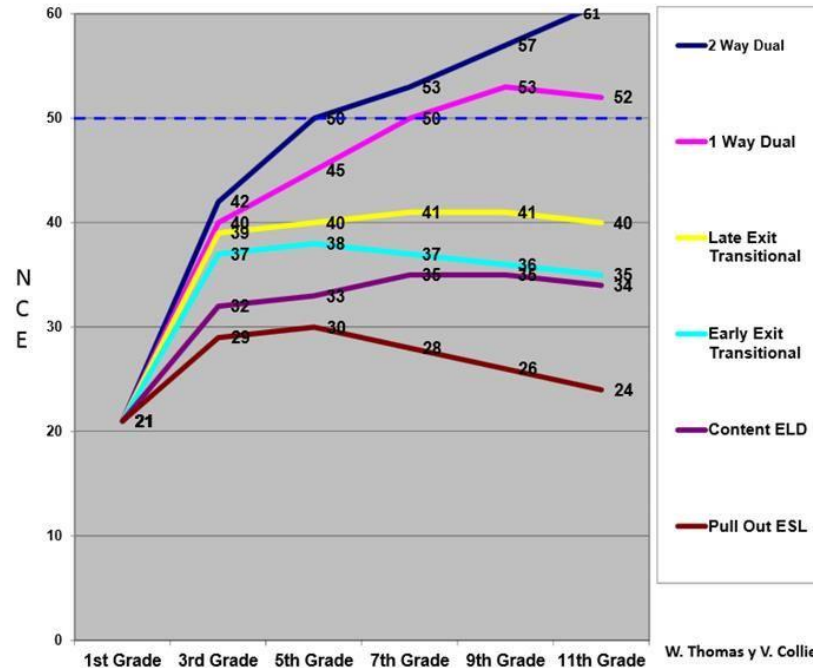
Language Programming Models

Subtractive → Additive

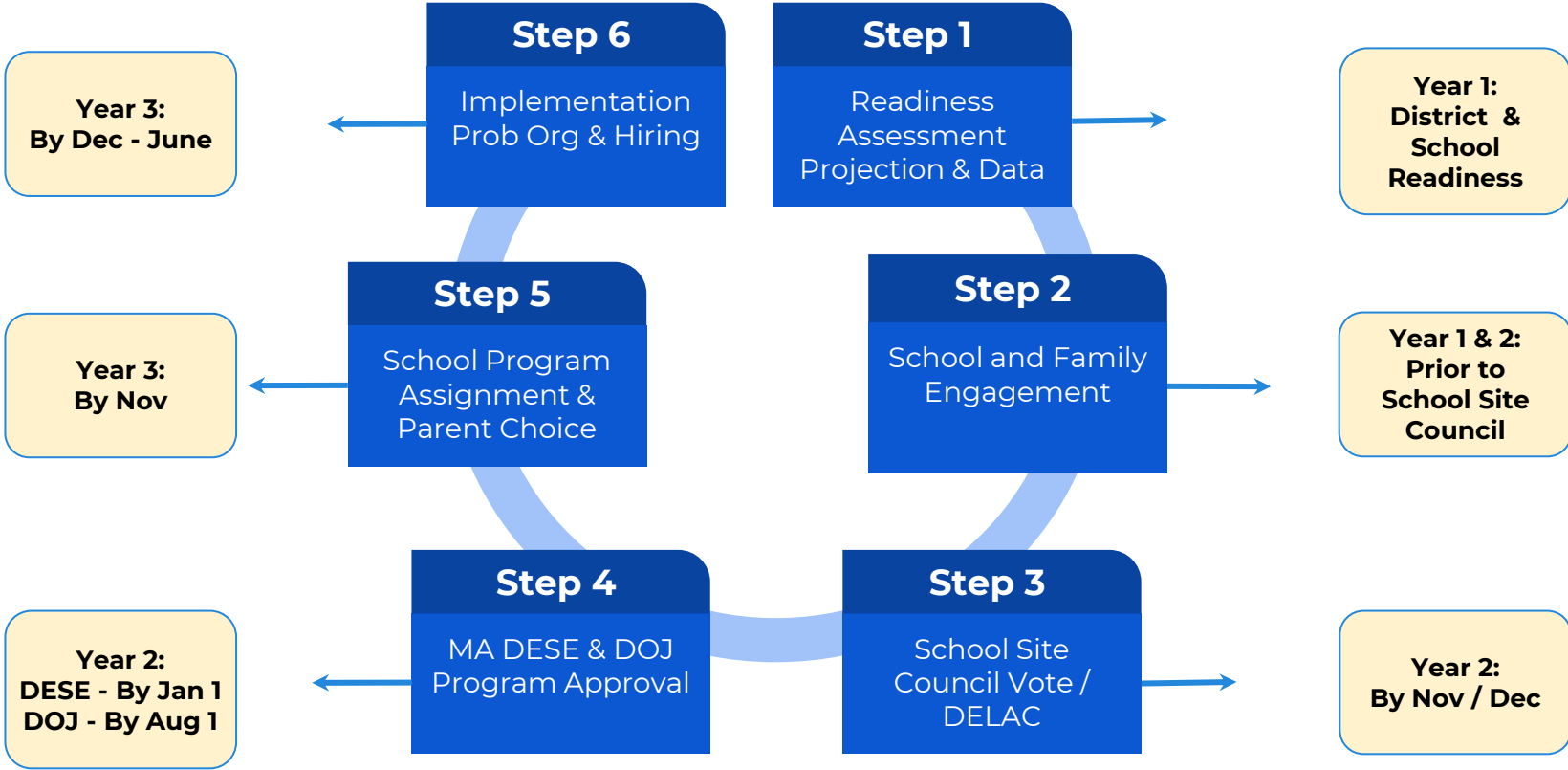| Sheltered English Immersion (SEI) | SEI Language Specific | Heritage Language Program | Transitional Bilingual Education (TBE) | Dual Language (DLE) |

Boston Public Schools' OMME Strategic Plan vision is towards increasing additive language programming and access to the MA State Seal of Biliteracy
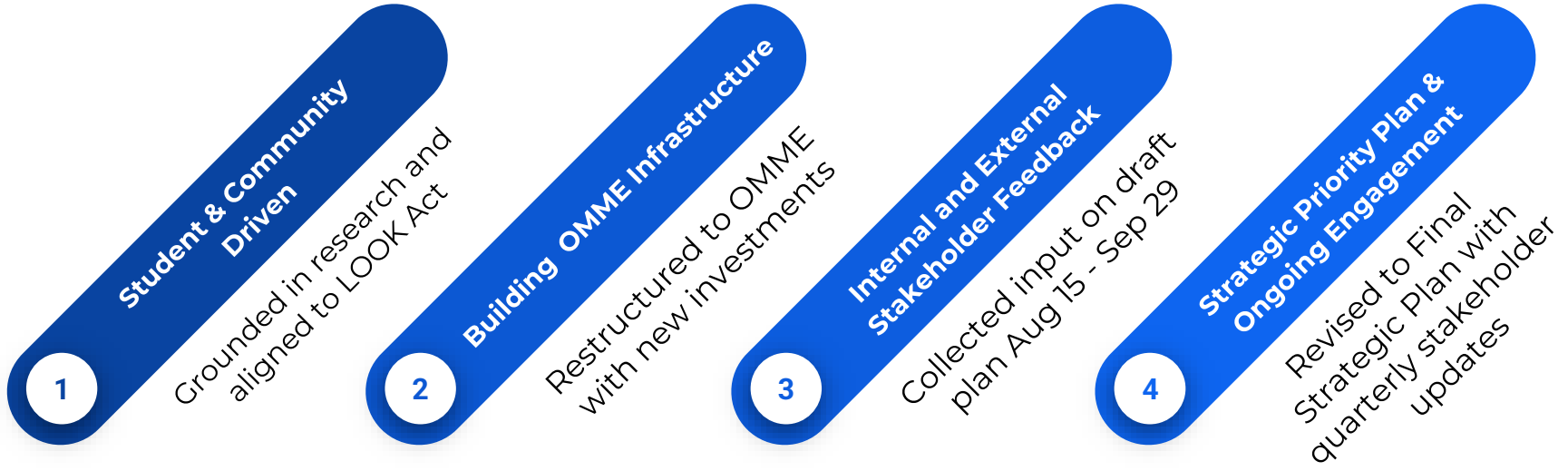
3-Yr Overview for TBE & DLE Program Implementation

Year 3:
By Dec - June

Step 6
Implementation
Prob Org & Hiring

Step 1
Readiness
Assessment
Projection & Data

Year 1:
District &
School
Readiness

Step 5
School Program
Assignment &
Parent Choice

Year 3:
By Nov

Step 2
School and Family
Engagement

Year 1 & 2:
Prior to
School Site
Council

Year 2:
DESE - By Jan 1
DOJ - By Aug 1

Step 4
MA DESE & DOJ
Program Approval

Step 3
School Site
Council Vote /
DELAC

Year 2:
By Nov / Dec

Strategic Priorities

Office of Multilingual and Multicultural Education Strategic Plan Process

1 Student & Community Driven

Grounded in research and aligned to LOOK Act

2 Building OMME Infrastructure

Restructured to OMME with new investments

3 Internal and External Stakeholder Feedback

Collected input on draft plan Aug 15 - Sep 29

4 Strategic Priority Plan & Ongoing Engagement

Revised to Final Strategic Plan with quarterly stakeholder updates

Office of Multilingual and Multicultural Education (OMME) Strategic Plan Priorities

1) Expand bilingual programs that support students and enable their achievement of the Massachusetts State Seal of Biliteracy

2) Ensure that all Multilingual Learners with Disabilities (MLWD) receive appropriate services and support including native language;\

3) Improve instruction and outcomes across multilingual learner programming

4) Develop student-centered systems with an equity lens that ensures Multilingual Learners have required services and access to opportunities

5) Partner with youth, families, communities, Community Based Organizations, and education partners to increase opportunities for program options towards college and career readiness.

BOSTON Public Schools | Office of Multilingual and Multicultural Education

Priority	Metric
1. Expand ELE bilingual and world language heritage programs that support students and enable their achievement of the Massachusetts State Seal of Biliteracy.	By the end of the school year 2024/2025, BPS will increase its bilingual programs by 25 across schools and neighborhoods serving majority language communities. By the end of the school year 2024/2025, BPS will increase the percentage of high school students attaining the Massachusetts State Seal of Biliteracy by 25%.

Priority	Metric
2. Ensure that all Multilingual learners with disabilities (MLWDs) receive appropriate services and support including native language. *in partnership with the Office of Special Education*	By the end of the school year 2022/2023 and each year thereafter, BPS will increase the percentage of paraprofessionals who are bilingual by 15% to support MLWDs with ELP 1-5. By the end of the school year 2022/2023 and each year thereafter, 100% of MLWD will receive appropriate special education and language services regardless of program and/or placement.

Priority	Metric
3. Improve instruction and outcomes across Multilingual Learner (ML) programming.	By the end of the school year 2022/2023 and each year thereafter, ML students assessing on MAP Growth Reading and Math will meet or exceed their individual growth goals. By the end of the school year 2022/2023 and each year thereafter, the percentage of ML students making progress on the ACCESS assessment will increase by 5%. *Note: Following the identification and adoption of bilingual assessments, this metric may be revised to reflect new assessment tools.*

Priority	Metric
4. Develop student-centered systems with an equity lens that ensures Multilingual Learners have required services and access to opportunities.	By March (annually), the district* will meet at least 90% or above of ESL instructional minutes (elementary) or instructional blocks (secondary) for ESL services in accordance with the DOJ requirements.

Priority	Metric
5. Partner with youth, families, communities, Community Based Organizations, and education partners to increase student engagement and opportunities for program options towards college and career readiness and ensure families receive interpretation and/or translation as needed.	By the end of the school year 2022/2023 and each year thereafter, BPS will decrease the percentage of Multilingual learners experiencing chronic absenteeism by 15% annually.

Impact

- Increase student and family offerings for both Bilingual and Heritage Programs

- Provide Native language support for MLWD

- Meet legal services and monitoring for MLWD by both OMME and OSE

- Align SEI materials and ESL services to ELA core tier 1 & adopt bilingual materials for current and new programs

- Ensure equity and access to all programming, courses and services

- Develop coherent and cross-departmental supports to ensure students are engaged and families are supported in their native language.

Next Steps

- Develop Project Plan by Each Priority Area

- Develop a Bilingual District Leadership Team with external stakeholders

- Coordinate ongoing engagements for all school principals on bilingual education and implementation of strategic plan

- Develop Committees with Internal / External members by Strategic Priority Area. Goal to meet bi-monthly and progress monitor each priority area

  - Sign up here

Appendix

Office of Multilingual & Multicultural Education (OMME) abides by the regulations, policies, guidance and agreements set forth with each stakeholder and across many areas of oversight.

SC

META

DESE

OMME

BTU

DOJ / OCR

ELTF

DELAC

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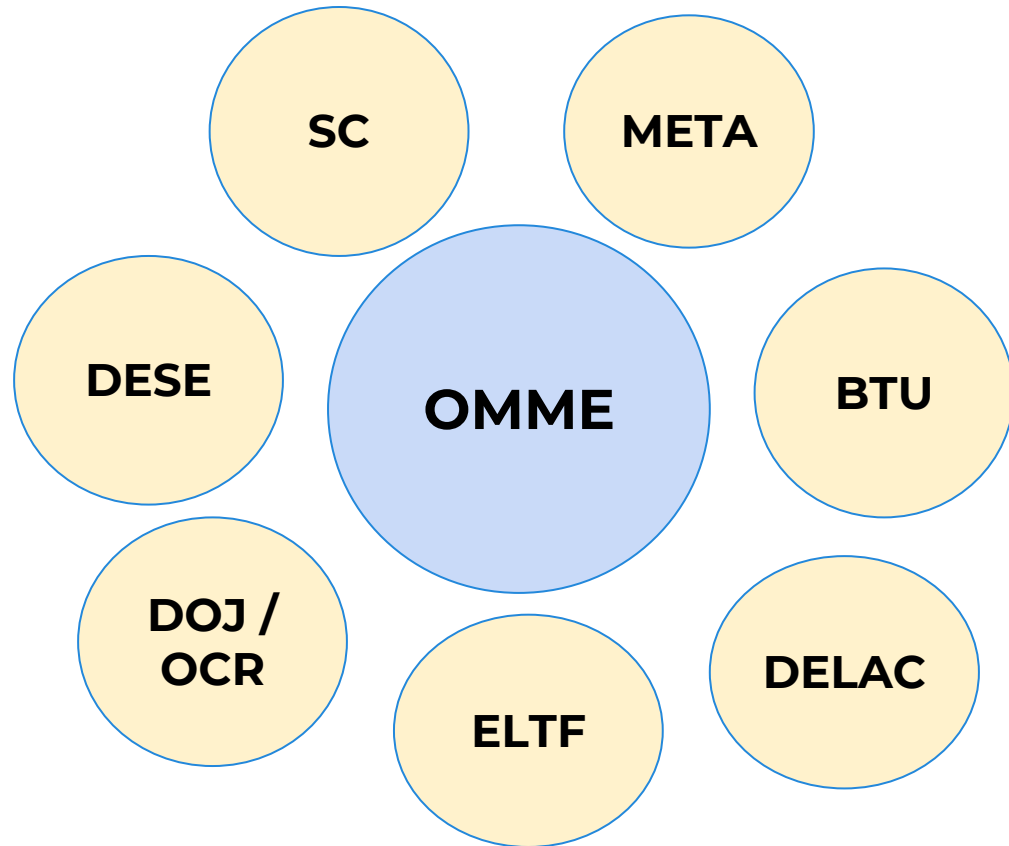
Stakeholder Engagement Sessions
August 12 - September 27

- English Learner Task Force (ELTF) Subcommittee Chairs
- School Leaders @ August Leadership Institute
- Department of Elementary & Secondary Education (DESE)
- English Learner Task Force English Learners with Disabilities Subcommittee (ELSWD)
- English Learner Task Force (ELTF)
- Boston Teachers Union (BTU) Leadership
- District - English Learner Advisory Council (DELAC/ELAC) & ELAC by language groups
- Special Education Parent Advisory Council (SPED PAC)
- Boston Student Advisory Council (BSAC)
- Community Engagement Advisory Council (CEAC)
- Community Based Organizations (CBOs)
- BTU Educators & Language Assessment Team Facilitators
- Opportunity and Achievement Gap Task Force

Summary of Stakeholder Feedback

Themes	Response
- Timeline for 3 years implementation - Strategic Plan vs. Project Plan by Priority - Leadership of BPS Offices (Budget; Assignment and Special Education, Recruitment, Cultivation and Diversity; - What will the cost of implementing this plan be? - How can we develop a new funding strategy to support this work? - Recruitment and retention of Biliterate Teachers and paras - Clarity on SEI programming to bilingual education programming - Clarify joint responsibility with Office of Special Education - Clarify teachers & paras 15% metric - Metric alignment to ACCESS data 100% compliance for EL service minutes - Amplifying family engagement - Language access (interpretation/translation)	- Included three year plan visual and in process of developing detailed project plan for each priority; - Began a cross department planning team to address fiscal, human capital, and resources planning. - Added information working with universities on teacher pipeline and training for for existing staff members - Added statement to expand on shift from primary focus on compliance to teaching and learning definition for native language support vs. native language instruction - Added statement to expand on shift from primary focus on compliance to teaching and learning - Added definition for native language support vs. native language instruction, also provided in instructional circular 7 - Added language regarding partnership with BTU - Added all MLSWD receive appropriate instruction from appropriately licensed or endorsed teachers. - Added footnote: 100% compliance is framed as merely a future goal rather than a present requirement. - Revised Action Area 4.6 Increase opportunities for ML to enroll in all necessary MassCore coursework to qualify for the Massachusetts State Seal of Biliteracy such as AP Language and IB courses

Current Bilingual Programs in BPS

Dual Language (TWI)

Spanish/English
- Umana (K1-8)
- Greenwood (K1-8)
- Hernández (K1-8)
- Hurley K-8 (K1-8)
- Muñiz (9-12)

ASL/English
- Horace Mann School for the Deaf and Hard of Hearing (K-12)

Haitian Creole/English
- Mattahunt (K1-Grade 4)

Vietnamese/English
- Mather (K1-Grade 2)

Other NL Instruction
- Cabo Verdean Language and Culture Course at Burke High School

SLIFE

Spanish
- Curley
- Umana
- Hennigan
- Mildred Ave
- Blackstone
- BCLA/ McCormack
- Charlestown High
- Newcomers Academy

Haitian Creole
- Taylor
- Tech Boston
- Newcomers Academy

Cabo Verdean Creole
- Orchard Gardens
- Dearborn STEM
- Newcomers Academy

Multilingual
- Newcomers Academy
- Brighton High School
- Edison K-8
- Taylor
- Frederick

World Language Programs in BPS

Heritage language program: allows students who have some proficiency in or a cultural connection to a language through family, community, or country of origin to further their knowledge of the language and the culture. Goal is fluency of language in all 4 domains: reading, writing, listening, speaking. Currently, BPS has eight Spanish Heritage Language programs in BPS high schools.

World languages program: allows students to study a language and culture they have not been exposed to previously. Goal is for students to graduate with a minimum language proficiency of Intermediate High in order to earn the MA State Seal of Biliteracy.

For more information about BPS World Language programs, please visit Boston Public Schools World Languages Department website.

(Center for Applied Linguistics, 2010)

Bilingual Program: Transitional Bilingual Education

Transitional bilingual education programs (TBE) leverage students' native languages to help with English language development and ensure students meet academic expectations, but the **goal is to eventually transition into English-only instruction**.

- Initial instruction is offered in native language and decreases gradually as more English is introduced.

  a. **Early Exit** - Transition happens in 1–3 school years
  b. **Late Exit** - Transition happens in 4-5 school years

- Some educators and researchers consider TBE programs to be subtractive and assimilationist (Gandara & Escamilla, 2018).

- Most TBE programs are implemented at elementary level, but they can also be applied in middle and high school. They should not be implemented as students' entire academic career.

(Gandara & Escamilla, 2018)

Bilingual Program: Dual Language

Maintenance or dual language education (DL) is a form of education in which students are **taught literacy and content in two languages**. The goal is to:

- Develop bilingualism and biliteracy
- Ensure high levels of academic achievement
- Grow sociocultural competence

Programs should be implemented K-5, with K-12 option encouraged.

A minimum of 50% to a maximum of 90% of daily instruction should be in the partner language for all students.

One-Way Immersion

All students speak the same native language (includes simultaneous bilinguals)

Two-Way Immersion

Even mix of native speakers of both languages (includes simultaneous bilinguals)

(Center for Applied Linguistics, 2018)

Translated OMME Strategic Plans & Feedback Forms

Strategic Plans

Arabic

Cabo Verdean

Chinese

English

French

Haitian

Portuguese

Somali

Spanish

Vietnamese

Feedback Forms

Arabic

Cabo Verdean

Chinese

English

French

Haitian

Portuguese

Somali

Spanish

Vietnamese