



*Boston Public Schools*

Office of Multilingual &  
Multicultural Education

***OAG Task Force Update, Spring 2024***

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Joelle Gamere, Chief  
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## Office of Multilingual & Multicultural Education



Chief Joelle Gamere





# *Grounding Our Work in Our Values*

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*“Every child, in every classroom, in every school of the Boston Public Schools system has the same opportunity to achieve greatness within them as anybody else. Every child should have unfettered access to every conceivable tool to unlock the greatness within them.”*

***BPS Opportunity Gap Policy, 2016***



## Office of Multilingual & Multicultural Education (OMME) Vision

*The Office of Multilingual and Multicultural Education envisions a community where 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 graduate with the Massachusetts State Seal of Biliteracy.*



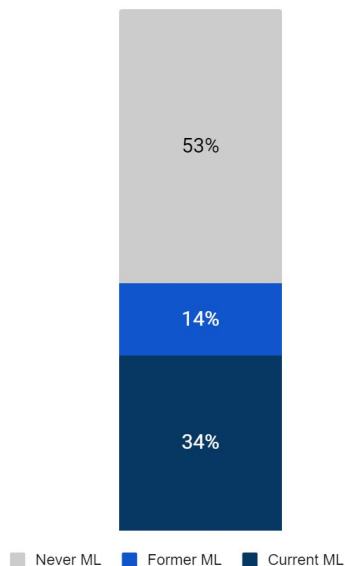
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# *Grounding Our Work in Data*

# Multilingual Learners in BPS

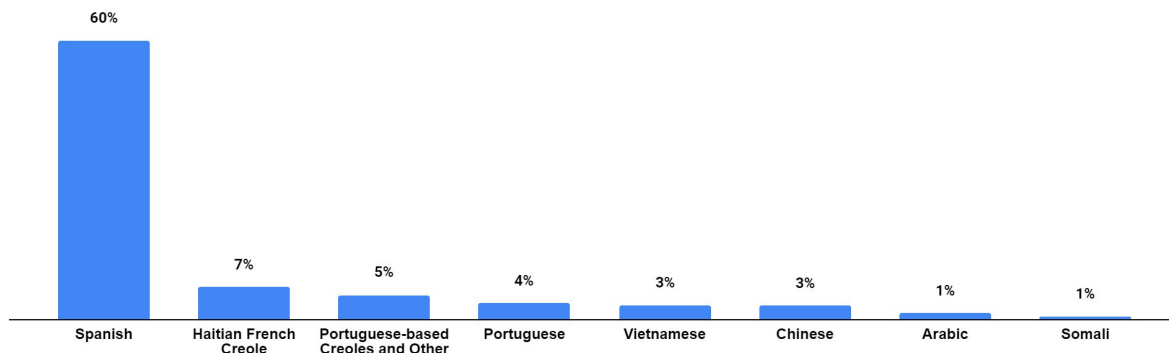
Across the Boston Public Schools, ~16k students are current Multilingual Learners (ML), which comprises one third (34%) of the student population. An additional 14% of students are classified as former Multilingual Learners. The majority of multilingual learners in the district speak Spanish as a first language. 4,094 students are dually identified as English Learner students with Disabilities, which is 8% of our overall population.

**Current and former ML enrollment  
in BPS (n = 48,184)**



Data Notes:  
Enrollment as reported in Aspen, Oct 2023

**Distribution of first language of current MLs in BPS**



Data Notes:  
First language as reported in the Oct 1, 2023 SIMS submission. First language analysis only includes current MLs and does not include students from Horace Mann charter schools.

# Multilingual Learners grades 3-8: Achievement (Performance)

## ELA:

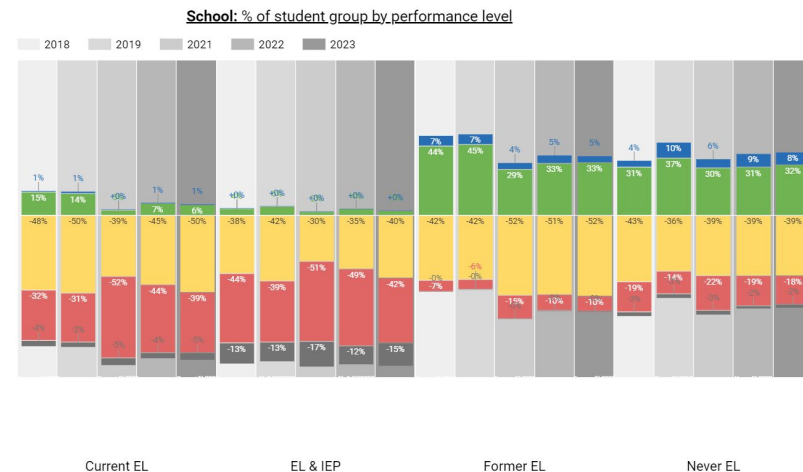
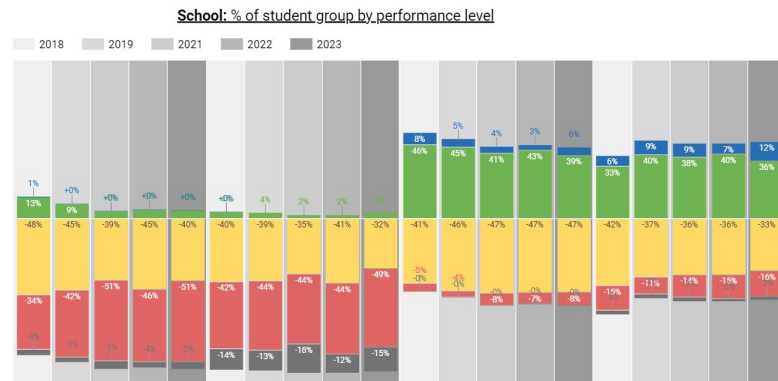
- Between 2018 and 2023, the percent of students meeting/exceeding expectations decreased from 14% to 5%.
- The percent of students not meeting expectations has increased from 38% to 56%.
- In 2023, 38% of Former EL students met or exceeded expectations.

## Math:

- Between 2018 and 2023, the percent of students meeting/exceeding expectations decreased from 16% to 7%.
- The percent of students not meeting expectations has increased from 36% to 44%.
- In 2023, 38% of Former EL students met or exceeded expectations.

ELA

Math





# ACCESS

- The percent of students who made progress (i.e., met their target scores on the ACCESS test) in 2023 decreased by 8 percentage points from 2022 to 34%.
- The percent of students making progress declined in all grade levels 1-12 from 2022 to 2023
- Grades 3 and 5 experienced the largest declines from 2020
- After Grade 5, fewer than 25% of EL students are making progress.
- Across grades 1-6, making progress rates range from 17%-58%. Across grades 7-12 making progress rates range from 9%-19%

Student Group	Percentage of students Making Progress				
	2020	2022	2023	1 Year Trend	3 Year Trend
All Students	44%	42%	34%	-8%	-10%
Grade K2			7%	--	--
Grade 1	52%	51%	50%	-1%	-2%
Grade 2	66%	60%	58%	-2%	-8%
Grade 3	66%	62%	50%	-12%	-16%
Grade 4	64%	65%	55%	-10%	-9%
Grade 5	50%	45%	34%	-11%	-16%
Grade 6	24%	25%	17%	-8%	-7%
Grade 7	29%	26%	16%	-10%	-13%
Grade 8	32%	25%	19%	-6%	-13%
Grade 9	26%	26%	16%	-10%	-10%
Grade 10	24%	27%	17%	-10%	-7%
Grade 11	15%	20%	10%	-10%	-5%
Grade 12	16%	21%	9%	-12%	-7%



# *Increasing Access for MLs*

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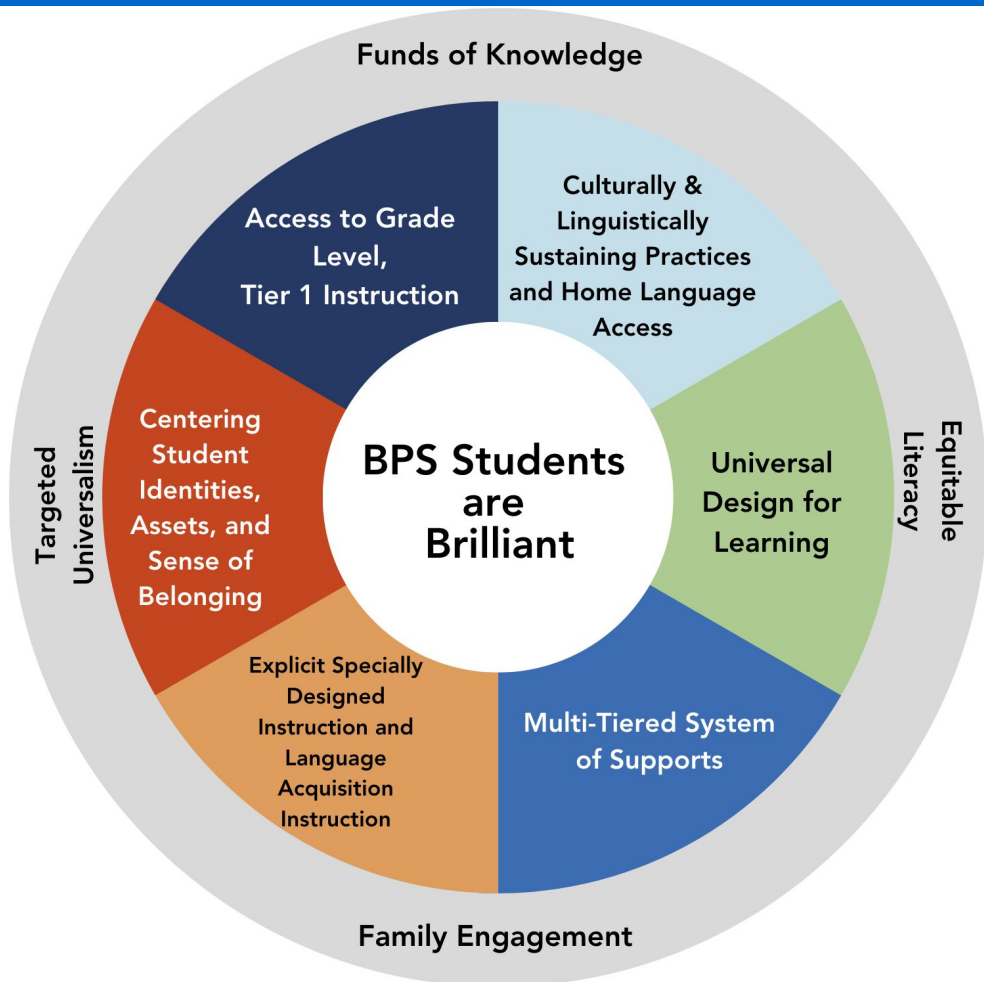


*“Understanding deeply what multilingual learners experience, what assets & strengths they bring to our schools, and what they need to thrive will shift classroom practices for all students”.*

***‘From Equity Insights to Action: Critical Strategies for Teaching Multilingual Learners’ . Honigfeld et al, 2021***

# Inclusive Education: Ensuring Access and Removing Barriers for Every Student's Success

*Inclusive education is situating students for learning by leveraging their identities and assets to support their entry into high quality learning experiences that results in advancing student achievement, particularly for our SWDs and MLs.*



# Inclusive Education Benefits ALL Students

<i>All Students</i>	<i>Multilingual Learners</i>	<i>Students with Disabilities</i>
<ul style="list-style-type: none"><li>• Encourages friendships, empathy, acceptance</li><li>• Increases self-esteem</li><li>• Teaches cooperation and conflict resolution</li><li>• Provides access to specialized teaching strategies, special educators, ESL teachers and related service personnel</li><li>• Supports academic growth and development for ALL learners</li></ul>	<ul style="list-style-type: none"><li>• Provides access to grade level, tier 1 curriculum linguistically scaffolded for language proficiency</li><li>• Encourages/enables use of funds of knowledge (including L1) to create meaningful connections to content</li><li>• Provides access to language rich environments; encourages all 4 domains of language</li><li>• Teachers are linguistically, culturally &amp; pedagogically prepared to meet academic/ sociocultural needs of MLs.</li></ul>	<ul style="list-style-type: none"><li>• Provides peer role models</li><li>• Access to tier 1 instruction in heterogeneous setting</li><li>• Opportunities for generalization of skills to group settings</li><li>• Opportunities for learning in a naturalistic setting</li><li>• Incidental teaching opportunities for social skills and independent life skills</li></ul>

# Improving Multilingual Learners Experience

- Refining entry and exit criteria of existing programs
- Ensuring access to grade-level tier 1 instruction
- Strengthening existing dual language programs
- Build the District's capacity to sustain bilingual programs
- Creating clear guidance, training, and resources for the effective use of native language to support student outcomes
- Increasing opportunities for all MLs to participate in language programs including MLs with disabilities (MLWD)

# Improving Multilingual Learners Experience

- Students' home language is seen as a resource for learning
- MLs feel a sense of belonging because teaching is asset-based and culturally affirming
- English as a Second *or additional* Language (ESL) and meaningful access to content with appropriate scaffolds
- MLs are engaged in rigorous activities with high expectations for learning in relevant topics and themes
- When MLs are not making progress, they know their learning targets and receive interventions and supports for academics and social and emotional learning
- Trauma-informed practices as needed



# ***Building Instructional Systems to Serve Multilingual Learners***

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## Strengthening Department Infrastructure

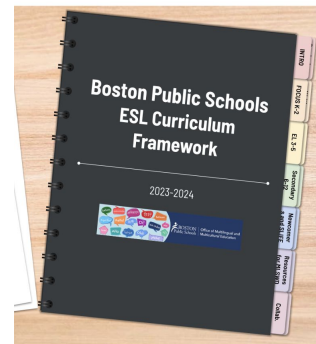
- Deputy Chiefs of Instruction & Operations
- Directors of Bilingual Education Program, Director of EL Family Outreach and Director of Equity and Accountability
- Regional Equity & Accountability Managers
- Regional Multilingual Instructional Coaches
- Dual Language Instructional Coaches
- SLIFE Instructional Coach
- Compliance and Student Data Platforms

## Curriculum, Instructional Resources & Professional Learning

- Identification & purchase of high quality instructional materials (HQIM) relevant to MLs
- Design and development of BPS' first ESL curriculum aligned to HQIM
- Ongoing coaching and professional learning including partnership with the Telescope Network

## Welcome Center, EL Family Support & Voice

- Testing, orientation, and guidance to new families
- EL family resource specialists with language capacity
- DELAC & Language-specific ELAC
- ESL Classes
- Community connections



# ***OMME & The Regional Model***





*School Leader Spotlight:*  
***Dr. Tony King***  
***Boston International Newcomer Academy***

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# Boston International Newcomers Academy (BINcA)



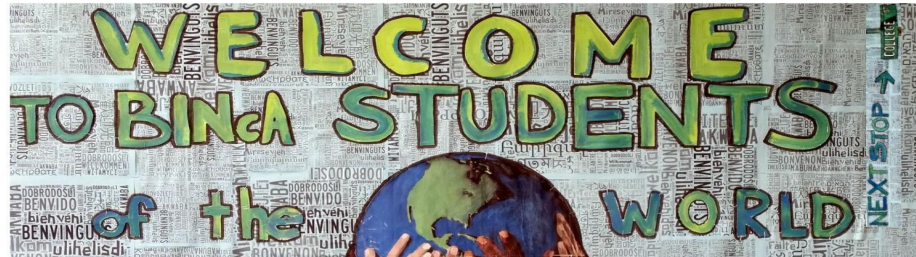
- Our students are our strength- 575 Students from 41 countries.
  - A large SLIFE program and the district's highest percentage of former SLIFE students.
- A diverse staff staff that reflects our students
  - 66% First of Second Generation Immigrants and 85% Bilingual.
  - 6 BINcA Graduates on staff.



# Boston International Newcomers Academy (BINcA)

A partnership with OMME

- Boston International and Newcomers Academy were both developed by a team lead by OMME (formerly Bilingual Department the Office of English Acquisition).
- OMME and BINcA have worked together as partners to support the students and families of BINcA in a mutually beneficial relationship
- Currently OMME is supporting BINcA in a number of ways.
  - Coaches embracing work with teachers (Supporting shifts in ESL and ongoing work in SLIFE)
  - Continued partnership in considering ways to best serve multilingual learners.





***Closing***

***‘The best way to predict  
the future is to create it’.***

***-Dr. Adriana Umana-Taylor,  
HGSE***













# *Appendix*

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# OMME Service Delivery Options

## DESE Compliance Service Delivery

**ELD Level 1 & 2:** 90 minutes of direct ESL instruction provided by a licensed ESL teacher and **sheltered content** that is taught by a content licensed teacher who holds their SEI Endorsement.

**ELD Level 3, 4 & 5:** 45 minutes of direct ESL instruction provided by a licensed ESL teacher and **sheltered content** that is taught by a content licensed teacher who holds their SEI Endorsement.

**All ELD Levels:** Ensure learning alongside grade level peers.

If a student is identified as a **MLWD** they are entitled to both special education services and ESL services.

**\*Sheltered content:** Involves the teaching of grade-level subject matter in English in ways that are comprehensible and engage students academically, while also promoting English language development.

## K-6 Options for service delivery

**Pulling out/Small group:** small groups of students with a shared trait (all Level Ones for example) from their regular classroom to provide specialized, targeted instruction or support tailored to their specific learning needs.

**Team Teaching/Parallel Teaching:** Both educators teach the same content to different groups of students simultaneously, promoting smaller group interactions and engagement.

**Alternating Teaching:** One teacher works with the majority of the class, while the other provides specialized instruction to a smaller group, tailoring learning experiences to diverse needs.

**Centers/Station Model:** Rotating groups of students through various learning stations or centers where they engage in hands-on activities and exercises, promoting personalized and interactive learning experiences.



# Services for Multilingual Learners

Service and Student Enrollment	Description
<b>Programming for Students with Limited or Interrupted Formal Education (SLIFE)</b>	Designed for students who enter U.S. schools with interruptions in their educational history and focus on accelerated learning and intensive literacy development while providing intensive social-emotional support.
<b>Newcomer Programming</b>	Designed for English Learner students who are new arrivals to the U.S. and include native language support.
<b>Sheltered English Immersion (SEI) Programming</b>	Aligned to state requirements where ML students receive high-quality instruction in both English Language Development and Sheltered Content Instruction alongside their English proficient peers in programs that are called SEI programs/classes
<b>Transitional Bilingual Education Program</b>	Leverage students' native languages to help with English language development and ensure students meet academic expectations, with the goal to eventually transition into English-only instruction. Initial instruction is offered in native language and decreases gradually as more English is introduced.
<b>Dual Language Programming (One-way or Two-Way)</b>  <i>MLs at all Levels and English speaking peers</i>	Support English learners through native language literacy and content instruction as well as English instruction to develop bilingualism and biliteracy.



# ***Program Models for Multilingual Learners***

**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.

# ***Program Models for Multilingual Learners***

**Heritage language courses:** 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 courses:** 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.

# Program Models for Multilingual Learners

## Dual Language Immersion One-Way/Two-Way

*“...the term dual language refers to any program that provides literacy and content instruction to all students through two languages and that promotes **bilingualism and biliteracy**, grade-level **academic achievement**, and **sociocultural competence** – a term encompassing identity development, cross-cultural competence, and multicultural appreciation – for all students.”*

-Dr. Barbara Kennedy, CAL

### 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)*

