

# Language Learning Education (LLE) Program Types in Massachusetts 2022-2023

Which types of Language Learning Education programs produce *grade level achievement, as well as proficiency in English?*  
What are the implications for Free and Appropriate Education (FAPE2) in Least Restrictive Environment (LRE2) placement of B-ELSWDs?

LLE Program Ranking by Student Achievement at Gr. Level	SIMS CODE MA DESE DOE026	LANGUAGE LEARNING EDUCATION PROGRAM TYPE	Achievement Outcomes		
			GRADE LEVEL Achievement for most students	LANGUAGE(S) PROFICIENCY OUTCOME GOALS	
1 <sup>st</sup> place	02	<b>DUAL LANGUAGE EDUCATION</b> <i>"A bilingual program designed to promote bilingualism and biliteracy, cross-cultural competency and high levels of academic achievement for both native English speakers and English learners from a single language background"</i>  <i>Two types: Two-Way Bilingual (learners are from ELL and EP) &amp; One-Way Bilingual (learners are from a single language background).</i>	YES +	L2 ENGLISH Academic Proficiency Including LITERACY 2	L1 SPANISH PORTUGUESE & FRENCH, etc.) Academic Proficiency Including LITERACY in L1
2 <sup>nd</sup> place	05	<b>Transitional Bilingual Education</b> <i>"An instructional program in which the native language of the EL student is used to support the student's development of English and content learning and is then gradually phased out of instruction as a student's English proficiency increases"</i> <i>Two types: Early Exit (1-3yrs) and Late Exit (6yrs and longer)</i>	YES	English	Late Exit partial
NA	03	<b>Other Bilingual programs</b> <i>"Other bilingual instructional program for English learners (not Dual Language Education or Transitional Bilingual Education)"</i>	NA	English	NA
3 <sup>rd</sup> place	01	<b>Sheltered English Immersion (SEI)</b> <i>"A full day of sheltered grade-level content instruction and English as a Second Language (ESL) instruction. Sheltered content instruction is content instruction that is modified such that an EL student may comprehend it and participate in the class at his or her level of English proficiency. All instruction and materials are in English."</i>	No	English Only 20% of students succeeded, See <a href="#">Uriarte 2009</a> Second worst LLE program. <a href="#">(Thomas &amp; Collier, 2012)</a>	
4 <sup>th</sup> place	04	<b>OPTOUT</b> <i>"EL student whose parent/guardian has consented to opt out of all ELE programs offered in the district."</i>	No	English Only	
5 <sup>th</sup> place	00	<b>Not Enrolled</b> <i>'in an English language learner education program'</i>	No	English Only	

Prepared by Serpa, ML (2011); Serpa, M & Silveira, L (2023); Serpa, M L & Santos, V. (2022), Orozco, M.; Rinaldi, C. (2015, 2017); Serpa, M L & Lira, S.A (2012); M.; McCabe, J- Lesley University, Bridgewater University & Lasell University.

Programs rankings were constructed based on educational research findings on Language Learning Education that include: Thomas & Collier 1997 & 2002, Collier, V.P., & Thomas, W.P. (2007, 2017). Cabazon, Lambert, and Hall (1992), [Uriarte](#), M for Massachusetts Board of Elementary and Secondary Education (2009); 2RT1 Working Group (2010); Serpa, ML 2011; Uriarte, et. al. (2011); American Educational Research Journal (2017); Jennifer L. Steele, Robert O. Slater, Gema Zamarro, Trey Miller, Jennifer Li, Susan Burkhauser & Michael Bacon (2017); [International Literacy Association](#). (2019) and [SIMS](#) Massachusetts Department of Elementary and Secondary Education.

Poster Design: School of Design at Lesley University