BUILDING CAPACITY FOR ALL: THE THREE-YEAR JOURNEY TO AN ASSET-BASED MULTILINGUAL LEARNER MODEL

OML
OFFICE OF
MULTILINGUAL
LEARNERS

Dr. Jill Handley
Assistant Superintendent
Instructional Programming

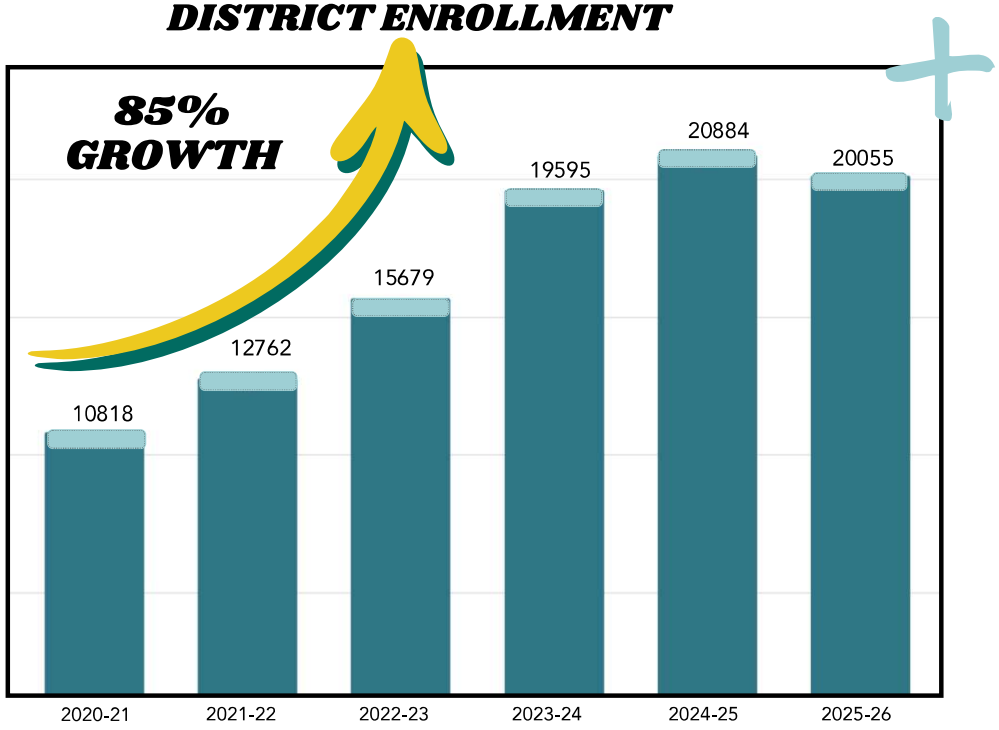
Justin Matson
Executive Director Multilingual Learners

Vongmany Edmonds
Manager Multilingual Learner Programming

October 2026

JCPS

21% OF THE TOTAL DISTRICT ENROLLMENT



5452 Monitored

428 Initially Fluent

94 Potential

59% ELEMENTARY

18% MIDDLE

24% HIGH

127 DIFFERENT COUNTRIES

45%of MLs born in the U.S.

- Cuba 17%
- Honduras 3%
- Mexico 4%
- Rwanda 3%
- Guatemala 4%
- Tanzania 3%

88 Elementary
27 Middle
23 High

English Language Development (ELD) teacher position in every school

439 ELD Teachers

153 BAIs

TOP 5

SPANISH
KINYARWANDA
SWAHILI
ARABIC
NEPALI

141 languages

As of 9/25/26

OML Divisions

Dr. Jill Handley
Assistant Superintendent
Instructional Programming

Administration

Justin Matson
Executive Director MLs

Instructional



Data & Assessment



Community



Counseling



Language Services



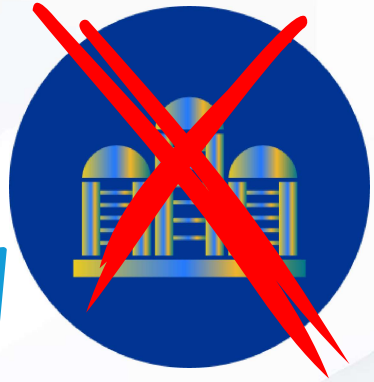
Prior to Covid









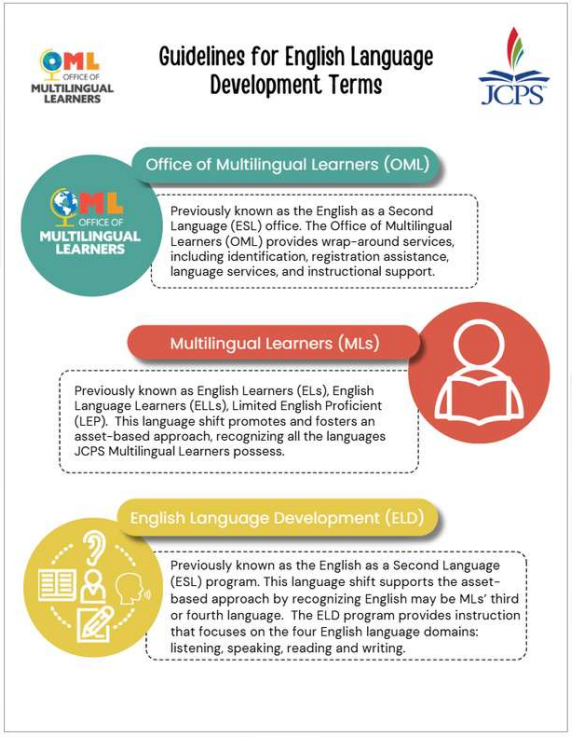


School Level

Teacher Level

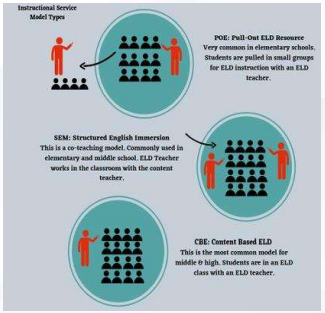
Year 1: Building Awareness (2023-2024)

Language Shifts



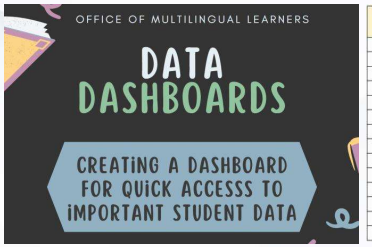
Redefining ELD







Know Your MLs



Years in US School <1 ACCESS 1-1.9	Years in US School 1 ACCESS 1-1.9	Years in US School 2 ACCESS 1-1.9	Years in US School 3 ACCESS 1-1.9
	ACCESS 2 - 2.9	ACCESS 2 - 2.9	ACCESS 2 - 2.9
		ACCESS 3 - 3.9	ACCESS 3 - 3.9

	Level One: Entering 1.0 - 1.9	Level Two: Emerging 2.0 - 2.9	Level Three: Developing 3.0 - 3.9	Level Four: Expanding 4.0 - 4.9	Level Five: Bridging 5.0 - 5.9
LISTENING	Point to stated pictures, follow one-step directions	Match information from oral description to objects; follow two-step directions	Locate, select, and order information from oral descriptions; follow multi-step directions	Compare and contrast relationships from oral information	Draw conclusions based on oral information
SPEAKING	Name objects, people and pictures; repeat words and simple phrases; answer WH-questions	Ask WH- questions; describe pictures, objects, events, people; recitate facts	Retell stories or events; make predictions; describe procedures	Discuss stories, issues, concepts; offer solutions to problems	Express and defend different points of view; give examples and justify responses
READING	Match icons and symbols to words, phrases, environmental print	Locate information identify facts and explicit messages; sequence pictures and events	Identify main idea; use context clues to determine meaning of words	Identify figures of speech; find details that support main idea; interpret information or data	Conduct research from multiple sources; draw conclusions from texts
WRITING	Label objects, pictures and diagrams; draw in response to a prompt	Make lists; produce drawings, phrases, short sentences	Describe events, people, procedures, and events; compare and contrast information	Summarize information; create original ideas or detailed responses	Author multiple forms and genres of writing; react to multiple genres and discourse

Our Reach...



- Principals
- Asst. Principals
- School Counselors
- ELD Teachers
- BAIs
- Content Teachers

- The Board
- Mayor's Office
- Community Partners
- Resettlement Agencies

- ECE
- Culture & Climate
- Academics
- High School Office
- Middle School Office
- Elem School Office
- Testing Unit

- School Psychologists
- ECE Implementation Coaches
- Academic Instructional Coaches
- Speech Pathologists
- New Teachers
- FRYSCs
- Mental Health Practitioners

Over 100 Presentations 2023-2024

Year 2: Implementation (2024-2025)

Elementary

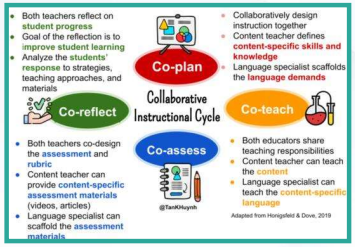
Master Scheduling Considerations



Equitable Access to Tier 1 instruction



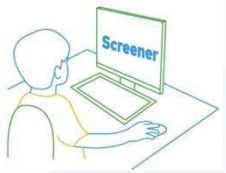
Foundations for Successful Co-teaching



Build Capacity with All Role Groups

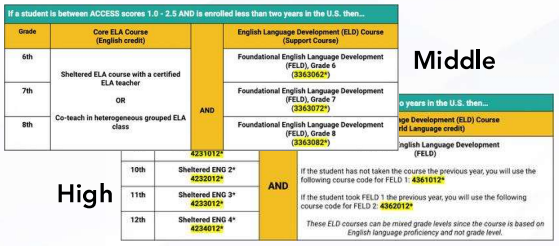


Screening

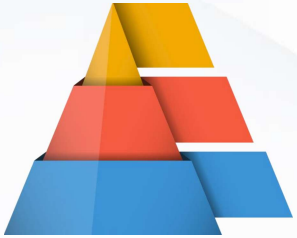


Secondary: Middle and High

Master Scheduling Considerations



Equitable Access to Tier 1 instruction



Implementation of FELD and ELD Course Resources



HQIRs

Build Capacity with All Role Groups



HIGH-DENSITY (HD) SCHOOLS

- The total number of MLs
- The ratio of MLs to the total school population
- The ratio of newcomer students to the total ML population

21 Elementary

8 High Schools

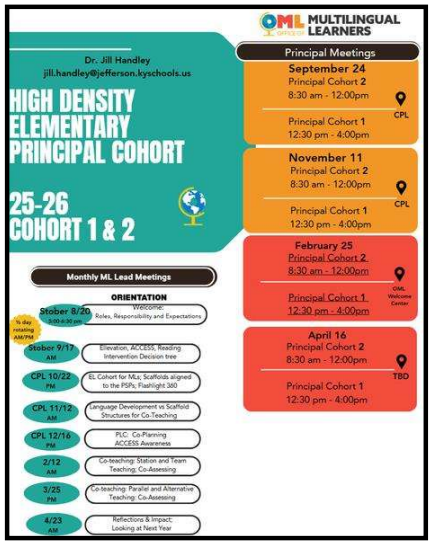
5 Middle Schools

We acknowledge that things can take longer, be a little slower, and the lift can be a little heavier.



OFFICE OF MULTILINGUAL LEARNERS

HD Principals Cohort Meetings

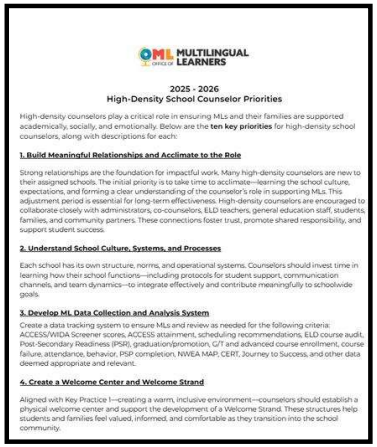


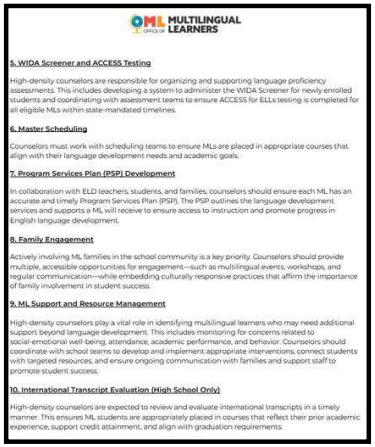
Monthly ML Leads Meetings



Monthly ML Counselors Meetings





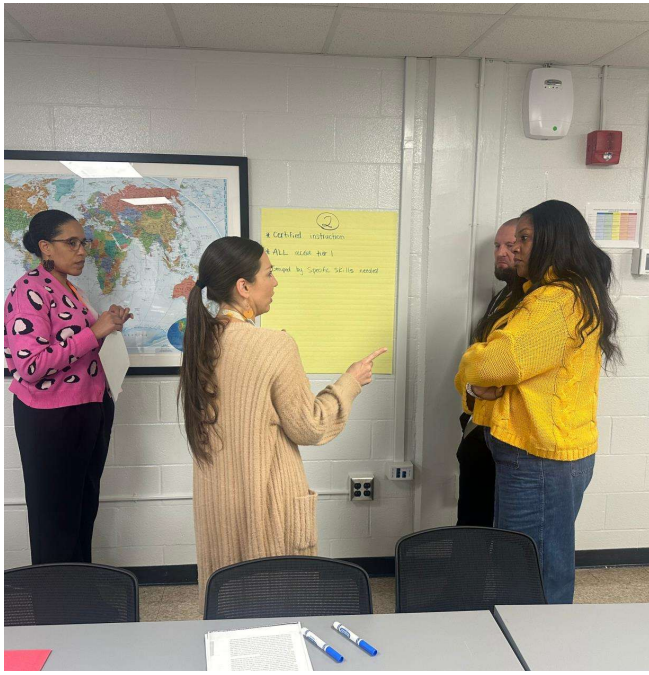


District Goals

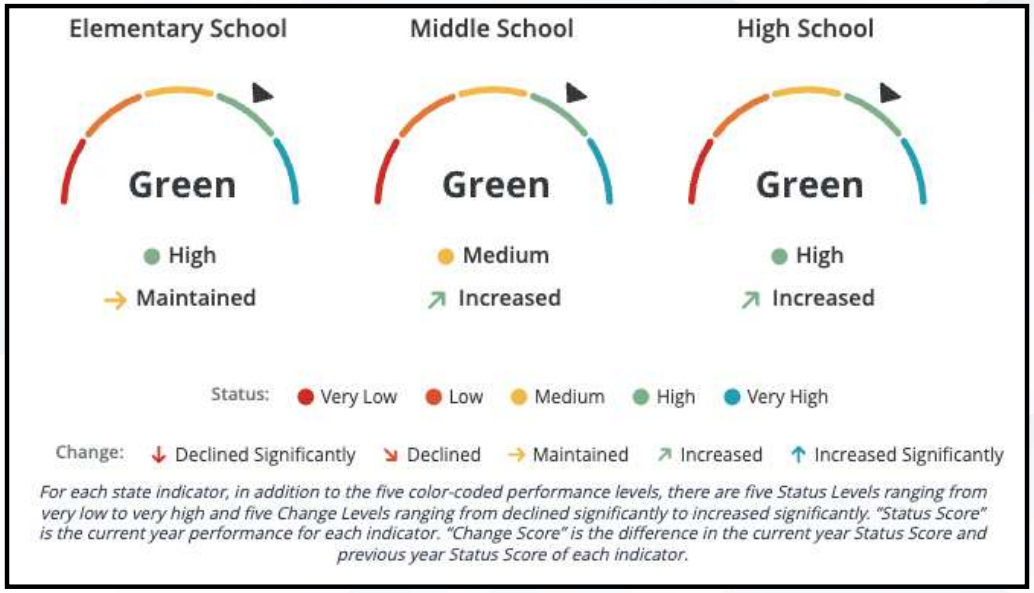
Create and support district-wide systems that continue to build the capacity of all role groups (district and school-based)

School Goals

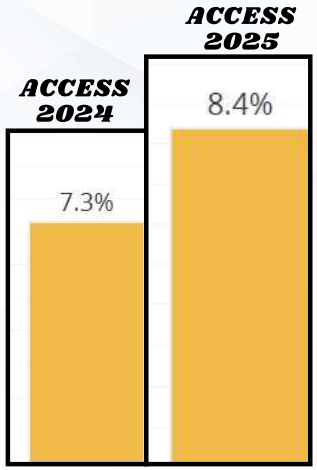
Create systems and infrastructures that continue to build the capacity of all role groups



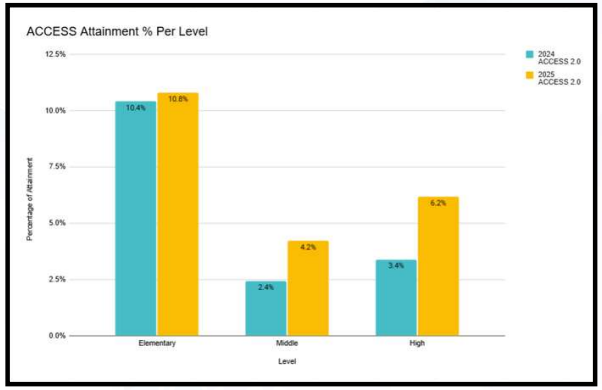
English Learner Progress



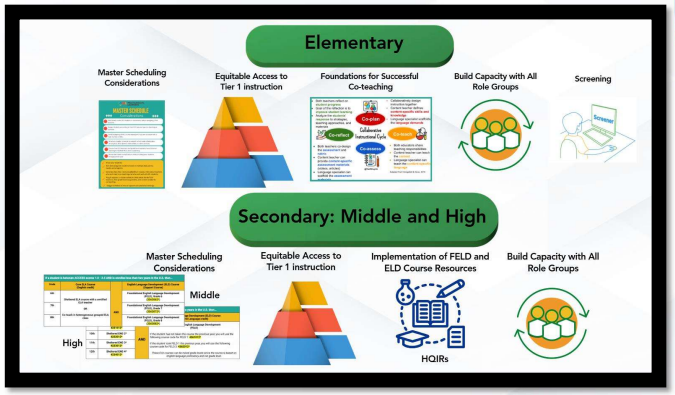
Attainment



From ACCESS 2024 to ACCESS 2025



Year 3: Impact (2025-2026)



Big Rock 1: Elementary

By May 2026, elementary ELP growth will increase by 3 indicator points as measured by the KSA ELP state indicator.

Big Rock 2: Secondary

By May 2026, secondary ELP growth will increase by 3 indicator points in middle and high school as measured by the KSA ELP state indicator.

Big Rock 3: Family

By May 2026, MLs' referrals and suspensions will decrease by 3%.

Big Rock 4: Community

By May 2026, chronically absent ML attendance will decrease by 3%.

Big Rock 5: Compliance

By May 2026, the percentage of MLs showing growth on ACCESS by advancing a performance category will increase by 3%.

Big Rock 6: Collaboration

By May 2026, the number of 3rd through 8th-grade students meeting their growth goals and/or their achievement benchmarks on MAP Reading will increase by 3% as measured by MAP growth reports.

Every Student, Every Year

OUR Findings

ELD instruction

83% of MLs in HD elementary schools showed positive growth on their overall ACCESS 2026 composite.

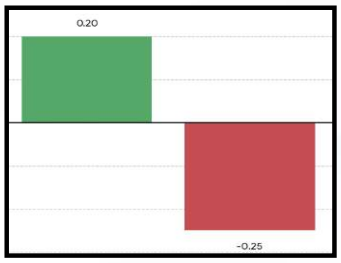
73% of HD elementary schools increased their attainment rate on ACCESS 2026.

2025	2026	2025	2026	2025	2026	2025	2026
14.8%	13.8%	11.8%	13.7%	14.7%	13.9%	5.6%	9.3%
6.0%	10.6%	7.8%	7.2%	6.9%	11.0%	7.0%	13.5%
12.7%	15.1%	8.0%	9.7%	4.4%	4.4%	10.7%	13.3%
10.5%	17.4%	7.0%	11.8%	2.4%	12.0%		

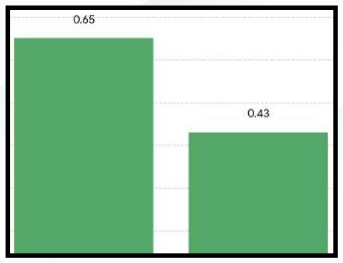
ELD service model

In middle schools, the average ACCESS composite growth for MLs was higher with a dedicated ELD course compared to ELD co-teaching.

School 1



School 2



ELD course placement

Challenge: Student scheduling variance and inconsistency. After the first year of scheduling guidance, 84.2% of MLs at HD high schools are scheduled according to the framework, improving consistency and reducing variability across campuses.

If a student has completed LESS THAN 2 YEARS in a U.S. school AND is between ACCESS scores 1.0 - 2.5, then...

Grade	Core ELA Course (English credit)		English Language Development (ELD) Course (World Language credit)		
			FELD I (1st year in country)		FELD II (2nd year in country)
9th	Sheltered ENG 1 4231012*	AND	Foundational English Language Development (FELD 1) (4361012*)	OR	Foundational English Language Development (FELD 2) (4362012*)
10th	Sheltered ENG 2 4232012*				
11th	Sheltered ENG 3 4233012*				
12th	Sheltered ENG 4 4234012*				

If a student has completed MORE THAN 2 YEARS in a U.S. school regardless of ACCESS score, then...

Grade	Core ELA Course (English credit)		English Language Development (ELD) Course (World Language credit)
9th	English 1	AND	English Language Development 1 (ELD 1): 4361412*
10th	English 2		English Language Development 2 (ELD 2): 4362412*
11th	English 3		English Language Development 3 (ELD 3): 4363412*
12th	English 4		English Language Development 4 (ELD 4): 4364412*

JCPS

What's Next...2026 and Beyond

Equitable Access to Tier 1 instruction



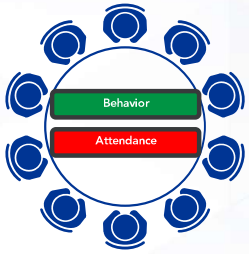
We recognize the need to increase Tier 1 access for MLs to boost academic achievement and close the gap.

- Elevate the ML data analysis with administrators
- Restructure OML instructional support

ELD Instruction and ELD Teachers	→	Instructional Leads
Content Area Instruction and Content Teachers	→	Instructional Specialist

Collaboration | Building Capacity | Support

- Connect behavior, attendance, and academics through collaborative district initiatives



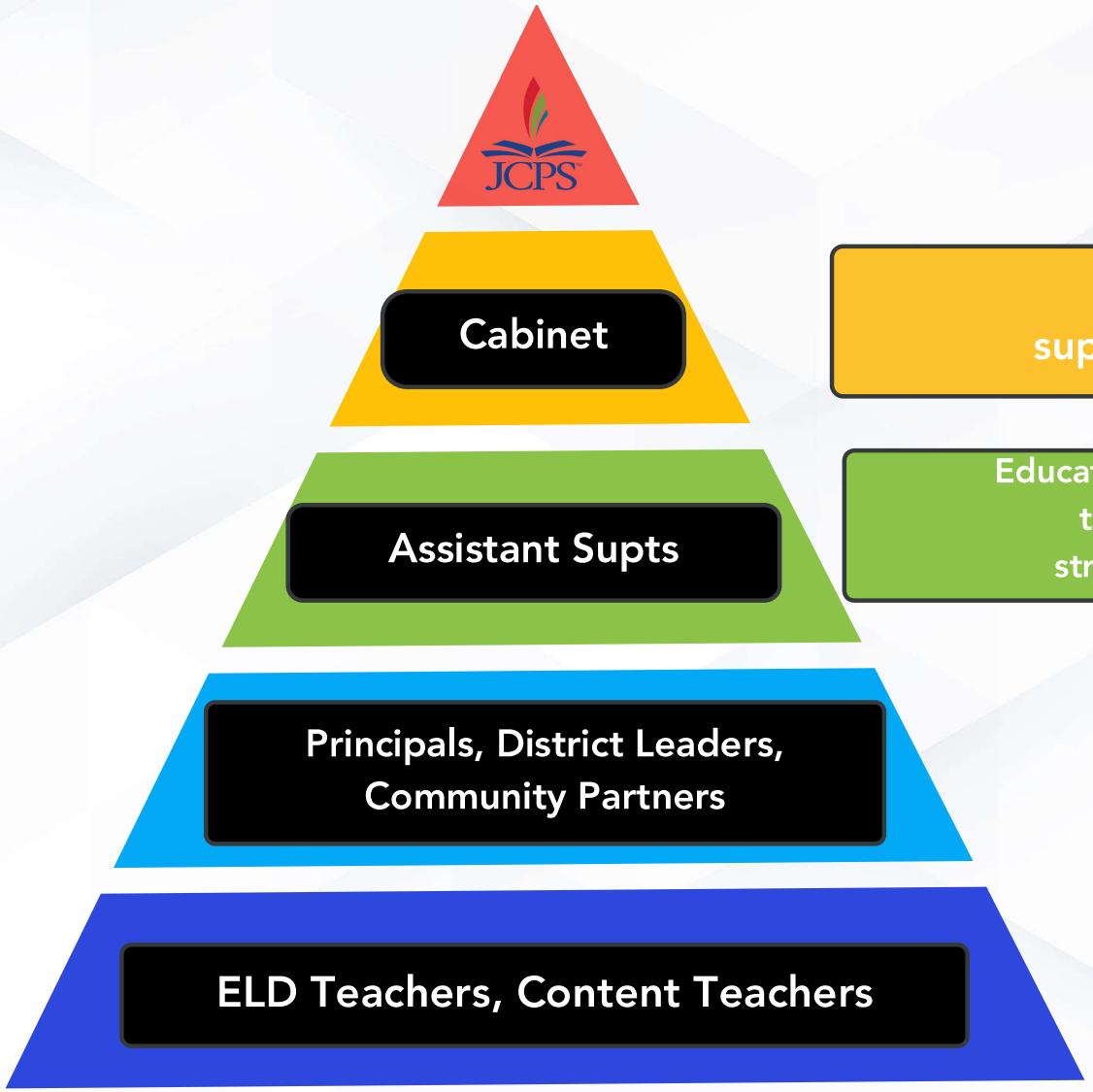
- Leverage district leadership and support

ELEMENTARY WELCOME Assistant Supts and Principal Supervisors OML MULTILINGUAL LEARNERS JCPS

MIDDLE SCHOOLS Assistant Supts and Principal Supervisors OML MULTILINGUAL LEARNERS JCPS

HIGH SCHOOLS Assistant Supts and Principal Supervisors OML MULTILINGUAL LEARNERS JCPS

ESZ SCHOOLS Assistant Supts and Principal Supervisors WELCOME OML MULTILINGUAL LEARNERS JCPS

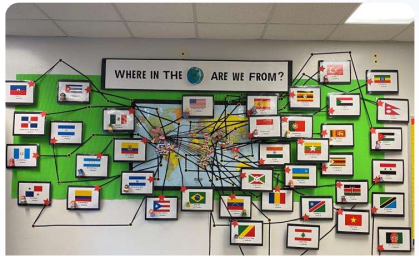


High-level updates that require superintendent cabinet-level collaboration.

Educate, Inform, Resource, & Level Set Expectations to ensure district leaders understand how structures for MLs fit into the bigger picture.

Empowering leaders

to create aligned, sustainable systems for MLs and their families.













THANK YOU

OML
OFFICE OF
MULTILINGUAL
LEARNERS

JCPS