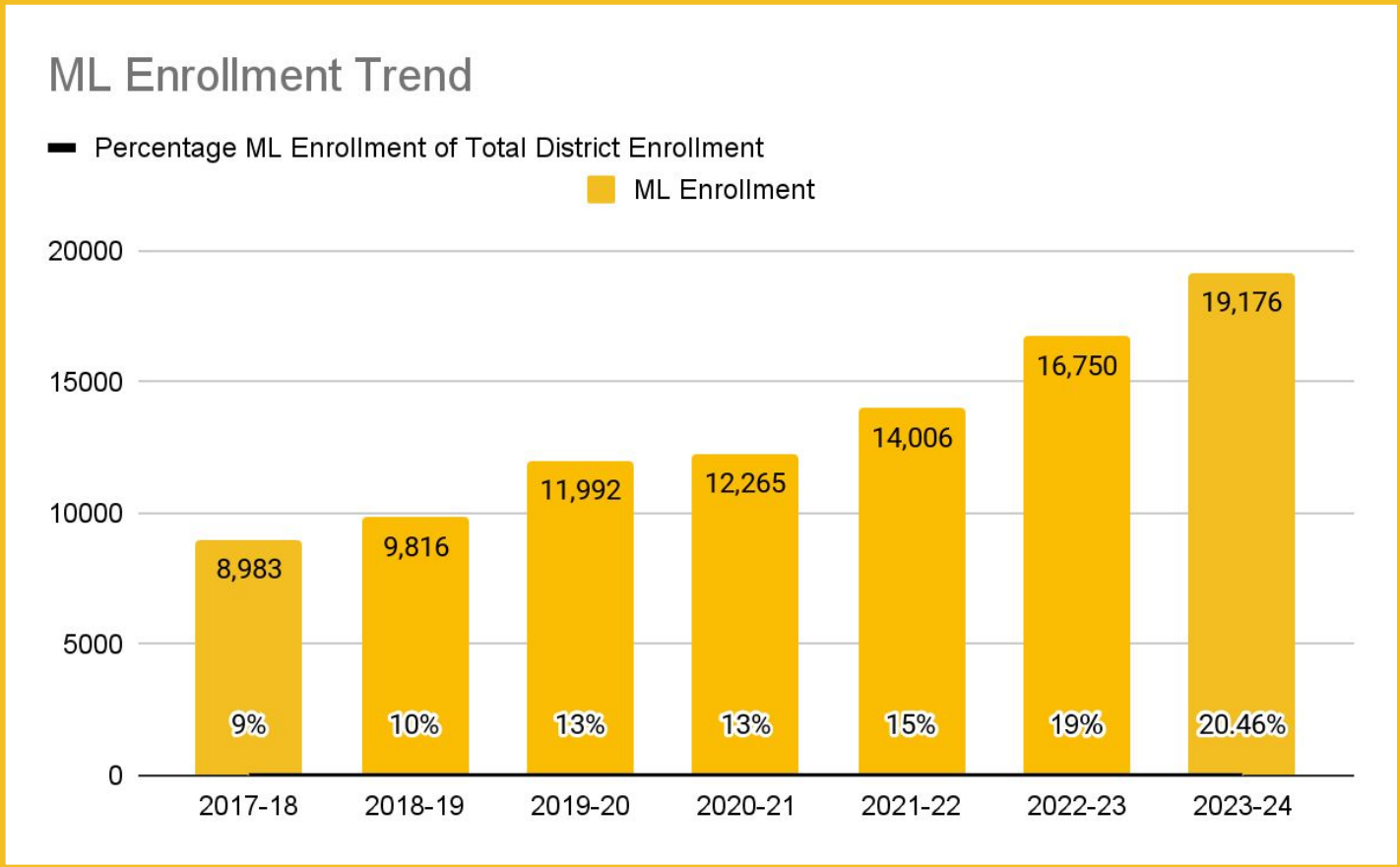


OML Future State

Board Meeting
March 26, 2024



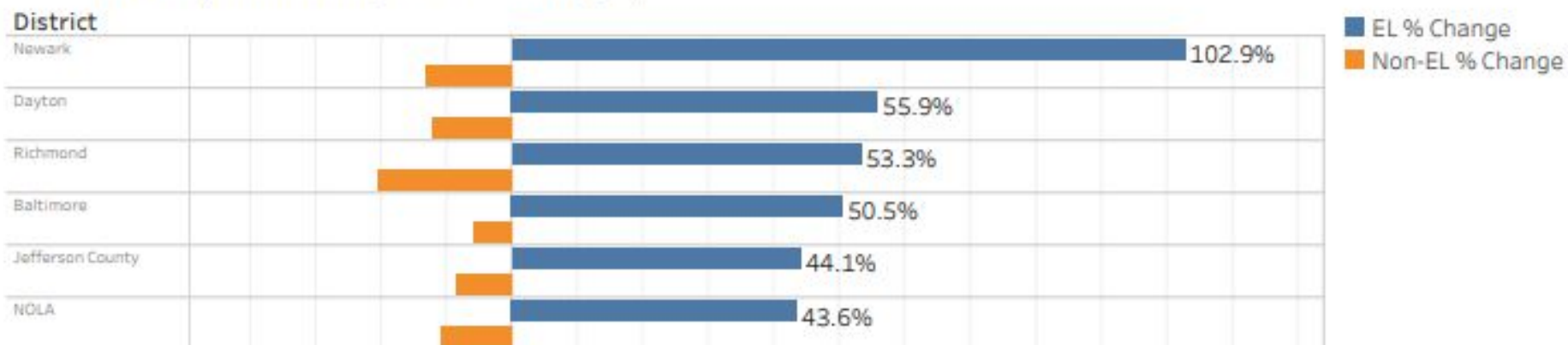
Growth of K - 12 MLs



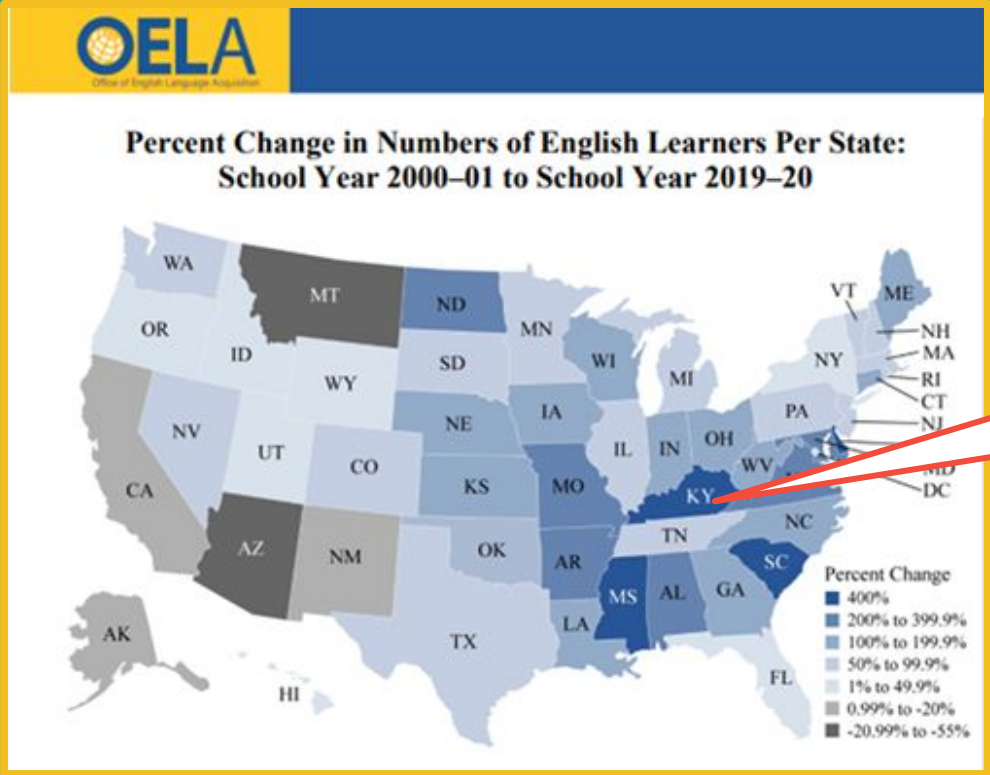
as of March 14, 2024

Growth of MLs

Enrollment Percentage Change between SY 2018-19 and SY 2021-22 by EL Status (Sorted by EL % Change)



Growth of MLs



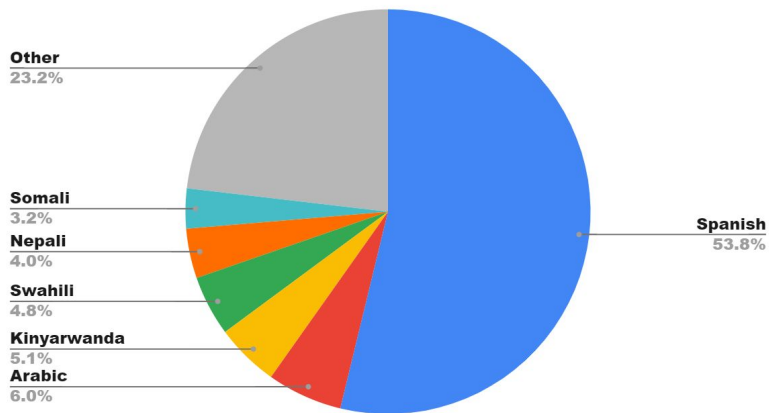
400% ML growth
in 20 years

Office of Multilingual Learners

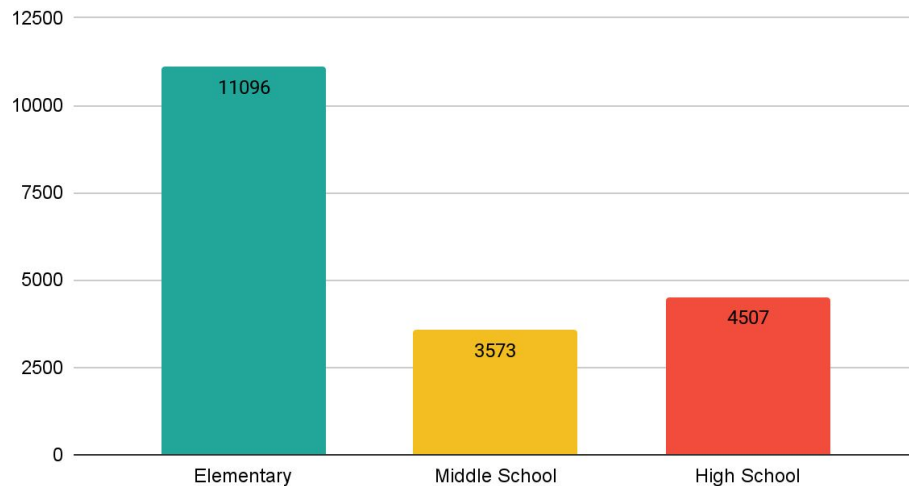
19,176 MLs in JCPS (20% district enrollment)

Over 150 Languages

Languages represented in JCPS



JCPS MLs at Each Level



as of March 14, 2024

Challenges in JCPS

Growth of MLs

- Larger class sizes
- No caps
- Unmanageable caseloads
- Requests for more support w/limited capacity
- Cultural conflicts
- Social emotional/mental health needs

Increase of Newcomer MLs

- Resides schools vs NCA

Increase of Long-Term English Learners

- Focused attention on newcomers masking Long Term English Learner (LTEL) needs

Student Identification

- Limited capacity to screen ALL students
- Transcript evaluations

Implications:


- Delayed English Language Development (ELD) services
- Compliance
- Potential Transitioning ML students after screening
- Changes in class schedules

Challenges in JCPS



Master Scheduling and ELD Courses

- Lack of consistency
- Inappropriate placement (LTELs with Newcomers)
- Not considering MLs first
- Creation without triangulating data
- Over accommodating



English Language Development (ELD) Programmatic Access

- ELD teacher solely delivering interventions and/or content
- MLs not receiving ELD instruction
- Lack of ongoing monitoring of ELD schedules
- ML students not scheduled



Family Engagement

- Equitable communication
- Lack of sense of belonging
- Lack of multilingual family participation in school events

Common Challenges Faced by Other Districts

- Screening and placement timeline
- Meaningful communication with ML parents
- ESL and content instruction for programming (equitable access to core)
- Scheduling guidance (ELD and Content Instruction)
- ML data monitoring to ensure receipt of ML services
- Professional development support for content teacher
- Principal and administrator training
- Translated district documents
- MLs access to special services and advanced programming (i.e., CTE, gifted and talented, ECE, etc.)

Shifts & Focus Areas for All Schools 24-25

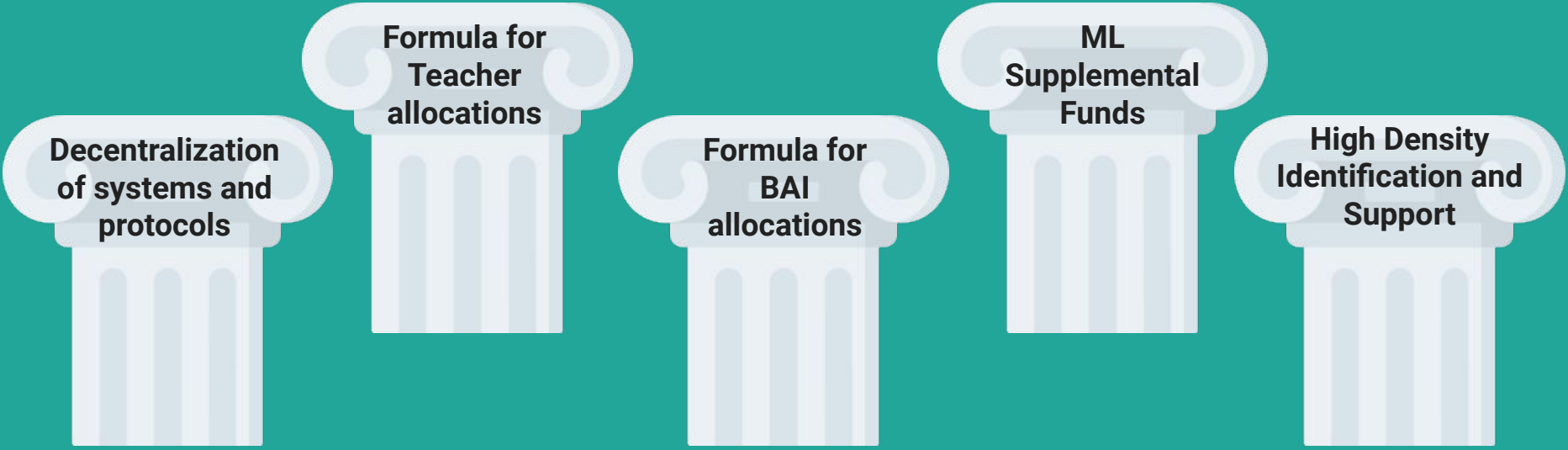
Elementary

- Master schedule considerations
- Screening
- Foundations for successful co-teaching
- Build Capacity with all role groups

Secondary

- Master schedule considerations
- Sheltered English Language Arts classes
- Updates for English Language Development and Foundational English Language Development courses
- Build capacity for all content teachers & other role groups

Logistics Updates for 24-25



**Decentralization
of systems and
protocols**

**Formula for
Teacher
allocations**

**Formula for
BAI
allocations**

**ML
Supplemental
Funds**

**High Density
Identification and
Support**

High Density School Determination

High Density Schools were selected for additional support based on:

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

High Density Schools

Elementary

- Intensive focus on building capacity for regular education teachers & other role groups
- Identified ML Lead
- Monthly ML Lead Support Meetings (extra service)
- Bi-Monthly Principal PLC Meetings
- Additional PD funding
- Family Engagement

Secondary

- School-based systems and programming
 - Sheltered ELA
 - Master Schedule
 - New ELD Courses
 - Family Engagement
- Counselor ML to support ML students
 - Screening
 - Transcript Evaluations
- Monthly ML Counselor PLC Support

Schools

- Goldsmith
- Auburndale
- Fern Creek Elem
- Rangeland
- Hartstern
- Rutherford
- Indian Trail
- Slaughter

- Thomas Jefferson
- Lassiter

- Fairdale
- Fern Creek
- Iroquois
- Marion C. Moore
- Seneca
- Southern

Goals

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





Asset-Based Approach



Professional Development



Principals

APs

FRYSCs

AICs

Counselors

**Family
Engagement
Leads**

**District
Leadership**

**ECE
Implementation
Coaches**

MHPs

**Front Office
Staff**

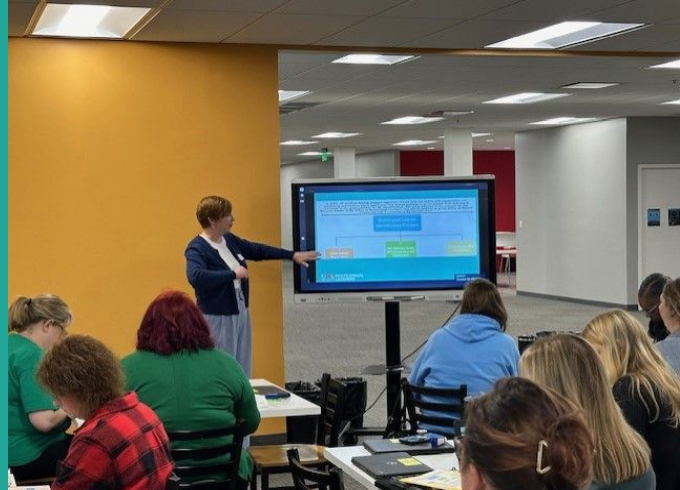
**Content
Teachers**

ELD Teachers

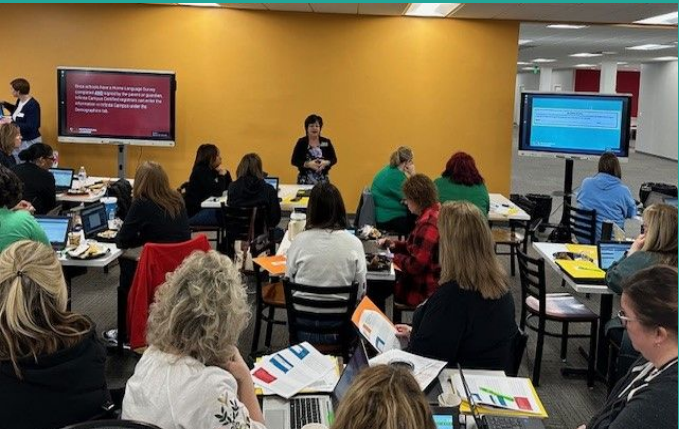
**School
Psychologists**

**Speech
Language
Pathologists**

**HS & MS
Master
Schedulers**



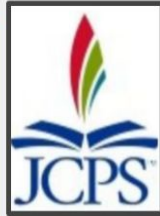
Language Access



University Collaboration

JCPS/UofL

ESL Endorsement Informational Meeting



JCPS ESL Director:
Justin Matson

JCPS ESL Specialist:
Vongmany Edmonds

UofL ESL Program
Coordinator:
Dr. Elizabeth Patton

UofL Director,
Educator
Preparation
Student Services:
Betty Hampton



Family & Community Engagement



The Future is Bright



 **OML**
OFFICE OF
**MULTILINGUAL
LEARNERS**