

Multilingual Learner Education (MLE) Department Update

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Agenda

- Enrollment Trends
- Data Analysis
- Action Steps: Curriculum, Instruction, Interventions
- Time for Questions

A Shared Responsibility for ALL Students

Centering our Core Belief

All students, with their unique cultural and linguistic experiences, diverse abilities, learning characteristics, and interests, are capable of learning.

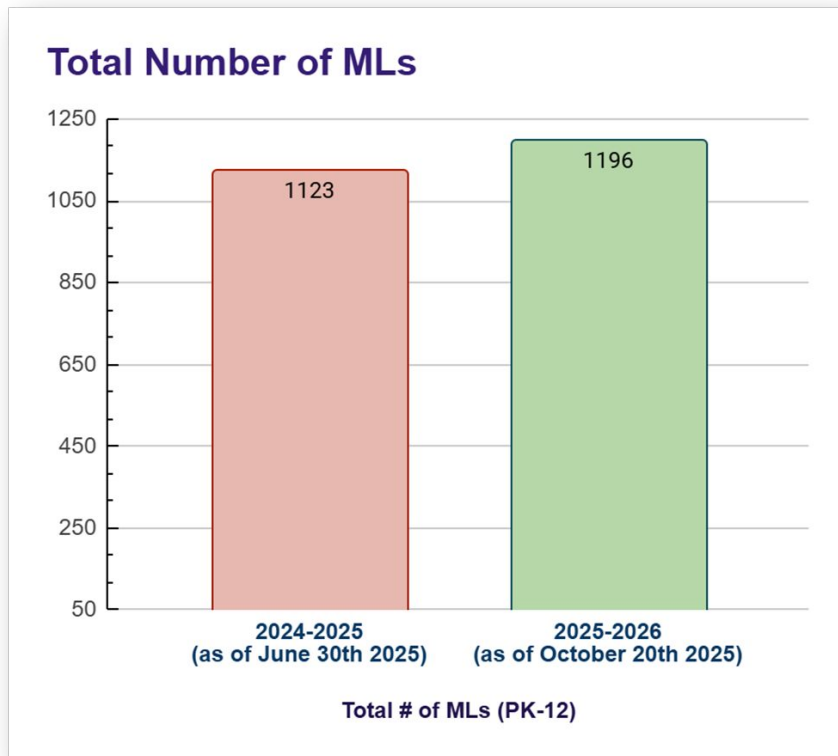
Focusing on Academic Equity & Excellence

All students require access to high expectations, grade-level curriculum and instruction. All educators share responsibility for students' academic, social-emotional, and inclusive success across all classrooms.

Guiding our Decisions with Data

Data is essential, as it informs the processes and procedures for both Special Education and MLE, guiding decisions to better support student needs and promote equitable outcomes.

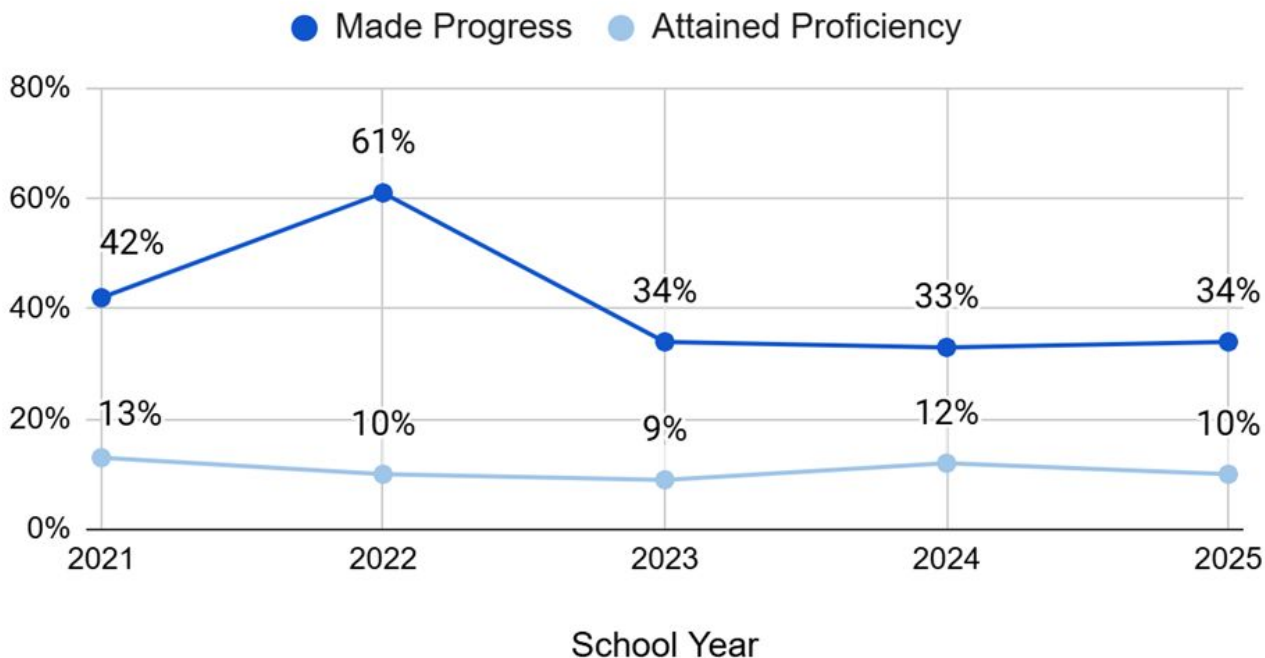
Enrollment Data Comparison: June 2025 & Oct 2025



- Newcomer enrollment is lower so far this year
- Total ML numbers are consistent/stable
- Most MLs are in Gen Ed (nearly 80%)

ACCESS Performance

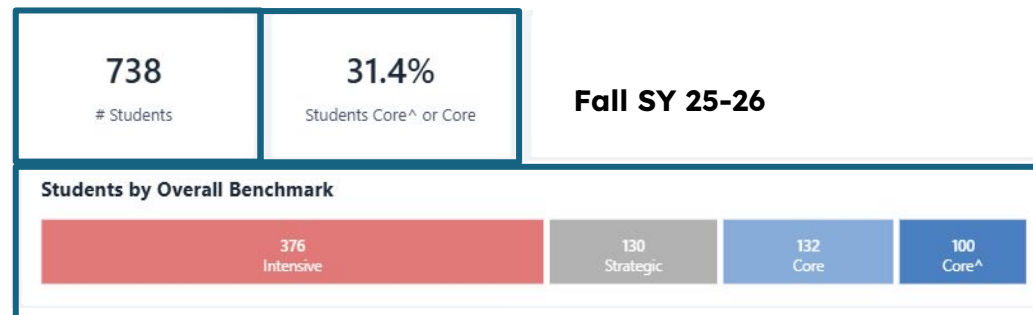
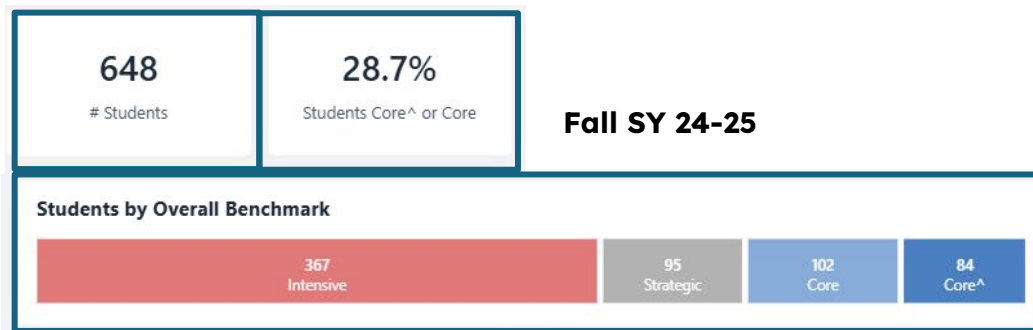
Performance Over Time



ACCESS:

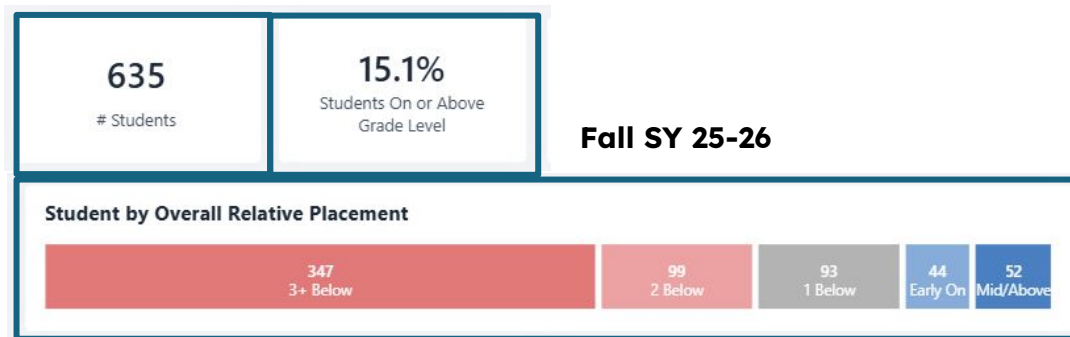
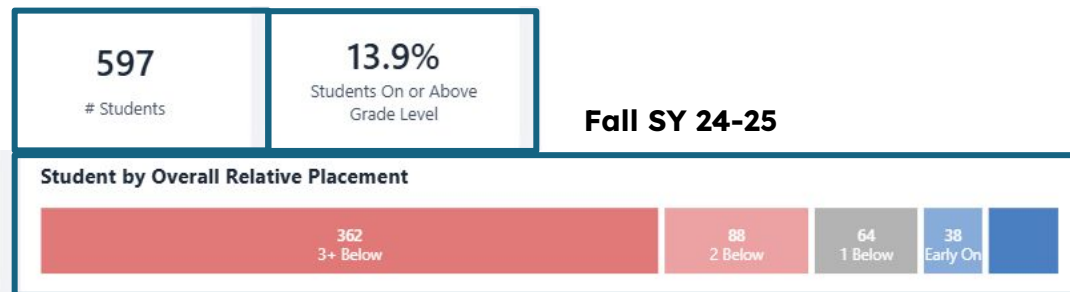
- Progress towards English Language Proficiency
- Attained Proficiency

DIBELS for Multilingual Learners, grades K-5



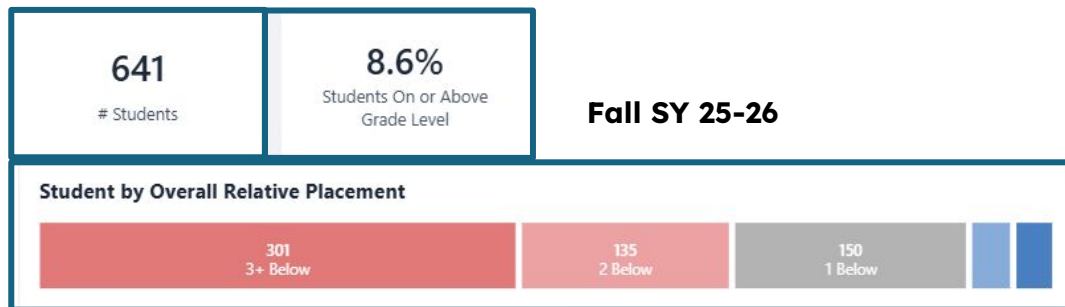
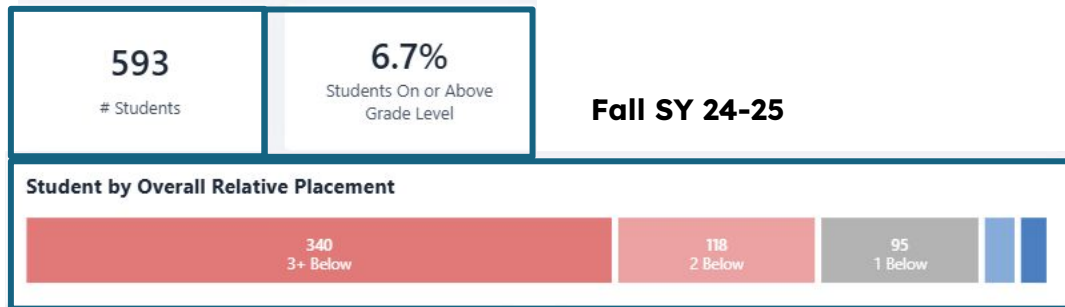
Summary: There is a slight increase of MLs that are at or above Core in DIBELS to start this school year, compared with the start of last school year.

I-ready ELA for Multilingual Learners, Grades 3-8



Summary: There is a slight increase of MLs that are at or above grade level in i-ready ELA to start this school year, compared with the start of last school year.

I-ready Math for Multilingual Learners, Grades 3-8



Summary: There is a slight increase of MLs that are at or above grade level in i-ready Math to start this school year, compared with the start of last school year.

MLE Department Action Steps: Shared Responsibility

1. Curriculum Collaboration
2. Instructional Practices
3. Data-based Interventions

Theory of Action

Supporting the implementation of **high quality curriculum**, improving **instructional practices**, and providing **data-based interventions** will yield results in both language and content development, which will be reflected in MCAS and ACCESS data.

An architectural rendering of a modern, multi-story university building with a mix of wood paneling and large glass windows. The building features a prominent overhang and a series of vertical columns. In the foreground, there is a paved plaza with people walking, a small tree, and a sculpture. The entire image is overlaid with a semi-transparent green filter.

MLE Department Action Steps: Curriculum Collaboration

Collaboration to Support Curriculum Implementation

Development of **ELA / ESL Curriculum Maps**:

- 5th-8th grade aligned to Fishtank ELA Curriculum
- 3rd-4th grade aligned to Wit & Wisdom ELA Curriculum
- K-5th grade aligned to ARC Curriculum in Unidos
- Professional learning to support ESL co-teaching model

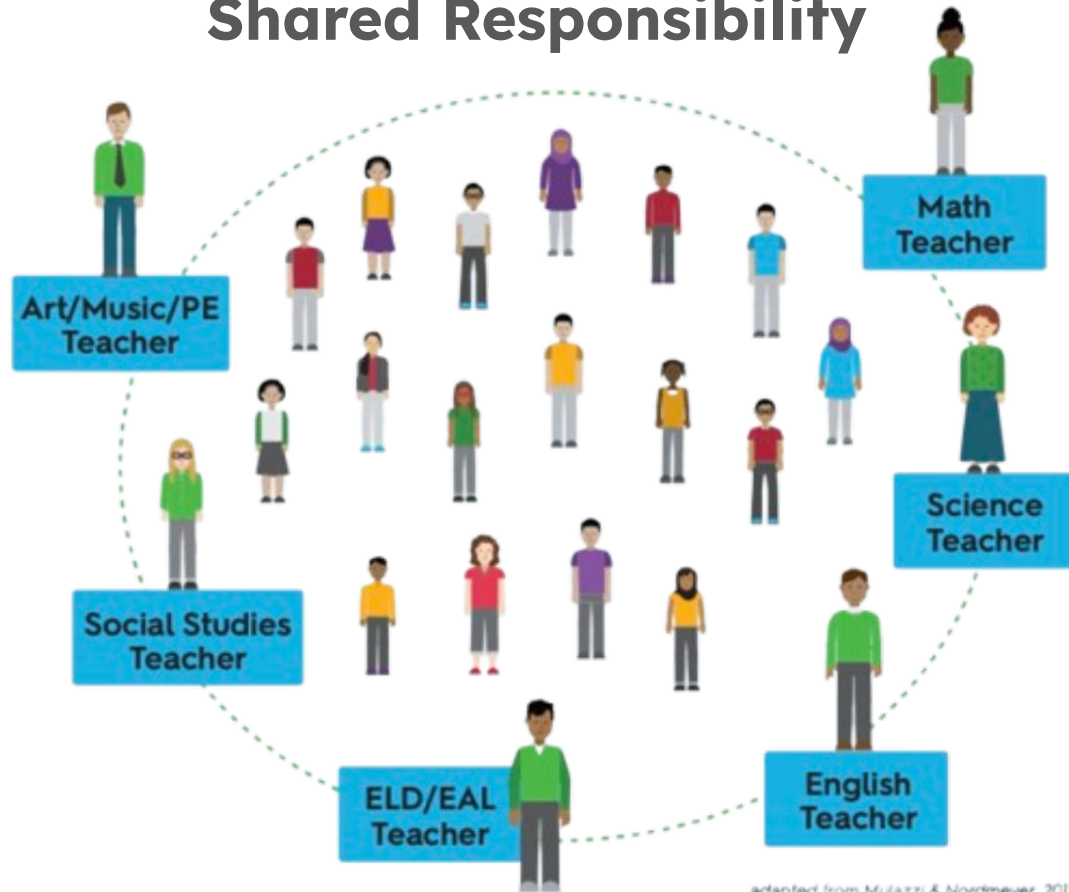
Cross-departmental team established for **Math Curriculum**:

- Curriculum, MLE, Special Ed leaders collaborated to support Illustrative Math (IM) implementation

The background of the slide is a photograph of a modern, multi-story building with a complex facade of windows and balconies. The entire image is covered with a semi-transparent blue overlay. In the foreground, there is a paved plaza with some greenery and a few people walking. The text is centered in the middle of the image.

MLE Department Action Steps: Instructional Practices

Shared Responsibility



adapted from Mulazzi & Nordmeyer, 2012

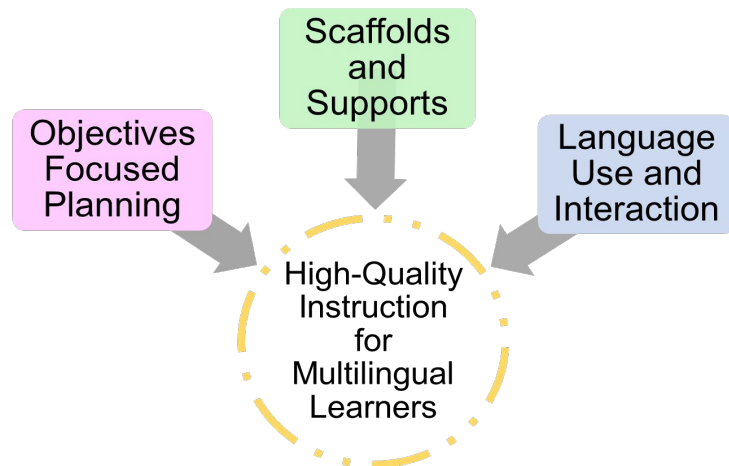
High Quality Instruction for MLs

Building capacity through professional learning and coaching with department-created tools:

- **Instructional Guide:**
 - Equity in Action: A Guide to High Quality Instruction for Multilingual Learners (SY 23-24)
- **Professional Learning:**
 - Equity in Action Course (SY 24-25)
 - Equity in Action Guide: Deep Dive (SY 25-26)

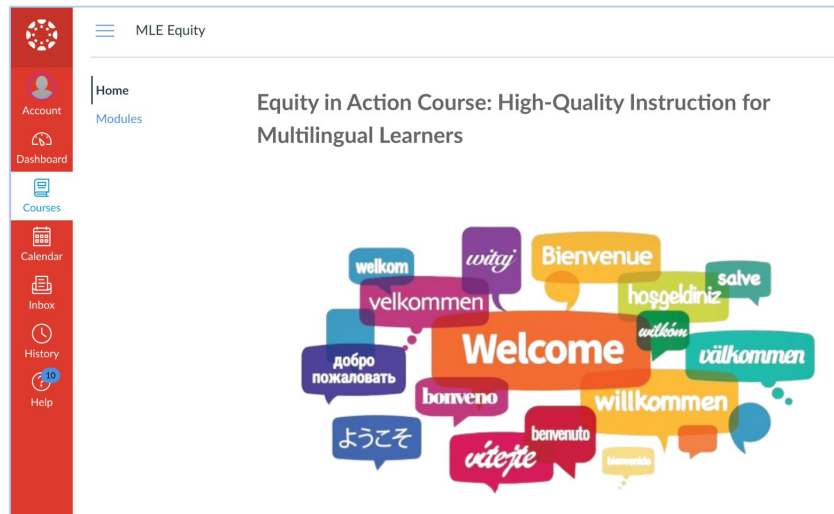
Instructional Guide - MLE Equity in Action

- **What:** An instructional guide that outlines high quality instructional practices for MLs
- **Why:** To build capacity among all educators PK-12 to provide equitable instruction that supports both content and language development
- **How:** foundation for professional learning, walkthroughs and observation debriefs, and leadership planning



Professional Learning - MLE Equity in Action

- **PD course:**
 - 6 hour asynchronous PD course to train educators on the Equity in Action Guide
 - Open to all educators and admin; required PD for all Year 3 educators
- **Equity in Action- Deep Dive:**
 - a leadership tool for administrators with Look Fors for each practice on the Equity in Action Guide



A photograph of a modern university building with a large, cantilevered upper floor. The building features a mix of brick and glass facades. In the foreground, there is a paved courtyard with a large concrete pyramid sculpture, a young tree, and a group of people walking and cycling. The sky is overcast.

MLE Department Action Steps: Data-based Interventions

Middle School Reading Intervention

- **Intervention Overview:**
 - Reading Intervention for ~ **50** students in Grades 6-8 in (AFA, East, Healey, Winter Hill)
 - 10 teachers (ESL Specialists + General Education teachers) have received training and are currently providing targeted reading intervention during X Block
- **Rationale:** Reading was lowest ACCESS domain score for middle school MLs district-wide

Shared Responsibility for MLs

Theory of Action

Supporting the implementation of **high quality curriculum**, improving **instructional practices**, and providing **data-based interventions** will yield results in both language and content development, which will be reflected in MCAS and ACCESS data in the short term.



Thank you!