

NSSA 2026 CONFERENCE

*Human Connections in a Digital Age:
The Next Chapter of High-Impact Tutoring*



Scaling Personalization for Multilingual Learners: A Virtual HDT Case Study



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Session Goals

- Apply a **decision framework** to **match** multilingual learners with the **right supports** and strategies
- Analyze a **real district-provider case study** to surface **barriers and solutions** you can implement

Agenda

- Vision for ML student support
- Activity: Student Profile Analysis
 - Deep Dive
 - Gallery Walk
- DCSD: District Implementation
- Q&A

Think of the diversity within Multilingual Learners– what are their various gifts and unique challenges?



Unique Needs of Multilingual Students

- Wide variety of proficiency levels
 - Basics of social language
 - Academic language
 - Language structures
 - Comprehensive output (Speaking)
 - Literacy skills
- Social emotional and cultural context



***Asset-based
mindset***



Multilingual learners are not a monolith– we need to provide targeted supports to meet their unique needs



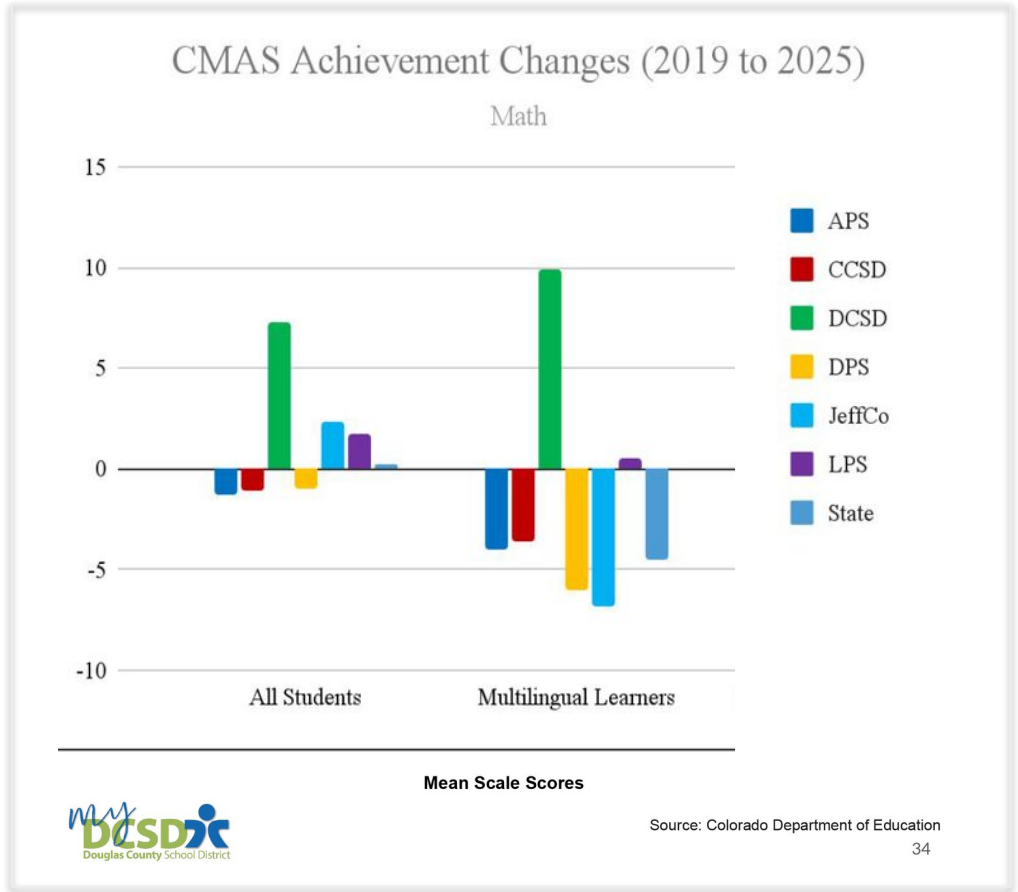
Spotlight on DCSD



- 3rd biggest in CO: 62,000 students
- 90 schools, 900 square miles
- Suburban and Rural
- 3,500 multilingual learners
- 145 languages: Spanish, Languages of India, Chinese Mandarin, Russian, Vietnamese
- Highest Graduation Rate for MLs in Denver metro area



DCSD is transforming outcomes for MLLs in CO



Only district in region that is trending upwards for MLL growth



TbT expanding capacity, serving students across 26 DCSD schools

Schools	Students 24-25	Students 25-26	Student Home Languages
11 Elementary Schools	30		Spanish, Russian, Pulaar, Thai
6 Middle Schools	6		Spanish, Tagalog
9 High Schools	74		Spanish, Russian, Ukrainian, Vietnamese, Mandarin, French Creole, Gujarati, French, Hawaiian, Telugu, Dari
Total	110		

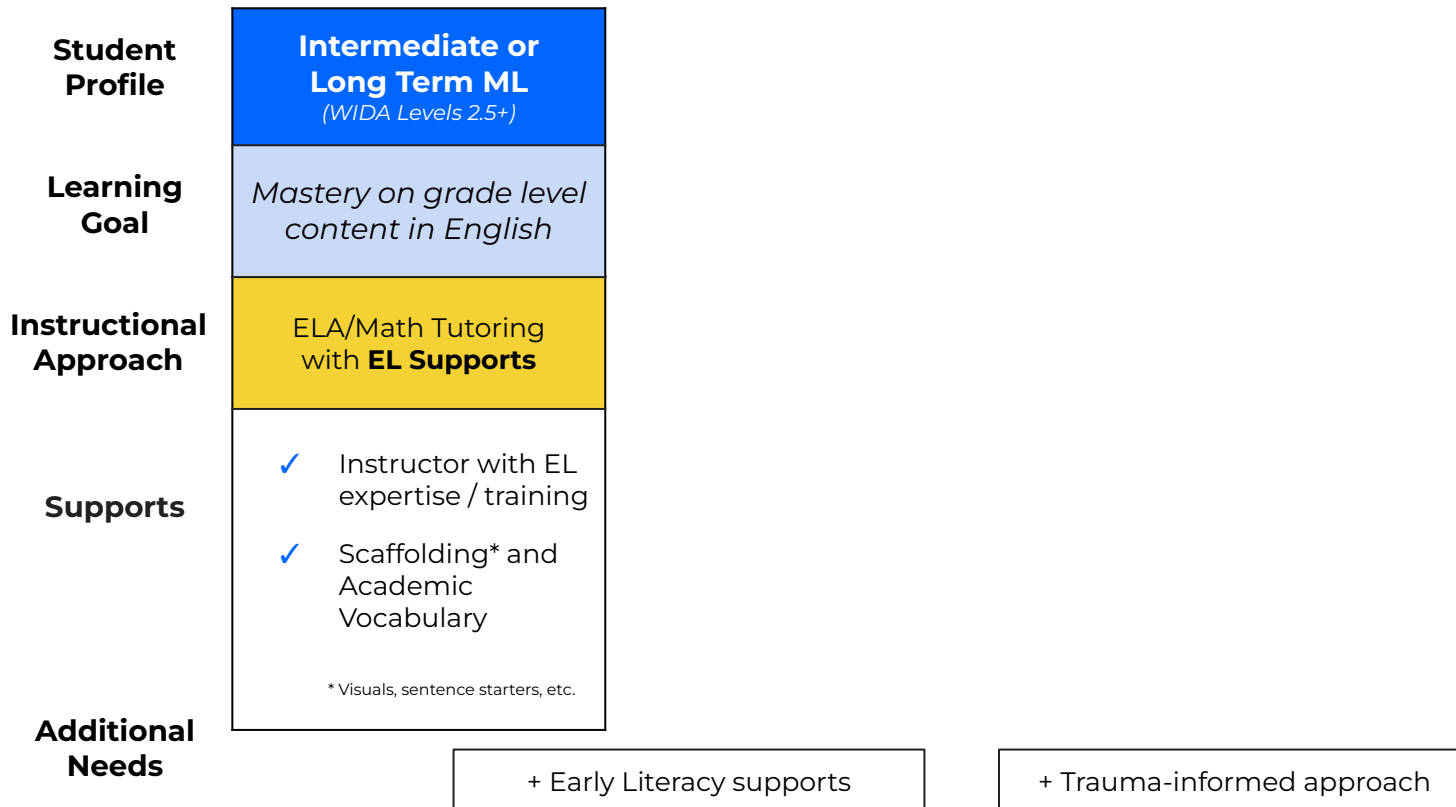




How we target unique needs



Supporting the spectrum of Multilingual Learner needs



Supporting the spectrum of Multilingual Learner needs

Student Profile	Intermediate or Long Term ML <i>(WIDA Levels 2.5+)</i>	Emerging ML <i>(WIDA Levels 1-2)</i>
Learning Goal	<i>Mastery on grade level content in English</i>	<i>Growth in proficiency on grade level content in English</i>
Instructional Approach	ELA/Math Tutoring with EL Supports	ELA/Math Tutoring with <u>Bilingual</u> + EL Supports
Supports	<ul style="list-style-type: none"> ✓ Instructor with EL expertise / training ✓ Scaffolding* and Academic Vocabulary <p><small>* Visuals, sentence starters, etc.</small></p>	<ul style="list-style-type: none"> ✓ Instructor with EL expertise and fluency in student's Home Language ✓ Leverages Home Language** to access content/ skills in English
Additional Needs	<div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">+ Early Literacy supports</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">+ Trauma-informed approach</div> </div>	



Supporting the spectrum of Multilingual Learner needs

Student Profile	Intermediate or Long Term ML <i>(WIDA Levels 2.5+)</i>	Emerging ML <i>(WIDA Levels 1-2)</i>	Newcomers <i>(WIDA Level 1)</i>
Learning Goal	<i>Mastery on grade level content in English</i>	<i>Growth in proficiency on grade level content in English</i>	<i>Growth in English Language Proficiency (R/W/S/L)</i>
Instructional Approach	ELA/Math Tutoring with EL Supports	ELA/Math Tutoring with Bilingual + EL Supports	English Language Development (ELD) <i>Reading/ Writing/ Speaking/ Listening</i>
Supports	<ul style="list-style-type: none"> ✓ Instructor with EL expertise / training ✓ Scaffolding* and Academic Vocabulary <p><small>* Visuals, sentence starters, etc.</small></p>	<ul style="list-style-type: none"> ✓ Instructor with EL expertise and fluency in student's Home Language ✓ Leverages Home Language** to access content/ skills in English 	<ul style="list-style-type: none"> ✓ Instructor with ELD or TESOL expertise ✓ Systematic ELD curriculum across all 4 domains (WIDA-aligned)

Additional Needs

+ Early Literacy supports

+ Trauma-informed approach



Supporting the spectrum of Multilingual Learner needs

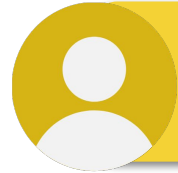
Student Profile	Intermediate or Long Term ML <i>(WIDA Levels 2.5+)</i>	Emerging ML <i>(WIDA Levels 1-2)</i>	Newcomers <i>(WIDA Level 1)</i>	Students in dual immersion
Learning Goal	<i>Mastery on grade level content in English</i>	<i>Growth in proficiency on grade level content in English</i>	<i>Growth in English Language Proficiency (R/W/S/L)</i>	<i>Grade Level Bilingualism and Biliteracy</i>
Instructional Approach	ELA/Math Tutoring with EL Supports	ELA/Math Tutoring with Bilingual + EL Supports	English Language Development (ELD) <i>Reading/ Writing/ Speaking/ Listening</i>	Content and Assessment in HL
Supports	<ul style="list-style-type: none"> ✓ Instructor with EL expertise / training ✓ Scaffolding* and Academic Vocabulary <p><small>* Visuals, sentence starters, etc.</small></p>	<ul style="list-style-type: none"> ✓ Instructor with EL expertise and fluency in student's Home Language ✓ Leverages Home Language** to access content/ skills in English 	<ul style="list-style-type: none"> ✓ Instructor with ELD or TESOL expertise ✓ Systematic ELD curriculum across all 4 domains (WIDA-aligned) 	<ul style="list-style-type: none"> ✓ Instructor fluent in HL AND expertise in content ✓ HL Academic Vocabulary
Additional Needs	+ Early Literacy supports		+ Trauma-informed approach	



Breakout Group Activity: Analyzing Student Profiles



Student Profile 1: Long Term English Learner- interacts in English, but gaps in writing and reading on grade-level state tests



Student Profile 2: Prefers to communicate in home language, is struggling in Tier 1 classes



Student Profile 3: Recent Arrival- solid literacy and academics in home language



Student Profile 4: Student with interrupted schooling (SLIFE), refugee experiences

Root needs? Strategies to support?



Analyzing Student Profiles

With your group, go deep to analyze one student profile.

Take notes on the handout template AND chart paper.

- **Broad Analysis-** What do students in this category tend to need support on?
- **Detailed Individual Analysis-** Flip over the cards for additional details. How do these data points impact intervention planning decisions for this student?



Student Profile 1

Long Term English Learner: Interacts in English, but gaps in writing and reading on grade-level state tests

Look more closely at sample student data:

Grade: 77

English Proficiency:
3.B (Developing)
on WIDA-ACCESS

GOAL: Growth on SAT
(state grad requirement)

When ready, flip over for more data. →

Brainstorm this student's root needs and aligned strategies:

- What is their **learning goal**?
- What **instructional approach** would support them to reach it?
- What **tutor expertise** is optimal for staffing?



Student Profile: 	Learning Goal:	Instructional Approach:	Tutor Profile:

Takeaways: →

<https://tinyurl.com/mvjec58p>



Student Profile 1

How does this additional information impact the planned intervention?

iReady Math: approaching grade level
iReady ELA: several grade levels below

WIDA Breakdown:
Speaking 6
Listening 5
Reading 2
Writing 2

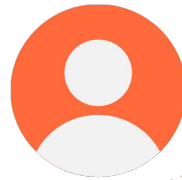
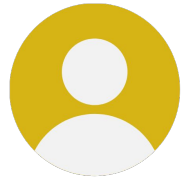
Migratory (MEP) Identified







Analyzing Student Profiles



- **Time to share out! Circulate the gallery and discuss the other three profiles**
- **Jot down notes on your Part 2 handout**



Student Profile	Instructional Approach	Tutor Profile	Learning Goal
<p>1: Long Term English Learner- interacts in English, but gaps in writing and reading on grade-level state tests </p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> ELA/Math Tutoring with EL Supports <input type="checkbox"/> + BILINGUAL Supports <input type="checkbox"/> English Language Development (ELD) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Content expertise (ELA/Math/ SAT/ Foundational Literacy) <input checked="" type="checkbox"/> EL strategy expertise <input type="checkbox"/> ELD or TESOL/ TEFL expertise <input type="checkbox"/> Fluency in home language 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Mastery or Growth on grade level content assessed in English <input type="checkbox"/> Growth in English Language Proficiency <input type="checkbox"/> Mastery on grade level content assessed in other language (ex Spanish)
<p>2: Emerging Prefers to communicate in home language, is struggling in Tier 1 classes </p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> ELA/Math Tutoring with EL Supports <input checked="" type="checkbox"/> + BILINGUAL Supports <input type="checkbox"/> English Language Development (ELD) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Content expertise (ELA/Math/ SAT/ Foundational Literacy) <input checked="" type="checkbox"/> EL strategy expertise <input type="checkbox"/> ELD or TESOL/ TEFL expertise <input checked="" type="checkbox"/> Fluency in home language <i>Light interactions and clarifications</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Mastery or Growth on grade level content assessed in English <input type="checkbox"/> Growth in English Language Proficiency <input type="checkbox"/> Mastery on grade level content assessed in other language (ex Spanish)
<p>3: Recent Arrival - Strong literacy and academics in home language </p>	<ul style="list-style-type: none"> <input type="checkbox"/> ELA/Math Tutoring with EL Supports <input type="checkbox"/> + BILINGUAL Supports <input checked="" type="checkbox"/> English Language Development (ELD) 	<ul style="list-style-type: none"> <input type="checkbox"/> Content expertise (ELA/Math/ SAT/ Foundational Literacy) <input type="checkbox"/> EL strategy expertise <input checked="" type="checkbox"/> ELD or TESOL/ TEFL expertise <input checked="" type="checkbox"/> Fluency in home language 	<ul style="list-style-type: none"> <input type="checkbox"/> Mastery or Growth on grade level content assessed in English <input checked="" type="checkbox"/> Growth in English Language Proficiency <input type="checkbox"/> Mastery on grade level content assessed in other language (ex Spanish)
<p>4: Student with interrupted schooling (SLIFE), refugee experiences </p>	<ul style="list-style-type: none"> <input type="checkbox"/> ELA/Math Tutoring with EL Supports <input checked="" type="checkbox"/> + BILINGUAL Supports <input checked="" type="checkbox"/> English Language Development (ELD) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Content expertise (ELA/Math/ SAT/ Foundational Literacy) <input type="checkbox"/> EL strategy expertise <input checked="" type="checkbox"/> ELD or TESOL/ TEFL expertise <input checked="" type="checkbox"/> Fluency in home language 	<ul style="list-style-type: none"> <input type="checkbox"/> Mastery or Growth on grade level content assessed in English <input checked="" type="checkbox"/> Growth in English Language Proficiency <input type="checkbox"/> Mastery or Growth on grade level content assessed in other language (ex Spanish)

**We can dream up ideal interventions, but how
do we go from idea to impact?
What are the challenges school administrators
face when IMPLEMENTING?**



Implementation Barriers

What blocks school leaders from being able to meet this variety of needs?

- Time in the schedule
- Teacher/personnel capacity
- Expertise: Training and content
- Logistics
- Data analysis and Personalization
- Funding



DCSD + TbT: Using data to identify student supports

Step 1

Gather templated data points from schools

- ✓ **English Proficiency data**
- ✓ Home Language
- ✓ Other normed data

Step 2

Parse data to create targeted small groups

- ✓ **Prioritize grouping by relevant data points**
- ✓ **Scheduling** alignment

Step 3

Ongoing Monitoring and outcomes

- ✓ **Strong Attendance**
- ✓ **Daily Progress data**
- ✓ **Targeted skill growth** on assessments



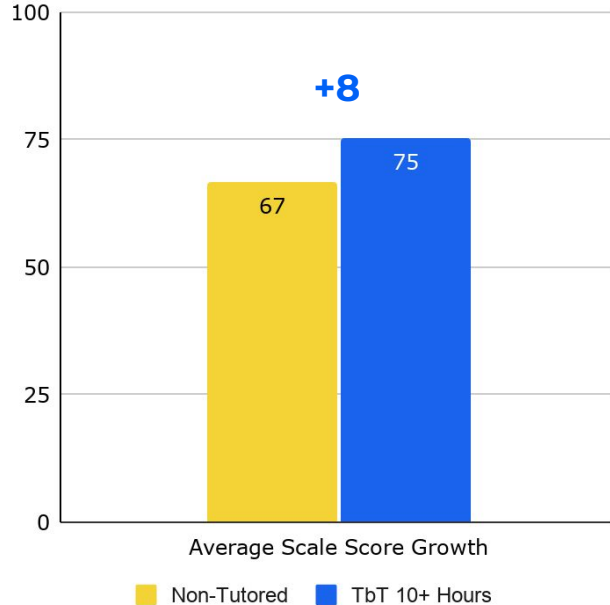


Sneak Peek: Recent DCSD Outcomes

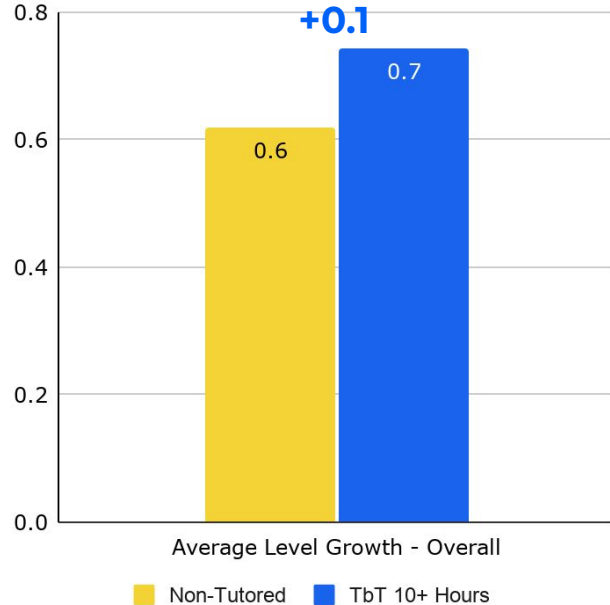


Students who completed at least 10 hours of TbT made stronger growth than their peers on WIDA ACCESS

2025 to 2026 WIDA ACCESS Scale Score Growth

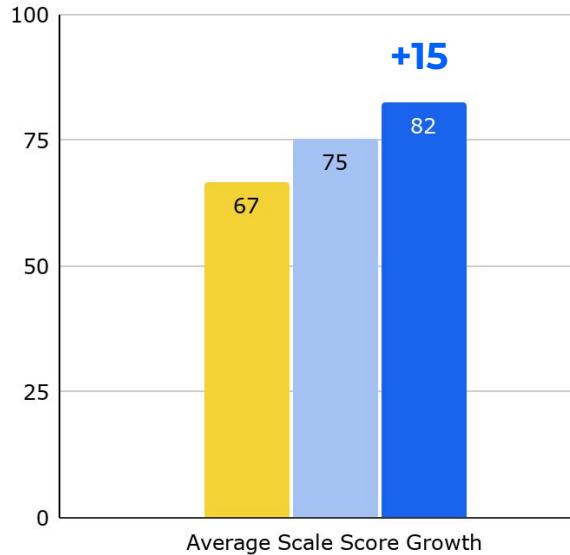


2025 to 2026 WIDA ACCESS Overall Level Growth

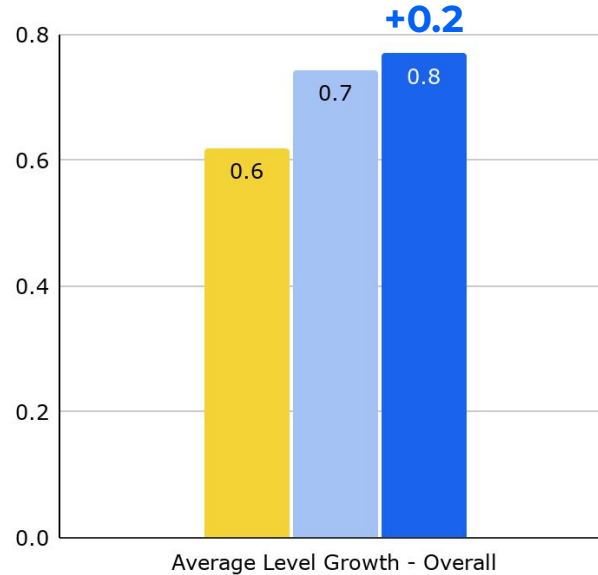


Students who completed at least 20 hours of ELA or ELD focused tutoring made even more progress, especially in Speaking

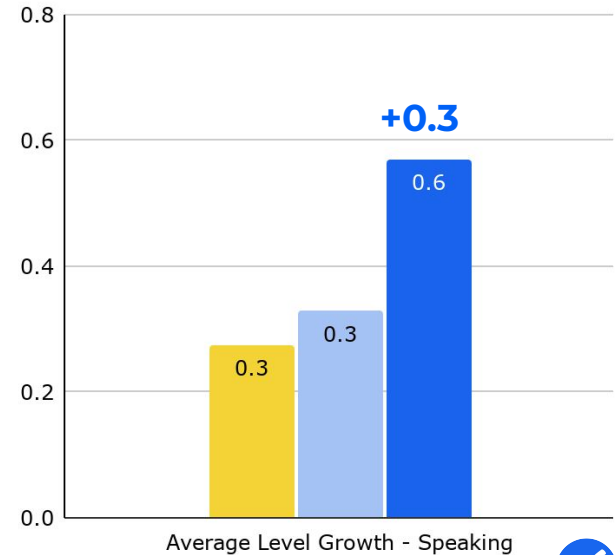
2025-2026 Scale Score Growth



2025-2026 Overall Level Growth



2025-2026 Speaking Level Growth



■ Non-Tutored ■ TbT 10+ Hours ■ TbT 20+ ELA/ELD



TbT designed our program from what's proven to work!

NSSA High-Dosage Tutoring Checklist

Tutored by Teachers ✓

Small Groups (6:1 max)



Student-teacher ratio from 1:1 to 5:1

Consistent, well-trained tutor



Tutors are experienced U.S. teachers; 100% show rate

Data-informed instruction



Customizable grade-level modules targeting high-priority skills

Embedded within the school day



Customized to each school's instructional schedule

Multiple sessions per week
(3x for 10 weeks)



Ability to adjust to each school's schedules



Q&A



Teachers seeing the impact



I would recommend this tutoring for MLLs because the teachers provide short but **highly focused lessons tailored to students' specific needs**— whether in math, English, or ELA skills. The tutors are also kind and friendly, creating a **welcoming and supportive** learning environment.

- ELD Teacher | DCSD



TbT was so **flexible** and able to match our times that we needed it to work within the classroom schedule. It was **relevant to the needs of the student**, and we were able to get updates on what they worked on.

- ELD Teacher | DCSD





**What are you taking out of today to apply to
your district/ school?**



Program Design: Thought Starters

- What **data** can you analyze to identify student skill strengths and challenges?
- What **next steps** might you take to design a program that meets their unique needs?
- How will you **measure** progress and effectiveness?



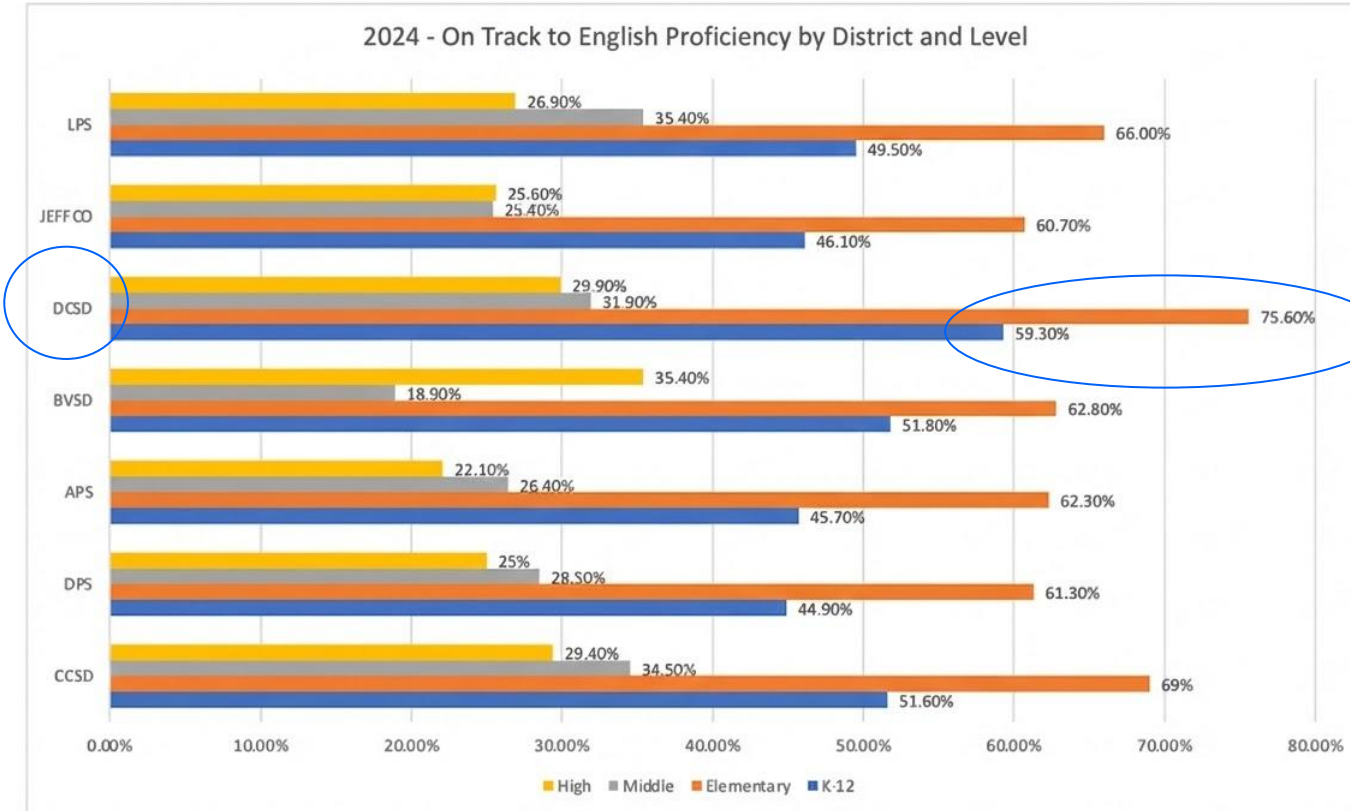
**Tutored by
Teachers** ✓



Thank

Alexa Catao | Tutored by Teachers
Becky Corr | Douglas County Schools

ACCESS Data - On Track to Proficiency



DCSD's K-12 outcomes are **+11** percentage points above other 6 nearby districts





NATIONAL STUDENT
SUPPORT ACCELERATOR

**Tutored by
Teachers** ✓



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www.tutored.live



Our multi-year partnership: DCSD + TbT



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