

# MLL Graduation Rate Improvement and Dropout Prevention Planning Tool #1



Pat Parpounas, Resource Specialist

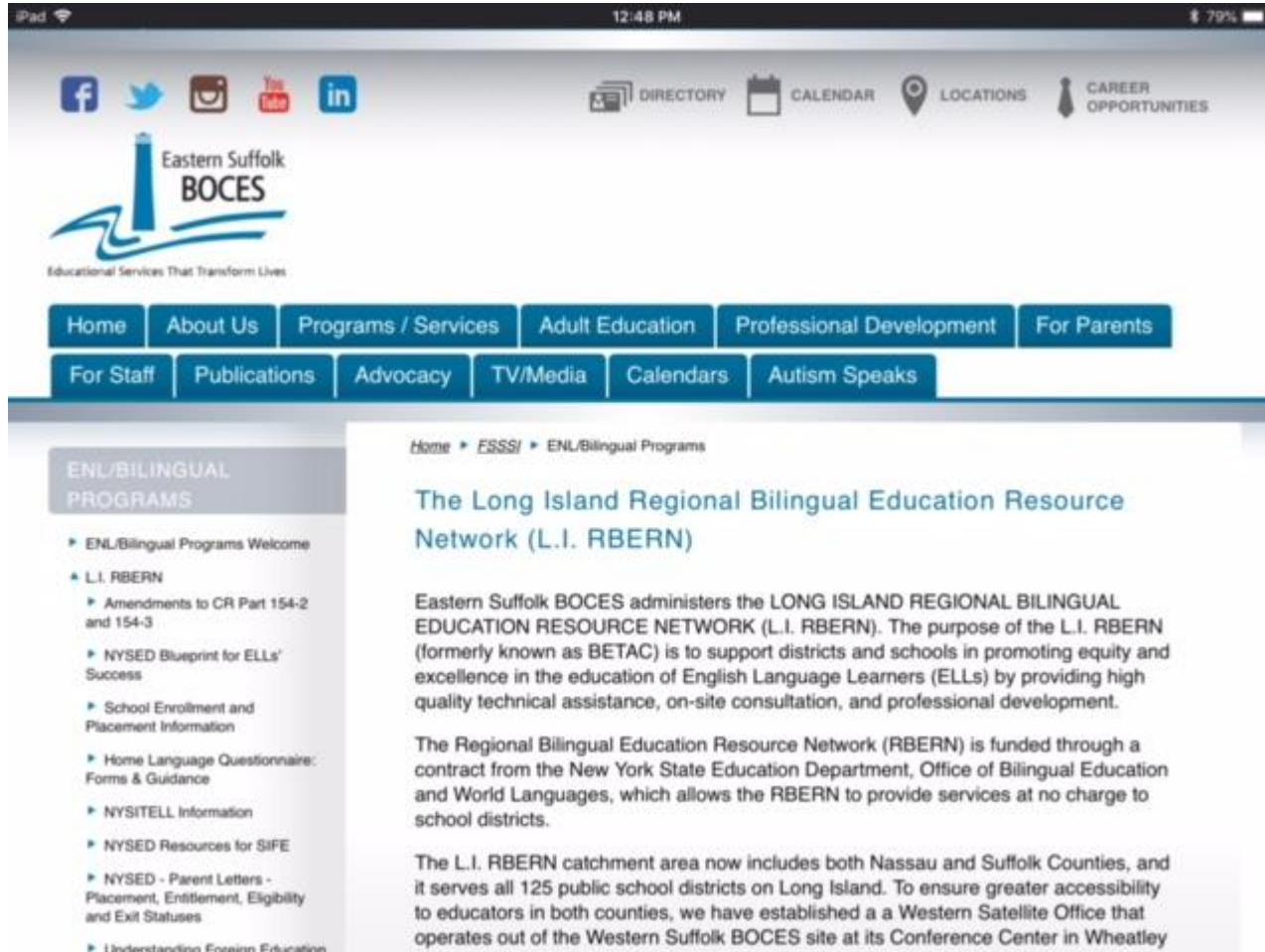
[pparpoun@esboces.org](mailto:pparpoun@esboces.org)

631-218-5175

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Long Island RBERN  
631-218-5175 (IOC)  
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# Module 1: Introduction: Framing the Challenge

## Overall Objective for all Modules:

Participants will develop a strong plan to increase high school graduation rates and to decrease drop out rates for MLLs/ELLs

## Module 1 Learning Target:

Participants will understand all key components of a system(tool) that influences MLL/ELL opportunities toward successful graduation.



# Agenda for the Day

- Introductions -5'
- Icebreaker- 5'
- Acronym Soup-5'
- Blueprint-5'
- Data-5'
- Case Studies 30'
- Establishing Protocol-5'
- Group work: Data set 1 and 2 -90'
- Gallery Walk-15'
- Predictors and Key Components of the HS Graduation Rate Improvement and Dropout and Prevention Tool- 10'
- Homework-5'



Multilingual Learner/English Language  
Learner Graduation Rate Improvement  
and Dropout Prevention  
**PLANNING TOOL**

# Introductions

Please introduce yourself to the group:

- Your name
- Your school
- Your role at the school
- Where your school is (graduation rate)
- One thing you hope to gain from this module





# Icebreakers



## One Word Game

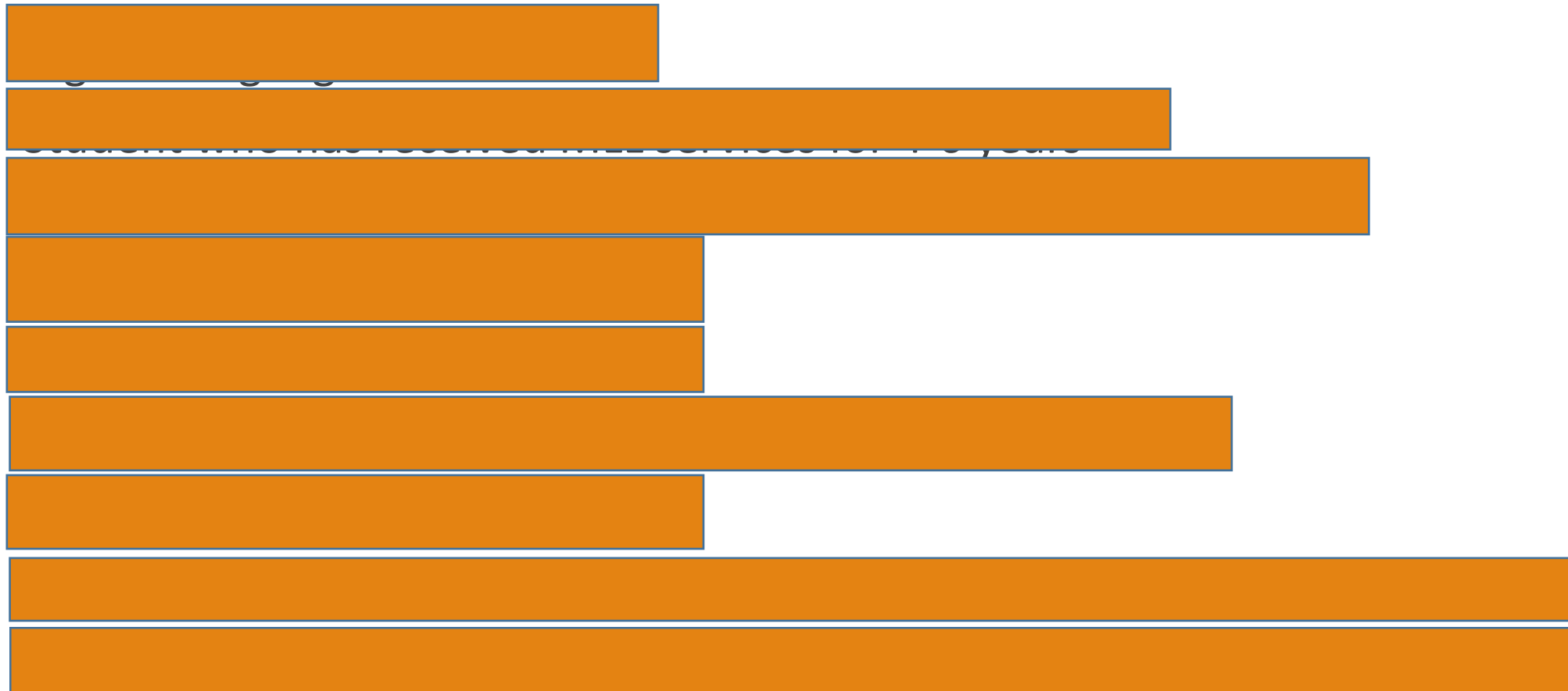
1. Groups of 4-5.
2. Think for a minute or two, and then share with the group one word that describes:



3. Share out.
4. Set Norms on a chart paper as a group

# CR Part 154 – Acronym Soup!!

- ELL
- Developing
- LTE
- Ever L
- Never L
- MLLs
- Newcomers
- Former Ls
- SIFE





# Why implement Graduation Rate Improvement and Dropout Prevention Planning Tool?

## Blueprint for English Language Learners' Success



- 1. All teachers are teachers of English Language Learners/Multilingual Learners and need to plan accordingly.**
  - Collaborating with school support personnel and community-based human resources in order to address the multiple needs of ELLs/MLL
- 2. All school boards and district/school leaders are responsible for ensuring that the academic, linguistic, social, and emotional needs of ELLs/MLLs are addressed**
  - Providing a clear vision for student success that includes high expectations for ELL/MLL student achievement and socio-emotional development, supported by a purposeful plan of action that provides multiple pathways to college, career, and civic readiness through high-quality programs that meet the needs of ELLs/MLLs.
- 5. Districts and schools value all parents and families of ELLs/MLLs as partners in education and effectively involve them in the education of their children**
  - Engaging parents as active participants, contributors, and cultural liaisons to the school community.
- 8. Districts and schools use diagnostic tools and formative assessment practices in order to measure ELLs/MLLs' content knowledge as well as new and home language development to inform instruction**
  - Using NYS assessments in conjunction with formative assessments.

# 2017-2018 Statistics

- ❖ MLL/ELLs subgroup is the most diverse in the nation, **9.8 %** in NYS are ELLs
- ❖ Increase in percentage of MLLs achieving commanding levels from **13.8%** to **14.3%**
- ❖ MLLs/ELLs that have exited the ELL status via expanded criteria **20,870**
- ❖ Overall Graduation rate increase **85% to 85 %** ( 3 thousand students)
- ❖ Overall Drop out Rate **9,954 to 9,678(5%)**
- ❖ NON ELLs graduation rate **167,091 to 170,136** and dropout **9,954 to 9,678**
- ❖ MLL Graduation rate increase **31% to 34%** and dropout **30% to 28%**

<https://data.nysed.gov/gradrate.php?year=2018&state=yes>



# Case Studies Scenarios: Group Discussion- Numbered Heads

1. Count 1-3 together to create groups of 3
2. Assign Roles Facilitator, Recorder, Presenter
3. Facilitator reads out loud the selected scenario to the group
4. Facilitate a group discussion as to identifying the problems, , who is responsible for taking action, how to prevent or rectify the problem.
5. Recorder fills out the graphic organizer
6. Presenter shares out.



Jose Miguel

Sandra

Akousa

**Problem**

**Who is responsible?**

**How to  
prevent/rectify**

1

2

3

## Data Mining Protocol

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*Developed in the field by Thomas Van Soelen and Shannon N. Kersey.*

To use with educators in illuminating two data sets. There is not a presenter in this process.

- 1. Getting Started.** The facilitator reminds the group of norms and shares each step outlined below.
- 2. Examining Data Set #1.** The facilitator distributes data set #1 and offers time to examine (length to be determined based on the volume of data). (5-10 minutes)
- 3. Describing Data Set #1.** The facilitator asks, “What do you see?” In rounds, participants offer statements about the data, avoiding judgments and interpretations, using directionality words wherever possible (e.g., “on page 2, I see,” “In the third column, I see”). (7 minutes)
- 4. Interpreting Data Set #1.** The facilitator asks, “What wonderings do you have about the data?” In rounds, participants offer “I wonder statements” that can be charted. (7 minutes)
- 5. Examining Data Set #2.** The facilitator distributes data set #2 and offers time to examine (length to be determined based on the volume of data). (5-10 minutes)
- 6. Describing Data Set #2.** The facilitator asks, “What do you see?” In rounds, participants offer statements about the data, avoiding judgments and interpretations, using directionality words wherever possible (e.g., “on page 2, I see,” “In the third column, I see”). (7 minutes)
- 7. Interpreting Data Set #2.** The facilitator asks, “What wonderings do you have about the data?” In rounds, participants offer “I wonder statements” that can be charted. (7 minutes)
- 8. Identifying Intersections and Dissonances.** The facilitator offers time for the group to talk together about what intersections are evident in the data and what dissonances arise from the data. This information can be charted. (10 minutes)
- 9. Debrief** (3 minutes)

<https://www.schoolreforminitiative.org/>

# Protocol Steps for Examining Data ( 90 minutes)

## 1. Assign Roles Facilitator, Recorder

Facilitator distributes the data charts and Guiding questions and offers the time to examine(3')

## 2. Describing Data #1

In rounds participants offer statements about the data, avoiding interpretations( 7')

## 3. Interpreting Data #1

In rounds participants offer “ I wonder” statements that can be charted( 7)

## 4 Repeat process for Data #2

## 5. Identify commonalities and differences that arise from the data.

The information can be charted(10')

## 6. Debrief and prepare responses(10')

## 7. Share out.

ALL MEMBERS OF THE TEAM WILL BE PRESENTERS



# SAMPLE OF CHART PAPER Format

Commonalities /Differences  
DATA #1 VS DATA #2

Root Causes

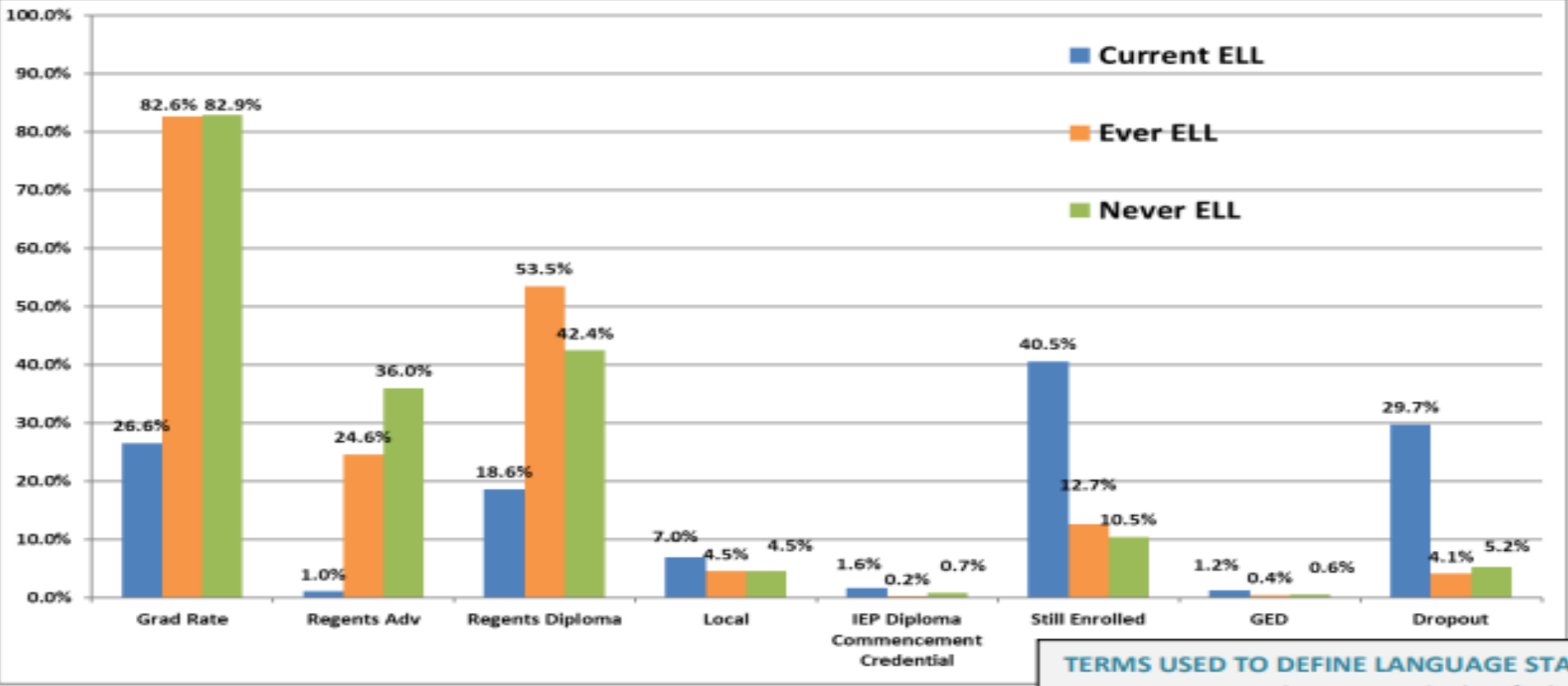
Resources Needed



# DATA #1



## NYS Current ELL, Ever ELL, and Never-ELL 4-Year (2013) June Cohort HS Grad. Rate



**CURRENT ELLS**  
The graduation rate is 26.6%, and the dropout rate is 29.7%

**EVER ELLS**  
The graduation rate is 82.6%, and the dropout rate is 4.1%

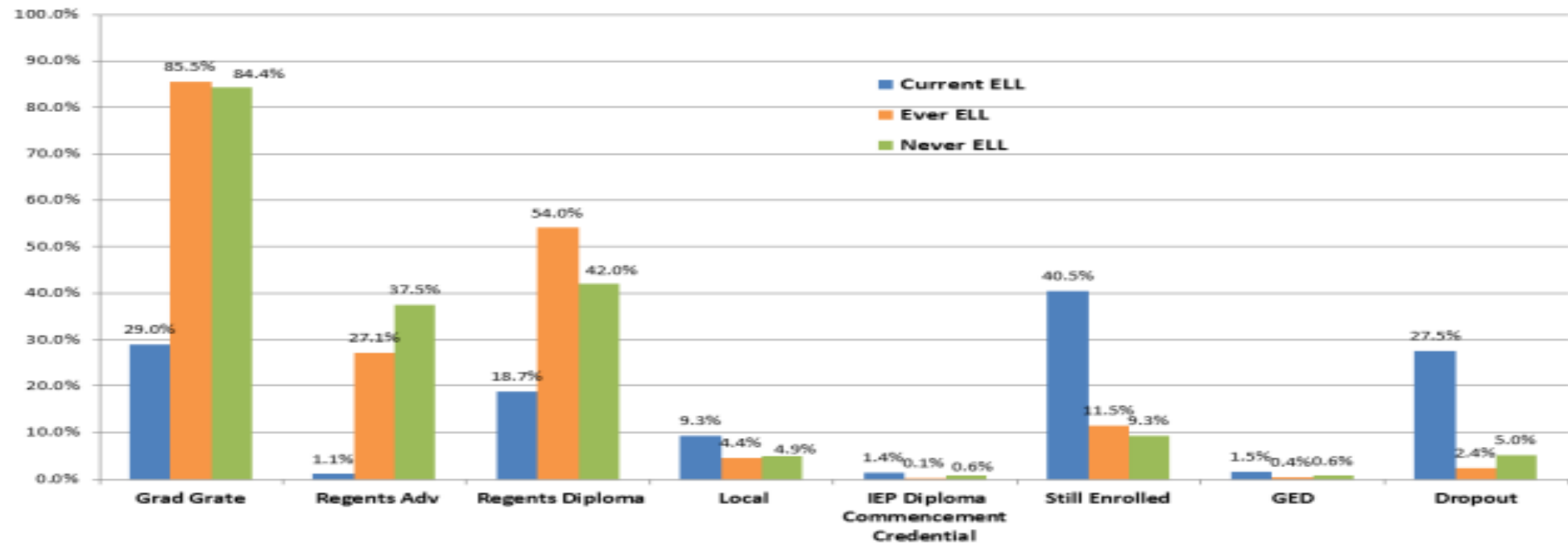
**NEVER ELLS**  
The graduation rate is 82.9%, and the dropout rate is 5.2%

**TERMS USED TO DEFINE LANGUAGE STATUS:**  
**CURRENT ELLS:** Students currently classified as MLL/ELL.  
**EVER ELLS:** Students initially classified as MLL/ELL who met exit criteria.  
**NEVER ELLS:** Students who have never been classified as MLL/ELL including monolingual English-speaking students or students assessed on the NYSITELL and found to be initially fluent.



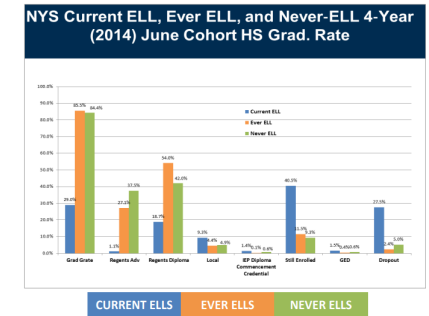


## NYS Current ELL, Ever ELL, and Never-ELL 4-Year (2014) June Cohort HS Grad. Rate



**CURRENT ELLS**      **EVER ELLS**      **NEVER ELLS**

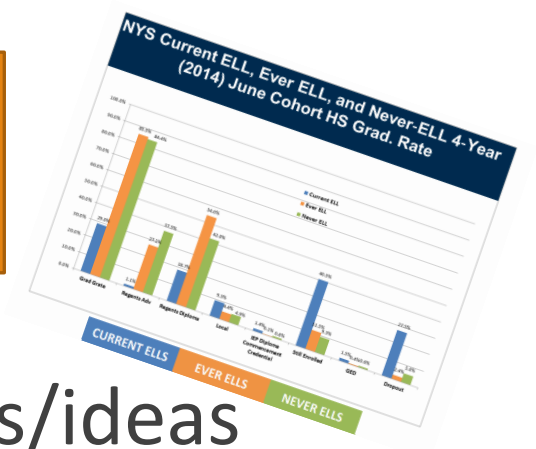
# Guiding Questions: Turn Talk Write and Share(TTWS)



## Data Set #2

- ❑ What do we know about the Current ELLs who attained the Regents Diploma? If you were not sure, how would you go about finding out information on the factors that contributed to their success?
- ❑ What are the “root causes” for the 27.5% dropout rate of Current ELLs? If you were not sure, how would you go about finding out information on the factors that impacted their dropping out?
- ❑ Which courses are the Current ELLs having difficulty with or failing?
- ❑ Have Regents courses been designed to standards with MLLs/ELLs in mind?
- ❑ How have teachers of MLLs/ELLs in secondary been prepared to integrate language development, disciplinary literacy, and content?

# Gallery Walk (15 minutes)



1. Walk around in the room to read again the findings/ideas on the chart papers. Use sticky notes to:

- Add new idea(s) to the charts
- Take away new idea(s) and discuss it in your table group

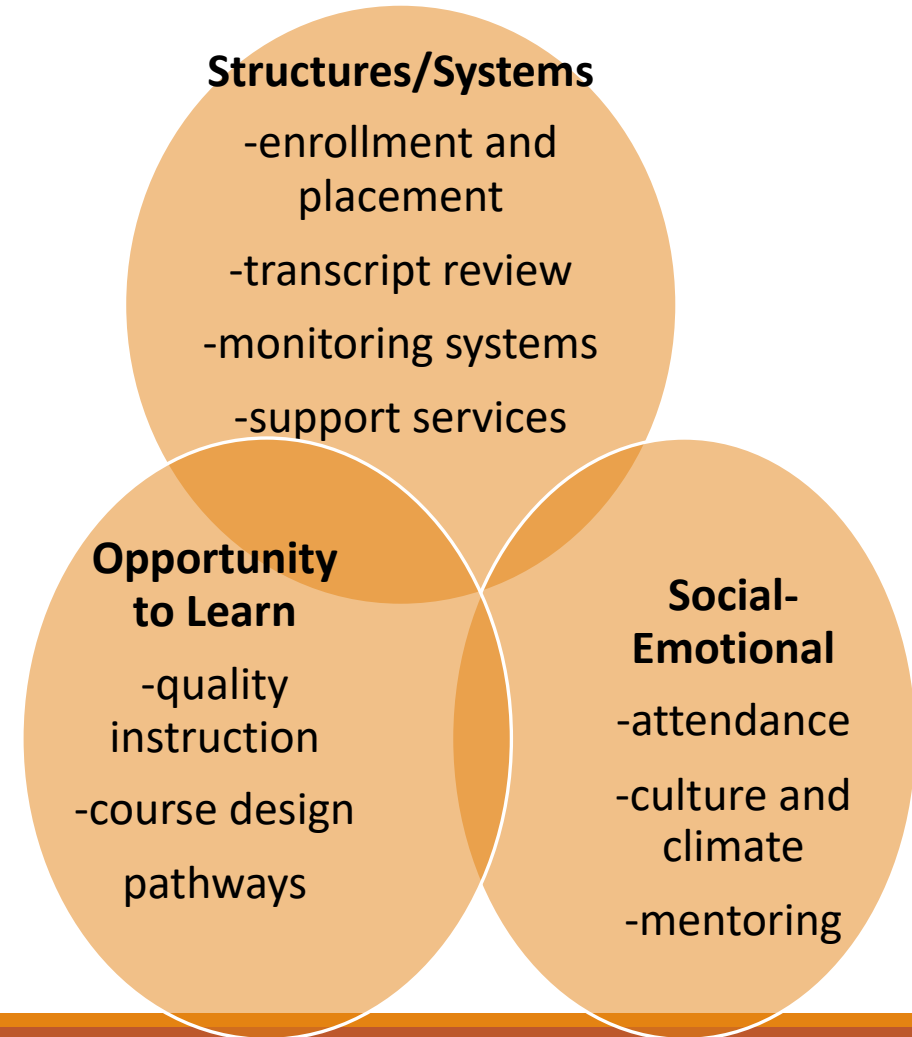
2. Return back to your group and discuss the Take-away idea(s) with your table groups.

3. Share out

## High School Graduation and Dropout Predictors

Apply an inquiry lens to reflect on district/school practices, processes and structures to identify and address predictors of MLLs at risk.

- ❑ Early warning system
- ❑ Supports and programs for at risk MLLs/ELLs
- ❑ Engagement of parents or persons in parental relation of MLLs/ELLs
- ❑ Supports from Community Based Organizations
- ❑ Additional opportunities to increase MLL/ELL graduation rates



# Key Components of the Planning Tool



## Multilingual Learner/English Language Learner Graduation Rate Improvement and Dropout Prevention **PLANNING TOOL**

- Demographic and Performance Data:**
  - Who are the MLLs?
  - How are they performing?
  - What experiences and opportunities are afforded to them?
- Early Warning System:**
  - What are the core components of a system to proactively monitor MLLs?
  - How are the MLLs at risk identified ?
  - What types of interventions does the system include?
- MLL High School Guidance:**
  - What are the core components of strong and effective guidance tools/resources?
- Family Engagement:**
  - What are the core components of a successful family engagement plan?
- Diverse MLLs/ELL supports:**
  - How can we reduce the dropout rate among specific MLL subgroups at the secondary level?

[http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/ellmll-grad-and-dropout-toolkit\\_4\\_12\\_19\\_final.pdf](http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/ellmll-grad-and-dropout-toolkit_4_12_19_final.pdf)

# What to Look for in Each Component

## Demographic and Performance Data:

Demographic data: What do we know about our MLLs/ELLs?

MLL/ELL Performance Data: How are the MLLs/ELLs performing in state testing?

Graduation Rate Data

Dropout Rate Data

## Early Warning Signs:

Core Components of an Early Warning System

Examples for indicators used for MLLs/ELLs

## MLL/ELL High School Guidance:

Qualities of a strong District/High School MLL/ELL Guidance Plan for Students and Families

Characteristics of implementation processes and Structures

Individual graduation Plan Template for MLLs/ELLs

## Family Engagement:

Academic Achievement

Advocacy

Decision Making

## Supporting Diverse MLLs/ELLs

Diverse Learners- Diverse Needs

## Homework

Bring your school's/District data on:

- ELL Subgroup information:  
# Newcomer # Developing # Long-Term #MLL/ELL with an IEP #SIFE # Former ELLs- Activity 2
- NYSESLAT scores per proficiency levels 2017 and 2018 by district and school level and grade level- Activity 4
- Cohort 2014: # of all students in each subgroup( Developing, LTE, Newcomer, ELL with IEP/SIFE) by graduation outcome(Dropout, Still Enrolled, Graduated)- Activity 12
- Attendance Records: Number of current , Ever and Never ELLs in elementary middle and high school with chronic absenteeism-Activity 15
- A copy of your district's CEEP





## Module #2 Demographic data Checklist

### Current data on:

Languages spoken and # of ELLs who speak each language –Activity 1

**ELL Subgroup information:**

**# Newcomer # Developing # Long-Term #MLL/ELL with an IEP #SIFE # Former ELLs- Activity 2**

**NYSESLAT scores per proficiency levels 2017-18 by district and school level and grade level- Activity 3,4,5,6**

ELA Performance Current ELLs, Ever ELLs, Never ELLs, Total Students years 2015-2018 ( scored 2 and above, 3 and above)  
Activity 7

MATH Performance Current ELLs, Ever ELLs, Never ELLs, Total Students years 2015-2018 ( scored 2 and above, 3 and above)--  
Activity 8

Grades 3-8 # of ELLs, Former ELLs, and Non- ELLs meeting grade level performance for ELA 2017-2018-Activity 9

Grades 3-8 # of ELLs, Former ELLs, and Non- ELLs meeting grade level performance for MATH 2017-2018-Activity 10

## Module #2 Demographic data Checklist

Collect data 2017-2018 on:

- Cohort 2014 Graduation Outcomes(Dropout, Still Enrolled, Graduated) of Top 15 MLL/ELL Home Languages- Activity 11
- Cohort 2014 % of all subgroups by graduation outcome(Dropout, Still Enrolled, Graduated)-Activity 12**
- Average Number of Credits in Advanced Courses of ELLs subgroups 2017-2018-Activity 13
- Cohort 2014 Age Distribution of MLL/ELL Dropouts-Activity 14
- Chronic Absenteeism Rates of MLL/ELL subgroups 2017-2018-Activity 15**
- Percentage of Suspension MLL/ELL subgroups 2017-2018-Activity 16



# Thank you!

**Please complete the blue evaluation form!**