MLL Graduation Rate Improvement and Dropout Prevention
Planning Tool #2

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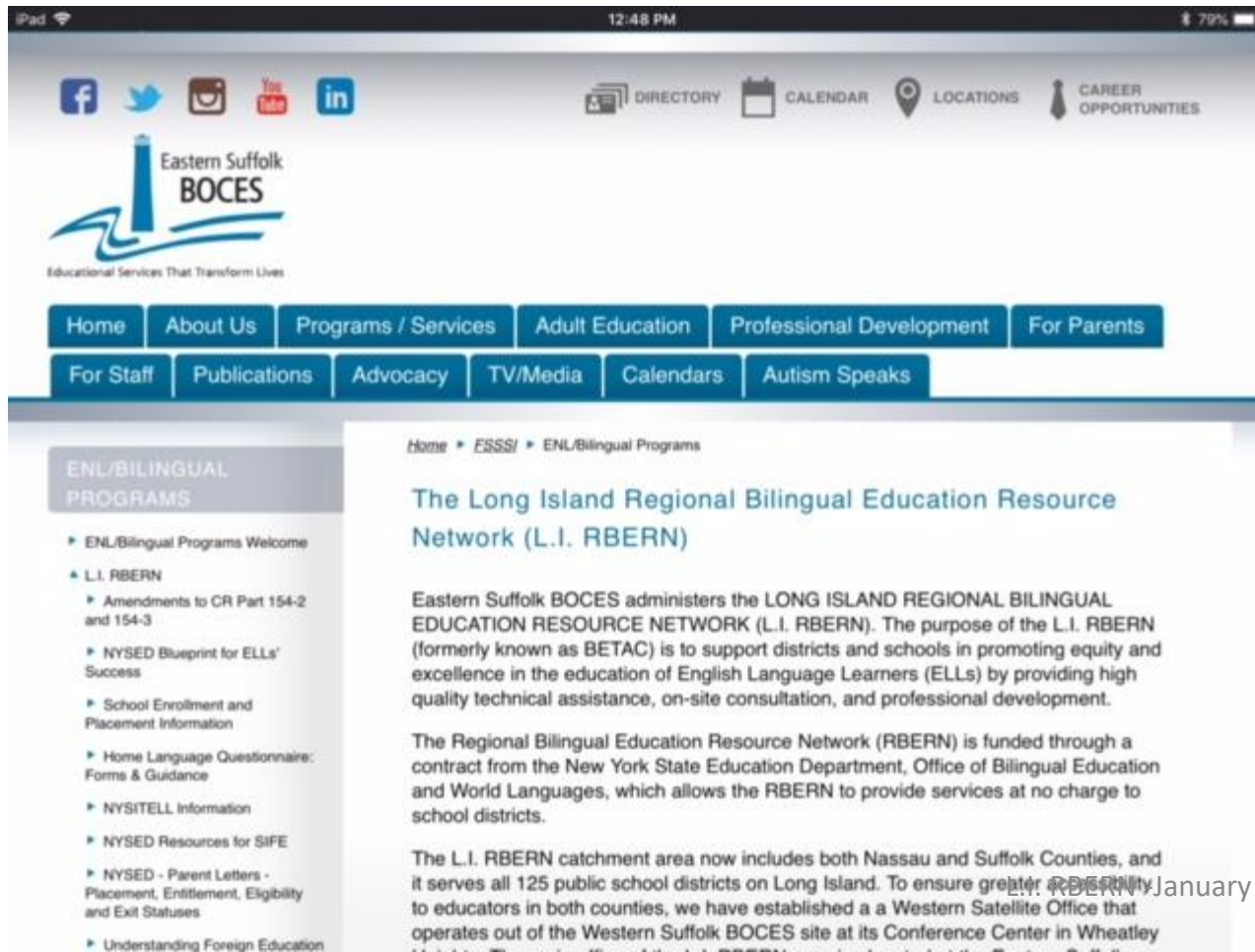
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Agenda for the Day

- Icebreaker- 5'
- Blueprint-5'
- Data-5'
- Establishing Protocol-5'
- Group work/Activity 2: MLL/ELL subgroups- 30'
- Group work/Activity 4: MLL/ELL Performance Data NYSESLAT- 30'
- Group work/Activity 12: 2014 Cohort Percentage of each subgroup by Graduation Outcome 30'
- Group work/Activity 15: Chronic Absenteeism Rates by Never, Ever, and Current ELLs 2017-2018 School Year- 30'
- Wrap up – 30'
- Homework-5'

Module 2:
Demographic and Performance Data: Analyzing MLL?ELL Data for Insights., Urgency, and Planning

Overall Objective for all Modules:

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

Module 2 Objective:

- Participants will analyze MLL/ELL demographic and performance data to gain insights about the factors that influence MLL/ELL academic performance and design a plan to address these factors.

Icebreaker

What # emoji best describes how you are feeling about the Tool Kit implementation process and why?

Why analyze demographic and performance data of MLL/ELLs?

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

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
   - Using language proficiency data from the New York State English as a Second Language Achievement Test (NYSESLAT) and the New York State Identification Test for English Language Learners (NYSITELL) to understand where ELLs/MLLs are along the continuum of language development and how to provide appropriate scaffolds for them according to their proficiency level.
   - Utilizing analytical rubrics that provide feedback on content knowledge and language development.

What to Look for in Each Component

❑ **Demographic and Performance Data:**

PLC #2

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:**

PLC #3

Core Components of an Early Warning System
Examples for indicators used for MLLs/ELLs

❑ **MLL/ELL High School Guidance:**

PLC #4

Qualities of a strong District/High School MLL/ELL Guidance Plan for Students an Families
Characteristics of implementation processes and Structures
Individual graduation Plan Template for MLLs/ELLs

❑ **Family Engagement:**

Academic Achievement
Advocacy
Decision Making

PLC #5

❑ **Supporting Diverse MLLs/ELLs**

Diverse Learners- Diverse Needs

Key Component of the Planning Tool

Multilingual Learner/English Language
Learner Graduation Rate Improvement
and Dropout Prevention

PLANNING TOOL

❑**Demographic and Performance Data:**
   A. Demographic Data
   B. MLL/ELL Performance Data
   C. Graduation Rate Data
   D. Dropout Rate Data

http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/ellmll-grad-and-dropout-toolkit_4_12_19_final.pdf

What We Know about Diverse MLLs/ELLs

❖ NYS MLLs/ELLs are the most diverse in the nation (Not a monolithic group)

❖ There is a total of **2,785,250** students in New York State, of which **272,292** are MLLs/ELLs, who make up **9.8%** of the student population.

❖ Diverse needs based on:

✓ Place of birth(USA, NYS or elsewhere)

✓ The age of relocation

✓ Language proficiency(Home and New)

✓ Schooling experiences (length, quality of instruction)

✓ Exit criteria

❖ In the 2017-2018 school year, 1,758 students received the Seal of Biliteracy. These students represent 64 different countries and 38 distinct languages.

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Data Mining Protocol

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)
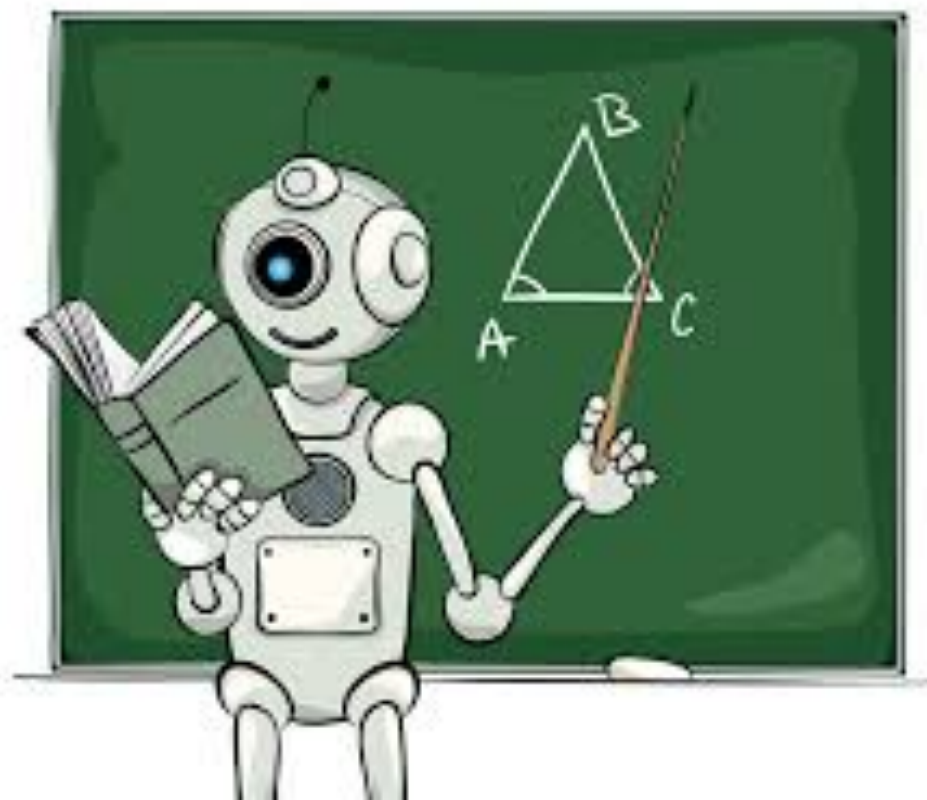
9. **Debrief** (3 minutes)

Protocol Steps for Examining Data (30' for each activity)

1. Assign Roles Facilitator, Recorder for Data Analysis
      Facilitator offers the silent independent time to examine the district's data charts(5')
2. Describing Data Activity # _____
      In rounds participants offer statements about the data " I see" " I notice ", avoiding
       interpretations(7')
3. Interpreting Data Activity #___
      In rounds participants offer " I wonder" statements that can be charted(7)
4. Identify insights/questions derived from the data and implication/action plan for your district.
      The information can be charted(10')
6. Debrief and prepare responses(10')
7. Share out.

ALL MEMBERS OF THE TEAM WILL BE PRESENTERS

WE DO ...

Linguistic Diversity 2017-2018 School Year

Uzbek, 0.6%
Karen, 0.7%
French, 1.0%
Urdu, 1.6%
Haitian Creole, 1.7%
Russian, 1.8%
Bengali, 2.8%
Arabic, 5.6%
Chinese, 8.9%
Spanish, 64.8%
Other, 10.4%

Legend: Spanish, Chinese, Arabic, Bengali, Russian, Haitian Creole, Urdu, French, Karen, Uzbek, Other

Source: IRS 2017-2018 SY

Activity 1: Linguistic Diversity [school year]

Directions: *Insert the language and number of students who speak that language. The chart will automatically calculate and label percentages.*

Language	# Spoken

Linguistic Diversity [school year]

http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/ellmll-grad-and-dropout-toolkit_4_12_19_final.pdf

Linguistic Diversity 2017-2018 School Year

Key Questions

_____

_____

_____

Implications

_____

_____

_____

Identify next steps and district plan:

_____

_____

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_____

TURN AND TALK
What are the key questions when analyzing the linguistic diversity data?
What are the implications for your district?

Key Questions

Implications

YOU DO…

MLL/ELL Subgroups- Activity 2

❑Take out the following data from your district: ELL Subgroup information:
Newcomer # Developing   # Long-Term   #MLL/ELL with an IEP   #SIFE   # Former ELLs 2017-2018

❑Take out MLL subgroups worksheet from the folder.

❑Work with your group to write the % of students for each group.

❑Engage in discussions(by applying the protocol) to find the **key questions** and **provide specific implications** for your district.

❑Discuss and record actionable steps/ plan   for the district

❑Share out

PercentDiff - the Shaolo Percent and Percentage Calculator 4+
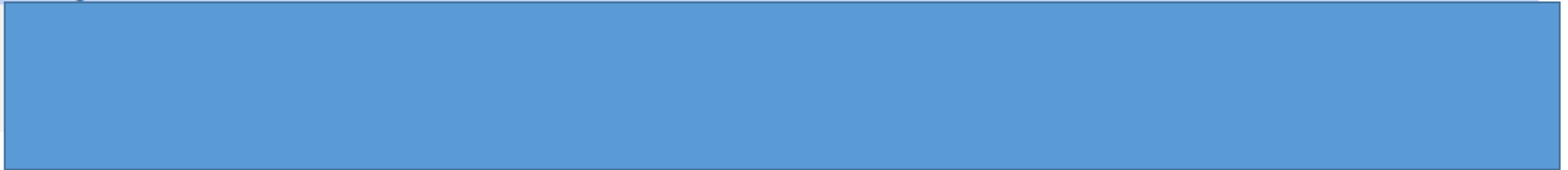Shaolo LLC
★★★★★ 4.9, 99 Ratings
Free

MLL/ELL Subgroups- Activity 2

Key Questions

Implications

Identify next steps and district plan:

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ACTIVITY 4:

MLL/ELL Performance Data NYSESLAT-Activity 4- 30'

❑Take out the following data from your district:NYSESLAT scores per proficiency levels 2017 and 2018 by district and school level and grade level

❑Take out the MLL/ELL performance data worksheet from the folder.

❑Download the on line worksheet and save it on your computer

❑Work with your group to write the % of students scoring in each of the 5 proficiency levels. Make sure that the percentages entered for each year total 100. for each group.

❑Engage in discussion to create the key questions and provide specific implications for your district.

❑Discuss and record actionable steps/ plan   for the district

❑Share out

http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/ellmll-grad-and-dropout-toolkit_4_12_19_final.pdf

MLL/ELL Performance Data NYSESLAT- 30'

Key Questions

Implications

Identify next steps and district plan:

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ACTIVITY 12

2014 Cohort Percentage of each subgroup by Graduation Outcome-30'

❑Take out the following data from your district : Percentage of Newcomers, Developing MLL/ELL, LTEs, ELLs with an IEP, and SIFE by Graduation Outcome 2017

❑Take out : "Activity 12 MLL/ELL template from the folder.

❑Download the online worksheet and save it on your computer

❑Work with your group to write the % of Dropouts, still enrolled, and graduated for each of the subgroups.

❑Engage in discussion to answer the key questions and provide specific implications for your district.

❑Save the bar chart that will be generated

❑Discuss and record actionable steps/ plan for the district

❑Share out

http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/ellmll-grad-and-dropout-toolkit_4_12_19_final.pdf

2014 Cohort Percentage of each subgroup by Graduation Outcome-30'

Key Questions

Implications

Identify next steps and district plan:

_____

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Activity 15

Chronic Absenteeism Rates by Never, Ever, and Current ELLs 2017-2018 School Year

❑Take out the following data from your district: Attendance Records: Number of current , Ever and Never ELLs in elementary middle and high school with chronic absenteeism-Activity 15

❑Take out : "Activity 15 MLL/ELL template from the folder.

❑Download the on line worksheet and save it on your computer

❑Work with your group to write the % of chronically absent students for each school level and each MLL/ELL subgroup

❑Engage in discussion to answer the key questions and provide specific implications for your district.

❑Save the bar chart that will be generated

❑Discuss and record actionable steps/ plan   for the district

❑Share out

http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/ellmll-grad-and-dropout-toolkit_4_12_19_final.pdf

Key Questions

☐ What are the "root causes" of chronically absent MLLs/ELLs?
☐ What are the differences in chronic absenteeism between the first months and after November?
☐ What are some of the social-emotional factors (e.g., illness, living status, bullying, etc.) that affect student absenteeism?
☐ What are the academic factors (e.g., low grades, low expectations, lack of challenging curriculum) that affect student absenteeism?

Implications

☐ Examine the "root causes" for Severely Chronically/Chronically Absent MLLs/ELLs.
☐ Create a plan to address attendance policies that might be impacting MLL/ELL attendance.
☐ Create an attendance campaign with district, school and community celebrations.
☐ Set improvement targets for the district and schools and monitor them quarterly.
☐ Develop a mentoring program, support groups or clubs to reengage Severely Chronically Absent Students.
☐ Create early credit recovery and acceleration strategies and structures.

Identify next steps and district plan:

_____

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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

Homework

- Complete in districts activities 1,3,5,6,7,8,9,10,11,13,14,16

- Bring **Cohort 2014 Age Distribution of MLL/ELL Dropouts-Activity 14 completed chart and action plan insights for sharing**

- Bring a binder with the hard copies of all the data charts completed

- PLC # 3 : Share activity 14

- PLC#4 Choose one activity of your preference to share

- PLC#5: Choose the activity that yield the most insights for your MLLs to share

•Photo courtesy of Greece Central School District.

Thank you!

Please complete the blue evaluation form!