

### Quantitative Data Analysis Task 2: From Graduation/Dropout Data Inquiry to Possible Root Causes Using Your 2014 Cohort Data

#### **DIRECTIONS :**

**Building on the work from Quantitative Analysis Task 1, dig deeper into your district data to answer as many of these questions as you can.**

1. What proportion of students entering grade 9 as MLLs/ELLs graduate after four years? \_\_\_\_\_
  - a. What proportion of these students receives each type of diploma?
    - i. Regents Advanced \_\_\_\_\_
    - ii. Regents \_\_\_\_\_
    - iii. Local \_\_\_\_\_
2. What is the most common profile of MLLs/ELLs that graduate after four years?
  - a. Newcomer ELL (0-3 years)
  - b. Developing ELL
  - c. Long-Term ELL ( $\geq 6$  years)
  - d. Former ELL (exit during HS)
  - e. MLL/ELL SWD
  - f. MLL/ELL SIFE
3. What proportion of students entering grade 9 as MLLs/ELLs drop out? \_\_\_\_\_
4. What is the most common profile of MLLs/ELLs that drop out?
  - a. Newcomer ELL (0-3 years)
  - b. Long-Term ELL ( $\geq 6$  years)
  - c. Former ELL (exit during HS)
  - d. MLL/ELL SWD
  - e. MLL/ELL SIFE

5. What proportion of MLLs/ELLs do not graduate but remain enrolled? \_\_\_\_\_

6. What is the most common profile of MLLs/ELLs that do not graduate but remain enrolled?

- a. Newcomer ELL (0-3 years)
- b. Long-Term ELL ( $\geq 6$  years)
- c. Former ELL (exit during HS)
- d. MLL/ELL SWD
- e. MLL/ELL SIFE

7. What proportion of students entering grade 9 as MLLs/ELLs graduate after 5 years? \_\_\_\_\_ After 6 years? \_\_\_\_\_

8. What is the initial level of English proficiency for MLLs/ELLs entering our district? (Proportion by NYSITELL level)

9. How does initial English proficiency level vary by MLL/ELL profile?

- a. Newcomer ELL (0-3 years)
- b. Developing ELL
- c. Long-Term ELL ( $\geq 6$  years)
- d. MLL/ELL SWD
- e. MLL/ELL SIFE

10. What percentage of our MLLs/ELLs in 2017-18 exited MLL/ELL status in elementary school? \_\_\_\_\_ In middle school? \_\_\_\_\_ In high school? \_\_\_\_\_

11. What is the most common profile of MLLs/ELLs that exited MLL/ELL status in elementary school? \_\_\_\_\_ In middle school? \_\_\_\_\_ In high school? \_\_\_\_\_

- a. Newcomer ELL (0-3 years)
- b. Developing ELL
- c. Long-Term ELL ( $\geq 6$  years)
- d. MLL/ELL SWD
- e. MLL/ELL SIFE

12. What proportion of Former ELLs (“Ever ELLs”) graduate after four years?

13. What are the most common reasons why our students drop out? How do we know (e.g., parent surveys, exit interviews, student surveys)?

14. What are the most common reasons for our students to not graduate on time? How do we know (e.g., transcript review, surveys, interviews)?

15. Which preventive predictor/antecedent strategies are strong in our district? How do we know? Which need to be strengthened? (Use table below)

	Predictor/Antecedent	Strong What Is in Place?	Evidence How Do We Know?	Must Strengthen Why?
SEL	<b>Attendance</b>			
	<b>Culture &amp; Climate</b>			
	<b>Mentoring</b>			
OTL	<b>Quality Instruction</b>			
	<b>Course Design</b>			
	<b>Multiple Pathways</b>			
S/S	<b>Enrollment &amp; Placement</b>			
	<b>Transcript Review</b>			
	<b>Monitoring Systems</b>			
	<b>Support Services</b>			