



# Introduction

The New York State Education Department (NYSED) has experienced steady progress toward higher levels of English language proficiency for Multilingual Learners/English Language Learners (MLLs/ELLs). The percentage of MLLs/ELLs achieving the commanding/proficient level has increased across all grade levels from 12.0% in school year 2016-17 to 13.8% in school year 2017-18. Improved results were seen across all elementary grades, in which the percentage of MLLs/ELLs achieving commanding/proficient levels increased from 12.8% in school year 2016-17 to 14.3% in school year 2017-18. In addition, 20,870 MLLs/ELLs have exited MLL/ELL status via the expanded exit criteria.<sup>1</sup> Despite the promising increases in English language proficiency rates, we are concerned about our MLL/ELL graduation and dropout levels. According to NYSED 2018 high school graduation data (for the cohort entering 9<sup>th</sup> grade in 2014), the overall 4-year graduation rate was 80.4%, yet disconcerting achievement gaps exist for Current ELLs. The 2014 cohort MLL/ELL graduation rate was 29.0%, an increase from the 2013 cohort rate of 26.6%. The 2018 dropout rate for the 2014 MLL/ELL cohort was 27.5%; this is an improvement of 2.2% over the previous year, but still notably higher than the overall dropout rate of 6.0%. In addition, only 18.7% of MLLs/ELLs attained a Regents diploma, while only 1.1% attained an Advanced Regents diploma. A significant proportion (40.5%) of non-graduating MLLs/ELLs remain enrolled in hopes of graduating in their 5<sup>th</sup> or 6<sup>th</sup> year of high school. Given this data, we must focus our efforts to better serve MLLs/ELLs if we aim to continue to turn around these inequitable and unacceptable outcomes. We are encouraged by the progress made so far and deem it important to note what has worked to be able to build on those successes.

In order to develop a strong plan to increase high school graduation rates and to decrease dropout rates for MLLs/ELLs, New York State (NYS) school districts need to first examine data for this diverse population and ascertain what is impacting these outcomes. Districts and schools then need to determine any changes they must make in their policies, programs, and instructional practices and ultimately identify (short and long-term) goals that will result in higher numbers of MLLs/ELLs graduating and ready for college and career. As districts and schools look at their data, review their instructional practices, and use this planning tool to inform their goals, current and additional resources and structures for implementation need to be aligned and/or secured. Districts outline this plan in Section I of the Comprehensive ELL Education Plan (CEEP).

The *Multilingual Learner/English Language Learner Graduation Rate and Dropout Prevention Planning Tool* provides research-informed effective practices and strategies, protocols, and templates for use by districts and schools as they dive into the MLL/ELL data. It is designed to jump start your district's or school's study, reflection and planning to improve policies, programs, and instructional practices geared toward improvement in MLL/ELL graduation rates. In addition, the planning tool includes embedded links to helpful resources, such as articles, research, and effective practices related to graduation and dropout prevention. This planning tool supports implementation of the [NYS Blueprint for MLL/ELL Success](#) and [NYSED Commissioner's Regulations Part 154](#), but it is not a comprehensive guidance tool; it is intended to be used to facilitate conversations and planning in districts and schools.

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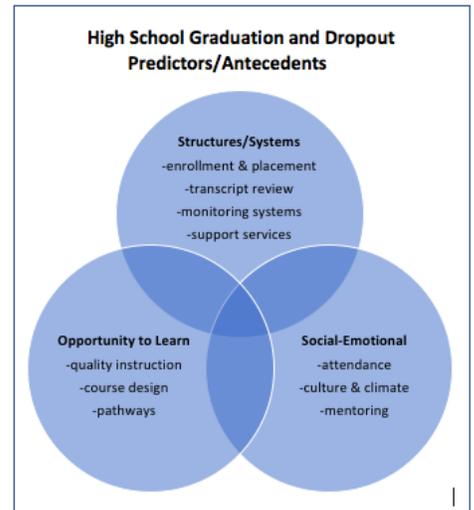
<sup>1</sup> Expanded Exit Criteria: MLLs/ELLs score at or above a state designated level of advanced/expanding on the NYSESLAT in all modalities, and at or above proficient on the Grades 3-8 English Language Arts Test or at having met or exceeded proficiency standards on the Regents Examination in Comprehensive English or the Regents Examination in English Language Arts (ELA).

To commence this work, we need to take an in-depth look at what we are doing programmatically and instructionally for Current ELLs. To understand our diverse MLL/ELL population, we can apply the following questions to gain a better understanding of the root causes affecting graduation outcomes:

- How are students performing in English Language proficiency development and academics?
- Why are our students dropping out (e.g., social-emotional needs, chronic absenteeism)?
- What challenges are our district and/or school facing in terms of dropout rates for MLLs/ELLs?
- What challenges are our district and/or school facing in terms of graduation rates for MLLs/ELLs?
- What are some common reasons why our students do not graduate on time?

We can apply an inquiry lens to reflect on the district/school practices, processes and structures to identify and address predictors/antecedents of MLLs/ELLs at risk of dropping out and/or not graduating on time.

- Is there an early warning system in place?
- What supports and programs exist to assist MLLs/ELLs once they are identified as off track to graduation and at risk of dropping out?
- How is our district engaging parents or persons in parental relation of MLLs/ELLs?
- How is support from Community Based Organizations being leveraged to address the needs of MLL/ELL students off track to graduation or at risk of dropping out?
- What types of additional opportunities are available to increase MLL/ELL graduation rates (e.g., Career and Technical Education programs, extended day learning programs, blended learning opportunities, flexible scheduling)?



This planning tool is designed to help districts and schools explore and answer these critical questions and as leaders examine and address practices, programs and policies that will lead to increased graduation rates and decreased dropout levels among their MLL/ELL populations.

## How to Use This Planning Tool

Each chapter of the Planning Tool introduces a key component of a system that influences MLL/ELL opportunities toward successful graduation, namely Demographic Data, Early Warning System, MLL/ELL High School Guidance, Family Engagement and Diverse MLL/ELL Supports. The chapter includes useful techniques for data analysis intended to help stakeholders understand individual MLLs'/ELLs' progress towards graduation. Districts and schools can then use this analysis to create a set of appropriate practices, programs and policies to address MLLs'/ELLs' needs in an informed fashion.

### Key Components

- **Demographic and Performance Data** summarizes who MLLs/ELLs are, how they are performing, and what experiences and opportunities are afforded to them. Key Questions and Implications exercises are included in this section along with related charts. Broad questions such as “What are three things you notice about this data?” are meant to be used as guides for your district-level data inquiry. They will work alongside your completed Data Activities to help you determine the trends and patterns your district can glean from the MLL/ELL data.
- **Early Warning System** identifies the core components of a system to proactively monitor and support MLLs/ELLs and describes indicators that, in combination with general, research-based indicators can help districts craft their own Early Warning System to monitor the progress of the MLLs/ELLs they are

educating. Districts should use this system to identify MLLs/ELLs at risk of dropping out and implement appropriate interventions.

- **MLL/ELL High School Guidance** identifies the core components of strong, effective guidance tools for MLLs/ELLs, such as information about the New York State English as a Second Language Achievement Test (NYSESLAT) and pathways to graduation. This chapter also includes examples and other resources to assist districts in beginning to craft their own guidelines for MLLs/ELLs.
- **Family Engagement** includes an exercise designed to build awareness of the three core components of family engagement programs for MLLs/ELLs, inviting districts/schools to use a Planning Template designed to annually organize and chart all the components in the district's family engagement plan.
- **Diverse MLL/ELL Supports** reflects the reality that MLLs/ELLs comprise a heterogeneous group with diverse needs and provides guidance and examples that allow districts to think of ways to reduce the dropout rate among *specific subgroups* at the secondary level, including Newcomers, Students with Interrupted/Inconsistent Formal Education (SIFE), and Long-Term ELLs, the three most vulnerable subgroups.

Each chapter begins with an introduction to the main topic followed by practical templates and exercises to be used by districts/schools in accordance with their specific circumstances. For example, for the Demographic Data component, nearly every state-level chart is presented side-by-side with an attached template for districts to enter their own data. As such, the potential uses for the planning tool are numerous. It may help districts identify and understand the kind of data they should be analyzing, help provide support to individual schools to better understand statewide outcomes and compare them to their respective data to discern effective practices, help districts or schools gain access to valuable resources, and it may help districts complete their CEEP Section I. Above all else, this document should be viewed as a hands-on, interactive tool to assist districts in preventing MLLs/ELLs from dropping out and to improve their graduation rates. This tool should be used not only by district level administrators but also by principals, assistant principals and even teachers to discern root causes and potential interventions for any group of MLLs/ELLs for which they are responsible.

One example of how a district might use this tool involves programming. For instance, if a district has an influx of newly arriving immigrant adolescents to the U.S. district leaders might consider the creation of a newcomer program. If a majority of these MLLs/ELLs have interrupted/inconsistent formal education, the district should use the [Multilingual Literacy SIFE Screener](#) designed to assess SIFE literacy and consider implementing the [Bridges to Academic Success Program](#). These students may have in common that they come from traumatic situations, which would necessitate a program focusing on social emotional learning. If attendance data reveals that secondary MLLs/ELLs are often late to school, the root cause may be working long hours after school, in which case districts should consider the creation of a Twilight Program<sup>2</sup>, extending school hours or implementing Saturday School programs.

Instructional practices should also be considered as part of student programming. An example of this is a case in which data analysis reveals many Long-Term ELLs in a district. These MLLs/ELLs are usually verbally fluent in English but have less well-developed literacy skills in both their primary language and in English. These students might be co-taught by a literacy specialist and an MLL/ELL specialist who can create an after-school program focusing on literacy and academic (disciplinary) language development.

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<sup>2</sup> Twilight Programs are offered after regular school hours and are appropriate for students who may be under credited or for those who need an alternative placement.

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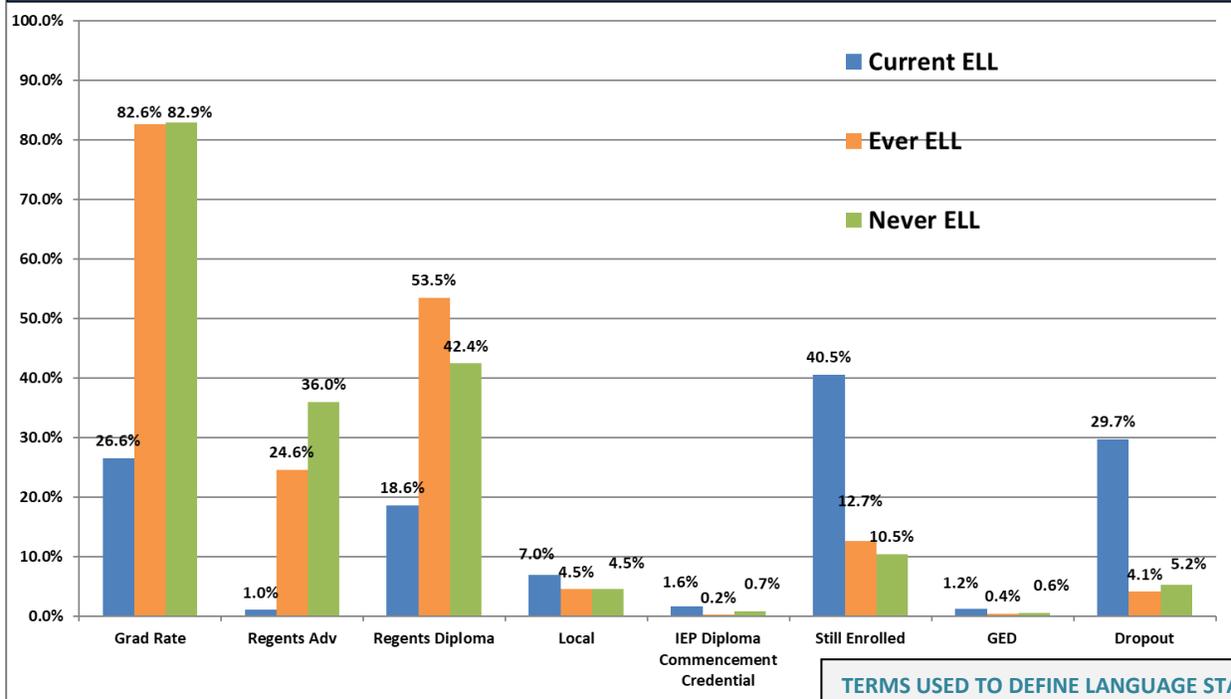
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## The Achievement Gap

While New York State (NYS) is making progress as a whole, we have seen disconcerting gaps in achievement, particularly for Current ELLs. Each year the New York State Education Department (NYSED) releases high school graduation and dropout data. In January of 2019 NYSED released the high school graduation data for the cohort of students who entered 9<sup>th</sup> grade in 2014. The MLL/ELL four-year graduation rate has increased from 26.6% for the 2013 cohort to 29% for the 2014 cohort, but the dropout rate for MLLs/ELLs is alarmingly high at 27.5%. In addition, we see that a very low percentage of MLLs/ELLs are obtaining a Regents Diploma with Advanced Designation. There is a high rate of MLLs/ELLs still enrolled in the hopes of gaining a diploma in their 5th or 6th year in high school. The data shows that as a state it is essential to focus our efforts and learn how to better serve MLLs/ELLs if we are to turn around this flat and potentially downward trend in graduation rates for MLLs/ELLs. Notwithstanding these figures, we should be mindful that Ever ELLs are doing very well. In the 2014 cohort, Ever ELLs had a graduation rate of 85.5%, which exceeded the Never ELL graduation rate of 82.9%. While the overall graduation rate for NYSED increased, an analysis of MLL/ELL results is warranted to determine whether significant achievement gaps exist. The charts below will help us examine the status of the different MLLs/ELLs after 4 years in high school over the period of two years.

### 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%

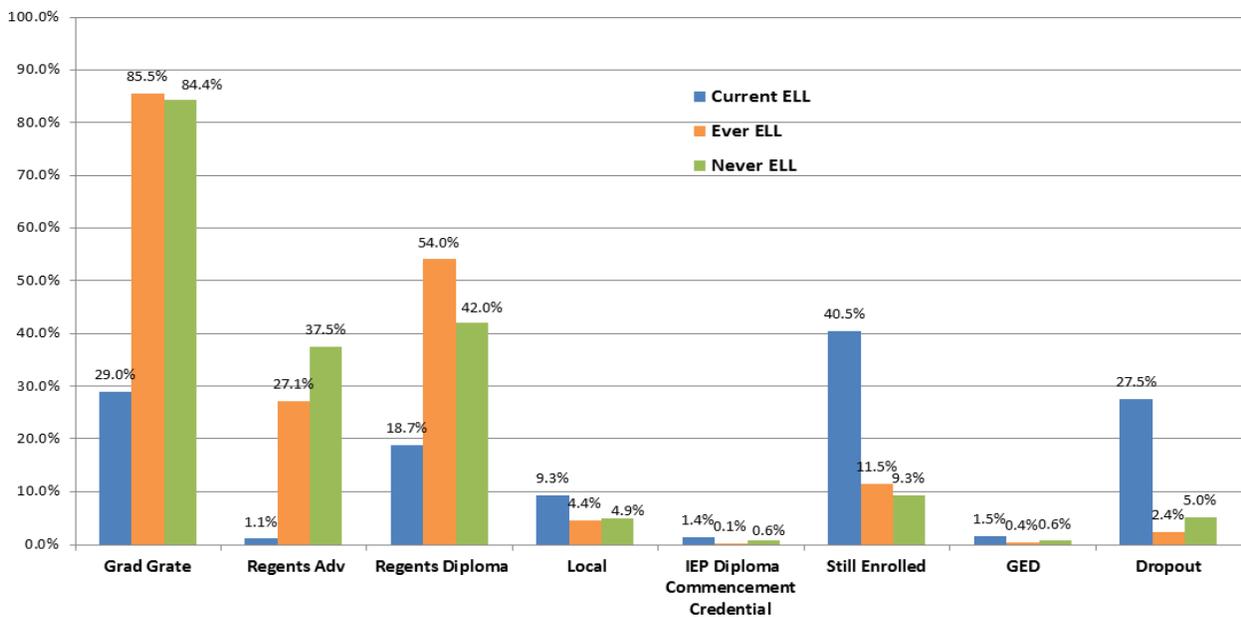
#### TERMS USED TO DEFINE LANGUAGE STATUS:

**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.

**Key Questions—2013 Data**

1. When you look across all the 2013 data for Current ELLs (Blue Bar), what stands out for you? What do you think are the “root causes” for these results? What do you think needs to be in place, including resources to change these results?
2. When you look across all the data for Ever ELLs (Orange Bar), what stands out for you? What do you think are the “root causes” for these results? What do you think needs to be in place, including resources to change these results?
3. When you look across all the data for Never ELLs (Green Bar), what stands out for you? What do you think are the “root causes” for these results? What do you think needs to be in place, including resources to change these results?
4. In looking at the Dropout data, what strategies/resources are now in place to reduce the dropout rate for Current ELLs? What additional resources would be needed after determining “root causes”?

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



<p><b>CURRENT ELLS</b> The graduation rate is 29%, and the dropout rate is 27.5%</p>	<p><b>EVER ELLS</b> The graduation rate is 85.5%, and the dropout rate is 2.4%</p>	<p><b>NEVER ELLS</b> The graduation rate is 84.4%, and the dropout rate is 5.0%</p>
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### Key Questions—2014 Data

1. 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?
2. 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?
3. Which courses are the Current ELLs having difficulty with or failing?
4. Have Regents courses been designed to standards with MLLs/ELLs in mind?
5. How have teachers of MLLs/ELLs in secondary been prepared to integrate language development, disciplinary literacy, and content?

The charts above help us examine the status of Current ELLs, Ever ELLs, and Never ELLs after 4 years in high school over two years. The graduation rate for Ever ELLs continues to show strong progress. The Ever ELLs have improved from a graduation rate of 84.4% for the 2013 cohort to 85.5% for the 2014 cohort significantly outpacing the statewide average of 80.4%. The graduation rate for Current ELLs, however, continues to lag far behind the statewide rate. Only 27.5% of the Current ELLs 2014 cohort are shown to be graduating on time, up slightly from the 2013 cohort rate of 26.6%.

To understand how well we are serving Current ELLs in NYS, a deeper look at graduation and dropout data is warranted, to examine the whole population of Current ELLs in addition to the types of diplomas awarded. The chapters and appendices that follow contain guidance and resources that will aid schools and districts as they engage in their own analysis of their school and district level data. It is critical that, moving forward, schools and districts engage in this inquiry in order to review their instructional practices, meet the needs of diverse MLLs/ELLs, and improve graduation rate outcomes. In addition, it is important to frame this inquiry within the basic principles that guide MLL/ELL instruction in New York State, as outlined in the [Blueprint for MLL/ELL Success](#) and [Commissioner’s Regulations Part 154](#).

## Demographic and Performance Data: Analyzing MLL/ELL Data for Insights, Urgency, and Planning

MLL/ELL data analysis helps educators understand who MLLs/ELLs are, how they are performing, and what experiences as well as opportunities are being afforded to them. Data can also help you create interest, manage expectations, and cultivate urgency. Data helps shine the light on the impact of district and school policies, programs, and instructional practices for MLLs/ELLs. District and school teams need to delve into multiple quantitative and qualitative data sets to inform and drive improvements throughout their systems. District and school teams can use inquiry cycles to bring a district or school picture into focus.

**All data is limited; therefore, it is critical that multiple data sources are used in any analysis process that seeks to understand what is impacting student performance, graduation rates, and dropout rates.**

In this section you will review multiple New York State Education Department data sets from 2017-18. As you explore the data that follows, ask yourselves:

- What does this data tell us?
- What doesn't it tell us?
- What more do we want to know?

Data activities are included after the key questions and implications reflection prompts with which districts will create district-level charts to analyze local data. After you review and reflect on these NYSED data sets, determine what data you have for your MLLs/ELLs and what additional data you must secure to inform systemic improvement planning throughout your district. Use the Data Activities to create your district's charts to support your inquiry into the data and discussion of implications.



# A Demographic Data

## What We Know about Diverse MLLs/ELLs

**New York State’s Multilingual Learners/English Language Learners (MLLs/ELLs) are among the most diverse in the nation.** 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.** Many were born in New York State or elsewhere in the U.S., while others emigrated with their families from countries all over the world. Those who emigrate may have arrived as young children while others arrived as young adults. Some arrive with high levels of literacy in English and/or their native language, while others may have lower levels of literacy in their native language and/or in English. Some have disabilities and some have come from war-torn countries or countries ravaged by natural disasters and therefore may have gaps in their education. Some have been in the U.S. for most of their lives and others for only a few days. Many are multilingual, which can be considered one of their greatest strengths. Among the many things they have in common is their desire for success and the opportunity to secure an education that provides a strong foundation for college and career readiness.

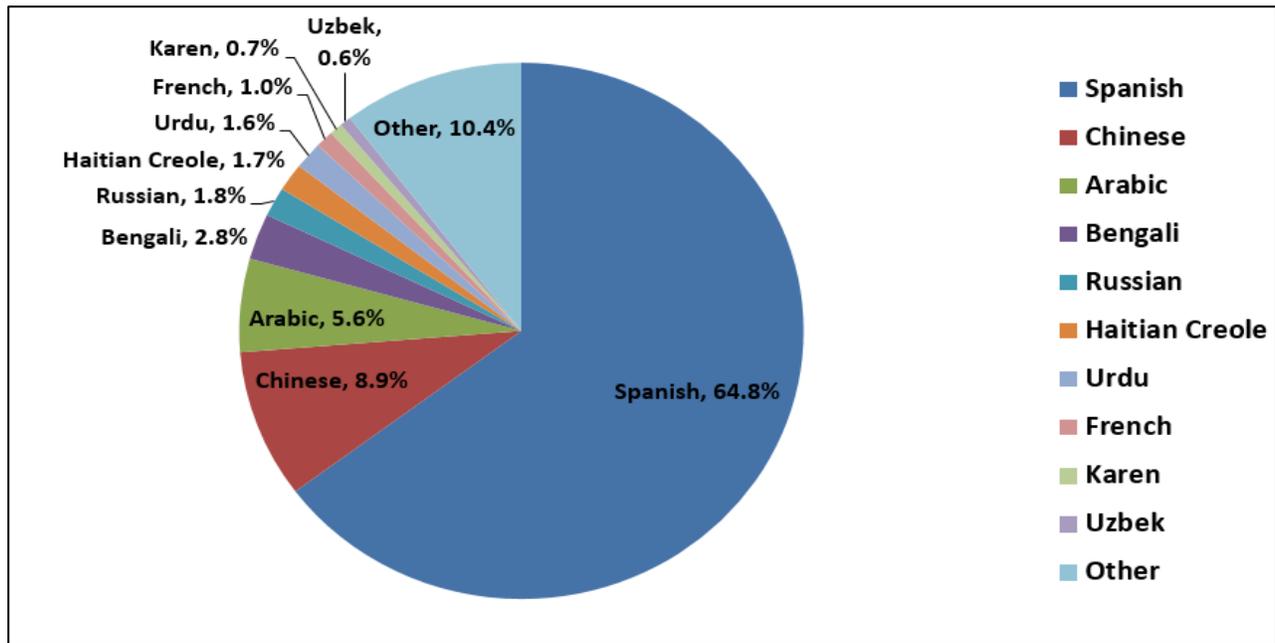
MLLs/ELLs are not a monolithic group. MLLs/ELLs can vary by initial and current English proficiency levels, home language proficiency levels, and home language literacy levels as well as schooling experiences such as time in U.S. schools, prior formal schooling, length of enrollment and the quality of instructional program model(s) in which they are taught. They are also very diverse in relation to the grade level at which they exit the MLL/ELL classification and how much time they take to exit as well as the time that has lapsed since their exit. As previously noted, many of NYS’s MLLs/ELLs and many non-MLLs/ELLs are bilingual or multilingual. In the 2017-2018 school year, 1,758 students received the Seal of Biliteracy. These students represent 64 different countries and 38 distinct languages.

This notable diversity is reflected in the charts on the following pages. The charts serve as models for the kind of breakdown of the data that will support the thorough analysis that schools and districts should perform at the local level. Each chart is followed by data analysis points in the form of Key Questions and Implications and a related activity.

### ADDITIONAL DEMOGRAPHIC DATA TO ANALYZE INCLUDES:

- Languages spoken
- Free and reduced lunch participation
- Attendance rate
- Grades 3 to 8 ELA and Mathematics Tests scores
- NYSITELL performance level
- ELL subgroup category
- Entry date
- Age
- Disability classification if applicable
- SIFE status If applicable

## Linguistic Diversity 2017-2018 School Year



Source: IRS 2017-2018 SY

### Key Questions

- What are the MLL/ELL languages with the largest representation?
- Has there been a shift in language representation over the last five years? Ten years?
- How do you keep track of these shifts over time and what systems do you have in place to address them?
- What is the proportion of staff that is available to support diverse language groups in the district?
- Does each school have staff that can support parents and students in their home language? If not, what are the district's systemic support structures and processes to support communication and learning that value home languages?

### Implications

- Understand the cultural and linguistic diversity of New York's MLLs/ELLs.
- Create a system to track language shifts in your school/district.
- Recruit and hire staff to address comprehensive instructional and communication needs for MLLs/ELLs and the academic goals of the school/district.
- Create translation and interpretation structures and supports for students and parents in home languages.
- Secure culturally and linguistically representative guidance and instructional resources (e.g., brochures, graduation plan, instructional materials, libraries) for use by students, educators, and community.

### ACTIVITY 1

**FOR YOUR DISTRICT, CREATE A SIMILAR CHART AND ANALYZE THE DATA.** [CLICK HERE FOR LINGUISTIC DIVERSITY TEMPLATE.](#)

## MLL/ELL Subgroups

MLL/ELL subgroups are distinguished by the length of time an individual student has received MLL/ELL services and whether that student has exited MLL/ELL status and is thus a “Former ELL” entitled to two additional years of MLL/ELL services and testing accommodations. Within these categories some students may have a dual designation, as they may have a disability or have had interrupted/inconsistent formal education. These categories are distinct from English language proficiency levels and must be considered as you conduct your data analysis.

SUBGROUP 2017-2018	DEFINITION	% MLLs/ELLs
Newcomer MLL/ELL	MLL/ELL student in U.S. schools for 3 years or less.	48.0%
Developing MLL/ELL	Student who has received MLL/ELL services for 4 to 6 years.	33.7%
Long-Term MLL/ELL	Student who has completed at least 6 years of MLL/ELL services in a NYS school and continues to require MLL/ELL services.	18.3%
MLL/ELL with an IEP	MLL/ELL served by an IEP. IEP team determines student’s eligibility for Special Ed services and the language in which Special Ed services are delivered.	22.1%
Student with Interrupted/Inconsistent Formal Education (SIFE)	MLL/ELL in U.S. schools less than 12 months and who, upon enrolling, is 2 or more years below grade level in L1 literacy and/or Math, due to inconsistent or interrupted schooling prior to U.S. arrival.	3.0%
Former ELLs	Student who was MLL/ELL and met criteria for exiting MLL/ELL status within the past 2 years. Entitled to receive at least 2 years of Former ELL services.	8.8% of all students

Source: IRS 2017-2018 SY

### Key Questions

- What percentage of Long-Term ELLs are students with disabilities?
- What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education?
- How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?
- How do effective services for Long-Term ELLs differ from those designed for Developing MLLs/ELLs?
- How is your school providing services to Former ELLs?

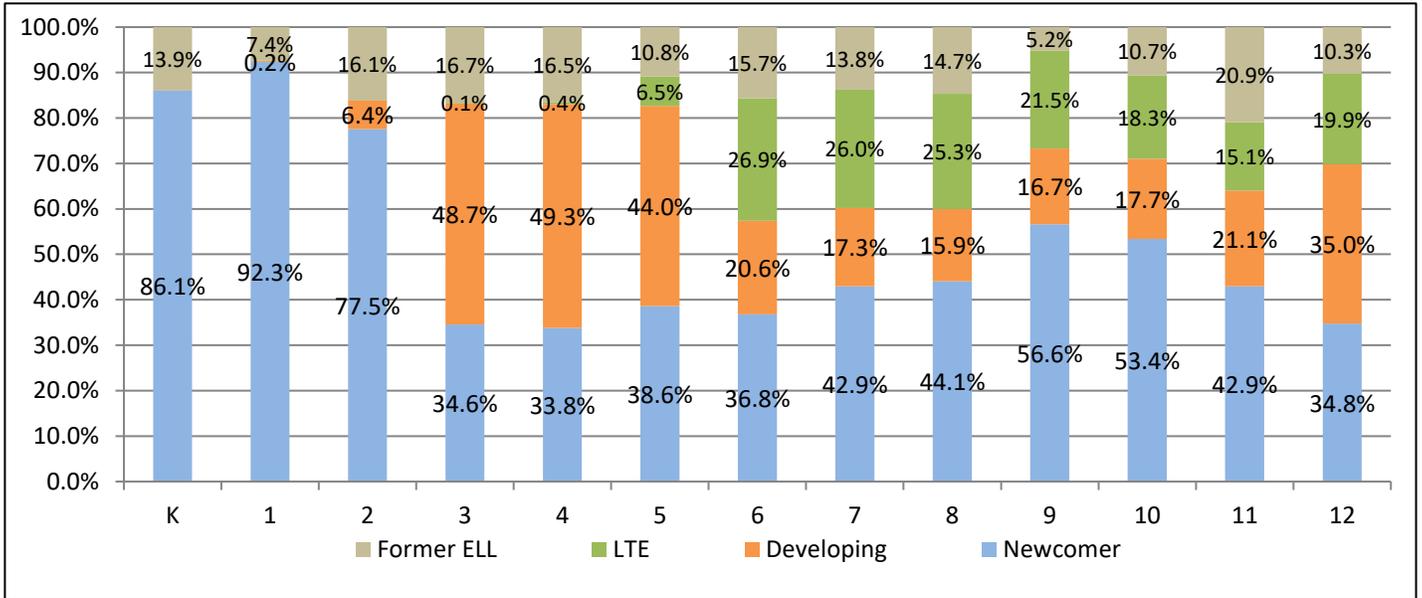
### Implications

- Understand the needs of all the subgroups.
- Develop targeted supports for each subgroup.
- Align core and supplemental fiscal and human resources to meet the needs of MLLs/ELLs.
- Support capacity development for staff to increase their effectiveness with the subgroups.

ACTIVITY 2

FOR YOUR DISTRICT, CREATE A SIMILAR CHART AND ANALYZE THE DATA.  
[CLICK HERE FOR SUBGROUPS TEMPLATE.](#)

## Percentages of Newcomer, Developing, and Long-Term MLLs/ELLs by Grade Level 2017-2018 School Year



Source: IRS 2017-2018 SY

### Key Questions

- As we progress from K to 12, what are the reasons for the changes in the results? If you are not sure, how would you find out?
- In which grade levels are Newcomers the most dominant MLL/ELL population?
- In which grade levels are Long-Term ELLs increasing significantly?
- In which grade levels are Long-Term ELL and Newcomer populations decreasing in high school? What might be influencing those changes?

### Implications

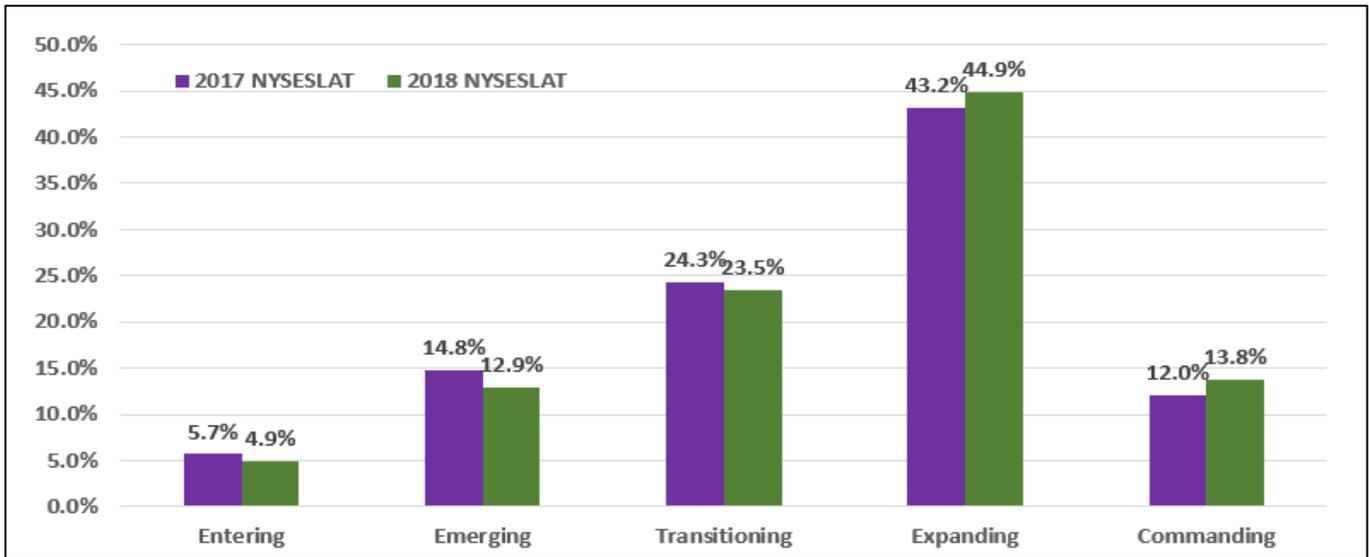
- Examine grade level enrollment patterns to identify which grade level spans require additional resources
- Offer strong integrated English as a New Language (ENL) throughout an MLL's/ELL's day.
- Provide targeted disciplinary literacy supports to Long-Term ELLs in middle and high school.
- Provide robust Newcomer supports and programs to help MLLs/ELLs succeed with demanding courses at the secondary level.

## ACTIVITY 3

**FOR YOUR DISTRICT, CREATE A SIMILAR CHART AND ANALYZE THE DATA.**  
[CLICK HERE FOR SUBGROUPS BY GRADE LEVEL TEMPLATE.](#)

# B MLL/ELL Performance Data

## Percentage of MLLs/ELLs by Performance Levels on the 2017 vs. 2018 New York State English as a Second Language Achievement Test (NYSESLAT)



Source: IRS 2017-2018 SY

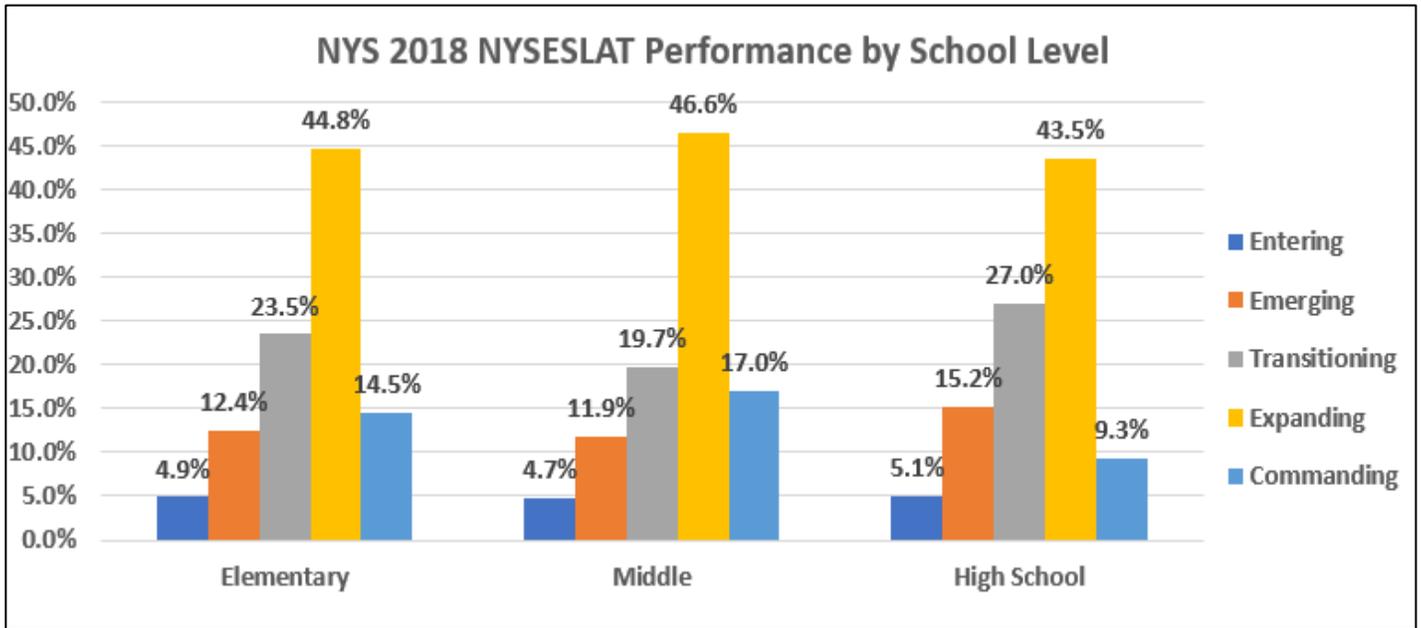
### Key Questions

- When you look at the results from the NYSESLAT, what are three things that stand out for you?
- What are the competencies needed to move from one level to the next (e.g., transitioning to expanding)?
- What supports are in place for MLLs/ELLs to accelerate their movement from level to level of the NYSESLAT?
- What professional development is provided for the teachers of MLLs/ELLs on the NYSESLAT and on the implications for targeted instruction in accordance with the performance level?

### Implications

- Target disciplinary language development in each content area across the district.
- Organize ENL throughout the district to provide robust learning opportunities for MLLs/ELLs that:
  - integrate an explicit focus on language into the teaching of concepts and practices;
  - intentionally support MLLs/ELLs in drawing on their full range of linguistic competencies and resources while guiding them towards a focus on content meaning-making; and
  - engage MLLs/ELLs in using different modalities for representing information in content areas.
- Provide educators with sustained professional learning to ensure robust learning opportunities for MLLs/ELLs.

**ACTIVITY 4** → **FOR YOUR DISTRICT, CREATE A SIMILAR CHART AND ANALYZE THE DATA.** [CLICK HERE FOR NYSESLAT 2017 VS. 2018 TEMPLATE.](#)



Source: IRS 2017-2018 SY

## Key Questions

- Why is the Expanding rate higher at each level?
- Why is the Commanding rate significantly lower at the high school level?
- What does this distribution suggest about Long-Term ELLs at each level?
- What does this distribution show about Newcomers at each level?
- What is the instruction offered by all teachers of MLLs/ELLs that is generating these results?
- What are the promising practices that accelerate language proficiency at each grade level span?

## Implications

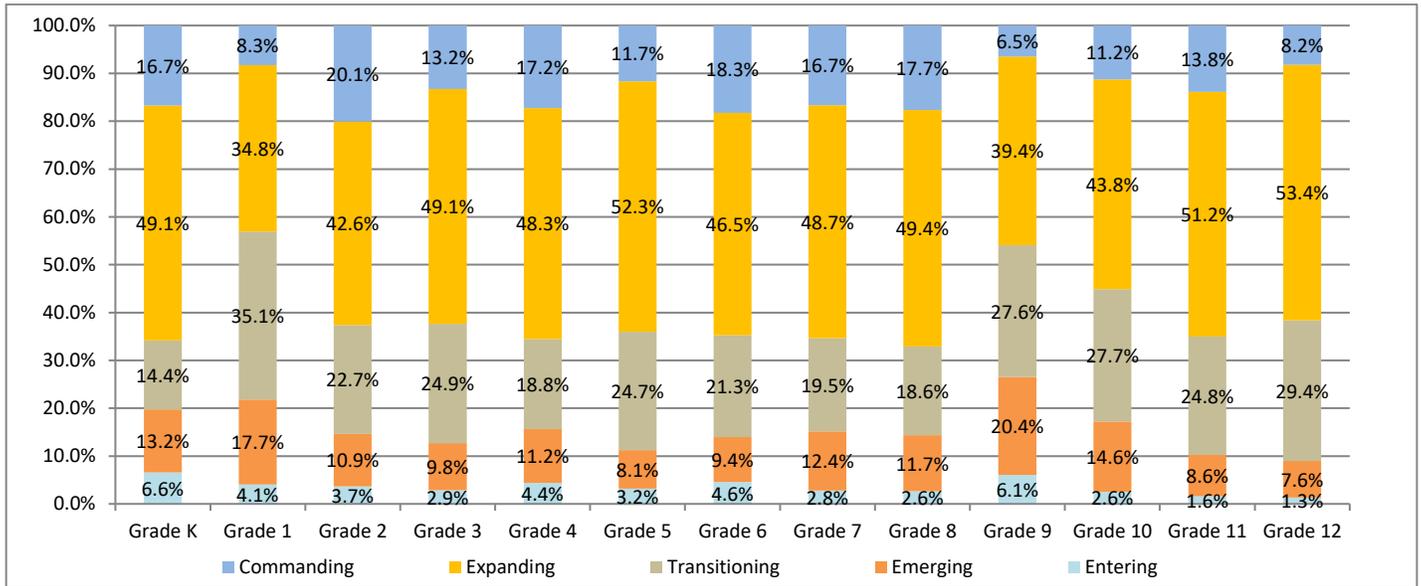
- Design curriculum to deepen disciplinary reading and writing at each level aligned to NYSESLAT standards
- Increase the rigor of academic language development throughout the day
- Engage MLLs/ELLs in relevant, diverse, engaging, grade-level and standards aligned, diverse texts and tasks
- Build the capacity of all teachers to integrate ENL in all subject matter classes
- Create novel support structures such as block scheduling, looping and extended days for secondary Newcomers (that do not lead to isolation)

## ACTIVITY 5

**FOR YOUR DISTRICT, CREATE A SIMILAR CHART AND ANALYZE THE DATA.**

[CLICK HERE FOR NYSESLAT BY SCHOOL LEVEL TEMPLATE](#)

## NYSESLAT Performance by Grade Level 2017-2018 School Year



Source: IRS 2017-2018 SY

### Key Questions

- What are three things that stand out from this data set?
- What do you think happens by grade 12 where the percentage of Commanding students is reduced?
- What can you infer about middle school (6th-8th) practices given the large percentage of MLLs/ELLs at Expanding and Commanding?
- What do we know about 9<sup>th</sup> grade MLLs/ELLs and their high rate at Entering and Emerging? What needs to be offered to accelerate their movement?

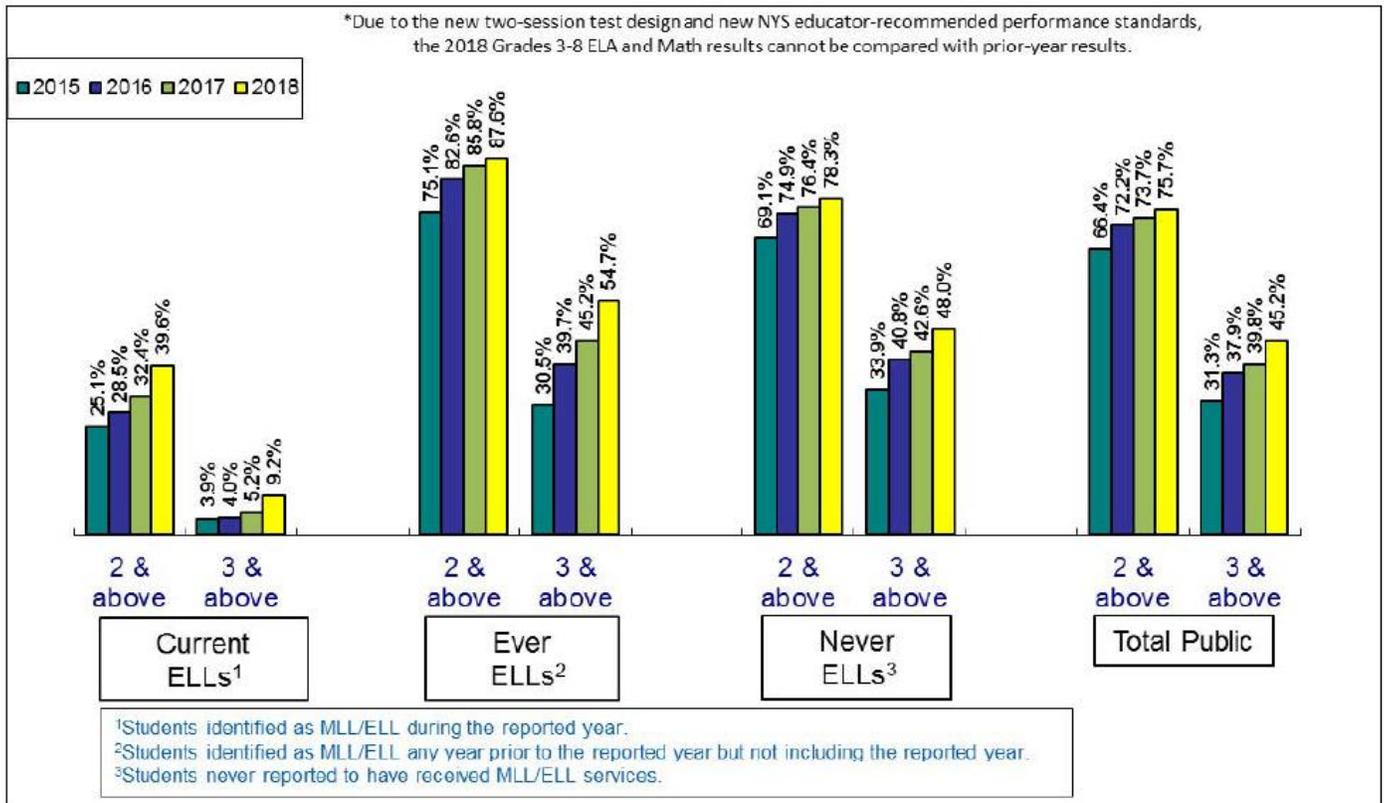
### Implications

- Center teaching and learning on the disciplinary literacies required for each grade.
- Increase extended learning time and support in alignment with the academic and language development demands.
- Provide texts and tasks aligned to standards that include planned and just-in-time scaffolds.
- Build the capacity of language development specialists to plan and deliver lessons in partnership with subject matter teachers.

## ACTIVITY 6

**FOR YOUR DISTRICT, CREATE A SIMILAR CHART AND ANALYZE THE DATA.**  
[CLICK HERE FOR NYSESLAT PERFORMANCE BY GRADE LEVEL TEMPLATE.](#)

## Statewide MLL/ELL Performance in ELA (Grades 3-8) 2015-2018 School Year



Source: IRS 2017-2018 SY

### Key Questions

- What practices are in place that might limit the percentage of Current ELLs scoring 3 and above?
- What do you think is/are the cause(s) for the increase in Level 3 performance in every MLL/ELL category from 2014-2017?
- What is the relationship between students' performance on the ELA and on the NYSESLAT?

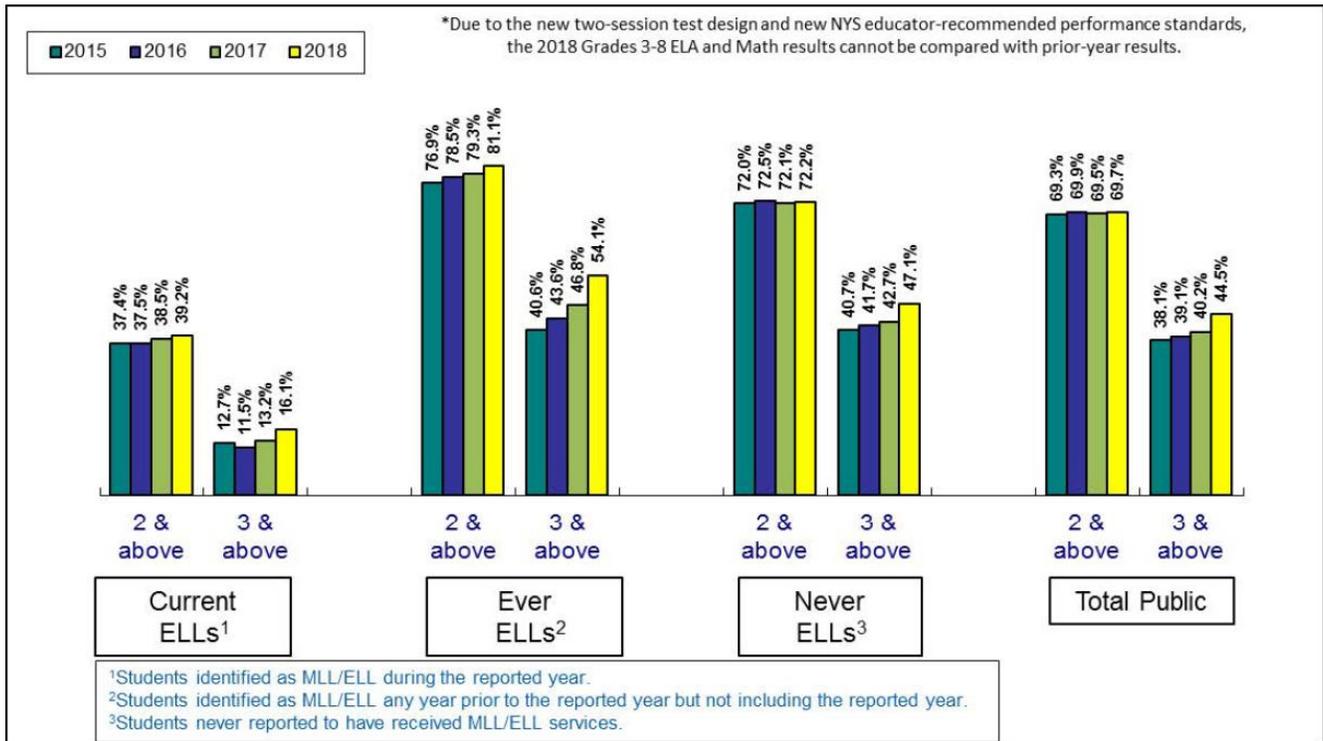
### Implications

- Align ENL instruction and supports to the ELA standards and integrate ENL and ELA development for all MLLs/ELLs.
- Provide robust learning opportunities for MLLs/ELLs to explore how language works within fiction and nonfiction texts.
- Build the capacity of all ELA teachers to integrate disciplinary literacy into their course content.
- Build the capacity of ELA teachers to design purposeful scaffolds for sense making and language production that draw on MLLs'/ELLs' cultural and linguistic assets.
- Build the capacity of ENL teachers to co-teach with ELA teachers.

### ACTIVITY 7

**FOR YOUR DISTRICT, CREATE A SIMILAR CHART AND ANALYZE THE DATA.** [CLICK HERE FOR ELA PERFORMANCE TEMPLATE.](#)

## Statewide MLL/ELL Performance in Math (Grades 3-8) 2015-2018 School Year



Source: IRS 2017-2018 SY

### Key Questions

- What practices are in place that might limit the percentage of the Current ELLs scoring 3 and above?
- What do you think is/are the cause(s) for the slight increase in Level 3 in every ELL category from 2015-2018?

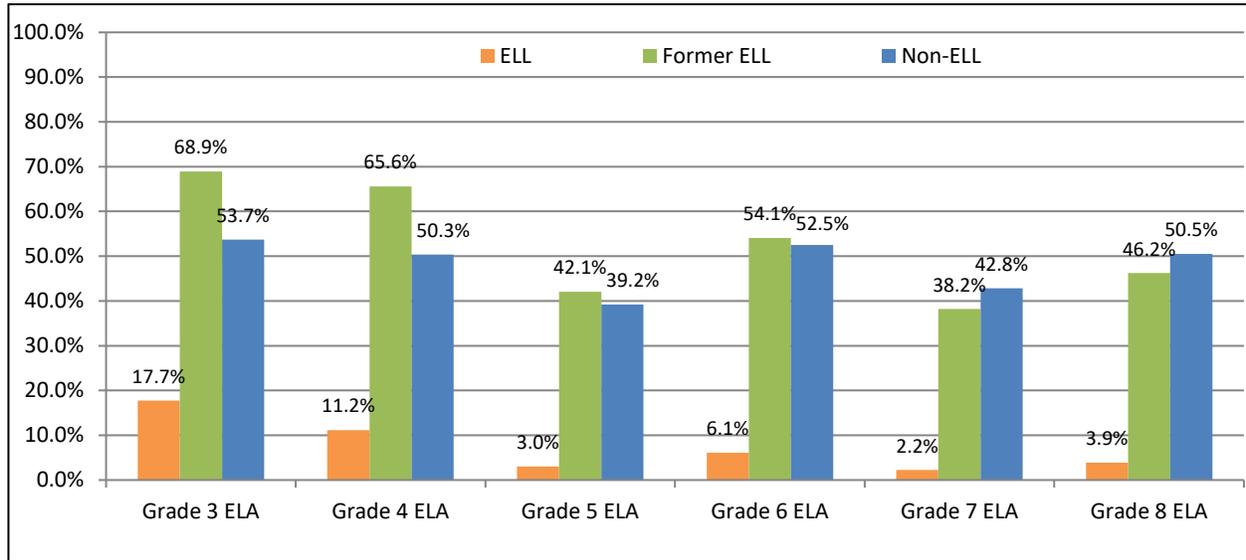
### Implications

- MLLs/ELLs need to engage regularly with complex texts/problems and discuss ideas while being introduced to formal academic language use in mathematics by all teachers.
- Align ENL instruction and supports to the math standards.
- Establish language development structures (i.e., groupings and accountability) and routines (e.g., Number Talks, Three Read Protocol) in the math classroom.
- Provide robust learning opportunities for MLLs/ELLs to explore how language works when generalizing, explaining, proving, and explaining for discipline specific purposes.
- Engage MLLs/ELLs in text, problems and tasks that build their capacity apply academic language (oral and written) for specific disciplinary purposes.
- Build the capacity of all math teachers to integrate disciplinary literacy in course content.
- Build the capacity of ENL teachers to co-teach with math teachers.

## ACTIVITY 8

**FOR YOUR DISTRICT, CREATE A SIMILAR CHART AND ANALYZE THE DATA.** [CLICK HERE FOR MATH PERFORMANCE TEMPLATE.](#)

## Students Meeting Grade Level Performance on State ELA Assessment 2017-18 School Year



Source: IRS 2017-2018 SY

### Key Questions

- What are three things you notice about this graph?
- Why do you think there is a drop in ELA performance for Former ELLs from 5th to 6th grade?
- How well are teachers prepared to integrate language development and ELA?
- How are teachers advantaging MLLs'/ELLs' assets to increase their success in ELA?

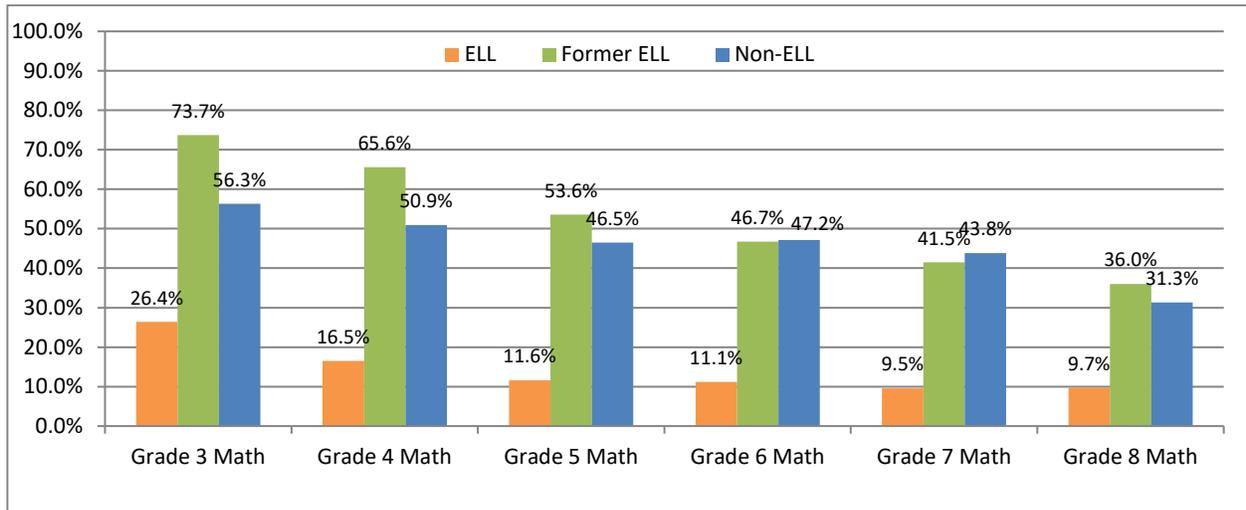
### Implications

- Align ENL instruction and supports to the ELA standards.
- Build the capacity of all teachers to design purposeful scaffolds for more demanding disciplinary specific tasks and texts.
- Build the capacity of all teachers to provide rigorous grade-level aligned instruction for MLLs/ELLs.
- Provide intensive extended integrated ENL/ELA learning structures such as block scheduling and looping for MLLs/ELLs.

## ACTIVITY 9

**FOR YOUR DISTRICT, CREATE A SIMILAR CHART AND ANALYZE THE DATA.**  
[CLICK HERE FOR GRADE LEVEL PERFORMANCE ON ELA TEMPLATE](#)

## Students Meeting Grade Level Performance on State Math Assessment 2017-2018 SY



Source: IRS 2017-2018 SY

### Key Questions

- What are three things you notice about this graph?
- Why do you think there is a drop-in math performance for Former ELLs from 5th to 6th grade?
- How does your district data compare to the state data?
- How well are teachers prepared to integrate language development and mathematics?
- How are teachers advantaging MLLs'/ELLs' assets to increase their success in mathematics?

### Implications

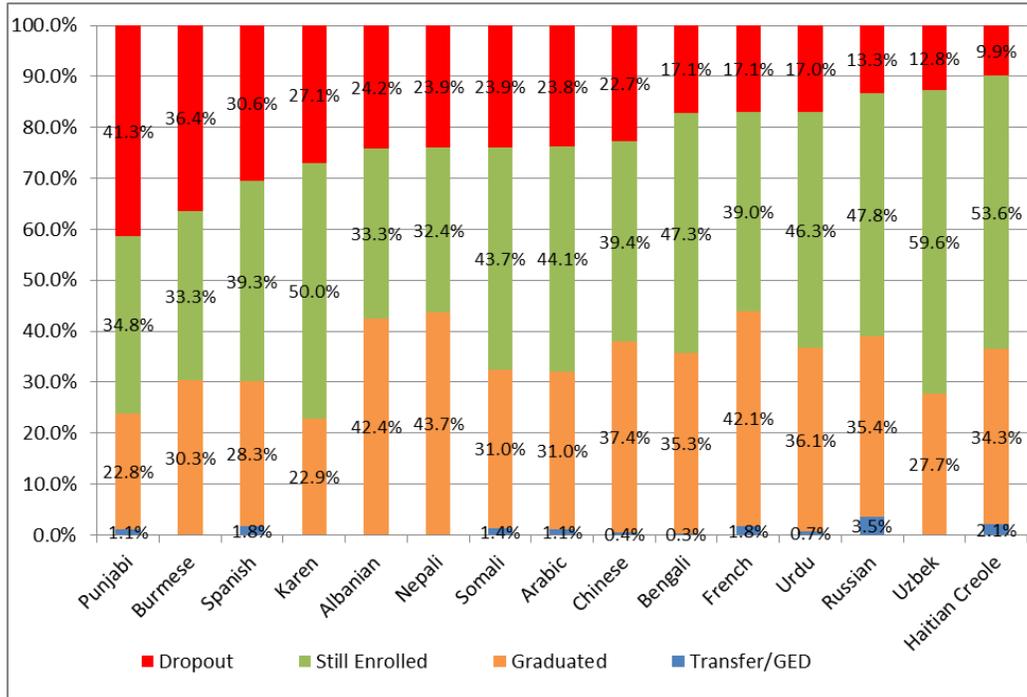
- Teachers need to tap into MLLs/ELLs language assets, prior learning and peers to increase their success.
- Align ENL instruction and supports to the math standards and integrate ENL and math development for all MLLs/ELLs.
- Provide robust learning opportunities for MLLs/ELLs that integrate an explicit focus on language development in English and the home language into the teaching of concepts and practices.
- Provide grade-level instruction, curriculum, instructional materials and assessments in English and the home language (as available).
- Build the capacity of math teachers to design purposeful scaffolds for MLLs/ELLs to make meaning and produce evidence of understanding by using multiple modalities including the use of home language.
- Build the capacity of bilingual teachers to facilitate instruction as well as disciplinary discourse in mathematics in the language of instruction.

**ACTIVITY 10** FOR YOUR DISTRICT, CREATE A SIMILAR CHART AND ANALYZE THE DATA.  
[CLICK HERE FOR GRADE LEVEL PERFORMANCE ON MATH TEMPLATE.](#)

C

# Graduation Rate Data

## Cohort 2014 Graduation Outcomes of Top 15 MLL/ELL Home Languages



Source: IRS 2017-2018 SY

### Key Questions

- What do you notice about this data? What might be one reason for these results?
- Evaluate the opportunities to learn, the social-emotional supports, and the structures and systems of support for MLLs/ELLs with the top four home language dropout rates. What additional supports will be needed?

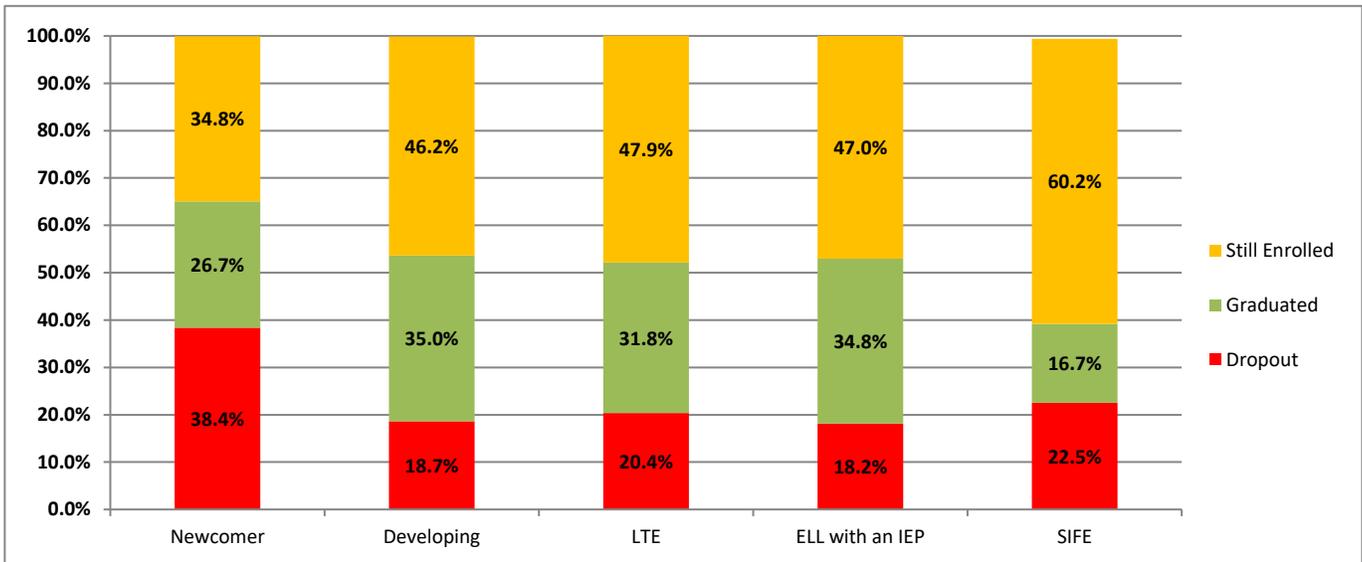
### Implications

- Determine the “root cause” for the high dropout rate of high incidence populations in your district such as Nepali, Burmese, Punjabi, Spanish MLLs/ELLs.
- Provide language supports and bilingual education for all courses, especially Regents.
- Create strong course completion pathways in English and in high incidence languages.
- Recruit and hire staff that can deliver core Regents courses in the high incidence languages.
- Inform MLLs/ELLs and parents of graduation requirements and ways to meet the Advanced Regents diploma.

## ACTIVITY 11

**FOR YOUR DISTRICT, CREATE A SIMILAR CHART AND ANALYZE THE DATA.**  
[CLICK HERE FOR OUTCOMES BY HOME LANGUAGE TEMPLATE.](#)

## 2014 Cohort Percentage of Newcomers, Developing MLL/ELL, LTEs, ELLs with an IEP, and SIFE by Graduation Outcome



Source: IRS 2017-2018 SY

### Key Questions

- What are three things that resonate with you when you look at this set of data?
- What do you think is impacting the high dropout rate of Newcomers and other subgroups?
- What do you think are three immediate actions that can be implemented to change these results?

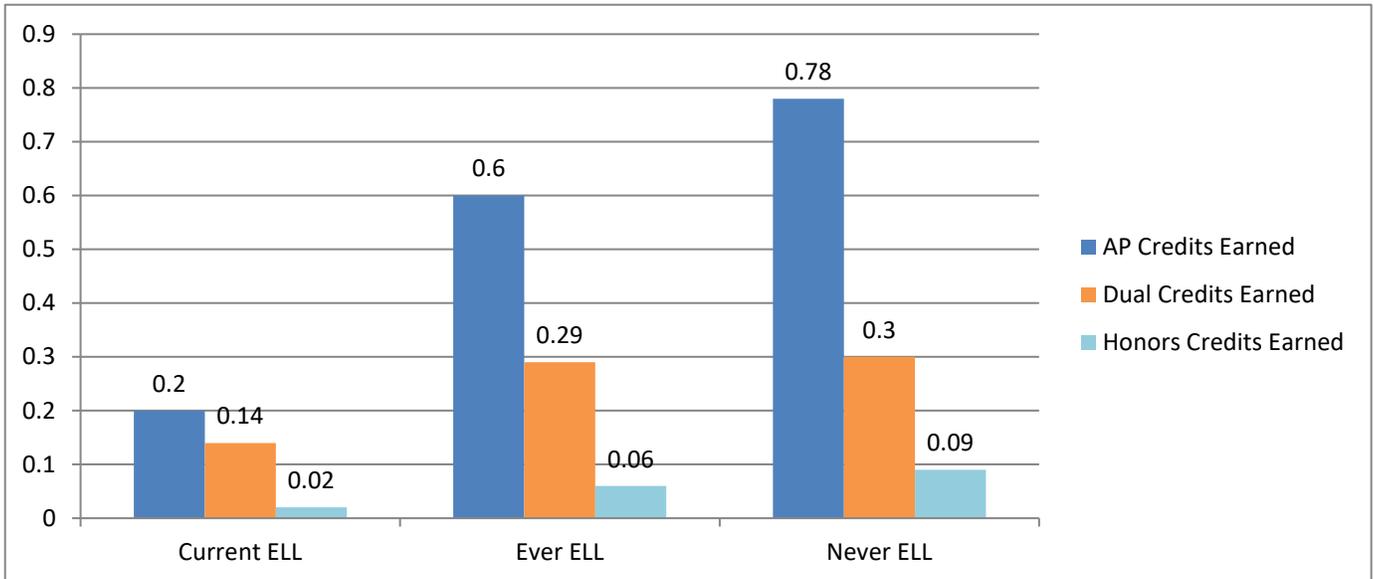
### Implications

- Determine the “root cause” for the high dropout rate of Newcomers, Long-Term ELLs, MLLs/ELLs with IEPs and SIFE populations in your district.
- Provide a foundational instructional language development approach that specifies how high-quality academic standards-based integrated content and language development is delivered throughout the MLL’s/ELL’s day with literacy enrichment in English and the home language.
- Design assessments and protocols to determine academic and social academic needs of MLLs/ELLs.
- Provide intensive social-emotional supports that draw on strategic community and family partnerships.
- Design structured programs to provide instruction that accelerates language, literacy and numeracy skills for SIFE students.
- Provide professional learning sessions on curriculum development and instructional strategies for all teachers that accelerate academic attainment of all subgroups.

### ACTIVITY 12

**FOR YOUR DISTRICT, CREATE A SIMILAR CHART AND ANALYZE THE DATA. [CLICK HERE FOR GRADUATION OUTCOMES BY SUBGROUP TEMPLATE.](#)**

## Average Number of Credits in Advanced Courses by Never, Ever, and Current ELLs 2017-2018 School Year



Source: IRS 2017-2018 SY

### Key Questions

- What percent of MLLs/ELLs participate in AP, Honors, or Dual Credit Programs? How does this percent vary by language status and school level?
- What programs and supports are in place to provide MLLs/ELLs opportunities to address their credit gaps?
- How often are MLLs'/ELLs' credit attainments reviewed?

### Implications

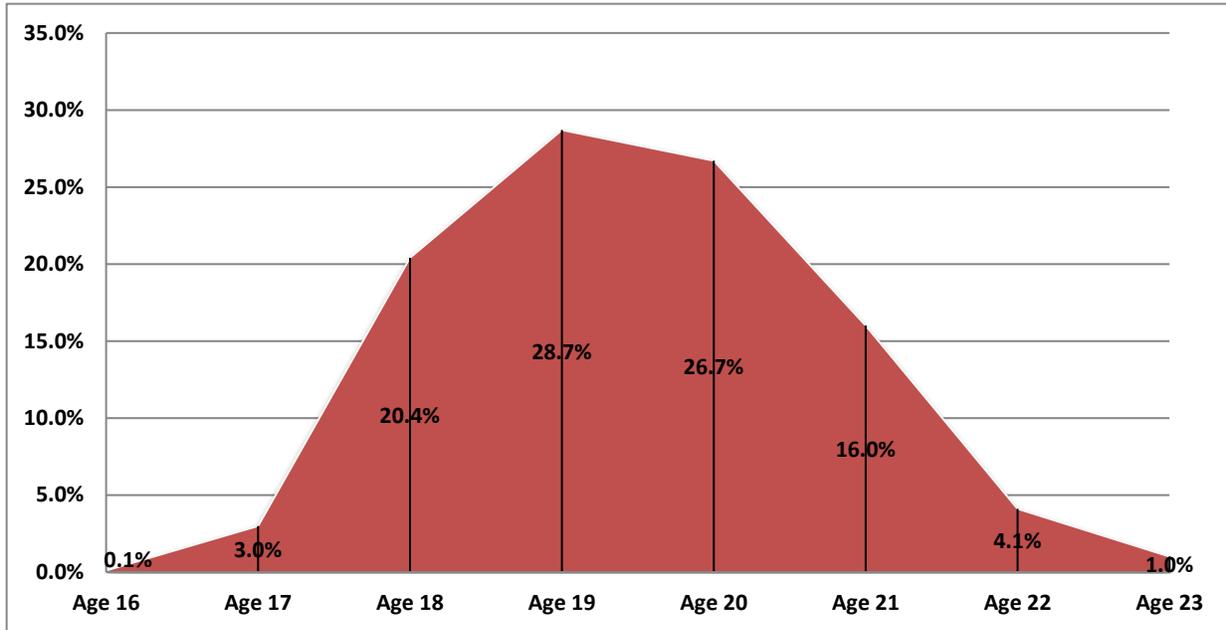
- Establish an early warning system.
- Monitor MLL/ELL credit attainment on a quarterly basis.
- Develop an Individual Graduation Plan to be introduced to MLLs/ELLs and their parents upon high school enrollment.
- Provide each MLL/ELL with an adult mentor that will use the Individual Graduation Plan to support the MLL/ELL towards graduation.
- Establish a credit recovery and/or acceleration program during the year.

## ACTIVITY 13

**FOR YOUR DISTRICT, CREATE A SIMILAR CHART AND ANALYZE THE DATA.**  
[CLICK HERE FOR CREDITS IN ADVANCED COURSES BY SUBGROUP TEMPLATE.](#)

# D Dropout Rate Data

**Cohort 2014 Age Distribution of MLL/ELL Dropouts**



Source: IRS 2017-2018 SY

## Key Questions

- What do you notice about this data?
- What can be done to reduce the dropout rates of students who are 18-20 years old?
- What is influencing the dropout rate for students 18, 19, or 20 years old?
- What is influencing the dropout rate of students who are 16 and 17 years old?

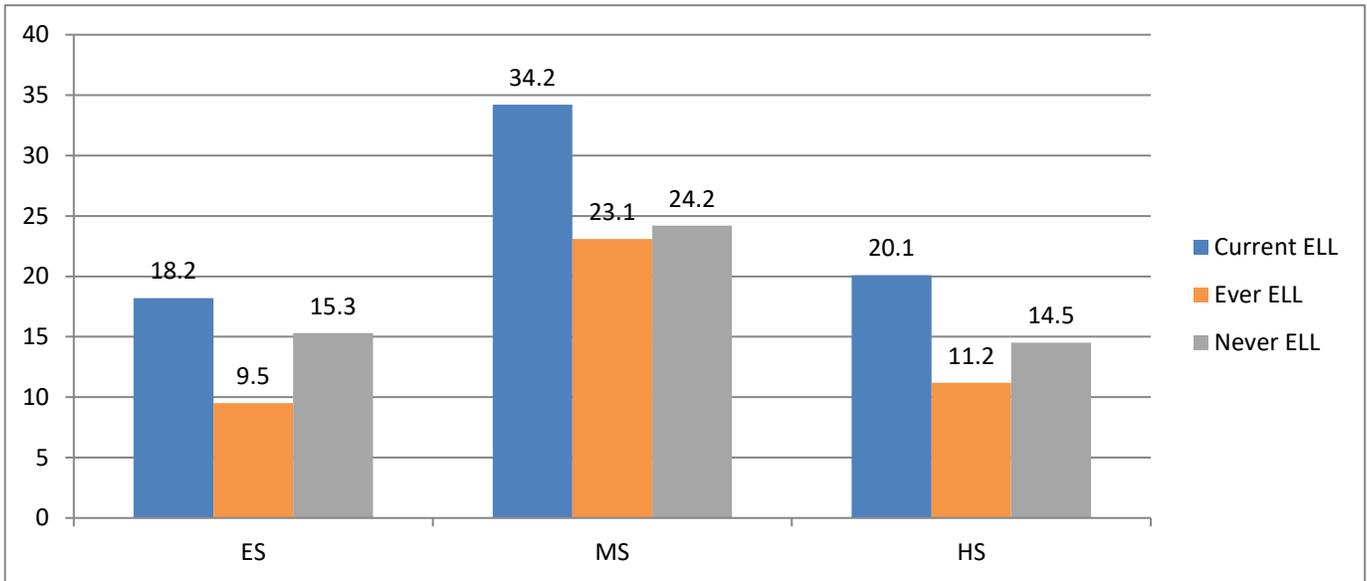
## Implications

- Determine the “root causes” for the high dropout rate of students over 18.
- Develop flexible schedules in high schools to afford students over the age of 18 with multiple avenues to obtain credits towards graduation.
- Create Early Bird, Twilight and summer programs to help student accelerate course attainment.
- Provide bilingual courses and Regents examination prep in high incidence languages.
- Work with community colleges to create transition programs.
- Establish Career Pathways that can award credits for work experience and internships.

ACTIVITY 14

FOR YOUR DISTRICT, CREATE A SIMILAR CHART AND ANALYZE THE DATA. [CLICK HERE FOR DROPOUT AGE DISTRIBUTION TEMPLATE.](#)

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



Source: IRS 2017-2018 SY

### 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

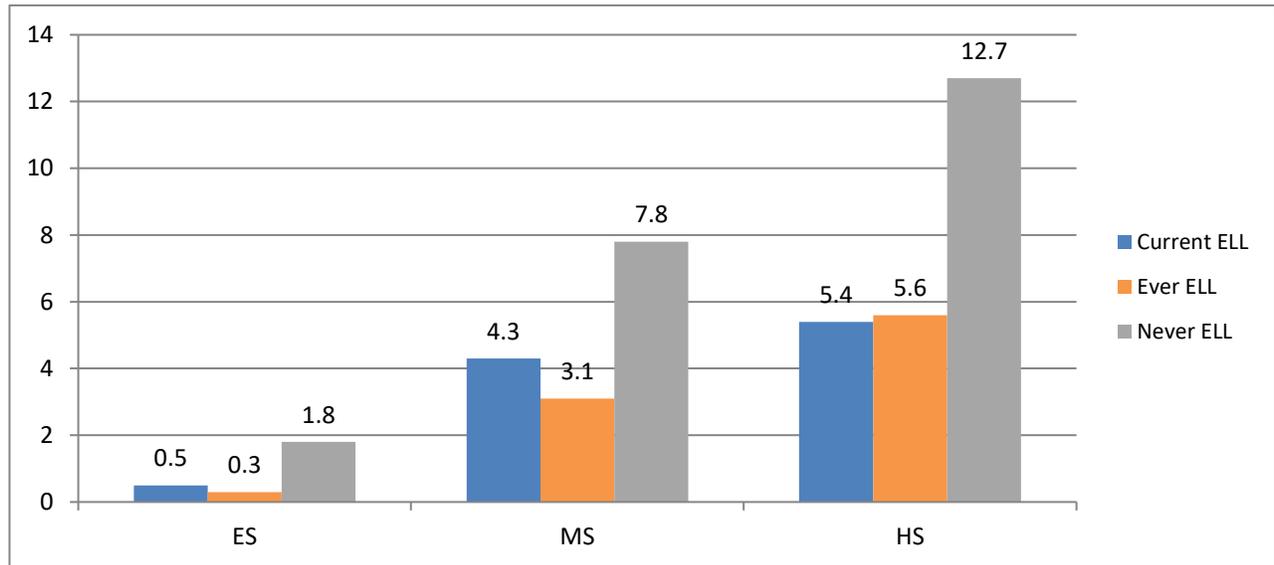
- Examine the “root causes” for Severely Chronically/Chronically Absent MLLs/ELLs.
- Create a plan to address attendance policies that might be impacting MLL/ELL attendance.
- Create an attendance campaign with district, school and community celebrations.
- Set improvement targets for the district and 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.

## ACTIVITY 15

**FOR YOUR DISTRICT, CREATE A SIMILAR CHART AND ANALYZE THE DATA.**

[CLICK HERE FOR CHRONIC ABSENTEEISM TEMPLATE.](#)

## Percent Suspended of Never, Ever, and Current ELLs 2017-2018 School Year



Source: IRS 2017-2018 SY

### Key Questions

- What percent of students were ever suspended?
- How does this percent vary by language status and school level?
- What would you examine to understand the “root causes” for shifts in data?
- What are some of the social-emotional factors (e.g., illness, living status, bullying) that affect student suspensions?

### Implications

- Establish significant transitional grades supports to meet academic, language development and social-emotional needs.
- Build student and parent engagement sessions.
- Develop partnerships with community-based organizations to support students and families with social-emotional needs.
- Develop partnerships with parents to set improvement goals and celebrate accomplishments.
- Develop a mentoring program, support groups or clubs to reengage students.

## ACTIVITY 16

**FOR YOUR DISTRICT, CREATE A SIMILAR CHART AND ANALYZE THE DATA.** [CLICK HERE FOR PERCENT SUSPENDED TEMPLATE.](#)

## Quantitative Data Analysis Tasks One and Two on Opportunities to Learn

This task extends and deepens your district data profile beyond MLL/ELL demographics and performance to explore students' opportunities to learn (OTL). Four key questions are offered to drive your data collection and analysis. Each question provides an indication of students' equity of opportunity to engage in learning academic uses of language and rigorous subject matter practices.

**Exercise 1: Complete [Quantitative Data Task 1 on Opportunities to Learn](#)**

**Exercise 2: Complete [Quantitative Data Task 2 from Graduation/Dropout Data Inquiry to Possible Root Causes Using Your 2014 Cohort Data](#)**

### Additional Resources

- **Resource 1:** [MLL/ELL Data Analysis Task: MLLs/ELLs and School Experiences](#)
- **Resource 2:** [Newcomer ELLs/MLLs Data Analysis Task](#)
- **Resource 3:** [Long-Term ELLs Data Analysis Task](#)
- **Resource 4:** [Former ELLs Data Analysis Task](#)

A well implemented Early Warning System can help educators identify MLLs/ELLs who need additional supports to succeed in school and meet graduation requirements for New York State’s diploma options. Upon MLLs’/ELLs’ entry to the U.S. school system, districts should provide them with a choice of diverse program service models pursuant to regulatory population triggers (e.g., Transitional Bilingual Education, One or Two Way Dual Language, and/or English as a New Language Programs).

Chronic absence and suspension data can help shine the light on potential social-emotional challenges for MLLs/ELLs. Examining failure rates for MLLs/ELLs in core academic courses can propel a deeper exploration of course design and quality, as well as instructional practices needed to accelerate the language development acquisition and content knowledge of MLLs/ELLs. These reviews help highlight systemic challenges and opportunities that can be addressed more strategically by studying groups of students outside of the sphere of success. An Early Warning System designed to support MLLs/ELLs can help educators identify, implement, and monitor the effects of academic and social-emotional supports for this high need population that has an alarming dropout rate and a low graduation rate.



Most Early Warning Systems are developed to identify off-track students in middle and high school and to design and assess interventions to keep them on track to graduate. NYSED policies and reporting practices encourage systems to support MLLs/ELLs to graduate by reporting and acknowledging graduation at the 4th, 5th and 6th year in high school. The low graduation rate of MLLs/ELLs, the rate of MLLs/ELLs still enrolled in high school, and the high dropout rates call on educators to consider the design of an Early Warning System. When this system is put into practice it can help increase graduation rates with 4, 5, or 6 years in high school for MLLs/ELLs and also support over age students to stay in school until graduation. The design of the system needs to consider the instructional quality of programs and the support structures that will address this diverse and complex student population’s needs as they strive for Regents and Advanced Regents diplomas.

# A

## Core Components of an Early Warning System

An effective Early Warning System relies on readily available data housed at the school to accomplish the following:

- Rely on early warning indicators
- Predict which students are at at-risk of missing key educational milestones
- Target resources to support off-track MLLs/ELLs early
- Examine patterns and identify specific school and district policy, programs, and practices and needs that need to be addressed

–Susan Therriault

*This section presents the core components of an Early Warning System as well as examples of indicators school systems have used to monitor and support MLLs/ELLs. It also introduces links to resources for developing an Early Warning System.*

Most Early Warning Systems include five core components that must be well implemented. The list below names each component, offers a brief description, and highlights important consideration for its application.

- 1. Representative team that implements the system in a school/district:** This is a dedicated team of staff who will work together to identify students who are off track, assign them supports, and monitor their progress. Inclusion of district partners is recommended, data analysis expertise must be available, strong structures for communications and follow-up are a must and professional development on the system and data use is required.
- 2. Accurate Indicators:** These are the strongest predictors of high school graduation and/or of dropping out. They need to be valid for the purpose, actionable by the school, meaningful and easily understood, and aligned to school/district improvement priorities. It is advisable to start small and expand over time as needed. Research informed indicators include attendance, behavior, and course performance. Test the indicators to determine their usefulness as predictors. Use local data as much as possible and include state assessments as appropriate since regular data analysis is key.
- 3. Useful and easy to follow reports that promote action:** Tailor your reports to the user. What will be useful for them to understand regarding progress and impact of supports? Report should be updated regularly to support team meetings. Absence data and suspensions data might be more readily available whereas progress reports and grades might be reviewed every three to six weeks based on the accessibility of the data. Some districts use a color-coding method or symbols to communicate urgency or progress.
- 4. Mapping appropriate support to student needs:** All MLLs/ELLs need quality instruction that integrates content and language development. When considering the additional supports needed for MLLs/ELLs, it is

5. important to determine the quality of core instruction provided in academic and English as a New Language (ENL) settings as well as their access and inclusion in standards-aligned content courses, guidance, and extra-curricular activities. The core program for MLLs/ELLs might need to be addressed in conjunction with the mapping of appropriate additional supports. The district/school should maintain a list of supports for diverse MLL/ELLs that have proven to be successful (i.e., comprehensive and welcoming intake orientations, home visits, block scheduling, thematic/project-based units, extended day supports, flexible scheduling and family engagement). The list of supports is to be assessed regularly for level of effectiveness against investment in the particular context. Consider the needs of each student using flagged indicators, and match supports to their needs. Some districts characterize supports as low, medium and high to distinguish the levels of supplemental support and evaluate effectiveness of implementation.

6. **Evaluating student progress and the effectiveness of supports:** The team regularly reviews student progress and the effectiveness of the supplemental supports. The varied indicators for each student as well as their progress in those areas are closely monitored. Student progress is monitored related to the prescribed supplemental support to address the leading indicators. Progress data for subgroups of MLLs/ELLs is evaluated to determine the effectiveness of the supports for specific needs.

# B Examples of Indicators Used for MLLs/ELLs

### DISTRICTS AND SCHOOLS IMPLEMENTING EARLY WARNING SYSTEMS HAVE:

- Decreased disciplinary actions
- Improved attendance
- Decreased the number of Long-Term ELLs
- Increased credit accumulation
- Increased graduation rates

**Research has identified 110 indicators being used in schools to identify students not on track to graduate.**

Attendance, behavior, and course performance are the three categories of indicators most frequently used by schools to identify students in need of targeted supports. Districts/schools examine attendance data such as daily attendance, tardiness, and/or chronic absence rates. For behavior districts/schools are looking at data on referrals, disciplinary actions, suspensions, expulsions, and/or mobility. Course performance data examined by districts/schools might include Grade Point Average, credits attained, course failure, English Language Arts (ELA) grade, math grade, math score, and/or reading score. These indicators have been proven to be predictive

of student needs in most contexts. There is limited research on predictive indicators specifically focused on MLLs/ELLs. Large school systems have been using a variety of indicators to identify MLLs/ELLs in need of supplemental support.

Early Warning Indicators that are strong predictors of graduation and/or dropout:

Attendance	Behavior	Performance
Daily attendance	Referrals	Grade Point Average
Tardiness	Disciplinary action	ELA grade
Chronic absence rate	Suspensions	Math grade
	Expulsions	Math score
	Mobility	Reading Score

In addition to the indicators used for all students, districts/schools have used what is known as “flags” to identify MLLs/ELLs in need of targeted support. MLL/ELL specific flags include U.S. schooling entrance date, reclassification date, and Former ELL, Long-Term ELL, Newcomer MLL/ELL and dually identified MLL/ELL with an IEP status. One MLL/ELL performance indicator that is reviewed is progress in learning English, usually defined as year for year growth on English Language Proficiency assessments. Progress toward redesignation is another performance indicator used where language proficiency and literacy criteria are used together to identify students for acceleration. Districts/schools should consider the supports that will help MLLs/ELLs attain proficiency and exit MLL/ELL status. For example, one California district identifies MLLs/ELLs as being at the point of exiting when they make sufficient growth in meeting either language proficiency or literacy proficiency. The progress of these students is monitored for a year, and they are provided with targeted supports. New York State districts/schools might consider investigating the relationship between years in Long-Term ELL status and dropout rates.

## Effective Early Warning Systems

Effective Early Warning Systems are informed by research, regularly validate the usefulness of indicators, develop customized tools and supports for the users, invest in professional development to launch and implement the system, communicate its purpose to students, parents and community, and regularly assess and improve processes.

## C Resources

Consider reviewing the following resources as you develop plans for an Early Warning System. Start small with readily available data in your system and the MLL/ELL flags specific to your student population.

### [Early Warning and Risk Prevention for English Learner Webinar](#)

#### **Institute of Education Sciences (IES)**

This webinar examines how Early Warning Systems can be refined to target at-risk MLL/ELLs. Two researchers share national perspectives on Early Warning Systems as well as the experiences of eight districts with large MLL/ELL populations and established Early Warning Systems. In addition, a team from Fresno Unified School District shares the tools, practices, and indicators they used to identify English Learners as well as providing examples of social emotional and academic supports.

### [District Guide for Creating Indicators for Early Warning Systems](#)

#### **WestEd**

This is a step-by-step guide that school districts can use to identify and select their own early warning indicators. It includes templates to document decisions and organize the analysis to identify and select appropriate early warning indicators for your district or school.

For a list of supports explore the **Institute of Education Sciences (IES)** [What Works Clearinghouse](#)

**Exercise 3: Use the resources referenced and your own to start creating your district’s Early Warning System.**

#### **Additional Resources**

- [Resource 5: Analysis of MLL/ELL Stressors](#)
- [Resource 6: High School Graduation and Dropout: Some Predictors and Antecedents](#)
- [Resource 7: Facts About School Attendance](#)

## A

### Qualities of a strong district/school MLL/ELL guidance plan for students and families

*MLLs/ELLs need to know what they must to do to be successful in high school and beyond.*

Districts and high schools with strong student supports understand the needs of MLLs/ELLs and their families, and they create tools and structures to promote those students’ success. Effective guidance for MLLs/ELLs include: a family component, guidance tools, resources in home languages and English, partnerships with community-based organizations that support MLLs/ELLs and their families, and opportunities for regular interactions with knowledgeable teachers and staff.



Districts need to ensure that for high school-aged MLLs/ELLs new to the U.S. there is a comprehensive review of any transcripts from other countries. Districts and schools need to grant as many credits as merited for secondary courses completed in any other country. This ensures that MLLs/ELLs who are new to the U.S. are placed in the proper grade level and will be less likely to age out before completing their diploma requirements. The family component includes elements such as guidance tools, resources, and information sessions. These sessions focus on orientations to grade level demands and college preparation, school campus visits, compacts, and trainings (e.g., English Language Development, Planning for College, Supporting your MLL/ELL student). The parent/guardian support would also include a meeting with school staff at least once every year, in addition to other generally required meetings to discuss their student’s overall learning and language development progress. Guidance tools would include everything a student and families would need to know about graduation requirements, supports for MLLs/ELLs, rights and responsibilities, and college planning. All core guidance resources need to be in the families’ preferred language and mode of communication. Readily available and updated multi-modal resources for families and students in their home languages are crucial.

#### **GUIDANCE RESOURCES**

[NYSESED guidance on transfer credit](#)

[NYSESED guidance on multiple pathways to graduation](#)

[Regulations Related to Additional Graduation Option for English Language Learners \(field memo\)](#)

[General Education and Diploma Requirements including info on the commencement credential](#)

[Five World Languages Assessments Approved for 4+1 Pathway to Graduation](#)

# B

## Characteristics of Implementation Processes and Structures

*A student guidance tool that is regularly reviewed will help an MLL/ELL plan their journey to graduation and beyond. The guidance tools and resources include important information about how to make the most of high school.*

A comprehensive MLL/ELL student’s guidance tool would include information about:

- required courses and their descriptions,
- programs available for MLL/ELL students,
- Bilingual Education and ENL instruction and families’ rights to have children study in a Bilingual Education program (when there are 20 or more grade-level students in a district that speak the same home/primary language),
- the NYSESLAT and understanding NYSESLAT scores,
- exiting ELL status and Former ELL services,
- postsecondary opportunities and how to obtain them,
- graduation pathways, particularly the Language Other Than English (LOTE) Pathway,
- graduation requirements and Regents exams,
- Career and Technical Education programs,
- Advanced Placement and/or International Baccalaureate courses and assessments,
- concurrent enrollment opportunities at a college,
- reading school report cards and state assessment results,
- attendance policies and the importance of attendance,
- behavior policies,
- the value of multilingualism and how to obtain the [New York State Seal of Biliteracy](#),
- guidance and resources on college preparation,
- guidance and resources on applying to college including information about postsecondary options, selecting and applying to colleges, and completing the Free Application for Federal Student Aid (FAFSA) and learning about financial resources,
- career preparation opportunities such as job shadowing, mentors, and internships, and
- civic preparation opportunities such as service learning or volunteer opportunities.

The guide would also include: updated websites with information about community organizations, activities to engage in the exploration of interests and careers, local guidance supports, explanations of college, career, and civic readiness milestones by grade level, an educational planning tool, and additional programs from which MLLs/ELLs can seek support on their path to graduation.

# C

## Individual Graduation Plan Template for MLLs/ELLs

*Districts and schools with strong welcoming and orientation structures include families of MLL/ELL students as partners in the educational planning process.*

One tool that schools can use to support MLLs/ELLs is an [Individualized Graduation Plan](#). Such a plan is a template that should include elements important for all students as well as elements specific to MLLs/ELLs. Assigned advisory educators use the Individualized Graduation Plan during quarterly sessions with the MLL/ELL and their family to monitor progress.

Some districts have created innovative and proactive structures and processes to welcome and sustain family and student engagement toward successful graduation. One such innovative structure is the use of centralized intake and enrollment centers that not only assess and orient MLLs/ELLs to the district and schools but also connect parents to numerous support services. Some of these centers offer classes for parents as well. As another example of innovative structures, some schools, employ parent coordinators who partner with guidance staff to organize support and learning opportunities for students and parents, monitor student progress, address potential concerns with students and families, and conduct home visits. Districts and schools that establish these types of structures and processes are able to more regularly assess student progress and align support services to meet their evolving needs. As part of their work, they also regularly celebrate the MLL/ELL students' accomplishments in school. In addition, they communicate frequently with parents about students' growth and accomplishments as well as other matters that may require attention and supports.

**Exercise 4:** [Complete High School Guidance Task by Adopting or Modifying the Individualized Graduation Plan Template](#)

### Additional Tools:

[Resource 8: MLLs/ELLs and High School Courses for Graduation](#)

[Resource 9: Individualized Graduation Plan Template](#)

**D****Resources**

[Chapter 10 of the U.S. Department of Education English Learner Tool Kit](#) addresses LEAs' obligations to communicate with families of MLLs/ELLs and includes sample tools and resources.

[The USDE Newcomer Toolkit](#) offers guidance resources to help districts and schools understand the diversity of newcomers and their needs. It also includes resources and examples of effective practices used to support MLLs/ELLs and establish partnerships with families.

The article [Getting Ready for College: What ELL Students Need to Know](#) (*Colorin Colorado*) delineates what school communities need to consider when supporting MLLs'/ELLs' hopes and aspirations to attend college. Topics include first steps, academic preparation, guiding MLLs/ELLs and their families through the college application process, support programs, financial aid, and eligibility. The article has links to multiple resources and examples.

The article [Creating a College-Going Culture for English Language Learners](#) introduces elements that need to be considered when establishing a culture of college readiness in a school that will be supportive of MLLs/ELLs.

[Roadmap to College: A College Access Guide for English Language Learners/Multilingual Learners in New York State](#)

*Planning for strong family engagement to meet graduation requirements and dropout prevention with attention to three core components: Academic Achievement, Advocacy and Decision Making, and Resource Brokerage.*

This exercise is designed to build your awareness of the core components of strong family engagement programs for MLLs/ELLs and have you reflect on your practices related to three core components. You will be asked to complete a template that can serve as a tool to organize your thinking and planning to address the three core components in your program.

**Read Chart 1: Organizing Family and Community Engagement for Impact**

This chart presents three core components of strong family engagement programs that impact MLL/ELL families' experiences with schooling in the U.S. The chart briefly describes each component and summarizes the potential impact of well-designed activities for families within each component. The chart also describes a few effective delivery methods for each component of a strong family engagement program and ultimately identifies who needs to share the responsibility for engaging families. As you read the chart **underline areas that you are not currently attending to** and **circle areas that are being addressed** in your family engagement activities and plans.



## Tables: Organizing Family and Community Engagement for Impact on Graduation and Dropout Rates

Component 1: Academic Achievement	Impact (Why)	Approach (How)	People Responsible (Who)
<p><b>Opportunities for engagement are:</b></p> <ul style="list-style-type: none"> <li>• Directly linked to student grade level learning goals</li> <li>• Directly linked to students' aspirations and successful graduation</li> <li>• About two-way communication and collaboration with teachers and school leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Family knowledge of language development</li> <li>• Family knowledge and understanding of key grade level learning concepts</li> <li>• Family knowledge of graduation requirements</li> <li>• Family knowledge of youth's aspirations and goals as well as the pathways to reach them</li> <li>• Greater ability to apply strategies that support grade level learning concepts anywhere and anytime</li> <li>• Strong collaboration between teachers and families</li> <li>• Higher expectations for learning and achievement</li> <li>• Improved student achievement, attendance and behavior</li> <li>• Family ability and access to monitor progress regularly</li> <li>• Increased interaction with learning between parents/family and children</li> </ul>	<ul style="list-style-type: none"> <li>• Track English language proficiency</li> <li>• Ongoing professional learning opportunities for school leaders, teachers, and support staff</li> <li>• Systematic application of research and evidence-based practices in engagements</li> <li>• Personal outreach by teachers</li> <li>• Integration of family engagement into the fabric of teaching and learning</li> <li>• Effective and targeted use of time, human and fiscal resources</li> </ul>	<ul style="list-style-type: none"> <li>• District/school leadership team</li> <li>• Teachers</li> <li>• Parents/families</li> <li>• Support staff</li> <li>• Parent coordinators</li> </ul>

(Adapted from: The United States Department of Education's Newcomer Tool Kit released in 2017 that can be downloaded at: <https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/index.html> )

<b>Component 2: Advocacy and Decision-making</b>	<b>Impact (Why)</b>	<b>Approach (How)</b>	<b>People Responsible (Who)</b>
<p><b>Opportunities for engagement are:</b></p> <ul style="list-style-type: none"> <li>• Related to school academic and non-academic programming</li> <li>• Related to pathways to graduation</li> <li>• Connected to exercising advocacy and shared decision-making.</li> <li>• About successful transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Increased family participation in the life of the school community through organized meetings, groups, and committees</li> <li>• Increased knowledge and understanding about parents' rights and responsibilities</li> <li>• More families as thought partners for district/school improvement</li> <li>• Access to academic and non-academic resources and after school programs</li> <li>• Better understanding of curriculum, academic standards and benchmarks</li> <li>• Better understanding of NYS diplomas, graduation requirements and pathways</li> <li>• Better understanding of guidance opportunities</li> <li>• Knowledge of district/school vision, mission and policies</li> <li>• More volunteers</li> </ul>	<ul style="list-style-type: none"> <li>• Personal invitations</li> <li>• Coordinated parent/family orientation that includes transition years, academic milestones and college and career readiness</li> <li>• Individual graduation plan</li> <li>• Redesigned compacts</li> <li>• Quarterly newsletter</li> <li>• Structured and targeted open house</li> <li>• Welcome centers</li> <li>• Home visits</li> <li>• Personal outreach by guidance staff</li> <li>• Comprehensive intake orientation for Newcomers</li> </ul>	<ul style="list-style-type: none"> <li>• District/school leadership team</li> <li>• Guidance Team</li> <li>• Parent coordinators</li> <li>• Title I staff</li> <li>• Volunteers</li> <li>• Front office staff</li> </ul>

(Adapted from: The United States Department of Education's Newcomer Tool Kit released in 2017 that can be downloaded at: <https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/index.html>)

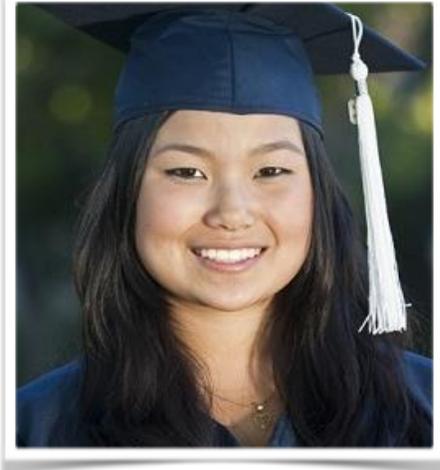
<b>Component 3: Resource Brokerage</b>	<b>Impact (Why)</b>	<b>Approach (How)</b>	<b>People Responsible (Who)</b>
<p><b>Opportunities for engagement are:</b></p> <ul style="list-style-type: none"> <li>• Linked to social services</li> <li>• Connected to civic readiness and college and career readiness</li> <li>• Connected to adult education</li> <li>• About information and access to community resources</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of partnerships with specialized community organizations</li> <li>• Increased number of partnerships with Institutions of Higher Education (IHEs)</li> <li>• Increased number of partnerships with businesses</li> <li>• Greater selection of services and resources for families throughout the community</li> <li>• Increased number of academic and non-academic opportunities for children beyond the bell</li> <li>• Efficient and effective use of fiscal and human resources across the community</li> <li>• Increased number of community organizations, businesses and IHEs engaged in supporting district/school goals</li> </ul>	<ul style="list-style-type: none"> <li>• A district/school strategic plan for community partnerships that targets the needs of MLLs/ELLs in the community</li> <li>• A district/school strategic plan for IHE and business partnerships that targets the aspirations and needs of MLLs/ELLs</li> <li>• An organized family and community engagement leadership team that meets regularly and includes partners across service areas</li> <li>• An organized family and IHE-business engagement leadership team that meets regularly and includes partners across college and career areas</li> <li>• A directory of mentorship and internship opportunities</li> <li>• Marketing</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic community partners</li> <li>• Volunteers</li> <li>• IHE and business partners</li> <li>• Parent coordinator</li> <li>• District leadership</li> </ul>

(Adapted from: The United States Department of Education’s Newcomer Tool Kit released in 2017 that can be downloaded at: <https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/index.html>)

**Exercise 5:** [Complete the Family Engagement Planning Template](#)

## Students designated as MLLs/ELLs comprise a diverse group with varied needs.

In order to address the dropout rate among MLLs/ELLs, we will focus on the subgroups that are dropping out at higher rates. The data previously presented, shows us that in NYS the subgroups with the highest dropout rates at the high school level are Newcomers, SIFE, and Long-Term ELLs. The following section provides guidance and examples that allow districts and schools to think of ways they can reduce the dropout rate among these subgroups at the secondary level.



Recent research suggests that in particular, and in many cases, distinct strategies and services are critical to improving achievement among the various MLL/ELL subgroups. For example, Long-Term ELLs benefit from courses on academic and home language development, placement in rigorous grade-level content courses, and from systems for monitoring progress and triggering support, among other program components (Olsen, 2014). On the other hand, MLLs/ELLs with an IEP require services that address their English and home language learning needs, as well as their special and general education needs (Hamayan, Marler, Sanchez-Lopez, & Damico, 2013). Meanwhile, Newcomer MLLs/ELLs are best served when they receive content and academic-based language and literacy instruction, along with targeted reading and writing instruction (Francis, Rivera, Lesauz, Kieffer, & Rivera, 2006). Additionally, all MLL/ELL subgroups need to be provided with programmatic services such as flexible scheduling, extended time for instruction and support, and connections with families and social services (Short & Boyson, 2012; Walqui, 2000).

In order to increase graduation rates and decrease dropout rates, each district needs to convene a planning task force with representatives from participating stakeholder groups to design, implement, and monitor services and supports for the various MLL/ELL subgroups. Task force members gather to analyze data on each subgroup including interviews of MLLs/ELLs on track for graduation as well as for those that might not be graduating in four years. The task force conducts research on successful models, interviews staff at sites (e.g., principals, guidance staff, content teachers, and ENL specialists), and identifies currently available services for each subgroup by analyzing the information collected from schools. In addition, the task force codifies the effective practices drawn from research and districts/schools that have successfully implemented differentiated services for each MLL/ELL subgroup. Based on this information, the task force will determine capacity development needs and craft delivery models for Long-Term ELLs and Newcomers including SIFE.

The tool that follows serves as a guide for school communities. This tool summarizes the essential elements to consider in the design of supports for Long-Term ELLs and Newcomers including SIFE.

Each essential feature includes descriptors of components and examples of practices within each essential feature from successful secondary schools. Planning templates are aligned to the essential features with guiding questions that the task force should consider when designing their Secondary Newcomer Program and/or Long-Term ELL Program.

#### **For Newcomers**

##### **Exercise 6:**

- a. Read the research informed** [Guidance for Planning a Secondary Newcomer MLLs/ELLs Strategic Academic & Literacy Support Model that Builds College and Career Readiness.](#)
- b. Complete** [Newcomer MLLs/ELLs Program Planning Tool-Essential Features](#)

#### **For Long-Term ELL**

##### **Exercise 7:**

- a. Read the research informed** [Guidance for Planning a Long-Term ELL Strategic, Academic and Literacy Support Model that Builds College and Career Readiness](#)
- b. Complete** [Long-Term ELLs Planning Tool—Essential Features](#)

#### **ADDITIONAL RESOURCES**

- [Resource 10: Newcomer MLLs/ELLs Program Planning Tool—Essential Features](#)
- [Resource 11: Long-Term ELLs Planning Tool—Essential Features](#)

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