



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

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 fac711.36 Tm0 g0 G[()] TJETQq0.00000912 0 612 792 reW*nBT

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

- 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.
- 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

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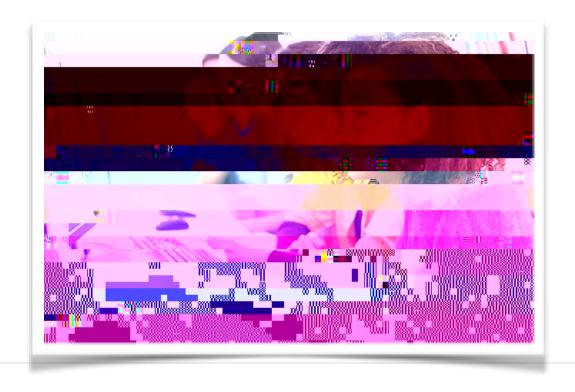




The charts above help us examine the status of Current ELLs, Ever ELLs, and Never ELLs a brigho ol over two years. The graduation rate h4.42 Tm0 g0 G[()] TJETQq0.00000912 0 612	fter 4 ye rs in high 792 .42 42 528.31 Tm0 g0
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MLL/ELL data analysis helps educators understand who MLLs/ELLs are, how they are performing, and what experiences as well



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?

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.

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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.

Source: IRS 2017-2018 SY

When you look at the results from the NYSESLAT, what are three things that stand out for you? What are the competencies âaêded to move from one level to the next	



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 9th grade MLLs/ELLs and their high rate at Entering and Emerging? What needs to be offered to accelerate their movement?

Source: IRS 2017-2018 SY

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?

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.

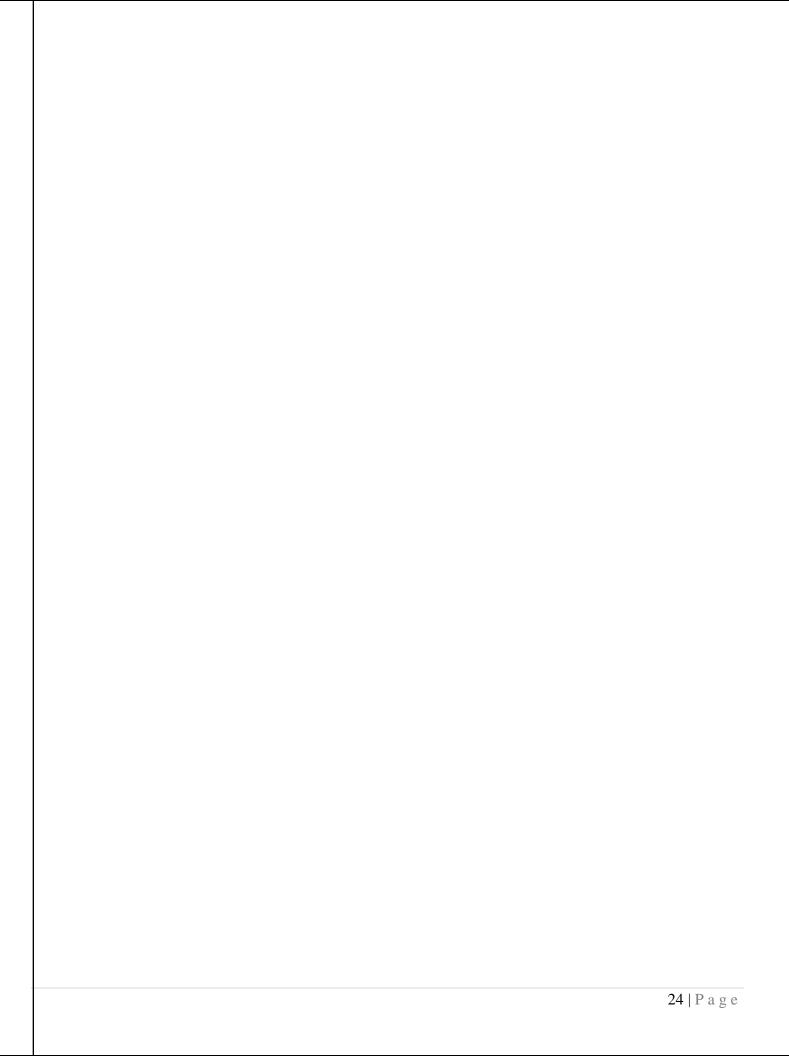
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What are three things that resonate with you when you look at this set of data? What do you think is impacting the high dropout rate of Newcomers and other subgroups? What do you think are three immediate actions that can be implemented to change these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

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

What percent of students were ever suspended?
How does this percent vary by language status and school level?
What would



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

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:

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

Districts and high schools with strong student supports understand the needs of MLLs/ELLs and their

One tool that schools can use to support MLLs/ELLs is an <u>Individualized Graduation Plan</u>. 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

<u>Chapter 10 of the U.S. Department of Education English Learner Tool Kit</u> addresses LEAs' obligations to communicate with families of MLLs/ELLs and includes sample tools and resources.

<u>The USDE Newcomer Toolkit</u> 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 <u>Getting Ready for College: What ELL Students Need to Know</u> () 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 Greating a College-Going Culture for English Language Learners introduces elements that need to

edge of language

- Directly linked to student grade level learning goals
- Directly linked to students' aspirations and successful graduation
- About two-way communication and collaboration with teachers and school leaders

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In order to address the drop g MLLs/ELLs, we will out at higher rates. focus on the subgroups tha is that in NYS the The data previously prese subgroups with the highest at the high school ELLs. The following level are Newcomers, SIFE, section provides guidance that allow districts and schools to think of ways ce the dropout rate **ewie**esTf1 0 0 1 247.73e0 g0 G[(w among these subgroups at Recent research suggests that din many cases,

Recent research suggests that din many cases, distinct strategies and service subgroups. For example, Long courses on acade development, placement in rigor progress and triggering support, amount of the course of

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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.

<u>Guidance for Planning a Secondary Newcomer MLLs/ELLs Strategic</u>
<u>Academic & Literacy Support Model that Builds College and Career Readiness.</u>
<u>Newcomer MLLs/ELLs Program Planning Tool-Essential Features</u>

<u>Guidance for Planning a Long-Term ELL Strategic, Academic and</u>
Literacy Support Model that Builds College and Career Rea**A**/74G-a**B**H(5\(\tilde{\Ph}\))\(\tilde{\Ph}\)\(\t

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Please send questions or comments to the Office of Bilingual Education and World Languages at OBEWL@nysed.gov

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