



Exercise 1

Quantitative Data Analysis Task 1 on Opportunities to Learn

Overview

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.

DIRECTIONS

Gather data as indicated by the accompanying tables to answer each of the four questions that follow. These tables can be used to generate figures for your district like those illustrated (from New York State). Once you have gathered and generated *your own District's data* in the table and/or generated a related figure, do the following for each table/figure:

1. Note 2 to 3 key points
2. Provide summary observations, questions, concerns, and implications

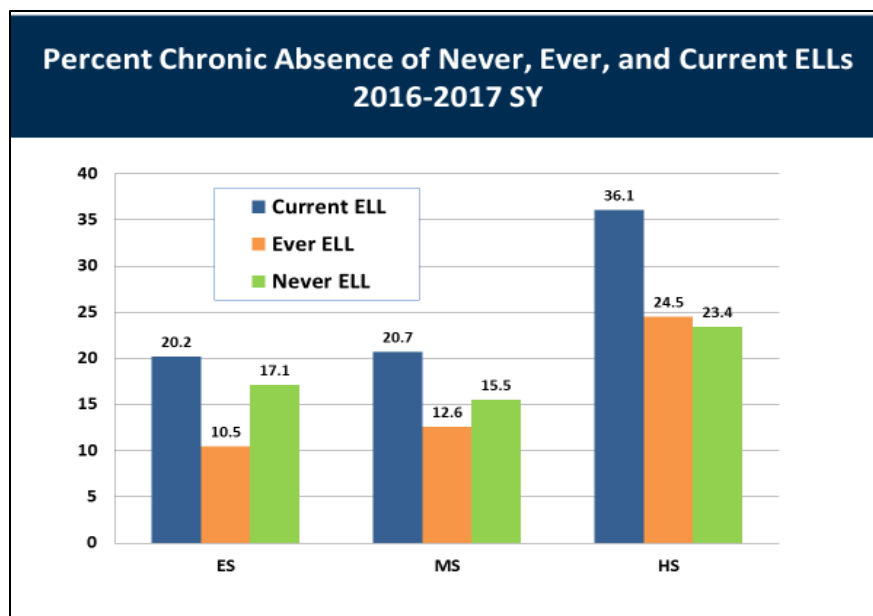
1. What percent of students are chronically absent? How does this percent vary by language status and school level?

A key predictor for being placed at risk for dropping out of school is chronic absenteeism, generally defined as being absent at least 10% of the time. Chronic absence would be equivalent to 18 days or more in a standard 180-day school year.

Complete the following table using your district data:

Percent of Students Chronically Absent ($\geq 10\%$)

LANGUAGE STATUS	SCHOOL SEGMENT		
	ELEMENTARY	MIDDLE	HIGH
Never ELL (n=)			
Former ELL (n=)			
Current ELL (n=)			



Generate a chart like the sample below using your district data from the table above:

Key Questions

- What do you notice about this attendance data? How are Former MLLs/ELLs impacting the Ever ELL data?
- At which grade level span do chronic absence rates significantly increase for MLLs/ELLs in your district? Why do you think this is happening?
- What structures, policies, practices and resources are in place in your district to reduce chronic absences?

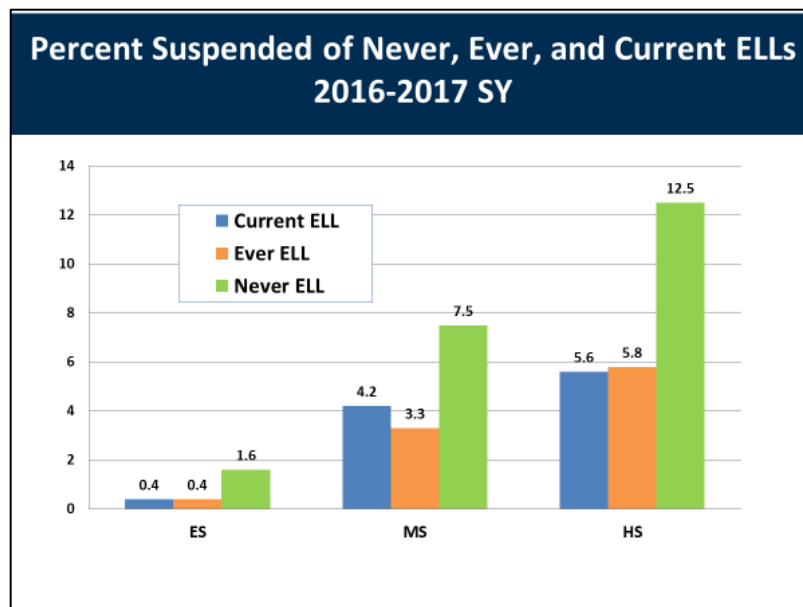
2. What percent of students were ever suspended? How does this percent vary by language status and school level?

Suspension from school is both a key indicator of school climate, as well as another predictor of being considered at risk for dropping out of school. However, there is no standard accepted suspension level for when dropping out of school is more likely to occur.

Complete the following table:

Percent of Students Ever Suspended ($\geq 10\%$)

LANGUAGE STATUS	SCHOOL SEGMENT		
	ELEMENTARY	MIDDLE	HIGH
Never ELL (n=)			
Former ELL (n=)			
Current ELL (n=)			



Generate a chart like the sample below using your district data from the table above:

Key Questions

- What do you notice about the suspension rates across divisions for all students?
- At what grade level span do suspensions for MLLs/ELLs significantly increase in your district? Why?
- What strategies could be in place to reduce the number of suspensions for MLLs/ELLs?

3. What was the average total number of credits in advanced courses earned by 12th grade students?

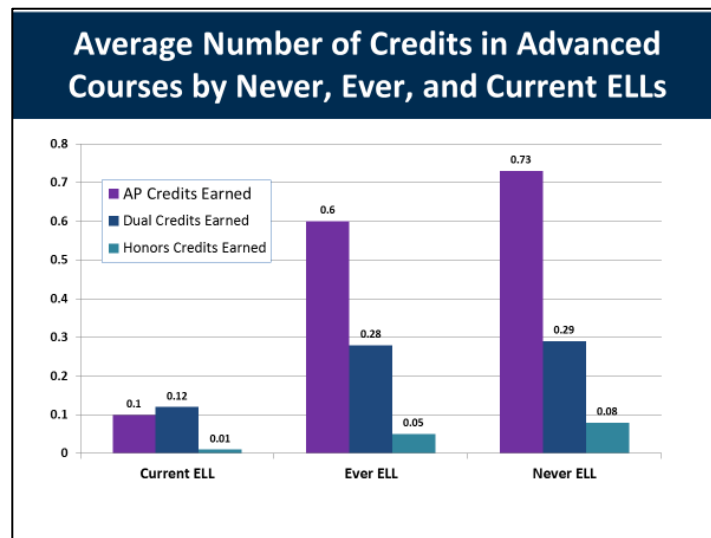
Earned credits in advanced coursework is a predictor of increased college application rates, attendance rates, and completion rates. (Note this is different from course enrollment and credits attempted.) Examining these data for 12th grade students provides a retrospective examination of the cumulative opportunities and support they have experienced to access and complete advanced coursework throughout high school.

Complete the following table:

Average total number of credits earned by 12th Grade Student

*Use the “switch row/column” feature in Excel to generate this figure from the table below.

LANGUAGE STATUS	SCHOOL SEGMENT		
	ELEMENTARY	MIDDLE	HIGH
Never ELL (n=)			
Former ELL (n=)			
Current ELL (n=)			



Generate a chart like the one below using your district data from the table above:

Key Questions

- What do you notice about this data?
- How does your Advanced Placement course enrollment criteria consider the cultural and linguistic assets of MLLs/ELLs?
- What pathways and supports prepare MLLs/ELLs for Advanced Placement courses?
- What do you think can be done in your district to increase access to and achievement in Advanced Placement courses?

4. What did you learn? What are the implications for your district, and what/how will you change to improve opportunities for MLLs/ELLs? Who is responsible for making these changes? How will you monitor the changes?

Area/ Findings	Discussion of findings	Implications/ Discussion of Findings	What will change?	How will it change?	Who is responsible? How will it be monitored?
Chronic Absences Findings					
Suspensions Findings					
Advanced Courses Findings					

After you have completed the tables in this section and in the above chart, use the information gathered to answer the questions in the following section.