

**RESOURCE 7.1**  
**[School District] Evaluation of English Learners Referred for  
Special Education Evaluation and Diagnosed With a Disability**

A team of English language and special education teachers and specialists should convene periodically to review and analyze data about the students who have been referred and evaluated for special education services.

### Analysis of the EL Population

1. The total number of identified ELs in the school is \_\_\_\_\_.  
The total number of ELs who were referred during this school year for a special education evaluation in the school is \_\_\_\_\_. The total percentage of ELs referred for a special education evaluation during this school year is \_\_\_\_\_.
2. Is the proportion of ELs who have been *referred* the same as the proportion of the general population of students who have been referred? Yes  No  If no, what is the difference noted?
3. Is the proportion of ELs who have been *identified* as having disabilities the same as the proportion of the general population of students who have been identified? Yes  No  If no, describe the differences.
4. The languages spoken by the ELs in the school are:
5. The languages spoken by the ELs who were referred for a special education evaluation are:

6. Are there commonalities among the languages spoken by ELs and the reasons for referral or diagnosis of disability? Yes  No  If yes, what is the commonality?

### Reasons That ELs Have Been Referred

7. The reasons, by total number of occurrence, that ELs were referred for a special education evaluation this year are:

- |                             |                                    |  |
|-----------------------------|------------------------------------|--|
| _____ autism                | _____ multiple disabilities        | _____ speech/ language impairment            |
| _____ deaf-blindness        | _____ orthopedic impairment        | _____ traumatic brain injury                 |
| _____ deafness              | _____ other health impairment      | _____ visual impairment, including blindness |
| _____ emotional disturbance | _____ specific learning disability |  |
| _____ hearing impairment    |                                    |  |
| _____ mental retardation    |                                    |  |

8. The most common reason that ELs were referred for a special education evaluation this year is:

9. Anecdotally, describe any additional commonalities among the ELs who were referred (e.g., interrupted formal education).

### Teachers and Specialists

10. Have the assessors been trained in second language acquisition and linguistic and cultural diversity? Yes  No  If no, what steps is the school taking to ensure that its evaluators, including school psychologists, speech and language therapists, and special education staff, are being trained?

### Assessments

11. Do the assessments used to identify ELs with disabilities make use of relevant and actual behaviors in classroom contexts? Yes  No
12. Are assessments being provided in the students' home language by staff who have trained in second language acquisition and practices for teaching ELs? Yes  No  If no, what steps has the school taken to ensure that actual data are used?

### ELE Programming Services

13. Do the ELs who have been referred receive effective programming for learning English, including:
- a. An English language development program from a licensed ESL teacher? Yes  No
  - b. An appropriate amount of daily instruction of English language development for ELs? Yes  No
  - c. Content instruction from a teacher who is trained to teach ELs? Yes  No
  - d. Curriculum that is specifically connected to ELs' personal, cultural, linguistic, and world experiences and knowledge so that it is meaningful, relevant, and comprehensible? Yes  No
  - e. An education program for students with interrupted formal education? Yes  No .
14. If any of the responses to Question 13 are "no," what steps is the school taking to ensure that its programming for ELs is properly resourced?

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