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

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?
REFERENCES


