

Risk Factors Checklist for English Learners

EL Student Data	Sample EL Student	Associated Risk Factors
Home language	Tagalog	<input type="checkbox"/> Primary language's distance from English <input type="checkbox"/> LEA's familiarity/experience with language
Place of birth	Philippines	<input type="checkbox"/> Previous experiences/background <ul style="list-style-type: none"> <input type="checkbox"/> Refugee from war-torn area? <input type="checkbox"/> Emotional or social instability? <input type="checkbox"/> Poverty, health, gang wars? <input type="checkbox"/> Other issues? <input type="checkbox"/> How arrived in US – Refugee? Asylum? walking? Fleeing?
Ethnicity/race	Mixed	<input type="checkbox"/> Cultural differences from mainstream school culture <input type="checkbox"/> Cultural differences from common EL student culture
Date first entered U.S. schools <i>(Immigrant status not Immigration status)</i>	July 31, 2019	<input type="checkbox"/> Newly arrived in U.S. schools (?) = socio-emotional & cultural adjustment to school <input type="checkbox"/> Long-term English learner (?) = school or student?
Prior school enrollment	Yes: K-3 in small rural school	<input type="checkbox"/> Interrupted, limited or no formal education <input type="checkbox"/> Undiagnosed learning differences or disabilities <input type="checkbox"/> Transiency
Grade level and age	Grade 3 9.3 years old	<input type="checkbox"/> Overage or an older student with fewer years to learn English before aging out of school <input type="checkbox"/> Higher grade level = more academic English to learn in shorter time period
Literacy level in first language - Parent's level of literacy	English - Gr. 1 Tagalog - Unknown	<input type="checkbox"/> Illiteracy <input type="checkbox"/> Limited literacy in home language
Eligibility for free/reduced-price lunch	No – adopted by U.S. middle income family	<input type="checkbox"/> Poverty factors <ul style="list-style-type: none"> <input type="checkbox"/> Health, hunger, dental issues, eyesight, emotional well-being, clothing, transportation, etc. <input type="checkbox"/> Disconnected from community networks <input type="checkbox"/> Homelessness <input type="checkbox"/> Home living conditions or situation



EL Program & Services Data	Associated Risk Factors
Educators serving ELs	<ul style="list-style-type: none"> <input type="checkbox"/> Inexperienced personnel <input type="checkbox"/> Unqualified personnel <input type="checkbox"/> Educators' low levels of cultural proficiency <input type="checkbox"/> Educators' limited or incorrect knowledge of student's language, culture, and background (<i>funds of knowledge</i>)
Leadership for ELs	<ul style="list-style-type: none"> <input type="checkbox"/> Inexperienced school leaders <input type="checkbox"/> Unqualified school leaders <input type="checkbox"/> School leaders' low levels of cultural proficiency <input type="checkbox"/> School leaders limited or incorrect knowledge of student's language, culture, and background (<i>funds of knowledge</i>)
ESOL Language Program	<ul style="list-style-type: none"> <input type="checkbox"/> ESOL delivery models not appropriate to students' English proficiency level <input type="checkbox"/> ESOL program disorganized, not strategic <input type="checkbox"/> Newcomers "sink & swim" methodology <input type="checkbox"/> Long-term ELs <input type="checkbox"/> ESOL scheduling practices <input type="checkbox"/> Itinerant ESOL teacher practices <input type="checkbox"/> Segregation practices
Core Instruction – Tier 1	<ul style="list-style-type: none"> <input type="checkbox"/> Scheduling practices <input type="checkbox"/> Grouping practices <input type="checkbox"/> Tracking practices
Interventions - Tiers 2 & 3	<ul style="list-style-type: none"> <input type="checkbox"/> Over-representation <input type="checkbox"/> Under-representation
Special Services and Gifted & Talented Programs	<ul style="list-style-type: none"> <input type="checkbox"/> Over-representation <input type="checkbox"/> Under-representation
Discipline	<ul style="list-style-type: none"> <input type="checkbox"/> Over-representation <input type="checkbox"/> Cultural Misunderstanding
IB, Dual Enrollment, College Entrance Exams, Pathway Completion	<ul style="list-style-type: none"> <input type="checkbox"/> Over-representation <input type="checkbox"/> Under-representation
Professional Learning	<ul style="list-style-type: none"> <input type="checkbox"/> Minimal to no training or capacity building on curriculum and assessment for English learners <input type="checkbox"/> Training sporadic and unorganized – not strategic, intense, nor sustained
Family Engagement	<ul style="list-style-type: none"> <input type="checkbox"/> Lack of communication in a language parents can understand <input type="checkbox"/> Lack of understanding of families' culture, funds of knowledge, literacy levels, etc.