Risk Factors Checklist for English Learners

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| **EL Student Data** | **Sample EL Student** | **Associated Risk Factors** |
| Home language | Tagalog | * Primary language’s distance from English
* LEA’s familiarity/experience with language
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| Place of birth | Philippines | * Previous experiences/background
	+ Refugee from war-torn area?
	+ Emotional or social instability?
	+ Poverty, health, gang wars?
	+ Other issues?
* How arrived in US – Refugee? Asylum? walking? Fleeing?
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| Ethnicity/race | Mixed | * Prior schooling experiences different from current schooling experiences
* Student’s home country different from most of the EL students’ home country
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| Date first entered U.S. schools *(Immigrant status not Immigration status)* | July 31, 2023 | * Newly arrived in U.S. schools = adjustment to U.S. school culture and climate
* Long-term English learner = why have students not exited yet?
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| Prior school enrollment | Yes: K-3 in small rural school | * Interrupted, limited or no formal education.
* Undiagnosed learning differences or disabilities
* Transiency
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| Grade level and age | Grade 39.3 years old | * Overage and older students have fewer years to learn English before aging out of school.
* Higher grade level requires more academic English to learn in shorter time.
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| Literacy level in first language - Parent’s level of literacy | English - Gr. 1Tagalog - Unknown | * Illiteracy
* Limited literacy in home language
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| Eligibility for free/reduced-price lunch | No – adopted by U.S. middle income family | * Poverty factors
	+ Health, hunger, dental issues, eyesight, emotional well-being, clothing, transportation, etc.
	+ Disconnected from community networks
* Homelessness
* Home living conditions or situation
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| **EL Program & Services Data** | **Associated Risk Factors** |
| Educators serving ELs | * Inexperienced personnel
* Unqualified personnel
* Limited or incorrect knowledge of student’s language, culture, and background (*students’ assets*)
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| Leadership for ELs | * Inexperienced school leaders
* Unqualified school leaders
* Limited or incorrect knowledge of student’s language, culture, and background (*students’ assets*)
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| ESOL Language Program | * ESOL delivery models not appropriate to students’ English proficiency level
* ESOL program disorganized, not strategic.
* Newcomers “sink & swim” methodology.
* EL students “trapped” in ESOL program (5+ years)
* ESOL scheduling practices
* Itinerant ESOL teacher practices
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| Core Instruction – Tier 1 | * Scheduling practices
* Grouping practices
* Tracking practices
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| Interventions - Tiers 2 & 3 | * Over-representation
* Under-representation
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| Special Services and Gifted & Talented Programs | * Over-representation
* Under-representation
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| Discipline | * Over-representation
* Misunderstood behavior stemming from different perspectives and backgrounds
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| IB, Dual Enrollment, College Entrance Exams, Pathway Completion | * Over-representation
* Under-representation
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| Professional Learning  | * Limited training or capacity building on instruction and assessment of English learners
* Training sporadic and unorganized – not strategic, intense, nor sustained
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| Family Engagement | * Lack of communication in a language parents and families can understand
* Lack of understanding of families’ culture, funds of knowledge, literacy levels, etc.
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