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 |
| 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? |
| Ethnicity/race | Mixed | * Prior schooling experiences different from current schooling experiences * Student’s home country different from most of the EL students’ home country |
| 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? |
| Prior school enrollment | Yes: K-3 in small rural school | * Interrupted, limited or no formal education. * Undiagnosed learning differences or disabilities * Transiency |
| Grade level and age | Grade 3  9.3 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. |
| Literacy level in first language - Parent’s level of literacy | English - Gr. 1  Tagalog - Unknown | * Illiteracy * Limited literacy in home language |
| 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*) |
| Leadership for ELs | * Inexperienced school leaders * Unqualified school leaders * Limited or incorrect knowledge of student’s language, culture, and background (*students’ assets*) |
| 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 |
| Core Instruction – Tier 1 | * Scheduling practices * Grouping practices * Tracking practices |
| Interventions - Tiers 2 & 3 | * Over-representation * Under-representation |
| Special Services and Gifted & Talented Programs | * Over-representation * Under-representation |
| Discipline | * Over-representation * Misunderstood behavior stemming from different perspectives and backgrounds |
| IB, Dual Enrollment, College Entrance Exams, Pathway Completion | * Over-representation * Under-representation |
| Professional Learning | * Limited training or capacity building on instruction and assessment of English learners * Training sporadic and unorganized – not strategic, intense, nor sustained |
| 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. |