



## RESOURCE 3.5

### School/District Analysis of Newly Identified and Returning MLs

[District Name]

Note: A separate form should be used for each school in a district. A school may separate these categories further by completing each form by teacher.

Name of school: \_\_\_\_\_

Languages spoken by the identified MLs: \_\_\_\_\_

GRADE	PK	K	1	2	3	4	5	6	7	8	9	10	11	12

Countries of origin among the identified MLs: \_\_\_\_\_

COUNTRY	PK	K	1	2	3	4	5	6	7	8	9	10	11	12

English proficiency levels among identified MLs

GRADE	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Level 1														
Level 2														
Level 3														
Level 4														
Level 5														

MLs with interrupted and/or limited prior schooling\*

GRADE	1	2	3	4	5	6	7	8	9	10	11	12

\*This information is essential for planning effective programs for students in Grades 1–12, and specialized programming should be considered for such students at all grade levels.

MLs on free or reduced-priced lunch\*

GRADE	PK	K	1	2	3	4	5	6	7	8	9	10	11	12

\*This is a general means for identifying students who live in poverty.

MLs receiving Title I services

GRADE	PK	K	1	2	3	4	5	6	7	8	9	10	11	12

MLs whose families declined (opted out of) language education services

LANGUAGE	GRADE	PK	K	1	2	3	4	5	6	7	8	9	10	11	12