



## RESOURCE 7.1

### [School District] Evaluation of Multilingual Learners Referred for Special Education Evaluation and Diagnosed With a Disability

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 ML Population

1. The total number of identified MLs in the school is \_\_\_\_\_. The total number of MLs who were referred during this school year for a special education evaluation in the school is \_\_\_\_\_. The total percentage of MLs referred for a special education evaluation during this school year is \_\_\_\_\_.
2. Is the proportion of MLs 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 MLs 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 MLs in the school are:
5. The languages spoken by the MLs who were referred for a special education evaluation are:
6. Are there commonalities among the languages spoken by MLs and the reasons for referral or diagnosis of disability? Yes  No  If yes, what is the commonality?

#### Reasons That MLs Have Been Referred

7. The reasons, by total number of occurrences, that MLs were referred for a special education evaluation this year are:
  - \_\_\_\_\_ autism
  - \_\_\_\_\_ cognitive disability
  - \_\_\_\_\_ deaf-blindness
  - \_\_\_\_\_ deafness
  - \_\_\_\_\_ emotional disturbance
  - \_\_\_\_\_ hearing impairment
  - \_\_\_\_\_ 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 MLs were referred for a special education evaluation this year is:
9. Anecdotally, describe any additional commonalities among the MLs who were referred (e.g., interrupted formal education).

### Teachers and Specialists

10. Have the assessors received instruction and ongoing professional learning 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 equipped with the appropriate theory, research, and techniques?

### Assessments

11. Do the assessments used to identify MLs with disabilities make use of relevant and actual behaviors in classroom contexts? Yes  No
12. Are assessments being provided in the students' home language(s) by staff who have trained in second language acquisition and practices for teaching MLs? Yes  No  If no, what steps has the school taken to ensure that actual data are used?

### Language Assistance Programming Services

13. Do the MLs who have been referred receive effective programming for learning English, including the following:
  - a. an English language development program from a licensed ESL or bilingual teacher? Yes  No
  - b. an appropriate amount of daily instruction of English language development for MLs? Yes  No
  - c. content instruction from a teacher who is trained to teach MLs? Yes  No
  - d. curriculum that is specifically connected to MLs' 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 are the steps the school is taking to ensure that its programming for MLs is properly resourced?