English learner is experiencing academic and/or behavioral difficulties as determined by performance data across settings, strengths and weaknesses, and comparison to peers (where possible, from similar background)

***Pre-Referral Flow Chart Questions***

Has a thorough review of the student’s cumulative file been completed? Have the following data been collected and analyzed?

* School records including previous schooling experience
* Standardized testing and other English language proficiency data
* Criterion-referenced measures including ELD, and classroom measures
* Interview and observation data
* Student work samples

Review Cumulative File and gather pertinent information.

Has the EL’s **physical and psychological factors** been ruled as a primary contributor to the difficulties?

Determine if growth pattern is improving to close learning gap over time. Continue, modify, or expand intervention based on progress monitoring data.

Is there a **consistent pattern of limited progress** based on longitudinal data analysis?

Provide services and support in the areas of vision, nutrition, hearing, sleep, trauma, injury, illness, living conditions, safety, belonging and self-esteem.

Provide services and community resources to support parental involvement & education, mobility, attendance, experience, cultural norms.

Has the EL’s **personal and cultural** factorsbeen ruled as a primary contributor to the difficulties?

Provide instruction to support English language proficiency and provide scaffolds for content instruction.

Has the EL’s emerging **English language development** been ruled as a primary contributor to the difficulties?

Gather information on previous learning environments. Provide PD and coaching to support culturally sustaining pedagogy, including UDL and quality interactions.

Ensure that EL is included in universal screening, progress monitoring and has access to instruction and MTSS interventions IN ADDITION to ELD instruction based on data collection and analysis.

Collect progress monitoring data at regular intervals: bi-weekly for Tier 2 and weekly for Tier 3. Conduct data analysis on a regular basis.

Hold post intervention child study teams meetings to analyze progress monitoring data to determine effectiveness of interventions. Ensure child study team includes family and ELD experts.

Has the EL’s **previous and current learning environment** been ruled out as a primary contributor to the difficulties?

Has the EL received appropriate culturally responsive **Tier 1 instruction, and Tier 2 & Tier 3 interventions** within an MTSS framework that supports English language development?

Has **progress monitoring data** been collected over time to identify patterns of strengths and weakness?

Has a **Child Study Team met more than twice**, to analyze data and identity appropriate Tier 2 and 3 instruction and intervention for the English learners? Does the child study team include family and members with expertise in English langauge development?

Child study team can, based on data analysis:

* Adjust and/or intensify the MTSS interventions
* Consider a referral for special education evaluation