



TOOLKIT FOR ENGLISH LEARNERS WITH DISABILITIES

Using Data to Understand the Characteristics of English Learners with Disabilities in Your State

TOOL 1



Tool 1

Using Data to Understand the Characteristics of English Learners with Disabilities in Your State

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The National Center on Educational Outcomes is supported through a Cooperative Agreement (#H326G210002) with the Research to Practice Division, Office of Special Education Programs, U.S. Department of Education. The Center is affiliated with the Institute on Community Integration at the College of Education and Human Development, University of Minnesota. The contents of this report were developed under the Cooperative Agreement from the U.S. Department of Education but does not necessarily represent the policy or opinions of the U.S. Department of Education or Offices within it. Readers should not assume endorsement by the federal government.

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Liu, K. K., Thurlow, M. L., Wu, Y.-C., Lazarus, S. S., & Hinkle, A. R. (2024). *Using data to understand the characteristics of English learners with disabilities in your state* (English Learners with Disabilities Tool #1). National Center on Educational Outcomes.

English Learners with Disabilities Toolkit

The regulations for the 2015 reauthorization of the Elementary and Secondary Education Act, known as the Every Student Succeeds Act (ESSA), include a requirement that states develop an alternate English language proficiency (ELP) assessment for English learners with the most significant cognitive disabilities. Additionally, ESSA requires, and the Individuals with Disabilities Education Act (IDEA) affirms, that students with the most significant cognitive disabilities, including English learners with the most significant cognitive disabilities, who cannot take the general content assessment must participate in alternate assessments based on alternate academic achievement standards (AA-AAAS) in certain grades. This requirement means that Individualized Education Program (IEP) teams will need to annually make a decision for each English learner with a disability about whether the student should participate in an alternate assessment or a general assessment. This decision will need to be made for both the ELP assessment and in certain grades for the content assessments of reading/language arts, mathematics, and science as well as for any other content assessments the state has.

Purpose of the English Learners with Disabilities Toolkit

The *English Learners with Disabilities Toolkit* is designed to provide states and IEP teams with tools they can use to better understand their students who are English learners with disabilities and to determine in which state assessment (general or alternate) they should participate and whether accessibility features or accommodations are needed for their participation in any assessment. This toolkit does not address the development of complete IEPs for English learners with disabilities.

States and IEP teams can modify the tools included in this toolkit to reflect any differences in their English learners with disabilities populations or in their IEPs. They also can be adjusted to link to a state's own guidelines for participation in ELP and content assessments.

Overview of the English Learners with Disabilities Toolkit

Decisions about the participation of English learners with disabilities in state assessments (both ELP and content assessments) are among the more difficult decisions that the team makes. This toolkit presents a collection of tools to help states understand their population of English learners with disabilities. It also includes some tools that states can share with their districts, including several tools for IEP teams to use when making decisions about participation in assessments and about needed accessibility features and accommodations.

Tool 1

Using Data to Understand the Characteristics of English Learners with Disabilities in Your State

This tool is designed to provide state education agencies (SEAs), particularly assessment staff, with templates to use to display data on the characteristics of English learners with disabilities. The tool includes templates for examining languages spoken at home, disability categories, and English language proficiency (ELP) levels on both the general and alternate ELP assessments. By understanding these student characteristics, staff can conduct a more thorough analysis of state assessment participation and performance data. For instance, knowing the numbers of English learners with intellectual disabilities, autism, and multiple disabilities helps in evaluating whether districts and schools are making suitable decisions regarding alternate ELP assessment participation. Understanding the primary home language groups and their relative sizes among English learners with disabilities helps staff assess if state accommodation policies adequately support these students and if the accommodations are being utilized.

A brief overview of each template follows.

Template 1. English Learners with Disabilities by Home Language and Grade for [School Year]

Template 2. English Learners with Disabilities by Disability Category and Grade for [School Year]

Template 3. English Learners with Disabilities by English Language Proficiency Level on the General English Proficiency Assessment in [School Year]

Template 4. English Learners with Disabilities by English Proficiency Level on the Alternate English Proficiency Assessment in [School Year]

The templates can be customized to incorporate other student characteristics, to add or delete rows in a template, and to align with state-specific terminology or disability categories (e.g., state reports students with intellectual disability by level). In addition, a state may create similar templates for additional relevant student characteristics such as length of time in the country, socioeconomic status, race/ethnicity, etc. A state could examine data across years using the same template to determine whether there are any patterns over time.

States may customize this tool as needed to meet their needs. See

https://nceo.umn.edu/docs/OnlinePubs/ELsDisToolkit_Tool1_Characteristics.docx to download the Microsoft Word version of this resource.

Template 1

English Learners with Disabilities by Home Language and Grade for [School Year]

Language Name	K	1	2	3	4	5	6	7	8	9	10	11	12	Total Number	Percent of Statewide Total Number for All Languages
Arabic															
Chinese															
Spanish															
<i>[Add or remove rows as needed]</i>															
All languages															

Adapted from California Department of Education

<https://dq.cde.ca.gov/dataquest/SpringData/StudentsByLanguage.aspx?Level=State&TheYear=2023-24&SubGroup=All&ShortYear=2324&GenderGroup=B&CDSCode=00000000000000&RecordType=EL>

Template 2

English Learners with Disabilities by Disability Category and Grade for [School Year]

Disability Category	K	1	2	3	4	5	6	7	8	9	10	11	12	Total Number	Percent of Statewide Total Number
Autism															
Deafblindness															
Deafness															
Developmental delay															
Emotional disturbance															
Hearing impairment															
Intellectual disability															
Multiple disabilities															
Orthopedic impairment															
Other health impairment															
Specific learning disability															
Speech or language impairment															
Traumatic brain injury															
Visual impairment															
<i>[Add or rename rows as needed]</i>															
All disabilities															

Template 3

English Learners with Disabilities by English Language Proficiency Level on the General English Proficiency Assessment in [School Year]

English Proficiency Level on General ELP Assessment	K	1	2	3	4	5	6	7	8	9	10	11	12	Total Number	Percent of Statewide Total Number
<i>[Add a row per proficiency level here]</i>															
All proficiency levels															

Template 4

English Learners with Disabilities by English Proficiency Level on the Alternate English Proficiency Assessment in [School Year]

English Proficiency Level on Alt ELP Assessment	K	1	2	3	4	5	6	7	8	9	10	11	12	Total Number	Percent of Statewide Total Number
<i>[Add a row per proficiency level here]</i>															
All proficiency levels															

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