



TOOLKIT FOR ENGLISH LEARNERS WITH DISABILITIES

State Assessments for English Learners with Disabilities: State Data Display Templates

TOOL 2

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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., Wu, Y.-C., Thurlow, M. L., Lazarus, S. S., & Hinkle, A. R. (2024). *State assessments for English learners with disabilities: State data display templates* (English Learners with Disabilities Tool #2). 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 2

State Assessments for English Learners with Disabilities: State Data Display Templates

This *State Data Display Templates* tool is designed to provide state education agencies with templates to use to display state assessment participation and student characteristics data for English learners with disabilities. It includes templates for general state assessments of reading/language arts, math, and science, as well as templates for alternate assessments based on alternate academic achievement standards (AA-AAAS), and both general and alternate English language proficiency (ELP) assessments. The end goal is to analyze the data to find any unusual results that need extra attention and discussion. The templates are designed for a closer look at State assessment data but may be adapted for use with other types of assessments.

Federal Law

States are required to include all students in annual statewide accountability assessments. The path to including English learners with disabilities has evolved over time. Since 1994, the federal Elementary and Secondary Education Act (ESEA) and its regulations have mandated states to administer academic assessments to all students, including English learners. Initially, however, English learners were frequently excluded from these assessments, resulting in data of limited value for planning services. At the time, few states tracked the participation of English learners who had a disability.

Since 2000, following the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA), states have developed alternate assessments of reading/language arts, math, and science for students with disabilities, some of whom are English learners. The 2001 reauthorization of ESEA as the No Child Left Behind Act (2001) heightened school accountability for Title 1 assessment outcomes, encompassing students in specific subgroups such as those with disabilities and English learners, while also linking the Title III mandate for annual assessments of English language proficiency (ELP) for English learners to performance on Title 1 assessments.

IDEA (2004) further required the participation of all students with disabilities, including English learners with disabilities, in assessments, emphasizing the provision of alternate assessments alongside state assessments. Since the reauthorization of ESEA in 2015 as the Every Student Succeeds Act (ESSA), states must create and administer an alternate assessment to the annual English language proficiency assessment for English learners with the most significant cognitive disabilities. Both ESSA and IDEA require all students in specified grade ranges to participate in state assessments each year, with federal regulations ensuring that appropriate accommodations are provided, including alternate assessments for those with the most significant cognitive disabilities, as needed. Thus, states must ensure that each English learner with a significant

cognitive disability, depending on the student's grade level, is participating in either the General State Assessment or AA-AAAS in grades 3-12, as well as in the General or Alternate ELP Assessment in grades K-12.

Overview of the English Learners with Disabilities State Data Display Templates

The English Learners with Disabilities State Data Display Templates tool provides states with templates to use to examine data on statewide assessment participation by selected student characteristics and by various state assessments.¹ The end goal of these data displays is to support further examination and discussions of any unusual results of analyses. Nine templates are included here, with a brief explanation of how they might be used. Each of the templates can be adopted as is or adjusted to meet a state's unique context or needs. An overview of the templates follows.

General Longitudinal Participation Data by Assessment

These templates are for a State Education Agency to use to examine participation numbers and rates, by assessment, for individual school districts across years.

Template 1. Number and Percent of English Learners with Disabilities Taking General State Assessments of Reading/Language Arts, Math, and Science, by District and State in Three Years

Template 2. Number and Percent of English Learners with Disabilities Taking AA-AAAS in Reading/Language Arts, Math, and Science, by District and State in Three Years

Template 3. Number and Percent of English Learners with Disabilities Taking General and Alternate English Language Proficiency Assessments by District and State in Three Years

States are encouraged to compare the numbers of English learners with disabilities participating in each state assessment to the number of English learners with disabilities enrolled in the tested grades. This will enable a more complete understanding of whether students are participating.

State Assessment Participation of English Learners with Disabilities with Various Characteristics

These templates examine the characteristics of English learners with disabilities who participate in statewide assessments, where numbers of students are large enough. They enable states to determine patterns of state assessment participation by district and whether there are any un-

¹The ideas in the presented templates are adapted from Ruggiero, T., D'Agord, C., Strunk, K., & Thurlow, M. L. (2019). *State-district data display templates: Addressing the percentage of students participating in the alternate assessment*. National Center on Educational Outcomes. <https://nceo.umn.edu/docs/OnlinePubs/Tool3DataDisplayTemplates.pdf>

expected variations by subject area or language domain within a test. The tables also allow for an examination of whether there are unexpected disability categories for alternate assessment participation (e.g., specific learning disabilities, speech-language impairments) or alternate ELP assessment participation. In addition, the templates allow states to examine whether students from particular home language groups might be more or less likely to participate in general or alternate assessments. Each template examines data for one district in one year. States are encouraged to use these templates to run analyses and compare results for multiple years and multiple districts, for the purposes of documenting any trends over time.

Template 4. Number and Percent of English Learners with Disabilities in [Year] Enrolled and Participating in General Assessments by Primary Disability Category and Content Area

Template 5. Number and Percent of English Learners with Disabilities in [Year] Enrolled and Participating in AA-AAAS Assessments by Primary Disability Category and Content Area

Template 6. Number and Percent of English Learners with Disabilities in [Year] Enrolled and Participating in General and Alternate ELP Assessments by Primary Disability Category

Template 7. Number and Percent of English Learners with Disabilities in [Year] Enrolled and Participating in General State Assessments by Primary Home Language and Content Area

Template 8. Number and Percent of English Learners with Disabilities in [Year] Enrolled and Participating in AA-AAAS by Primary Home Language and Content Area

Template 9. Number and Percent of English Learners with Disabilities in [Year] Enrolled and Participating in General and Alternate ELP Assessments by Primary Home Language and Content Area

States may adapt these templates as needed. Similar templates could be developed for other subject areas tests, as appropriate, as well as for other assessments such as interim assessments. To download the Microsoft Word version of this resource, see https://nceo.umn.edu/docs/OnlinePubs/ELsDisToolkit_Tool2_StateDataDisplayTemplates.docx

Template 1

Number and Percent of English Learners with Disabilities Taking General State Assessments of Reading/Language Arts, Math, and Science, by District and State in Three Years

Year 1 = [enter school year here]; Year 2 = [enter school year here]; Year 3 = [enter school year here]

District/ State	Taking General Reading/LA Assessment			Taking General Math Assessment			Taking General Science Assessment		
	Number		Percentage of Enrolled ELs with Disabilities ^a	Number		Percentage of Enrolled ELs with Disabilities ^a	Number		Percentage of Enrolled ELs with Disabilities ^a
	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
District 1									
District 2									
District 3									
District 4									
District 5									
District 6									
District 7									
District 8									
District 9									
District 10									
[Add more]									
State									

^a Percentages are derived by dividing the number of English learners with disabilities by the total number of enrolled English learners with disabilities. The number of enrolled students and the number of English learners with disabilities taking each assessment should include only students in tested grades.

Note. LA = Language Arts; EL= English learner; Yr = Year.

Analyses that could be conducted using Template 1:

- Compare numbers of students participating in this assessment to the number of English learners with disabilities enrolled in tested grades to determine overall participation.

- Rank order districts based on the percent of English learners with disabilities taking/not taking any one of the general content assessments in any of the years.
- Verify emerging patterns (e.g., compare districts such as rural, urban, percent English learners, SES levels, whether the district met the 95% overall participation rate for the General Assessment).
- Verify trends based on yearly data (state and districts increasing or decreasing percent of English learners with disabilities participating in assessments).

Template 2

Number and Percent of English Learners with Disabilities Taking AA-AAAS in Reading/Language Arts, Math, and Science, by District and State in Three Years

Year 1 = [enter school year here]; Year 2 = [enter school year here]; Year 3 = [enter school year here]

District/ State	Taking AA-AAAS in Reading/LA			Taking AA-AAAS in Math			Taking AA-AAAS in Science					
	Percentage of Enrolled ELs with Disabilities ^a			Percentage of Enrolled ELs with Disabilities ^a			Percentage of Enrolled ELs with Disabilities ^a					
	Number	Yr 1	Yr 2	Yr 3	Number	Yr 1	Yr 2	Yr 3	Number	Yr 1	Yr 2	Yr 3
District 1	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
District 2												
District 3												
District 4												
District 5												
District 6												
District 7												
District 8												
District 9												
District 10												
[Add more]												
State												

^a Percentages are derived by dividing the number of English learners with disabilities by the total number of enrolled English learners with disabilities. The number of enrolled students and the number of English learners with disabilities taking each assessment should include only students in tested grades.
 Note: AA-AAAS = alternate assessment based on alternate academic achievement standards; LA = language arts; Yr = Year; EL = English learner.

Analyses that could be conducted using Template 2:

- Rank order districts based on AA-AAAS participation percent, for any given content area.

- Compare districts to verify emerging patterns (e.g., rural, urban, percent English learners, SES levels, districts meeting 95% overall assessment participation rate, districts meeting 95% AA-AAAS participation rate).
- Verify trends based on yearly data (state and districts increasing or decreasing the percent of English learners with disabilities participating in the AA-AAAS).

Template 3

Number and Percent of English Learners with Disabilities Taking General and Alternate English Language Proficiency Assessments by District and State in Three Years

Year 1 = [enter school year here]; Year 2 = [enter school year here]; Year 3 = [enter school year here]

District/ State	Taking General ELP Assessment			Taking Alternate ELP Assessment		
	Number			Percentage of Enrolled ELs with Disabilities ^a		
	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
District 1						
District 2						
District 3						
District 4						
District 5						
District 6						
District 7						
District 8						
District 9						
District 10						
[Add more]						
State						

^a Percentages are derived by dividing the number of English learners with disabilities by the total number of enrolled English learners with disabilities. The number of enrolled students and the number of English learners with disabilities taking each assessment should include only students in tested grades.
 Note. ELP = English language proficiency; EL = English learner; Yr = Year.

Analyses that could be conducted using Template 3:

- Rank order districts based on percent of English learners with disabilities participating in the General ELP Assessment or the Alternate ELP assessment.

- Verify emerging patterns (e.g., compare percent of English learners with disabilities participating in the General or Alternate ELP Assessment by the district location or other relevant characteristics).
- Verify trends based on yearly data (state and districts increasing or decreasing the percent of English learners with disabilities participating in the General or Alternate ELP Assessment).
- Create a template that examines participation data for each ELP domain (e.g., speaking, listening, reading, writing).

Template 4

Number and Percent of English Learners with Disabilities in [Year] Enrolled and Participating in General Assessments by Primary Disability Category and Content Area

[Insert District Name Here]

Year: [Insert Year Here]

Primary Disability Category	Taking General Reading/LA Assessment		Taking General Math Assessment		Taking General Science Assessment	
	Number	Percentage of Enrolled ELs with Disabilities ^a	Number	Percentage of Enrolled ELs with Disabilities ^a	Number	Percentage of Enrolled ELs with Disabilities ^a
Autism						
Deaf-Blindness						
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, Including Blindness						
All Students with Disabilities						

^a Percentages are derived by dividing the number of English learners with disabilities by the total number of enrolled English learners with disabilities. The number of enrolled students and the number of English learners with disabilities taking each assessment should include only students in tested grades.

Note: LA = Language Arts; EL = English Learner.

Analyses that could be conducted using Template 4:

- Compare results of Template 3 to Template 4 to provide the district General Assessment participation percent, by content area, for English learners in each disability category and the AA-AAAS percent in each disability category for a single district.
- Create this table for multiple years of data and compare trends for the same district across years.
- Create this table for multiple districts and compare trends across districts.

Template 5

Number and Percent of English Learners with Disabilities in [Year] Enrolled and Participating in AA-AAAS Assessments by Primary Disability Category and Content Area

[Insert District Name Here]

Year: [Insert Year Here]

Student Characteristic	Taking AA-AAAS in Reading/LA		Taking AA-AAAS in Math		Taking AA-AAAS in Science	
	Number	Percentage of Enrolled ELs with Disabilities ^a	Number	Percentage of Enrolled ELs with Disabilities ^a	Number	Percentage of Enrolled ELs with Disabilities ^a
Autism						
Deaf-Blindness						
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, Including Blindness						
All Students with Disabilities						

^a Percentages are derived by dividing the number of English learners with disabilities by the total number of enrolled English learners with disabilities. The number of enrolled students and the number of English learners with disabilities taking each assessment should include only students in tested grades.
 Note: AA-AAAS = alternate assessment based on alternate academic achievement standards; EL = English Learner.

Analyses that could be conducted using Template 5:

- Examine results of Template 4 compared to Template 3 to determine the percentages of English learners within particular disability categories that participate in the General or AA-AAAS, by content area.
- Create this table for multiple years of data and compare trends across years within a single district.
- Create this table for multiple districts and compare trends across districts.

Template 6

Number and Percent of English Learners with Disabilities in [Year] Enrolled and Participating in General and Alternate ELP Assessments by Primary Disability Category

[Insert District Name Here]

Year: [Insert Year Here]

Student Characteristic	Taking General ELP Assessment		Taking Alternate ELP Assessment	
	Number	Percentage of Enrolled ELs with Disabilities ^a	Number	Percentage of Enrolled ELs with Disabilities ^a
Autism				
Deaf-Blindness				
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, Including Blindness				
All Students with Disabilities				

^a Percentages are derived by dividing the number of English learners with disabilities by the total number of enrolled English learners with disabilities. The number of enrolled students and the number of English learners with disabilities taking each assessment should include only students in tested grades.

Note: ELP = English language proficiency; EL = English Learner

Analyses that could be conducted using Template 6:

- Where numbers are large enough, compare percentages of English learners with disabilities within a primary disability category taking the General ELP and Alt ELP assessments.
- Create this table for multiple years of data and compare trends across years within a single district.
- Create this table for multiple districts and compare trends across districts.

Template 7

Number and Percent of English Learner with Disabilities in [Year] Enrolled and Participating in General State Assessments by Primary Home Language and Content Area

[Insert District Name Here]

Year: [Insert Year Here]

Home Language	Taking General Reading/LA Assessment		Taking General Math Assessment		Taking General Science Assessment	
	Number	Percentage of Enrolled ELs with Disabilities ^a	Number	Percentage of Enrolled ELs with Disabilities ^a	Number	Percentage of Enrolled ELs with Disabilities ^a
Spanish						
Arabic						
Chinese						
English						
Haitian/Haitian Creole						
Hmong						
Portuguese						
Russian						
Ukrainian						
Urdu						
Vietnamese						
[add languages]						
Total						

^a Percentages are derived by dividing the number of English learners with disabilities by the total number of enrolled English learners with disabilities. The number of enrolled students and the number of English learners with disabilities taking each assessment should include only students in tested grades.
 Note: LA = Language Arts; EL = English learner.

Analyses that could be conducted using Template 7:

- Compare the district's percentage of English learners with disabilities in a particular home language group who are participating across General Assessment content areas (e.g., reading/language arts, math, science).
- Compare the district's percent of English learners with disabilities in different home language groups who are participating in one content area (e.g., Somali-speaking English learners with disabilities taking the reading/language arts assessment compared to Chinese-speaking English learners with disabilities taking the reading/language arts assessment) to see if students in some groups have different participation patterns.
- Create this table for multiple years of data and compare trends across years.
- Create this table for multiple districts and compare trends across districts.

Template 8

Number and Percent of English Learners with Disabilities in [Year] Enrolled and Participating in AA-AAAS by Primary Home Language and Content Area

[Insert District Name Here]

Year: [Insert Year Here]

Home Language	Taking AA-AAAS in Reading/LA		Taking AA-AAAS in Math		Taking AA-AAAS in Science	
	Number	Percentage of Enrolled ELs with Disabilities ^a	Number	Percentage of Enrolled ELs with Disabilities ^a	Number	Percentage of Enrolled ELs with Disabilities ^a
Spanish						
Arabic						
Chinese						
English						
Haitian/Haitian Creole						
Hmong						
Portuguese						
Russian						
Ukrainian						
Urdu						
Vietnamese						
[add or delete languages as needed]						
Total						

^a Percentages are derived by dividing the number of English learners with disabilities by the total number of enrolled English learners with disabilities. The number of enrolled students and the number of English learners with disabilities taking each assessment should include only students in tested grades.
 Note: AA-AAAS = alternate assessment based on alternate academic achievement standards; EL = English learner.

Analyses that could be conducted using Template 8:

- Compare the district's percent of English learners with disabilities in a particular home language group who are participating across AA-AAAS content areas (e.g., reading/language arts, math, science).
- Within an AA-AAAS content area, compare the district's percent of English learners with disabilities in a particular home language group who are participating (e.g., Ukrainian-speaking students compared to Urdu-speaking students) to identify any potential differences in participation patterns.
- Create this table for multiple years of data and compare trends across years.
- Create this table for multiple districts and compare trends across districts.

Template 9

Number and Percent of English Learners with Disabilities in [Year] Enrolled and Participating in General and Alternate ELP Assessments by Primary Home Language and Content Area

[Insert District Name Here]

Year: [Insert Year Here]

Home Language	Taking General ELP Assessment		Taking Alt ELP Assessment	
	Number	Percentage of Enrolled ELs with Disabilities	Number	Percentage of Enrolled ELs with Disabilities
Spanish				
Arabic				
Chinese				
English				
Haitian/Haitian Creole				
Hmong				
Portuguese				
Russian				
Ukrainian				
Urdu				
Vietnamese				
[add or delete languages]				
Total				

^a Percentages are derived by dividing the number of English learners with disabilities by the total number of enrolled English learners with disabilities. The number of enrolled students and the number of English learners with disabilities taking each assessment should include only students in tested grades.

Note. ELP = English language proficiency; Alt = alternate; EL = English Learner.

Initial analyses that could be conducted using Template 9:

- Compare the district's percent of English learners with disabilities in a particular home language group who are participating in the General ELP Assessment to the Alternate ELP Assessment.
- Compare the district's percent of English learners with disabilities across home language groups who are participating in one or both of the English proficiency assessments to identify any possible differences in participation patterns.
- Create this table for multiple years of data within a single district and compare trends across years.
- Create this table for multiple districts and compare trends across districts.

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