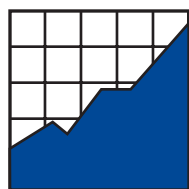


**2000-2001 Participation and Performance
of English Language Learners with
Disabilities on Minnesota Standards-based
Assessments**



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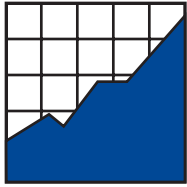
2000-2001 Participation and Performance of English Language Learners with Disabilities on Minnesota Standards-based Assessments

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Vitaliy Shyyan

June 2004

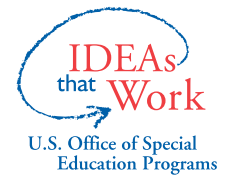
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Introduction

More attention has been given to English language learners, and students with disabilities, following the legislative changes that require states to include these students in assessments and accountability systems. However, a knowledge gap exists where these two groups overlap in the student population. Although assessment documents include more data for limited English proficient¹ students (Albus, Thurlow, & Liu, 2002) and students with disabilities (Thurlow, Wiley, & Bielinski, 2003) there is very little data reported for students with limited English proficiency who also have disabilities (Thurlow, & Liu, 2001). Given that these students are among those facing the biggest challenges within current education systems, it is important to examine how they are doing. This report is an effort to focus attention on the progress being made by these students in state assessments. The analyses conducted to produce this report are a part of a larger project examining instruction of limited English proficient students with disabilities and its relation to large scale and classroom assessment information.

In this report we focus on the performance of students with disabilities and limited English proficiency on the Minnesota Comprehensive Assessments (MCAs). The MCAs are used for accountability purposes at the district level for grades 3 and 5 in Reading and Mathematics. Newly developed MCAs in grades 10 (reading) and 11 (mathematics) that were introduced in the 2000-2001 school year are not the focus of this study. The grade 3 and 5 tests are used for tracking progress toward the high academic content standards. Therefore, focusing attention on the performance of this group of students on these tests is important in order to gauge how well they are progressing towards the high grade level standards set for all students.

As with many assessment systems, Minnesota's has evolved over time. An analysis of the performance of limited English proficient students with disabilities on the 1999-2000 MCAs in grades 3 and 5 (Albus, Thurlow, Barrera, Guven, & Shyyan, 2004) indicated that participation was about 81-84% in grade 3 and 82-85% in grade 5. Most of these students performed at the lowest proficiency level, in both mathematics and reading, although more spread across the proficiency levels was evident in mathematics than in reading.

In the past, the former Minnesota Department of Children, Families and Learning (CFL), now Minnesota Department of Education, reported test scores for the MCAs according to four proficiency levels (I, II, III, IV). Beginning in 2000-2001, the state changed its reporting procedures so that scores were reported on five levels instead of four (I, IIa, IIb, III, IV). A brief definition

¹ Students with limited English proficiency are increasingly referred to as English language learners or ELLs. We recognize that a number of terms are used in the field related to learners of English as a new or second language. We have adopted some of those terms for reference, but have chosen to use language and acronyms compliant with "person first" protocol and to minimize lengthy terms where possible. In this document we use the term "students with limited English proficiency."

and description of these five levels were provided in a parent brochure (Minnesota Department of Education, 2001) and are reproduced as follows:

Level IV - Students at this level demonstrate superior performance, knowledge and skills well beyond what is expected at the grade level.

Level III - Students at this level are working above grade level and demonstrate solid performance in the knowledge and skills necessary for satisfactory work in the state's content standards. Many are proficient with challenging subject matter.

Level IIb - Most students in this level are working on-grade level material and are on track to achieve satisfactory work in the state's content standards.

Level IIa - Students in this level have partial knowledge and skills necessary for the state's content standards. They typically are working on slightly below grade-level material in one or more content areas.

Level I - Students at this level have gaps in the knowledge and skills necessary for satisfactory work in the state's content standards. These students typically are working significantly below grade level and typically need additional instruction to progress beyond finding obvious answers and simple details.

The four and five level systems are similar in that they are both tied to a student's long-term achievement of high standards. These are the standards that were in place during 2000-2001 and prior to that. (The standards were replaced in 2003-2004.)

The purpose of this study was to examine the participation and performance of limited English proficient students with disabilities on the 2000-2001 Minnesota Comprehensive Assessments. We wanted to do this as a function of language group (Hmong, Somali and Spanish) and as a function of disability (the 12 Minnesota categories not including 504 status). In addition, we wanted to examine performance across years, from 1999-2000 to 2000-2001.

Method

The data analyzed in this report were provided by the Minnesota Department of Children, Families, and Learning (CFL), now the Minnesota Department of Education, through the Minnesota Automated Reporting Student System (MARSS), Minnesota's data management system. Descriptive statistical analyses were conducted using SPSS after the file was organized and unusable data were excluded.

Converting Data to 5 Levels

The data file we received from the state was organized by the previous year's four level system, even though the state had already begun to convert to a five level system of reporting the data,

splitting Level II into IIA and IIB. Thus, we manually converted the four levels of reporting to five levels. This was done by adding a column to the data set so that the data from the four level system was preserved. Although Level II was the only level affected by the change, there was a need to determine the range of scores for every proficiency level to ensure accuracy of reporting. An online table we retrieved from the Web page provided score ranges for the five levels. However, with recent changes to Minnesota's Web site, this table is no longer available online. Because the data had already been run using the database derived levels, these ranges may differ slightly from reports produced elsewhere. These procedures were used with both the 2000-2001 data and the 1999-2000 data so that we could look at participation and performance across years.

Complications with Data

The information provided to us by the state explained that the only level that needed adjusting was Level II. Students within Level II who scored below 1420 were Level 2A and students at or above 1420 were Level 2B. All other levels remained the same. This information helped us set the cut points between Level II A and Level IIB. However, other complications developed from trying to reconcile an online table with the score ranges in the actual database. Students in the database achieved scale scores that according to the chart boundaries would not be clearly placed into any level. These "grey areas" required us to rely on the database to guide the placement of these students.

Using the database, we sorted the reading and mathematics scores by grade level and achievement level indicated under the four level system. Using the sorted data, we obtained the score ranges (the upper and lower boundaries) for levels I, II and IV. After comparing these score ranges to information provided by the state we arrived at the score ranges for achievement levels as shown in Table 1.

Data Exclusion

During the analysis process of 1999-2000 data we realized that the sum of the students across achievement Levels I thru V was sometimes larger than the number of the total tested students in certain categories. The reason for this was that there were some students in the data base who were marked as "did not take test" who had performance indicated by a scale score or achievement level. This problem was not nearly so evident (approximately 180 students in grade 3, and 150 students in grade 5) for the 2000-2001 mathematics and reading data. Across both years, all of these types of students were excluded from the data analysis.

Table 1. MCA Cut Score Levels

		Four Level Ranges				Five Level Ranges			
Grade	Content	Level	Range	Grade	Content	Level	Range		
3	Mathematics	Level 1	70-1190	3	Mathematics	Level 1	70-1190		
		Level II	1210-1490			Level IIA	1210-1410		
		Level III	1510-1720			Level IIB	1420-1490		
		Level IV	1790-2390			Level III	1510-1720		
	Reading	Level I	440-1260		Reading	Level IV	1790-2390	Level I	440-1260
		Level II	1280-1490			Level IIA	1280-1410		
		Level III	1510-1670			Level IIB	1420-1490		
		Level IV	1710-2050			Level III	1510-1670		
5	Mathematics	Level I	170-1230	5	Mathematics	Level I	170-1230		
		Level II	1240-1490			Level IIA	1240-1410		
		Level III	1510-1670			Level IIB	1420-1490		
		Level IV	1710-2280			Level III	1510-1670		
	Reading	Level I	310-1240		Reading	Level IV	1710-2280	Level I	310-1240
		Level II	1260-1480			Level IIA	1260-1410		
		Level III	1510-1680			Level IIB	1420-1480		
		Level IV	1720-2190			Level III	1510-1680		
						Level IV	1720-2190		

Limitations

There are several areas where caution should be exercised in interpreting the findings of this report. These areas include how a student’s grade level, primary disability category, and primary language are reported.

Children are counted in different ways for different purposes. For example, federal requirements base counts on age rather than grade level for total numbers of students enrolled with special education status. Therefore, totals reported in a grade here may be different from other reported totals. In addition, student mobility may influence yearly counts if they are calculated at a time when students are less likely to be present (e.g., migrant students).

There are positives and negatives to reporting by primary disability for students in special education. While doing so reduces errors of double counting, important information about whether students have multiple disabilities is then lost. For example, a student with a single disability such as a sensory impairment may be well accommodated by enlarging a text. However, another student counted within this same primary disability may have an additional learning disability

not reflected in the available data. This information could be influential in interpreting participation and performance data, but we are unable to address these issues.

Categorizing students by primary language group is necessary in this report. We acknowledge that this sometimes simplifies the reality of student experiences with multiple languages, dialects, or variants. Also, we did not have access to native language fluency information; this is likely to be a crucial factor in interpreting the data of students with limited English proficiency.

Due to small numbers and the need to maintain confidentiality of individual student performance, we have used an asterisk to mark those performance categories with fewer than 10 students tested. If there were no students tested, these are marked with a “0.” Categories with dashes indicate that there were no students in that category.

Results

Participation, Grade 3

We examined participation in the 2000-2001 MCAs for four groups: students with limited English proficiency who also have disabilities, students with only limited English proficiency, students with disabilities, and all grade 3 students (including those in the previous groups). Table 2, summarizes the numbers and percentages participating in the grade 3 mathematics and reading results during 2000-2001. As shown in the table, there is little difference in percentage of students participating across groups. Students with disabilities (SD), as well as students with limited English proficiency and disabilities (SLEPD) had slightly lower percentages participating in both content areas. For these two groups, slightly more students were tested in mathematics than reading. These results are also presented in Figure 1 where it is evident that the All students group had participation rates 4-14 percentage points higher than for the other groups. Participation rates for students with disabilities (SD) and students with limited English proficiency and disabilities (SLEPD) were in the 80s, whereas students with limited English proficiency had participation rates at 91% and All students had rates at 95%.

Table 2. 2000-2001 MCA Participation, Grade 3

	Number Enrolled*	Mathematics		Reading	
		Number Tested	Percent Tested	Number Tested	Percent Tested
Grade 3					
SLEPD	279	239	86	225	81
SLEP	3794	3467	91	3460	91
SD	7183	6177	86	5984	83
All students	63002	59695	95	59652	95

Key: SLEPD = Students with limited English proficiency with disabilities; SLEP = Students with limited English proficiency without disabilities; SD = Students with disabilities without limited English proficiency.

Figure 1. 2000-2001 MCA Participation, Grade 3

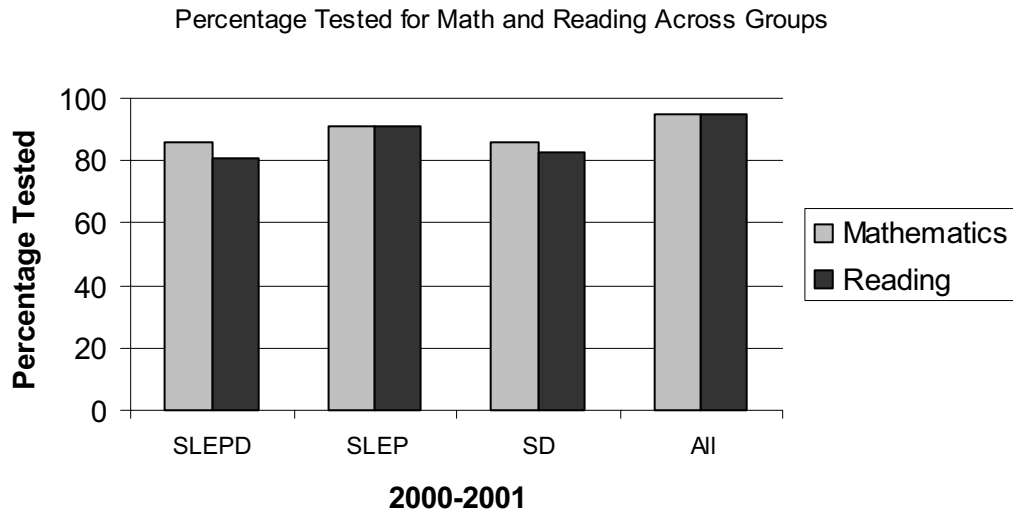


Table 3 and Figure 2 summarize grade 3 MCA participation by language group. Although participation by Hmong, Spanish, and Somali speaking students was generally similar for mathematics and reading, the Hmong and Spanish speaking students with disabilities had a slightly greater percentage of students (3-8%) tested in mathematics than reading. A slight difference across language groups for reading was also evident with 77% of Spanish-speaking students with disabilities tested compared to 84% and 87% of their Hmong and Somali peers. Among All students, regardless of English proficiency or disability, Somali students

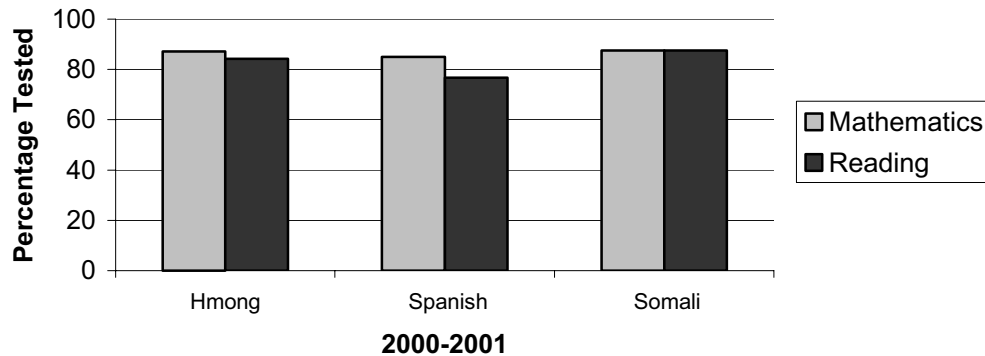
Table 3. 2000-2001 MCA Participation by Language, Grade 3

			Mathematics		Reading	
			Number Tested	Percent Tested	Number Tested	Percent Tested
SLEPD	Hmong	101	88	87	85	84
	Spanish	120	102	85	92	77
	Somali	8	7	87	7	87
All¹	Hmong	1828	1732	95	1733	95
	Spanish	1566	1383	88	1355	86
	Somali	224	177	79	174	78

SLEPD = Students with limited English proficiency with disabilities.

¹All students in this table includes the population of all Hmong, Spanish, and Somali speaking students regardless of language proficiency.

Figure 2. Percentage of Students Tested in Three Language Groups with Disabilities, Grade 3



participated at a rate of 78% compared to a range of 86% to 95% of their Hmong and Spanish-speaking peers.

Table 4 shows the participation of students with limited English proficiency and disabilities (SLEPD), according to the students' primary disability. The numbers of students in many categories are quite small. One category within this group did not have any students: Deaf-Blindness. The largest category of students enrolled and tested for this group was in Speech/Language Impaired and Specific Learning Disabilities, with a range of 76% to 99% tested in mathematics and reading. Students with limited English proficiency and disabilities (SLEPD) had a higher percentage (98-99%) tested in the Speech/Language Impaired category than the All students with disabilities group (47-52%, n = 50) of the same category. Visually Impaired students with limited English proficiency participated at rates of 57% to 71% in reading and math (n=4 to 5) and physically impaired students with limited English proficiency participated at rates of 50 to 60% (n= 6 to 5), whereas the percentages of All students with disabilities for these categories ranged from 71 to 80% (n ranged from 31 to 32 for Visually Impaired and 103 to 95 for Physically Impaired).

Table 4. 2000-2001 Grade 3 MCA Mathematics Participation for Students with Disabilities and Limited English Proficiency and All Students with Disabilities by Disability Group

	Disability Group	Enrolled	Tested in Mathematics		Tested in Reading	
			N	%	N	%
SLEPD	Speech/Language Impaired	96	95	99	94	98
	Mentally Impaired: Mild-Moderate	16	7	44	5	31
	Mentally Impaired: Moderate-Severe	2	0	0	0	0
	Physically Impaired	10	6	60	5	50
	Deaf-Hard of Hearing	19	17	89	14	74
	Visually Impaired	7	4	57	5	71
	Specific Learning Disabilities	97	82	84	74	76
	Emotional/Behavioral Disorders	15	13	87	12	80
	Deaf-Blindness	0	-	-	-	-
	Other Health Impaired	13	12	92	13	100
	Autistic	2	1	50	1	50
Traumatic Brain Injury	2	2	100	2	100	
All SD			Mathematics		Reading	
	Disability Group	Enrolled	N	%	N	%
	Speech/Language Impaired	2487	3401	96	2390	96
	Mentally Impaired: Mild-Moderate	507	264	52	237	47
	Mentally Impaired: Moderate-Severe	130	7	5	7	5
	Physically Impaired	133	103	77	95	71
	Deaf-Hard of Hearing	154	134	87	126	82
	Visually Impaired	40	32	80	31	77
	Specific Learning Disabilities	2301	2074	90	1986	86
	Emotional/Behavioral Disorders	878	764	87	718	82
	Deaf-Blindness	6	5	83	5	83
	Other Health Impaired	534	449	84	442	83
	Autistic	274	167	61	158	58
Traumatic Brain Injury	18	16	89	14	78	

SLEPD = Students with limited English proficiency with disabilities; All SD = All students with disabilities including SLEPD; 0 = No students tested; Dashes = No students were in that category.

Performance, Grade 3

In this section, we examine student performance based on five levels of proficiency. In the five level system, Levels IIB and above are considered “on track” for achieving academic standards in upper grade levels.

In Table 5, the performance data for mathematics and reading for 2000-2001 show that the majority of students in each group, except for All students, were in Levels I and IIA, with slightly more students in Level I for reading than for mathematics, for these same three student groups. Limited English proficient students with disabilities had the highest percentage of students in

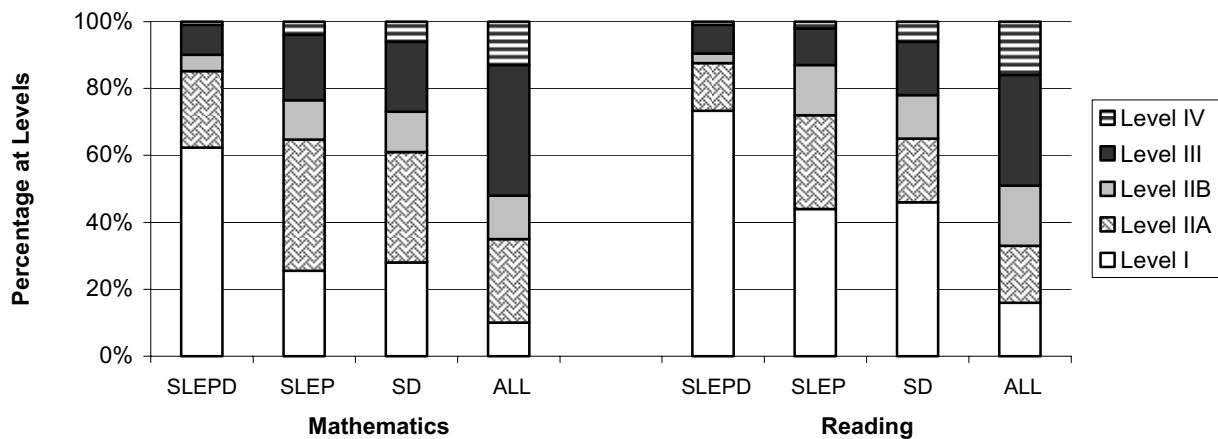
Level I for mathematics (63%) and reading (77%). This is approximately double the percentage of All students in Levels I and IIA combined. See Figure 3 for a graph of these data.

Table 5. 2000-2001 MCA Performance Levels, Grade 3

	Total Tested	Level I		Level II A		Level II B		Level III		Level IV	
		#	%	#	%	#	%	#	%	#	%
Mathematics											
SLEPD	239	151	63	54	23	11	5	21	9	2	1
SLEP	3467	892	26	1382	40	398	12	675	20	120	4
SD	6177	1757	28	2051	33	709	12	1318	21	342	6
All students	59695	5704	10	14903	25	7668	13	23295	39	8125	14
Reading											
SLEPD	225	174	77	33	15	7	3	9	4	2	1
SLEP	3460	1535	44	957	28	514	15	392	11	62	2
SD	5984	2742	46	1151	19	775	13	950	16	366	6
All students	59652	9535	16	10084	17	10814	18	19592	33	9627	16

Key: SLEPD = Students with limited English proficiency with disabilities; SLEP = Students with limited English proficiency without disabilities; SD = Students with disabilities without limited English proficiency.

Figure 3. 2000-2001 MCA Performance Across Groups, Grade 3



Key: SLEPD = Students with limited English proficiency with disabilities; SLEP = Students with limited English proficiency without disabilities; SD = Students with disabilities without limited English proficiency.

Table 6 presents the mathematics data for limited English proficient students with disabilities from Hmong, Spanish, and Somali language backgrounds compared to all students from these language backgrounds. The majority of students with disabilities across language groups were in Levels I or IIA. Hmong students with disabilities had a slightly higher percentage in Level IIA than in Level I. In comparison, although 63-83% of the All students were also in these lower two levels for mathematics, there was more spread across these groups into higher performance levels.

Table 6. 2000-2001 Mathematics Performance Levels by Language Group, Grade 3

	Number Tested	Level I		Level II A		Level II B		Level III		Level IV		
		#	%	#	%	#	%	#	%	#	%	
SLEPD	Hmong	88	51	58	23	26	4	4	10	11	0	0
	Spanish	102	72	71	20	20	6	6	4	4	0	0
	Somali	7	*	*	*	*	*	*	*	*	*	*
All ¹	Hmong	1732	414	24	673	39	220	13	363	21	62	3
	Spanish	1383	427	31	575	42	137	10	207	15	37	3
	Somali	177	90	51	56	32	11	6	19	11	1	1

SLEPD = Students with limited English proficiency with disabilities.

¹All students in this table includes the population of all Hmong, Spanish, and Somali speaking students regardless of language proficiency

*Indicates fewer than 10 students tested.

Table 7 presents the reading data for the same groups of students. Here, even more students with disabilities were in Level I (76-100%). In comparison, 46-63% of the All group were in Level I and 74-81% of the All group were in the lowest two levels. Therefore, a slightly higher percentage of students were in the lowest levels for reading than for mathematics.

Figure 4 shows these data graphed. It should be noted that the Somali numbers should be interpreted with caution because there was only a small number tested.

Table 7. 2000-2001 Reading Performance Levels by Language Group, Grade 3

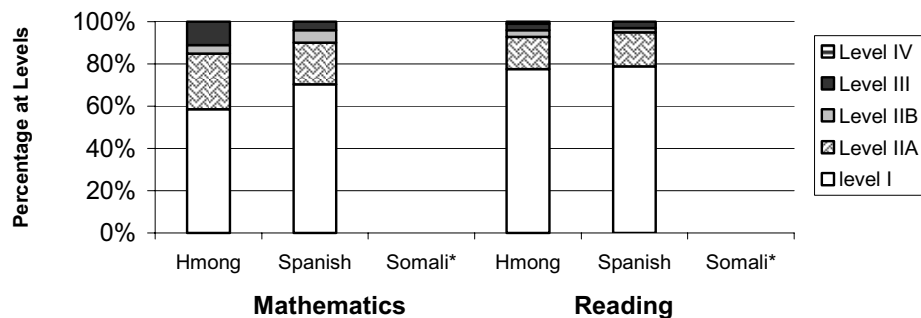
	Number Tested	Level I		Level II A		Level II B		Level III		Level IV		
		#	%	#	%	#	%	#	%	#	%	
SLEPD	Hmong	85	65	76	13	15	3	4	3	4	1	1
	Spanish	92	72	78	15	16	2	2	3	4	0	0
	Somali	7	*	*	*	*	*	*	*	*	*	*
All ¹	Hmong	1733	806	46	492	28	252	14	160	9	23	1
	Spanish	1355	623	46	353	26	189	14	154	11	36	3
	Somali	174	109	63	31	18	21	12	12	7	1	1

SLEPD = Students with limited English proficiency with disabilities.

¹All students in this table includes the population of all Hmong, Spanish, and Somali speaking students regardless of language proficiency.

* Indicates fewer than 10 students tested.

Figure 4. 2000-2001 Performance of Limited English Proficient Students with Disabilities by Language Group



* Indicates fewer than 10 students tested.

Table 8 shows the MCA performance of limited English proficient students with disabilities (SLEPD) and all students with disabilities (SD) by disability category. We have used an asterisk to mark those categories with fewer than 10 students tested. If there were no students tested, these are marked with a “0.” Categories with dashes all the way across indicate that there were no students in that category.

For mathematics and reading, the percentages of limited English proficient students with disabilities achieving Level IIB and above were very small. Most categories only showed 0-1% “on track,” with the exception of Speech/Language Impaired, which had 23% “on track” for

Table 8. 2000-2001, MCA Mathematics Performance by Disability Category, Grade 3

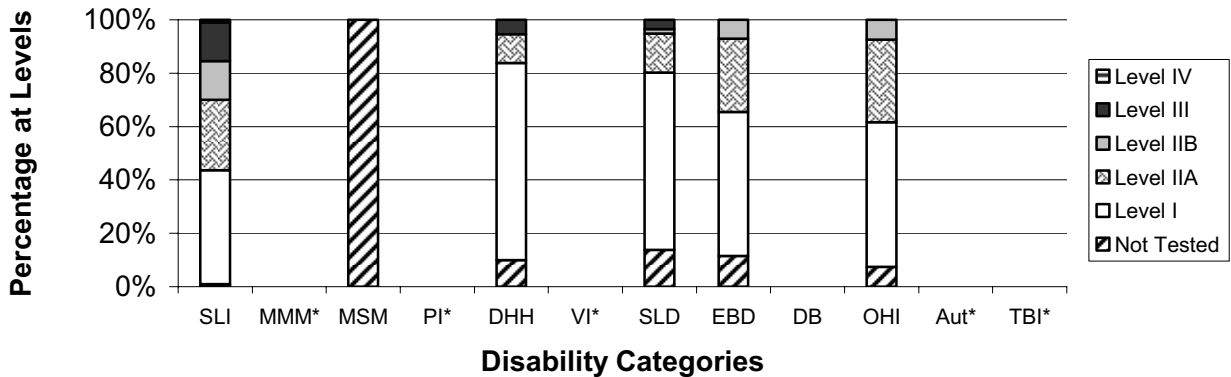
SLEPD by Disability Category	Mathematics On track: Level IIB & above			Reading On track: Level IIB & above		
	Tested	N	%	Tested	N	%
Speech/Language Impaired	95	22	23	94	16	23
Mentally Impaired: Mild-Moderate	7	*	*	5	*	*
Mentally Impaired: Moderate-Severe	0	0	0	0	0	0
Physically Impaired	6	*	*	5	*	*
Deaf-Hard of Hearing	17	1	1	14	0	0
Visually Impaired	4	*	*	5	*	*
Specific Learning Disabilities	82	5	1	74	0	0
Emotional/Behavioral Disorders	13	1	1	12	0	0
Deaf-Blindness	-	-	-	-	-	-
Other Health Impaired	12	1	1	13	0	0
Autistic	1	*	*	1	*	*
Traumatic Brain Injury	2	*	*	2	*	*
All SD by Disability Category	Level IIB & above			Level IIB & above		
	Tested	N	%	Tested	N	%
Speech/Language Impaired	2401	1344	56	2390	1317	55
Mentally Impaired: Mild-Moderate	264	8	3	237	4	2
Mentally Impaired: Moderate-Severe	7	*	*	7	*	*
Physically Impaired	103	30	29	95	33	35
Deaf-Hard of Hearing	134	44	33	126	37	29
Visually Impaired	32	14	44	31	13	42
Specific Learning Disabilities	2074	519	25	1986	285	14
Emotional/Behavioral Disorders	764	264	35	718	249	35
Deaf-Blindness	5	*	*	5	*	*
Other Health Impaired	449	121	27	442	106	24
Autistic	167	56	34	158	61	39
Traumatic Brain Injury	16	2	12.5	14	2	14

SLEPD = Students with limited English proficiency with disabilities; All SD = All students with disabilities including SLEPD; 0 = No students tested; Dashes = No students were in that category; *Indicates fewer than 10 students tested.

mathematics and reading. Although this 23% looks better in comparison to the other percentages among this group of students, they are still performing only about half as well as this same category for All students with disabilities, which had 55-56% “on track.”

Even for those categories with larger numbers of limited English proficient students with disabilities tested (e.g., Speech/Language Impaired, Deaf-Hard of Hearing, Specific Learning Disabilities, and Other Health Impaired), the difference in percentages of these students “on track” were well below those of All students with disabilities. Figures 5 and 6 present the percentages

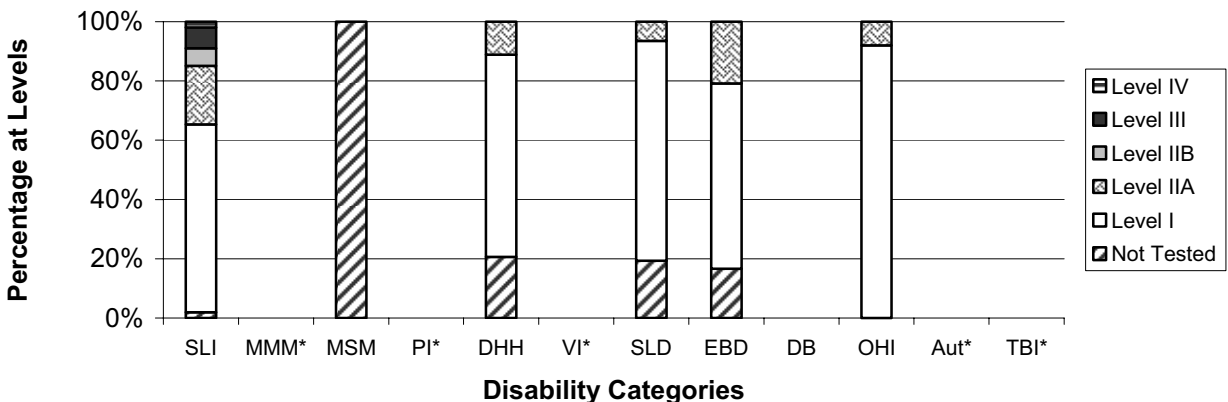
Figure 5. 2000-2001 MCA Mathematics Performance for Limited English Proficient Students with Disabilities, Grade 3



Key: SLI = Speech Language Impairment; MM = Mild to Moderate Mental Impairment; MS = Moderate to Severe Mental Impairment; PI = Physical Impairment; DH = Deaf/Hard of Hearing; VI = Visual Impairment; SLD = Specific Learning Disability; EBD = Emotional/Behavioral Disorder; DB = Deaf-Blind; OHI = Other Health Impairment; AUT = Autistic; TBI = Traumatic Brain Injury.

*Indicates the fewer than 10 students tested.

Figure 6. 2000-2001 MCA Reading Performance for Limited English Proficient Students with Disabilities, Grade 3



Key: SLI = Speech Language Impairment; MM = Mild to Moderate Mental Impairment; MS = Moderate to Severe Mental Impairment; PI = Physical Impairment; DH = Deaf/Hard of Hearing; VI = Visual Impairment; SLD = Specific Learning Disability; EBD = Emotional/Behavioral Disorder; DB = Deaf-Blind; OHI = Other Health Impairment; AUT = Autistic; TBI = Traumatic Brain Injury.

*Indicates the fewer than 10 students tested.

of this subset of students at the performance levels for mathematics and reading. These graphs include the percentage of students not tested at the lowest level. Categories without data either did not have students in that category or had fewer than 10 participating in the test.

Participation, Grade 5

Table 9 shows participation for fifth graders for 2000-2001 by student groups: students with limited English proficiency and disabilities (SLEPD), students with limited English proficiency (SLEP), students with disabilities (SD), and All students, which refers to the total population of students enrolled in grade 5 in the state. Participation rates were fairly consistent across groups for both content areas. Further, both groups with disabilities (SLEPD and SD) were comparable in their percentages tested, slightly below that of the other two groups. Figure 7 also shows these data.

Table 9. 2000-2001 MCA Participation Across Groups, Grade 5

Grade 5	Number Enrolled	Number Tested Mathematics	Percent Tested Mathematics	Number Tested Reading	Percent Tested Reading
SLEPD	413	352	85	350	85
SLEP	3439	3185	93	3196	93
SD	9002	7729	86	7710	86
All students ¹	66560	62687	94	63126	95

Key: SLEPD = Students with limited English proficiency with disabilities; SLEP = Students with limited English proficiency without disabilities; SD = Students with disabilities without limited English proficiency.

¹All students in this table refers to the total population of students enrolled in grade 5 in the state.

Figure 7. 2000-2001 MCA Participation Across Groups, Grade 5

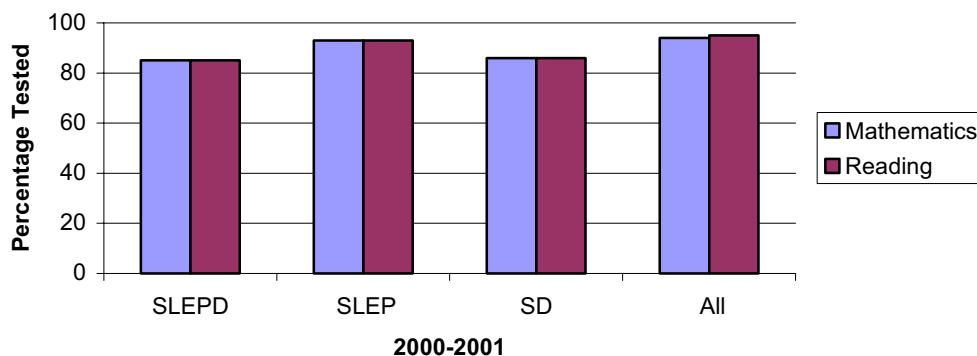


Table 10 and Figure 8 show the participation of Hmong, Spanish, and Somali speaking students with and without disabilities for fifth grade. Participation rates for students with disabilities in these groups are slightly lower than the All group for both content areas. Hmong students, with and without disabilities, had slightly higher participation rates overall

with 87-97% tested in mathematics, and 86-97% tested in reading. As before, caution is needed in interpreting the Somali data because there were very small numbers of these students enrolled.

Table 10. 2000-2001 MCA Participation by Language, Grade 5

		Number Enrolled	Number Tested Mathematics	Percent Tested Mathematics	Number Tested Reading	Percent Tested Reading
SLEPD	Hmong	181	158	87	156	86
	Spanish	138	115	83	116	84
	Somali	13	8	61	9	69
All¹	Hmong	1857	1807	97	1807	97
	Spanish	1421	1234	87	1251	88
	Somali	286	226	79	234	82

SLEPD = Students with limited English proficiency with disabilities.

¹All students in this table includes the population of all Hmong, Spanish, and Somali speaking students

Figure 8. 2000-2001 MCA Participation for Limited English Proficient Students with Disabilities by Language Group, Grade 5

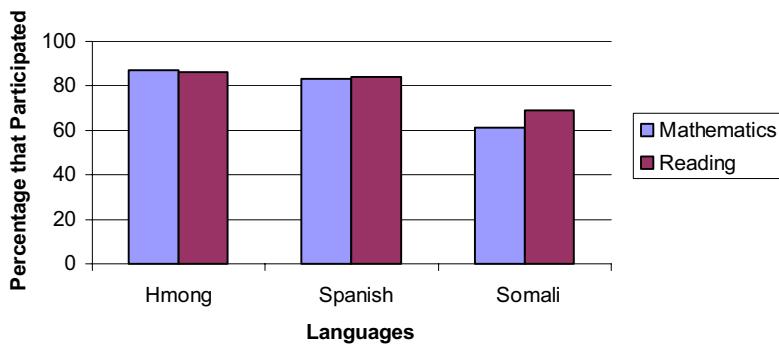


Table 11 presents the 2000-2001 participation data for fifth grade students with limited English proficiency and disabilities according to disability categories. The small numbers result in fluctuations in the percentages of those tested in math and reading, so caution must be observed in interpreting these findings.

Similar to third grade, the highest numbers of limited English proficient students with disabilities were in the Speech/Language Impaired (N=84) and Specific Learning Disabilities (N=87) categories. Also, there were no limited English proficient students in the Deaf-Blind category. For mathematics and reading, there were comparable percentages of students with limited English proficiency and disabilities participating. For example, the percentage of limited English proficient students with speech or language impairments tested in mathematics was 91%, and in

Table 11. 2000-2001 MCA Participation for Limited English Proficient Students with Disabilities and All Students with Disabilities by Disability Group, Grade 5

	Disability Group	Enrolled	Tested in Mathematics		Tested in Reading	
			N	%	N	%
SLEPD	Speech/Language Impaired	92	84	91	87	95
	Mentally Impaired: Mild-Moderate	19	11	58	11	58
	Mentally Impaired: Moderate-Severe	6	0	0	0	0
	Physically Impaired	8	7	87	6	75
	Deaf-Hard of Hearing	25	17	68	16	64
	Visually Impaired	1	1	100	1	100
	Specific Learning Disabilities	223	202	91	199	89
	Emotional/Behavioral Disorders	21	17	81	17	81
	Deaf-Blindness	0	-	-	-	-
	Other Health Impaired	12	11	92	11	92
	Autistic	3	0	0	0	0
Traumatic Brain Injury	3	2	67	2	67	
All SD			Mathematics		Reading	
	Disability Group	Enrolled	N	%	N	%
	Speech Language Impaired	2191	2081	95	2107	96
	Mentally Impaired: Mild-Moderate	547	278	51	277	51
	Mentally Impaired: Moderate-Severe	173	2	1	3	2
	Physically Impaired	121	87	72	92	76
	Deaf-Hard of Hearing	174	146	84	139	80
	Visually Impaired	30	26	87	25	83
	Specific Learning Disabilities	3877	3515	91	3475	90
	Emotional/Behavioral Disorders	1332	1146	86	1148	86
	Deaf-Blindness	5	3	60	3	60
	Other Health Impaired	732	649	89	637	87
	Autistic	207	129	62	135	65
Traumatic Brain Injury	26	19	73	19	73	

SLEPD = Students with limited English proficiency with disabilities; All SD = All students with disabilities including SLEPD; 0 = No students tested; Dashes = No students were in that category.

reading 95%. The percentage tested of students with mild to moderate mental impairments was 58% in mathematics and reading. Percentages tested across the All group were also similar by content area. Comparing the All group to students with limited English proficiency also shows similar percentages of students tested by category and by content area.

Performance, Grade 5

Fifth grade performance levels for student groups are presented in Table 12. Again, the majority of each student group, except for All students, performed in Level I and Level IIA, below the

Table 12. 2000-2001 MCA Performance Levels, Grade 5

	Number Tested	Level I		Level II A		Level II B		Level III		Level IV	
		No.	%	No.	%	No.	%	No.	%	No.	%
Mathematics											
SLEPD	352	228	65	89	25	25	7	10	3	0	0
SD	3185	1021	32	1196	38	462	15	448	14	58	2
SLEP	7729	2667	35	2295	30	1011	13	1415	18	341	4
All students ¹	62687	7003	11	13485	22	10504	17	23452	37	8243	13
Reading											
SLEPD	350	260	74	56	16	18	5	14	4	2	6
SD	3196	1264	39	1006	31	357	11	492	15	77	2
SLEP	7710	2911	38	1774	23	731	9	1689	22	605	8
All students ¹	63126	7036	11	9550	15	6867	11	24474	39	15199	24

Key: SLEPD = Students with limited English proficiency with disabilities; SLEP = Students with limited English proficiency without disabilities; SD = Students with disabilities without limited English proficiency.

¹All students in this table refers to the total population of students enrolled in grade 5 in the state.

levels considered to be “on track” for success in the upper grades. Limited English proficient students with disabilities had the highest percentages in Level I for mathematics (65%). The other groups had almost half that percentage of students or less in Level I (11-35%) for mathematics. Looking at percentages “on track” for these groups, limited English proficient students with disabilities had 10% on track for mathematics, in contrast to the other groups that ranged between 31-67% on track for mathematics.

For reading, students with disabilities and limited English proficiency also had the highest percentage in Level I (74%). The other groups had 11-39% of their students in Level I. Looking at percentages “on track,” limited English proficient students with disabilities had 15% on track (IIB and above) for reading, slightly higher than 10% for this same group in mathematics. The other groups ranged from 28-74% on track for reading. With the exception of All students with disabilities (SD = 28%), there were slightly higher percentages on track for “reading” than for mathematics overall.

Table 13 shows the mathematics performance of limited English proficient students with disabilities from Hmong, Spanish and Somali speaking backgrounds compared to All students in these language backgrounds. Among students with disabilities (SLEPD), there were fairly high percentages in Level 1 for (63-75%) for mathematics. In contrast, All students in these language groups had 30-54% in Level I for mathematics.

Compared to mathematics, the percentages of students in Level I for reading (see Table 14) was generally higher for both limited English proficient students with disabilities and the All group. For reading, students with disabilities (SLEPD) had 67-79% in Level I, and the All groups had a range of 41-51% in this same level.

For students above Level IIA, the limited English proficient students with disabilities groups had 0-13% on track in mathematics and 0-12% on track in reading. For the All groups these ranges were 12-31% in mathematics and 22-32% in reading. Spanish speaking students with and without disabilities had a slightly higher percentage “on track” for mathematics and reading.

Table 13. 2000-2001 Mathematics Performance Levels by Language, Grade 5

		Number Tested	Level I		Level II A		Level II B		Level III		Level IV	
			No.	%	No.	%	No.	%	No.	%	No.	%
SLEPD	Hmong	158	106	67	43	27	5	3	4	3	0	0
	Spanish	115	72	63	28	24	9	8	6	5	0	0
	Somali	8	*	*	*	*	*	*	*	*	*	*
All ¹	Hmong	1807	542	30	693	38	277	15	271	15	24	1
	Spanish	1234	444	36	450	36	167	14	154	13	19	1
	Somali	226	122	54	77	34	11	5	15	7	1	0

SLEPD = Students with limited English proficiency with disabilities.

¹All students in this table includes the population of all Hmong, Spanish, and Somali speaking students regardless of language proficiency.

* Indicates fewer than 10 students tested.

Table 14. 2000-2001 Reading Performance Levels by Language, Grade 5

		Number Tested	Level I		Level II A		Level II B		Level III		Level IV	
			No.	%	No.	%	No.	%	No.	%	No.	%
SLEPD	Hmong	156	124	79	22	14	6	4	4	3	0	0
	Spanish	116	83	72	19	16	7	6	5	4	2	2
	Somali	9	*	*	*	*	*	*	*	*	*	*
All ¹	Hmong	1807	747	41	609	34	183	10	240	13	28	2
	Spanish	1251	514	41	334	27	124	10	233	18	46	4
	Somali	234	118	51	64	27	22	9	26	11	4	2

SLEPD = Students with limited English proficiency with disabilities.

¹All students in this table includes the population of all Hmong, Spanish, and Somali speaking students regardless of language proficiency.

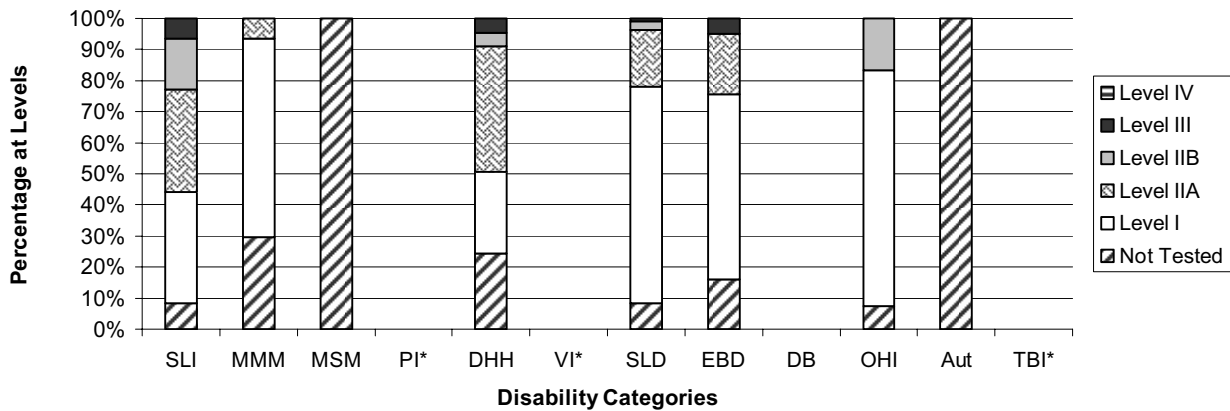
* Indicates fewer than 10 students tested.

The performance of limited English proficient students with disabilities by category is presented in Table 15. Dashes indicate that there were no students in a category and a “0” means that there were either no students tested or no students achieving Levels IIB or above to be “on track.” Despite relatively low numbers of students with disabilities and limited English language proficiency, the highest percentage of students on track for achievement in mathematics and reading was in the following categories: Speech/ Language Impaired (25-26%), Deaf Hard of Hearing (12-18%), Other Health Impaired (18% for mathematics), and Emotional/Behavioral Disorders (12%). However, these percentages are at best only half the percentage of those on track among All students with disabilities in these same categories. In comparison, for the All

students with disabilities group, 25% is at the lower end of the performance range, with only one category below this at 2% (Mentally Impaired: Mild-Moderate).

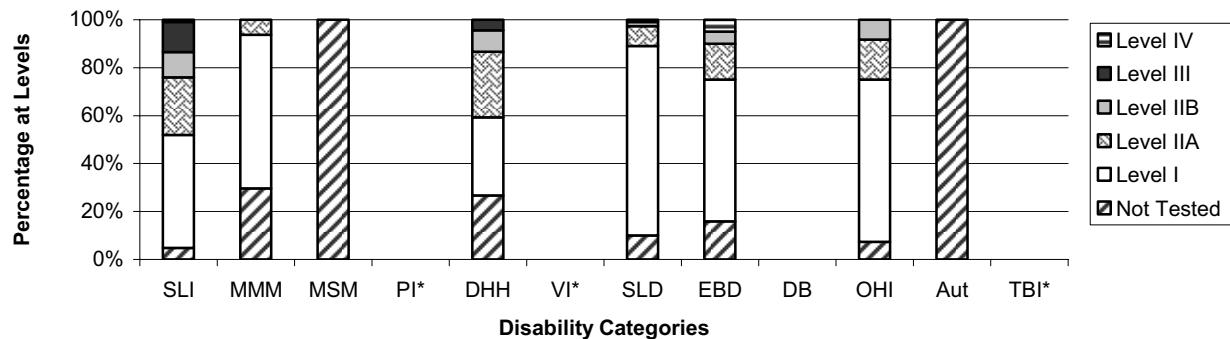
Figures 9 and 10 show the graphed percentages of limited English proficient students with disabilities at each level. In addition, these graphs show the percentage of students not tested, indicated by the bottom level of each category. Categories with fewer than 10 students participating are indicated by an asterisk. These performance data are not graphed to retain confidentiality of students. Other categories without data and without an asterisk indicate there were no students in that category.

Figure 9. 2000-2001 MCA Mathematics Performance for Limited English Proficient Students with Disabilities by Disability, Grade 5



Key: SLI = Speech Language Impairment; MM = Mild to Moderate Mental Impairment; MS = Moderate to Severe Mental Impairment; PI = Physical Impairment; DH = Deaf/Hard of Hearing; VI = Visual Impairment; SLD = Specific Learning Disability; EBD = Emotional/Behavioral Disorder; DB = Deaf-Blind; OHI = Other Health Impairment; AUT = Autistic; TBI = Traumatic Brain Injury.
* Indicates fewer than 10 students tested.

Figure 10. 2000-2001 MCA Reading Performance for Limited English Students with Disabilities by Disability, Grade 5



Key: SLI = Speech Language Impairment; MM = Mild to Moderate Mental Impairment; MS = Moderate to Severe Mental Impairment; PI = Physical Impairment; DH = Deaf/Hard of Hearing; VI = Visual Impairment; SLD = Specific Learning Disability; EBD = Emotional/Behavioral Disorder; DB = Deaf-Blind; OHI = Other Health Impairment; AUT = Autistic; TBI = Traumatic Brain Injury.
* Indicates fewer than 10 students tested.

These figures give more detail for the levels achieved by each group. As shown in Table 15, only a few categories of limited English proficient students with disabilities were on track for reaching content standards. These figures show that many of the students within the range considered “on track” are actually in the lowest level of that range, in Level IIB. Students in some categories performed in the higher Levels. Students in the Speech/Language Impaired, Deaf-Hard of Hearing, and Emotional/Behavioral Disorder categories performed at Level III, and a small percentage of students with Emotional/Behavioral Disorders performed in Level IV for reading.

Table 15. 2000-2001 Performance for Students with Disabilities and Limited English Proficient Students with Disabilities by Disability Group, Grade 5

	Disability Group	Mathematics “On Track”			Reading “On Track”		
		Tested	N	%	Tested	N	%
SLEPD	Speech/Language Impaired	84	21	25	87	22	26
	Mentally Impaired: Mild-Moderate	11	0	0	11	0	0
	Mentally Impaired: Moderate-Severe	0	0	0	0	0	0
	Physically Impaired	7	*	*	6	*	*
	Deaf-Hard of Hearing	17	2	12	16	3	18
	Visually Impaired	1	*	*	1	*	*
	Specific Learning Disabilities	202	8	4	199	6	3
	Emotional/Behavioral Disorders	17	1	6	17	2	12
	Deaf-Blindness	-	-	-	-	-	-
	Other Health Impaired	11	2	18	11	1	1
	Autistic	0	0	0	0	0	0
	Traumatic Brain Injury	2	*	*	2	*	*
All SD		Mathematics “On Track”			Reading “On Track”		
	Disability Group	Tested	N	%	Tested	N	%
	Speech Language Impaired	2081	1239	59	2107	1375	65
	Mentally Impaired: Mild-Moderate	278	5	2	277	4	1
	Mentally Impaired: Moderate-Severe	2	*	*	3	*	*
	Physically Impaired	87	30	34	92	39	42
	Deaf-Hard of Hearing	146	56	38	139	52	37
	Visually Impaired	26	11	42	25	13	52
	Specific Learning Disabilities	3515	868	25	3475	847	24
	Emotional/Behavioral Disorders	1146	360	31	1148	464	40
	Deaf-Blindness	3	*	*	3	*	*
	Other Health Impaired	649	175	27	637	207	32
	Autistic	129	52	40	135	53	39
Traumatic Brain Injury	19	6	31	19	3	16	

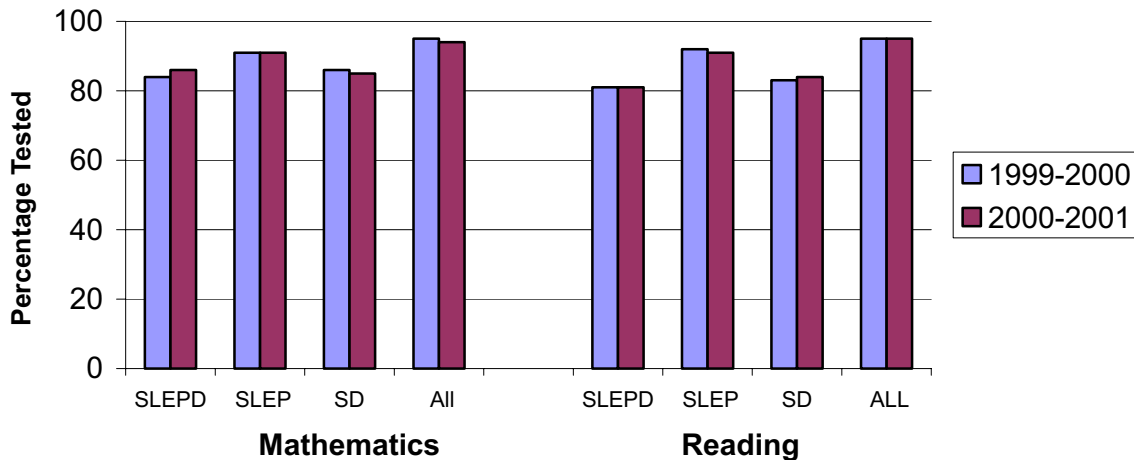
SLEPD = Students with limited English proficiency with disabilities; All SD = All students with disabilities including students with limited English proficiency with disabilities; 0 = No students tested; Dashes = No students were in that category; * Indicates fewer than 10 students tested.

Comparison Across Years 1999-2000 and 2000-2001

Participation, Grade 3

Participation in the MCAs by students with limited English proficiency and disabilities, students with limited English proficiency, students with disabilities, and all students for school years 1999-2000 and 2000-2001 is shown in Figure 11. Different pictures of participation across years are seen in the two content areas (e.g., for students with disabilities there was a decrease in mathematics but an increase in reading.) None of the changes in participation is extremely large. (See Table A in Appendix for the data used to create Figure 11.)

Figure 11. Comparison of Percentage Tested Across Groups for 1999-2000 and 2000-2001, Grade 3



Key: SLEPD = Students with limited English proficiency with disabilities; SLEP = Students with limited English proficiency without disabilities; SD = Students with disabilities without limited English proficiency.

Participation by language group across two years (1999-2000 and 2000-2001) is shown in Figure 12. Here again, there appears to be no patterns across languages or by content area. The only indication of any change is for the Somali speaking students with disabilities. However, this change is based on only 7 or 8 students, and thus is not a reliable indication of change in participation. The actual numbers and percentages for 1999-2000 and 2000-2001 are shown in Table B in the Appendix.

Participation rates for 3rd grade limited English proficient students with disabilities are presented in Figure 13 and 14 for specific categories of disabilities. For mathematics (Figure 15), the participation rates were fairly consistent across the three categories: Speech Language Impaired, Specific Learning Disabilities, and Deaf-Hard of Hearing. For reading, the participation rates show slightly larger changes between years, with increases in percent tested (SLI) and decreases (SLD and DHH). (See Table C in the Appendix for the data used to create Figures 15 and 16.)

Figure 12. Percentage of Limited English Proficient Students with Disabilities Tested Across Years by Language Group, Grade 3

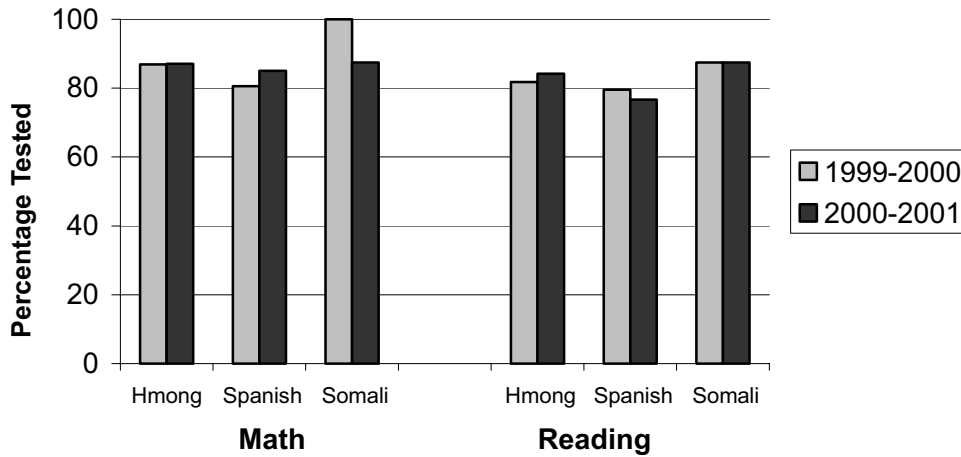
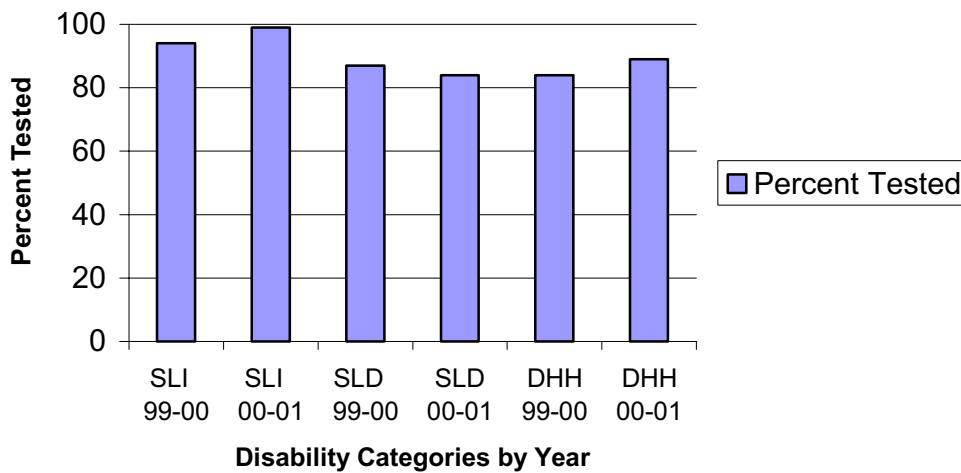
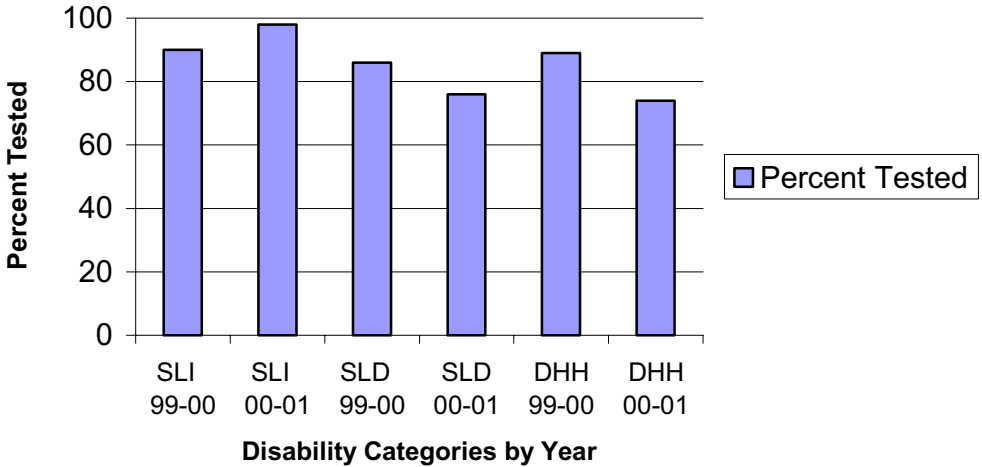


Figure 13. 1999-2001 Mathematics Participation Rates for Limited English Proficient Students with Disabilities, Grade 3



Key: SLI = Speech Language Impairment; SLD = Specific Learning Disability; DHH = Deaf/Hard of Hearing.

Figure 14. 1999-2001 Reading Participation Rates for Limited English Proficient Students with Disabilities, Grade 3

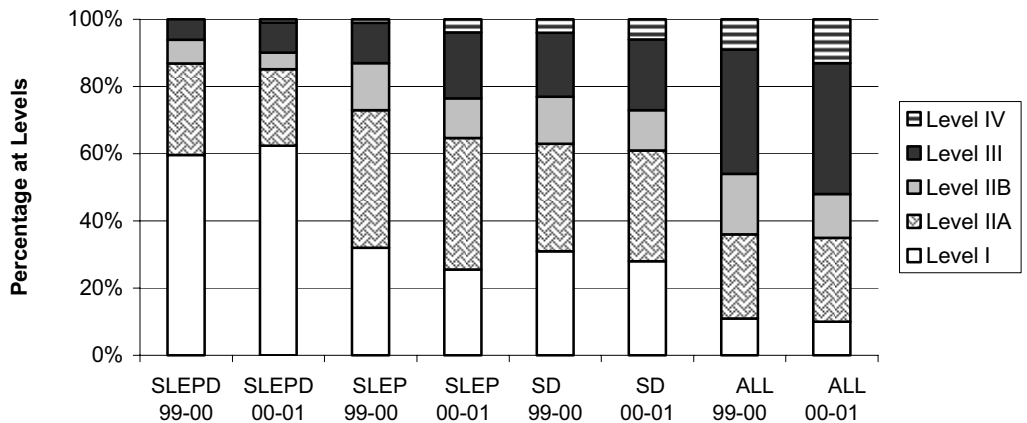


Key: SLI = Speech Language Impairment; SLD = Specific Learning Disability; DHH = Deaf/Hard of Hearing.

Performance, Grade 3

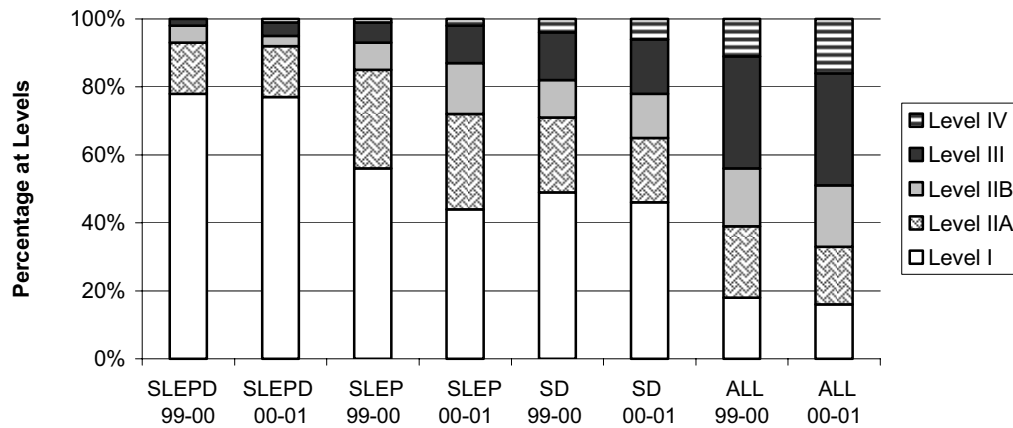
Figures 15 and 16 compare the percentage of students at each performance level for 1999-2000 and 2000-2001 by student group. Only slight differences in performance across years are evident for the limited English proficient students with disabilities. (See Table D in the Appendix for the specific numbers and percentages that correspond with these figures.) The largest percentage of students was in Levels I and IIA, with slightly more students in Level I for reading (77-78%) than for mathematics (59-63%). For mathematics, the percentage of limited English proficient

Figure 15. 1999-2000 MCA Performance for Math Across Groups, Grade 3



SLEPD = Students with limited English proficiency with disabilities; SLEP = Students with limited English proficiency without disabilities; SD = Students with disabilities without limited English proficiency.

Figure 16. 1999--2001 MCA Performance for Reading Across Groups, Grade 3



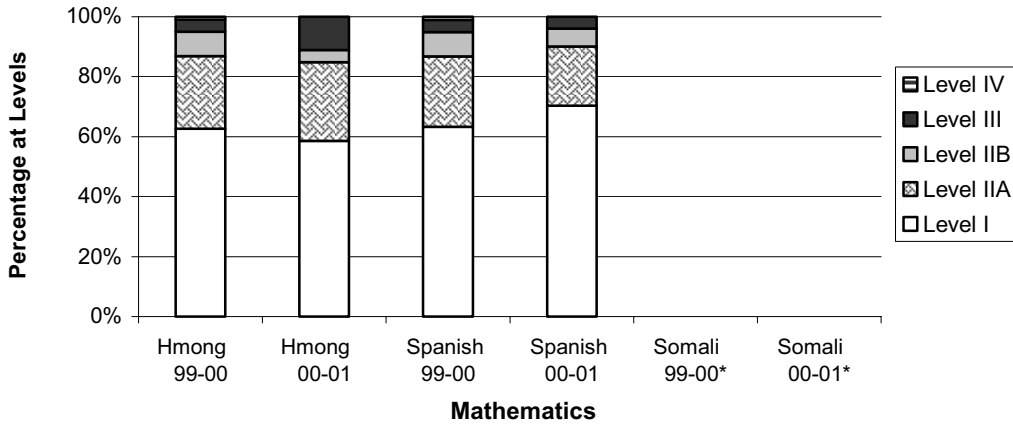
SLEPD = Students with limited English proficiency with disabilities; SLEP = Students with limited English proficiency without disabilities; SD = Students with disabilities without limited English proficiency.

students with disabilities in Level I was almost double the percentage of students in this same level for the separate language and disability status groups. For reading, the limited English proficient students with disabilities did even less well, but there was less contrast because the other groups also did less well in reading across years. (See Table D in Appendix for data used to create Figures 15 and 16.)

Figures 17 and 18 present the percentages of limited English proficient students with disabilities at the performance levels for mathematics and reading for 1999-2000 and 2000-2001. In mathematics (Figure 17), most students across language groups were in Levels I or IIA for both years. Hmong speaking students showed a slight increase of 6% for Levels IIB and above, and Spanish students stayed about the same. The percentage of Somalis across performance levels are not shown due to small numbers tested. The All students language groups also made slight gains. (See Tables E and G in the Appendix for these tables as well as those by language and disability status.)

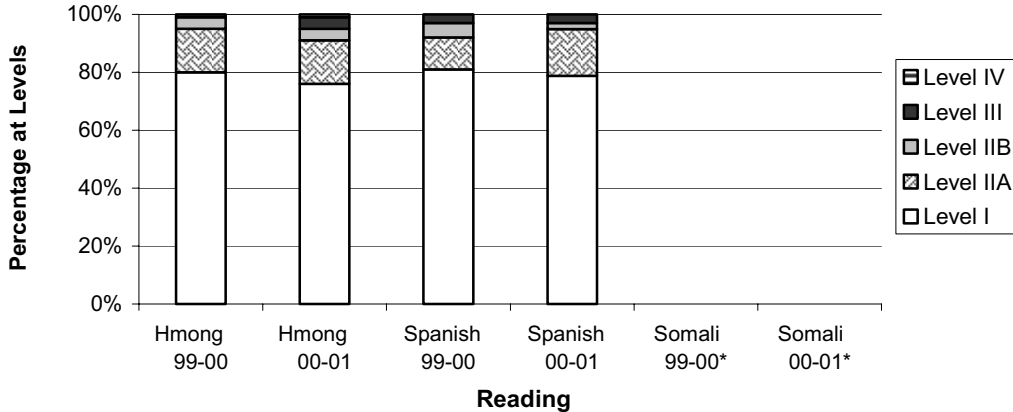
Figure 18 shows the reading performance levels for the same years. Gains in reading across years were smaller as well for students with disabilities in these language groups, with the percentage of Spanish students “on track” staying about the same and only a slight increase of 4% more Hmong students “on track.” The All groups also made fewer gains in reading, (See Tables F through H in the Appendix for All language groups and groups by language and disability.)

Figure 17. 1999-2001 Mathematics Performance for Limited English Proficient Students with Disabilities by Language Group, Grade 3



* Indicates fewer than 10 students tested.

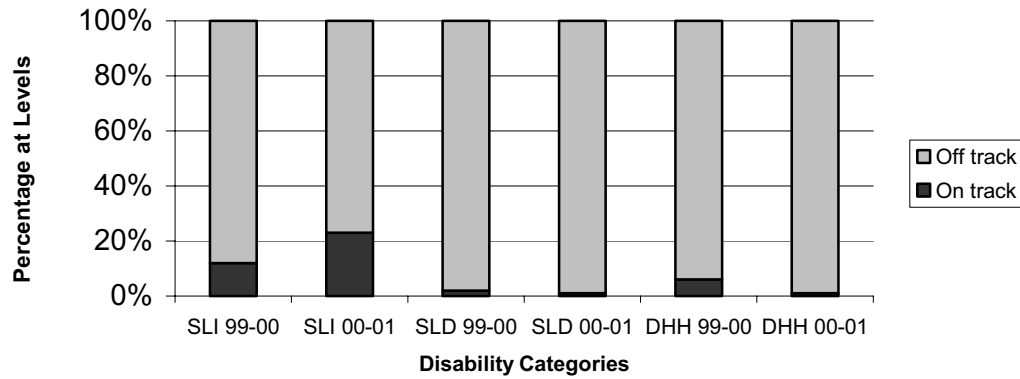
Figure 18. 1999-2001 Reading Performance for Limited English Proficient Students with Disabilities by Language Group, Grade 3



* Indicates fewer than 10 students tested.

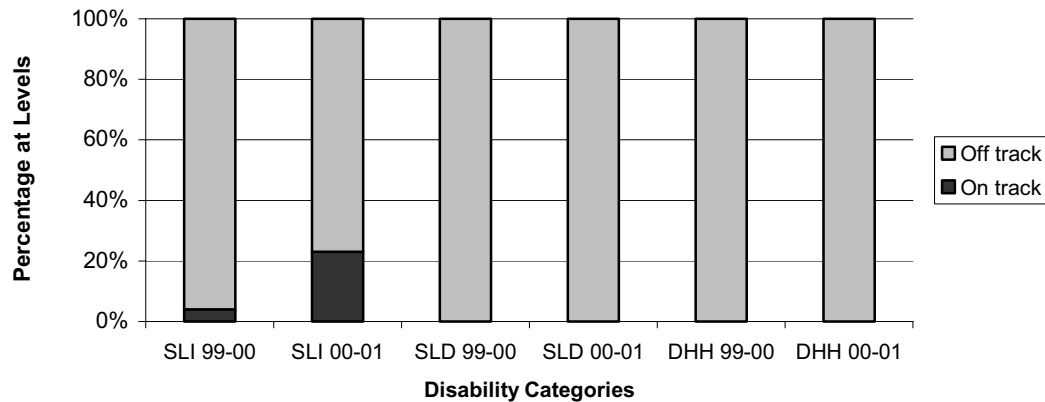
Figures 19 and 20 present the percentages of limited English proficient students with disabilities “on track” for reading and mathematics for the top three categories of disability based on numbers tested for 1999-2000 and 2000-2001. These top three categories were Speech/Language Impaired (SLI), Specific Learning Disabilities (SLD), and Deaf-Hard of Hearing (DHH). As shown here, the most gain for mathematics and reading was seen among limited English proficient students with Speech/Language Impairments. The other two disability categories did not show comparable gains in either content area. (See Table I in Appendix for the data used to create Figures 19 and 20.)

Figure 19. 2000-2001 MCA Mathematics Performance for Limited English Proficient Students with Disabilities, Grade 3



Key: SLI = Speech Language Impairment; SLD = Specific Learning Disability; DHH = Deaf/Hard of Hearing.

Figure 20. 2000-2001 MCA Reading Performance of Limited English Proficient Students with Disabilities, Grade 3

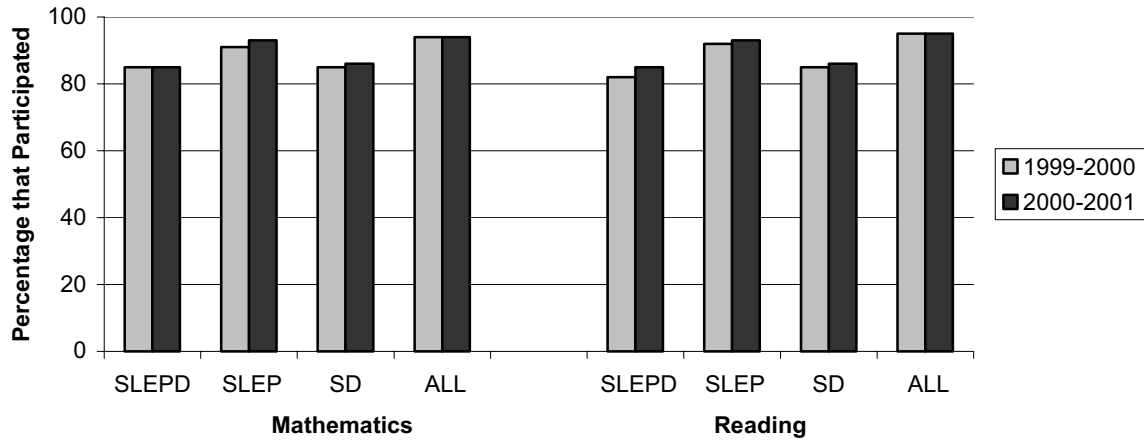


Key: SLI = Speech Language Impairment; SLD = Specific Learning Disability; DHH = Deaf/Hard of Hearing.

Participation, Grade 5

Figure 21 shows the percentages of each student group taking the mathematics and reading tests for 1999-2000 and 2000-2001. This graph shows that the percentage of students participating in the mathematics and reading tests across groups was fairly consistent across years. Although limited English proficient students with disabilities had a slight increase (3%) in those taking the reading test, the overall participation for this group is still the lowest of all groups for both content areas, slightly below that of all students with disabilities. (See Table J in the Appendix.)

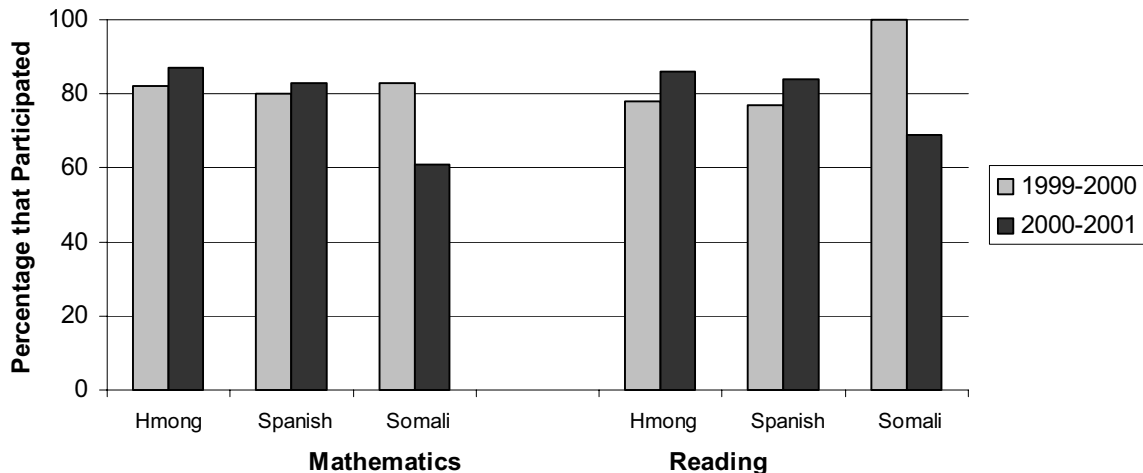
Figure 21. Participation in 1999-2000 and 2000-2001 Mathematics and Reading MCAs Across Groups, Grade 5



Key: SLEPD = Students with limited English proficiency with disabilities; SLEP = Students with limited English proficiency without disabilities; SD = Students with disabilities without limited English proficiency.

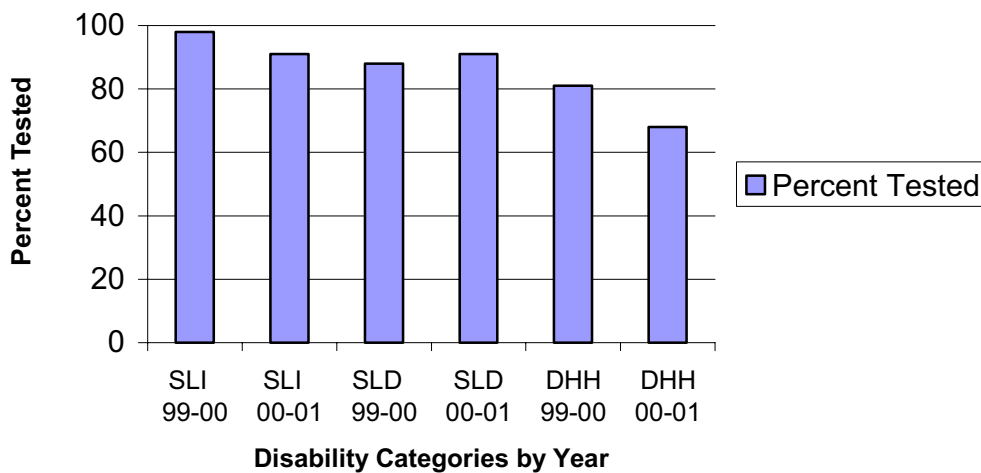
Figure 22 shows the participation rates of limited English proficient students with disabilities for Hmong, Spanish, and Somali students in 1999-2000 and 2000-2001. This figure suggests small increases in participation for both Hmong and Spanish speaking limited English proficient students with disabilities, but a decrease in participation for Somali students with limited English proficiency and disabilities. (Table K in the Appendix provides the actual numbers used to produce Figure 22.)

Figure 22. Limited English Proficient Students with Disabilities Participation for 1999-2000 and 2000-2001 for Math and Reading by Language Group, Grade 5



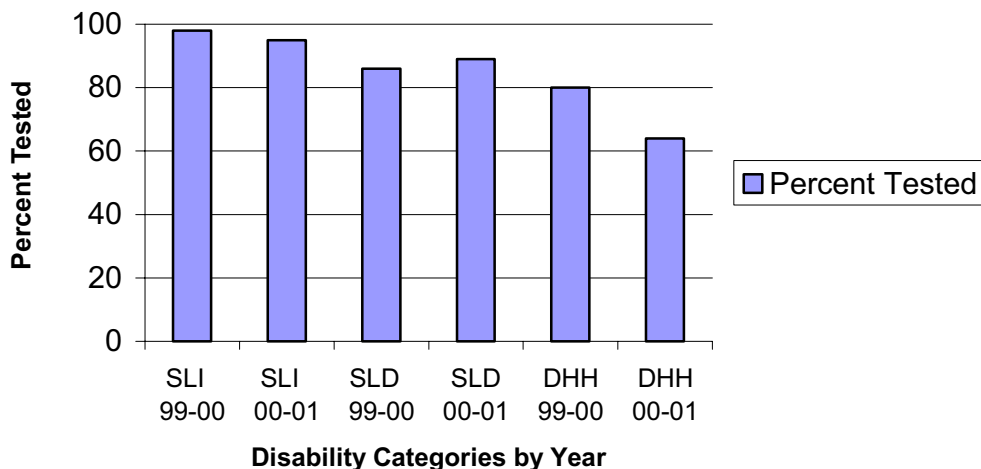
Figures 23 and 24 show the participation rates of fifth grade limited English proficient students with disabilities in the three disability categories with most students tested. For mathematics (Figure 23), students with Speech/Language Impairments, and students who were Deaf-Hard of Hearing showed a slight decrease in the percent tested. For reading (Figure 24), students with Speech Language Impairments and Specific Learning Disabilities showed slight increases in percent tested. All groups shared minor fluctuations except perhaps for the students who were deaf and hard of hearing, where a noticeable drop in participation seemed to occur from 1999-2000 to 2000-2001. For numbers of students enrolled and tested in each category for both years see Table L in the Appendix.

Figure 23. 1999-2001 Mathematics Participation Rates for Limited English Proficient Students with Disabilities, Grade 5



Key: SLI = Speech Language Impairment; SLD = Specific Learning Disability; DHH = Deaf/Hard of Hearing.

Figure 24. 1999-2001 Reading Participation Rates for Limited English Proficient Students with Disabilities, Grade 5

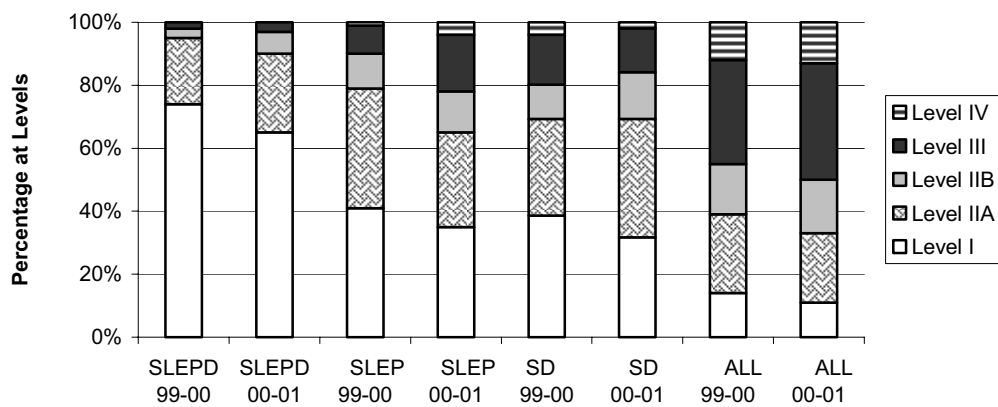


Key: SLI = Speech Language Impairment; SLD = Specific Learning Disability; DHH = Deaf/Hard of Hearing.

Performance, Grade 5

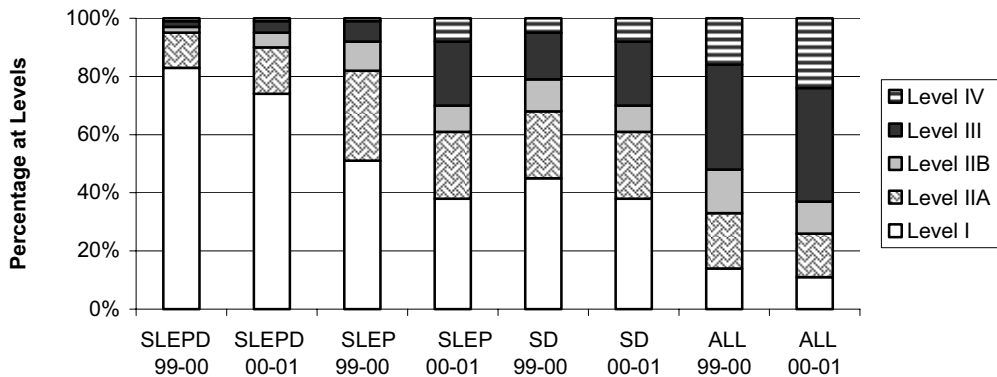
Figures 25 and 26 show the percentage of students in 5th grade at each performance level for 1999-2000 and 2000-2001 by student group. Only a slight difference in performance across years was evident for the limited English proficient students with disabilities. (See Table M in the Appendix for the specific numbers used to create these figures.)

Figure 25. 1999-2000 MCA Performance for Mathematics Across Groups and Years, Grade 5



Key: SLEPD = Students with limited English proficiency with disabilities; SLEP = Students with limited English proficiency without disabilities; SD = Students with disabilities without limited English proficiency.

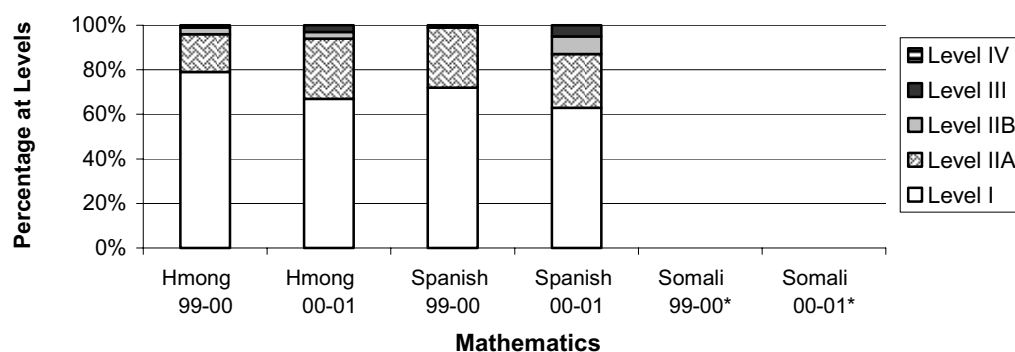
Figure 26. 1999--2001 MCA Performance for Reading Across Groups and Years, Grade 5



Key: SLEPD = Students with limited English proficiency with disabilities; SLEP = Students with limited English proficiency without disabilities; SD = Students with disabilities without limited English proficiency.

Figures 27 and 28 present the mathematics and reading performance of Hmong, Spanish, and Somali speaking students with disabilities by language group. The most gain was found for Spanish speaking students. This group had an increase of 5% in Levels IIB and above. (See Tables N and P in the Appendix for the specific data for All students in these language groups and for the data used to create Figure 27.)

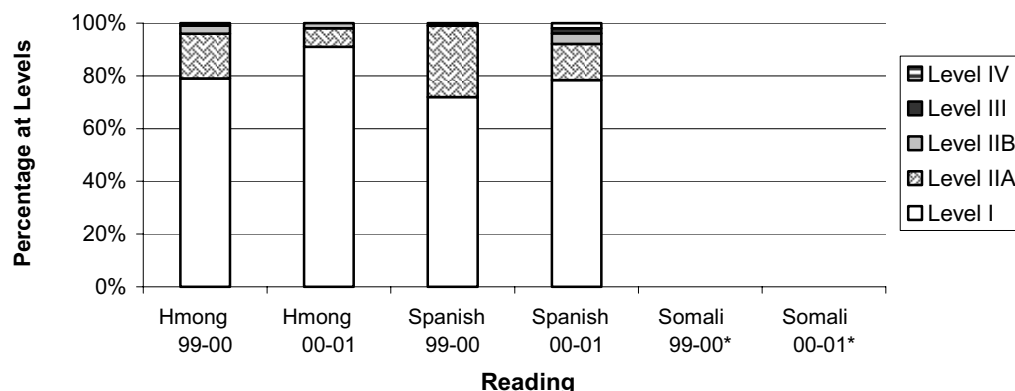
Figure 27. 1999-2001 Mathematics Performance for Limited English Proficient Students with Disabilities by Language Group, Grade 5



* Indicates fewer than 10 students tested.

Figure 28 presents the reading performance for this same group of students. Most of these students (88-100%) were also below Level IIB. As for mathematics, the only gain observed across years was for the Spanish group achieving Levels IIB and above in reading (approximately 6% more). The numbers of Somali students tested each year were quite small, so the performance percentages are not able to be shown. (See Tables O and Q in the Appendix for the data for All students in these language groups as well as the data used to create Figure 28.)

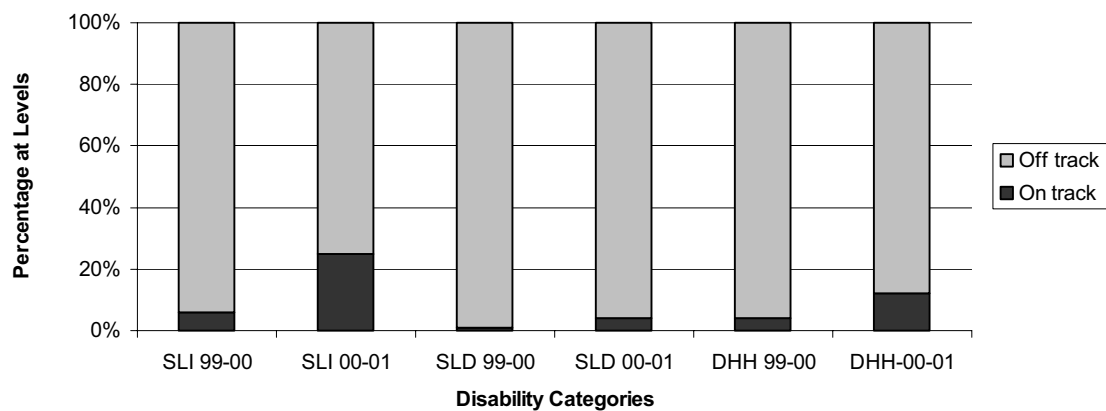
Figure 28. 1999-2001 Reading Performance for Limited English Proficient Students with Disabilities by Language Group, Grade 5



* Indicates fewer than 10 students tested.

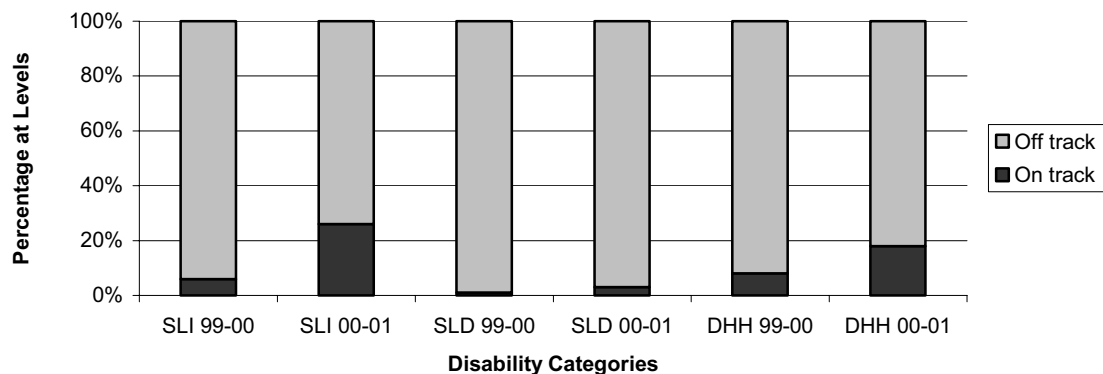
Figures 29 and 30 show the performance of limited English proficient students with disabilities by the top three disability categories according to the number tested for years 1999-2000 and 2000-2001. Slight increases are seen across years for students with learning disabilities and deaf and hard of hearing students for both content areas. Larger increases were evident for students with Speech and Language Impairments. (See Table R in the Appendix for the numbers used to create these figures.)

Figure 29. MCA Mathematics Performance for Limited English Proficient Students with Disabilities by Top Three Disability Categories Across Years, Grade 5



Key: SLI = Speech Language Impairment; SLD = Specific Learning Disability; DHH = Deaf/Hard of Hearing.

Figure 30. MCA Reading Performance for Limited English Proficient Students with Disabilities by Top Three Disability Categories Across Years, Grade 5



Key: SLI = Speech Language Impairment; SLD = Specific Learning Disability; DHH = Deaf/Hard of Hearing.

Summary

Grade 3 Participation and Performance, 2000-2001

Limited English proficient students with disabilities had the lowest percentage tested of all groups (86-81% tested) in mathematics and reading. Within the top three language groups (i.e., Hmong, Somali, and Spanish) participation rates were similar by content area. The percentage of limited English proficient students with disabilities by disability category fluctuated due to low enrollments across these categories. Some categories had noticeably lower percentages tested compared to All students with disabilities for a particular group (i.e., visually and physically impaired).

Most limited English proficient students with disabilities performed at Levels I and IIA. Among these students, 15-17% more students were performing at Level I for reading than for mathematics. This pattern of apparent difficulty that students were having in reading was also seen in the data by language groups, for students with and without disabilities. These students showed only 0-1% of students “on track” for most disability categories, with the exception of Speech/Language Impaired students who had 23% “on track” for mathematics and reading.

Grade 5 Participation and Performance, 2000-2001

Overall, limited English proficient students with disabilities had the lowest participation percentage of all groups (85%), slightly below that of all students with disabilities (86%). As with third graders, there were generally small percentages of limited English proficient students with disabilities who participated across disability categories. Yet, similar categories had higher participation in grade 5 as in grade 3: Speech/Language Impaired and Specific Learning Disabilities. Fifth grade had fewer students tested in the Deaf-Hard of Hearing category for both content areas.

As in third grade, most limited English proficient students with disabilities in fifth grade performed below Level IIB, with most in Level I. Across disability groups, the highest percentage of limited English proficient students with disabilities on track for achievement in mathematics and reading were: Speech/Language Impaired, Deaf Hard of Hearing, Other Health Impaired, and Emotional/Behavioral Disorders. It is important to point out that the percentage of these students on track is still only about half that of students in these categories who are not limited English proficient. Also, most of these students are still in the lowest level (Level IIB) within the range considered to be “on track” for achievement in upper grades.

Comparison Across Years

Participation across years showed only minimal differences. Yet, for third graders, some categories of students by disability had noticeably lower percentages tested compared to All students with disabilities for a particular group (i.e., visually and physically impaired). In 5th grade, there were some changes in 5th grade participation by language group with slight increases in participation across content areas for Hmong and Spanish speaking students. Also, there was approximately 3% more limited English proficient students with disabilities who took the reading test in 5th grade in 2000-2001.

Performance data across years were also similar. For 3rd grade, there were only minimal gains made in the percentage of students with limited English proficiency who were on track for reading across language groups (0-4%). In 5th grade, small gains were found for Spanish speaking students with 5% more students “on track” for mathematics and 6% more “on track” for reading. It appears that the Spanish speaking groups made the most gains in reading and mathematics overall, and for students with disabilities within that language group.

Reading appears to be more difficult than mathematics with fewer percentage gains in the “on track” proficiency levels across years. Also, for students with both disabilities and limited English proficiency, across years and disability categories, the difference in percentage of students “on track” is well below those of all students with disabilities.

Discussion

From the data, it is evident that there are more students with disabilities and limited English proficiency in Level I for reading, than for mathematics in both grades across years. This emphasizes the fact that this group of students apparently needs more help in reading. It is also interesting to point out that 5th grade students in 2000-2001 had slightly higher percentages of students “on track” for reading (15-74%) across all groups (except the SD group) in contrast to mathematics (10-67%). This difference may be due to changes in content across grades in these subject areas, increased efforts by teachers in reading skills or other factors. Overall, the difference is minimal.

Third grade student data by language group show that a high percentage of students in the Hmong, Somali, and Spanish speaking groups with and without disabilities, were in Level I for reading. Combined with a low percentage of students “on track” observed across years, we suggest that reading may be more difficult than mathematics for most of these students. Although performance in 5th grade was very similar, it appears that the Spanish speaking groups, with or without disabilities, showed slightly more improvement in reading and mathematics overall. The

reasons for these differences across language groups may be due to the length of time a student has been in the U.S., literacy background, the quality of instructional support in a student's first language, second language or both, or perhaps other factors.

Performance data for mathematics and reading by disability was also fairly consistent across years, which means that these students were generally performing noticeably lower than their English proficient peers. This also clearly suggests that the needs of students with disabilities and limited English proficiency could be better met to enable them to achieve at higher levels.

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Appendix

Table A. Grade 3 Participation Across Groups for Years: 1999-2000 and 2000-2001

Grade 3	Number Enrolled*	Mathematics		Reading	
		No. Tested	% Tested	No. Tested	% Tested
1999-2000					
SLEPD	253	213	84	206	81
SLEP	3209	2916	91	2942	92
SD	7417	6315	85	6250	84
All students	63498	59923	94	60261	95

Key: SLEPD = Students with limited English proficiency with disabilities; SLEP = Students with limited English proficiency without disabilities; SD = Students with disabilities without limited English proficiency.

Table B. 2000-2001 MCA Participation by Language, Grade 3

		Number Enrolled	Mathematics		Reading	
			No. Tested	% Tested	No. Tested	% Tested
1999-2000 SLEPD	Hmong	99	86	87	81	82
	Spanish	98	79	81	78	80
	Somali	8	8	100	7	87
1999-2000 All Students ¹	Hmong	1792	1709	95	1722	96
	Spanish	1259	1074	85	1076	85
	Somali	172	141	82	145	84
2000-2001 SLEPD	Hmong	101	88	87	85	84
	Spanish	120	102	85	92	77
	Somali	8	7	87	7	87
2000-2001 All Students ¹	Hmong	1828	1732	95	1733	95
	Spanish	1566	1383	88	1355	86
	Somali	224	177	79	174	78

SLEPD = Students with limited English proficiency with disabilities.

¹All students in this table includes the population of all Hmong, Spanish, and Somali speaking students regardless of language proficiency.

Table C. 1999-2000 and 2000-2001 Grade 3 MCA Participation for Students with Disabilities and Limited English Proficiency

Grade 3	Disability Group	Enrolled	Tested in Mathematics		Tested in Reading	
			N	%	N	%
1999-2000 SLEPD	Speech/Language Impaired	81	76	94	73	90
	Deaf-Hard of Hearing	19	16	84	17	89
	Specific Learning Disabilities	94	82	87	81	86
2000-2001 SLEPD	Speech/Language Impaired	96	95	99	94	98
	Deaf-Hard of Hearing	19	17	89	14	74
	Specific Learning Disabilities	97	82	84	74	76

SLEPD = Students with limited English proficiency with disabilities.

Table D. Percent of Grade 3 Students in Each Performance Level in 1999-2000 and 2000-2001

Year and content	Total Tested	Level I		Level II A		Level II B		Level III		Level IV	
		#	%	#	%	#	%	#	%	#	%
99-00 – Mathematics											
SLEPD	213	125	59	58	27	16	7	13	6	1	0
SLEP	2916	933	32	1194	41	411	14	347	12	31	1
SD	6315	1955	31	2014	32	924	14	1186	19	236	4
All students	59923	6284	11	14890	25	10949	18	22428	37	5372	9
99-00 – Read											
SLEPD	206	161	78	31	15	10	5	4	2	0	0
SLEP	2942	1639	56	864	29	250	8	170	6	19	1
SD	6250	3074	49	1380	22	673	11	902	14	221	4
All students	60261	10733	18	12430	21	10211	17	19942	33	6945	11
00-01 – Mathematics											
SLEPD	239	151	63	54	23	11	5	21	9	2	1
SLEP	3467	892	26	1382	40	398	12	675	20	120	4
SD	6177	1757	28	2051	33	709	12	1318	21	342	6
All students	59695	5704	10	14903	25	7668	13	23295	39	8125	14
00-01 – Read											
SLEPD	225	174	77	33	15	7	3	9	4	2	1
SLEP	3460	1535	44	957	28	514	15	392	11	62	2
SD	5984	2742	46	1151	19	775	13	950	16	366	6
All students	59652	9535	16	10084	17	10814	18	19592	33	9627	16

Key: SLEPD = Students with limited English proficiency with disabilities; SLEP = Students with limited English proficiency without disabilities; SD = Students with disabilities without limited English proficiency.

Table E. 1999-2000 MCA Mathematics for Grade 3, Performance Levels by Language

	Number Tested	Level I		Level II A		Level II B		Level III		Level IV		
		#	%	#	%	#	%	#	%	#	%	
SLEPD	Hmong	86	53	62	21	24	7	8	3	4	1	1
	Spanish	79	49	62	19	23	7	8	3	4	1	1
	Somali	8	*	*	*	*	*	*	*	*	*	*
All¹	Hmong	1709	541	32	710	41	214	12	222	13	22	1
	Spanish	1074	374	35	406	38	163	15	118	11	13	1
	Somali	141	59	42	61	43	11	8	10	7	0	0

SLEPD = Students with limited English proficiency with disabilities.

¹All students in this table includes the population of all Hmong, Spanish, and Somali speaking students regardless of language proficiency.

* Indicates fewer than 10 students tested.

Table F. 1999-2000 MCA Reading for Grade 3, Performance Levels by Language

	Number Tested	Level I		Level II A		Level II B		Level III		Level IV		
		#	%	#	%	#	%	#	%	#	%	
SLEPD	Hmong	81	65	80	12	15	3	4	1	1	0	0
	Spanish	78	63	81	9	11	4	5	2	3	0	0
	Somali	7	*	*	*	*	*	*	*	*	*	*
All¹	Hmong	1722	1020	59	502	29	121	7	74	4	5	0
	Spanish	1076	529	49	314	29	109	10	104	10	20	2
	Somali	145	88	61	33	23	11	8	11	8	2	1

SLEPD = Students with limited English proficiency with disabilities.

¹All students in this table includes the population of all Hmong, Spanish, and Somali speaking students regardless of language proficiency.

* Indicates fewer than 10 students tested.

Table G. 2000-2001 MCA Mathematics for Grade 3, Performance Levels by Language

	Number Tested	Level I		Level II A		Level II B		Level III		Level IV		
		#	%	#	%	#	%	#	%	#	%	
SLEPD	Hmong	88	51	58	23	26	4	4	10	11	0	0
	Spanish	102	72	71	20	20	6	6	4	4	0	0
	Somali	7	*	*	*	*	*	*	*	*	*	*
All¹	Hmong	1732	414	24	673	39	220	13	363	21	62	3
	Spanish	1383	427	31	575	42	137	10	207	15	37	3
	Somali	177	90	51	56	32	11	6	19	11	1	1

SLEPD = Students with limited English proficiency with disabilities.

¹All students in this table includes the population of all Hmong, Spanish, and Somali speaking students regardless of language proficiency.

* Indicates fewer than 10 students tested.

Table H. 2000-2001 MCA Reading for Grade 3, Performance Levels by Language

	Number Tested	Level I		Level II A		Level II B		Level III		Level IV		
		#	%	#	%	#	%	#	%	#	%	
SLEPD	Hmong	85	65	76	13	15	3	4	3	4	1	1
	Spanish	92	72	78	15	16	2	2	3	4	0	0
	Somali	7	*	*	*	*	*	*	*	*	*	*
All¹	Hmong	1733	806	46	492	28	252	14	160	9	23	1
	Spanish	1355	623	46	353	26	189	14	154	11	36	3
	Somali	174	109	63	31	18	21	12	12	7	1	1

SLEPD = Students with limited English proficiency with disabilities.

¹All students in this table includes the population of all Hmong, Spanish, and Somali speaking students regardless of language proficiency.

* Indicates fewer than 10 students tested.

Table I. 1999-2000 and 2000-2001 Grade 3 MCA Performance for Students with Disabilities and Limited English Proficiency

Grade 3	Disability Group	Tested in Math	Percent On Track Mathematics		Tested in Reading	Percent On Track Reading	
			N On Track	%		N On Track	%
1999-2000 SLEPD	Speech/Language Impaired	76	9	12	73	3	4
	Deaf-Hard of Hearing	16	1	6	17	0	0
	Specific Learning Disabilities	82	2	2	81	0	0
2000-2001 SLEPD	Speech/Language Impaired	95	22	23	94	16	23
	Deaf-Hard of Hearing	17	1	1	14	0	0
	Specific Learning Disabilities	82	5	1	74	0	0

SLEPD = Students with limited English proficiency with disabilities.

Table J. Grade 5 Participation Across Groups for Years: 1999-2000 and 2000-2001

Grade 5	Number Enrolled*	No. Tested Mathematics	Percent Tested Mathematics	No. Tested Reading	Percent Tested Reading
1999-2000					
SLEPD	316	267	85	259	82
SLEP	2735	2500	91	2510	92
SD	9152	7796	85	7779	85
All students	65696	61675	94	62202	95
2000-2001					
SLEPD	413	352	85	350	85
SLEP	3439	3185	93	3196	93
SD	9002	7729	86	7710	86
All students	66560	62687	94	63126	95

Key: SLEPD = Students with limited English proficiency with disabilities; SLEP = Students with limited English proficiency without disabilities; SD = Students with disabilities without limited English proficiency.

Table K. 1999-2000 and 2000-2001 Participation by Language, Grade 5

		Number Enrolled	No. Tested Mathematics	Percent Tested Mathematics	No. Tested Reading	Percent Tested Reading
1999-2000 SLEPD	Hmong	148	121	82	116	78
	Spanish	102	82	80	79	77
	Somali	6	5	83	6	100
1999-2000 All¹	Hmong	1786	1695	95	1695	95
	Spanish	1071	953	89	953	89
	Somali	219	165	75	165	75
2000-2001 SLEPD	Hmong	181	158	87	156	86
	Spanish	138	115	83	116	84
	Somali	13	8	61	9	69
2000-2001 All¹	Hmong	1857	1807	97	1807	97
	Spanish	1421	1234	87	1251	88
	Somali	286	226	79	234	82

SLEPD = Students with limited English proficiency with disabilities.

¹All students in this table includes the population of all Hmong, Spanish, and Somali speaking students regardless of language proficiency.

Table L. 1999-2000 and 2000-2001 Grade 5 MCA Mathematics Participation for Students with Disabilities and Limited English Proficiency

Grade 5	Disability Group	Enrolled	Tested in Mathematics		Tested in Reading	
			N	Percent	N	Percent
1999- 2000 SLEPD	Speech/Language Impaired	52	51	98	51	98
	Deaf-Hard of Hearing	32	26	81	17	80
	Specific Learning Disabilities	178	157	88	81	86
2000- 2001 SLEPD	Speech/Language Impaired	92	84	91	87	95
	Deaf-Hard of Hearing	25	17	68	16	64
	Specific Learning Disabilities	223	202	91	199	89

SLEPD = Students with limited English proficiency with disabilities.

Table M. Percent of Grade 5 Students in Each Performance Level in 1999-2000 and 2000-2001

	Number Tested	Level I		Level II A		Level II B		Level III		Level IV	
		#	%	#	%	#	%	#	%	#	%
99-00–Mathematics											
SLEPD	267	197	74	56	21	9	3	4	2	1	0
SLEP	2500	1024	41	948	38	269	31	235	9	24	1
SD	7796	3036	39	2377	31	846	11	1237	16	300	4
All students	61675	8338	14	15302	25	9916	16	20510	33	7609	12
99-00–Read											
SLEPD	259	216	83	31	12	6	2	4	2	2	1
SLEP	2510	1288	51	790	32	240	10	173	7	19	1
SD	7779	3513	45	1817	23	816	11	1278	16	355	5
All students	62202	9015	15	11602	19	9383	15	22292	36	9910	16
00-01–Mathematics											
SLEPD	352	228	65	89	25	25	7	10	3	0	0
SLEP	7729	2667	35	2295	30	1011	13	1415	18	341	4
SD	3185	1021	32	1196	38	462	15	448	14	58	2
All students	62687	7003	11	13485	22	10504	17	23452	37	8243	13
00-01 –Read											
SLEPD	350	260	74	56	16	18	5	14	4	2	6
SLEP	7710	2911	38	1774	23	731	9	1689	22	605	8
SD	3196	1264	39	1006	31	357	11	492	15	77	2
All students	63126	7036	11	9550	15	6867	11	24474	39	15199	24

Key: SLEPD = Students with limited English proficiency with disabilities; SLEP = Students with limited English proficiency without disabilities; SD = Students with disabilities without limited English proficiency.

Table N. 1999-2000 MCA Mathematics for Grade 5, Performance Levels by Language

		Number Tested	Level I		Level II A		Level II B		Level III		Level IV	
			#	%	#	%	#	%	#	%	#	%
SLEPD	Hmong	121	96	79	20	17	4	3	1	1	0	0
	Spanish	82	59	72	22	27	1	1	0	0	0	0
	Somali	5	*	*	*	*	*	*	*	*	*	*
All¹	Hmong	1695	621	37	640	38	193	11	220	13	21	1
	Spanish	953	396	42	370	39	90	9	84	9	13	1
	Somali	165	117	71	34	21	12	7	2	1	0	0

SLEPD = Students with limited English proficiency with disabilities.

¹All students in this table includes the population of all Hmong, Spanish, and Somali speaking students regardless of language proficiency.

* Indicates fewer than 10 students tested.

Table O. 1999-2000 MCA Reading for Grade 5, Performance Levels by Language

		Number Tested	Level I		Level II A		Level II B		Level III		Level IV	
			#	%	#	%	#	%	#	%	#	%
SLEPD	Hmong	116	106	91	8	7	2	2	0	0	0	0
	Spanish	79	63	80	11	14	3	4	2	2	0	0
	Somali	6	*	*	*	*	*	*	*	*	*	*
All ¹	Hmong	1702	862	51	517	30	182	11	130	8	11	1
	Spanish	947	422	45	274	29	119	13	111	12	21	2
	Somali	170	98	58	49	29	14	8	8	5	1	1

SLEPD = Students with limited English proficiency with disabilities.

¹All students in this table includes the population of all Hmong, Spanish, and Somali speaking students regardless of language proficiency.

* Indicates fewer than 10 students tested.

Table P. 2000-2001 MCA Mathematics for Grade 5, Performance Levels by Language

		Number Tested	Level I		Level II A		Level II B		Level III		Level IV	
			#	%	#	%	#	%	#	%	#	%
SLEPD	Hmong	158	106	67	43	27	5	3	4	3	0	0
	Spanish	115	72	63	28	24	9	8	6	5	0	0
	Somali	8	*	*	*	*	*	*	*	*	*	*
All ¹	Hmong	1807	542	30	693	38	277	15	271	15	24	1
	Spanish	1234	444	36	450	37	167	14	154	13	19	1
	Somali	226	122	54	77	34	11	5	15	7	1	0

SLEPD = Students with limited English proficiency with disabilities.

¹All students in this table includes the population of all Hmong, Spanish, and Somali speaking students regardless of language proficiency.

* Indicates fewer than 10 students tested.

Table Q. 2000-2001 MCA Reading for Grade 5, Performance Levels by Language

		Number Tested	Level I		Level II A		Level II B		Level III		Level IV	
			#	%	#	%	#	%	#	%	#	%
SLEPD	Hmong	156	124	79	22	14	6	4	4	3	0	0
	Spanish	116	83	72	19	16	7	6	5	4	2	2
	Somali	9	*	*	*	*	*	*	*	*	*	*
All ¹	Hmong	1807	747	41	609	34	183	10	240	13	28	1
	Spanish	1251	514	41	334	27	124	10	233	19	46	4
	Somali	234	118	50	64	27	22	9	26	11	4	2

SLEPD = Students with limited English proficiency with disabilities.

¹All students in this table includes the population of all Hmong, Spanish, and Somali speaking students regardless of language proficiency.

* Indicates fewer than 10 students tested.

Table R. 1999-2000 and 2000-2001 Grade 5 MCA Mathematics Performance for Students with Disabilities and Limited English Proficiency

Grade 5	Disability Group	Tested in Math	Percent On Track Mathematics		Tested in Reading	Percent On Track Reading	
			N On Track	Percent		N On track	Percent
1999-2000 SLEPD	Speech/Language Impaired	51	3	6	73	3	6
	Specific Learning Disabilities	157	1	1	81	1	1
	Deaf-Hard of Hearing	26	1	4	17	2	8
2000-2001 SLEPD	Speech/Language Impaired	84	21	25	87	22	26
	Specific Learning Disabilities	202	8	4	199	6	3
	Deaf-Hard of Hearing	17	2	12	16	3	18

SLEPD = Students with limited English proficiency with disabilities.