



## Frequently Asked Questions (FAQs)

# English Language Proficiency (ELP) Assessments | Reporting

### What are the reporting requirements for state ELP assessments?

Like [general assessments](#), there are two types of English language proficiency (ELP) assessment reports: **federal** and **public reporting**.

For federal reporting, each state that receives Title III funding to support programs for English learners (ELs) must prepare and submit a biennial report to the federal government. The report provides information about the effectiveness of English language development programs, including the number of students achieving proficiency in English each year. The information reported must include all K-12 ELs in public schools, including ELs with disabilities.

States also submit information on students' attainment of English proficiency as part of the U.S. Department of Education [EDFacts Initiative](#). *EDFacts* centralizes and streamlines states' educational data for use in making policies and planning programs.

*EDFacts* data are used to create an [annual consolidated performance report](#) that includes the number of ELs identified and receiving services, their participation in the state ELP assessment, the number of ELs making progress (sometimes defined as moving up one English proficiency level from the previous year), and the number of ELs attaining English proficiency. These reports are available to the public.

Because ELP assessments are now a component of the Every Student Succeeds Act Title I accountability, states must report on the progress of students toward proficiency on the assessment; they also must disaggregate the percentages for subgroups, including for ELs with disabilities.

In addition to these reporting requirements, districts must inform parents of identified ELs within 30 days if the language development program fails to meet established achievement targets on state ELP assessments.

### How do states and school districts use the ELP assessment data they report?

School districts use ELP assessment data as one piece of information to determine the effectiveness of services for ELs, and to make changes to programming and policies. States may use the information across districts to determine areas where policy clarifications or changes are needed, and to create additional training opportunities for educators.



**Do reports on ELP assessments break out the performance of ELs with disabilities?**

Reports on ELP assessment progress are required to break out the performance of ELs with disabilities.