



CONNECTICUT STATE DEPARTMENT OF EDUCATION

A Panel Discussion: How Can Data Analysis Inform & Enhance Decision-Making for Current English Learners?

Performance Matters Forum
September 11, 2018

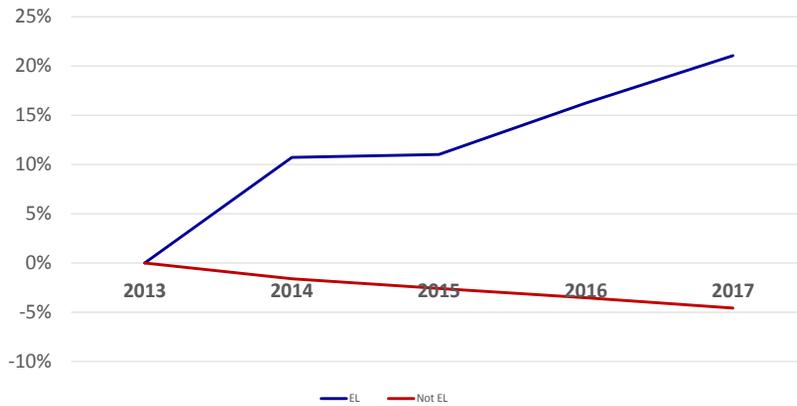
General Overview of Session

- I. Introductions
- II. Description of Connecticut English Learners
- III. Staffing of ESL/Bilingual Programs
- IV. Dually Identified English Learners
- V. Former/Monitored English Learners
- VI. Session Participant Questions



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English Learners are a Growing Percentage of Connecticut's Students in Grades K to 12, SY 2013-14 to 2017-18



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Top Ten Native Languages Spoken by ELs, SY 2017-18

Language	ELs	Percentage of all ELs	5 Year Trend in Number of ELs
Spanish	27,305	71.4%	19.4%
Portuguese	1,755	4.6%	80.7%
Arabic	1,238	3.2%	47.7%
Creole-Haitian	831	2.2%	17.7%
Mandarin	638	1.7%	15.8%
Polish	467	1.2%	-7.9%
Urdu	431	1.1%	20.7%
Albanian	421	1.1%	1.2%
Bengali	319	0.8%	47.7%
Vietnamese	307	0.8%	-15.2%
All Others	4,557	11.9%	19.5%
All Els	38,269	100.0%	21.1%



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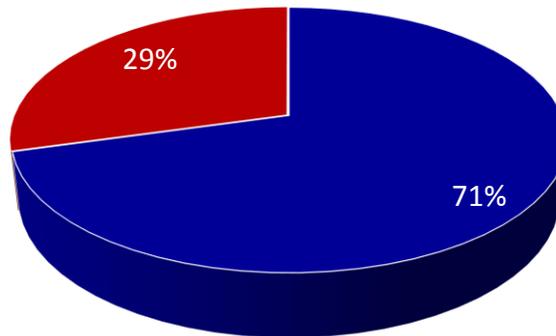
**While Nearly 90% of Districts Had ELs,
15 Districts Accounted for Over 70%,
SY 2017-18**

Range of ELs	Districts	Total ELs	Percentage of All ELs
0	24	0	0.0%
1 - 9	48	194	0.5%
10 - 49	57	1,393	3.6%
50 - 99	25	1,720	4.5%
100 - 499	34	7,693	20.1%
500+	15	27,269	71.3%
All ELs	203	38,269	100.0%



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**Most ELs were Eligible for Free or Reduced Price Meals,
SY 2017-18**



■ Eligible ■ Not Eligible



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Most ELs Received ESL or Bilingual Education Services, SY 2017-18

Services	ELs	Percentage of all ELs	5 Year Trend in Number of ELs
Transitional Bilingual	9,296	24.3%	0.0%
Dual Language Bilingual	1,471	3.8%	29.7%
ESL (English as a Second Language)*	20,771	54.3%	29.6%
Language Transition Services	5,404	14.1%	24.1%
Parental Refusal	1,327	3.5%	66.7%
All ELs	38,269	100.0%	21.1%

* Includes Pull Out, Co-Teaching, Sheltered English and Other ESL Service Models



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Staffing of English Learner Programs

- Across the 132 districts, EL programs are staffed by:
 - 600 TESOL certified teachers
 - 377 bilingual certified teachers
 - 580 other staff people
- The 580 represents certified and uncertified staff in a wide range of roles

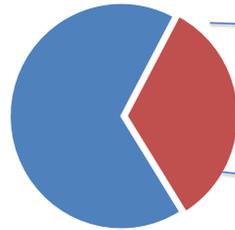


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Much of the Staff of English Learner Programs are not TESOL or Bilingual Certified

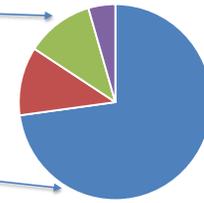


District Staffing of EL programs



■ Districts with 1 or more certified TESOL or Bilingual teacher
 ■ Districts with 0 certified TESOL or bilingual teachers

EL ranges in districts with 0 TESOL/Bil. teachers



■ 24 or less EL ■ 25-39 ELs
 ■ 40-89 ELs ■ 90 or more ELs



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ELs Identified for Special Education (“Dually Identified”) Increased Over the Last Five Years, SY 2013-14 through 2017-18

Student Group	Special Education	Not Special Education	All Students	Percentage that are Special Education	Percentage of all Special Education	Change in Number of Special Education Students
EL	30,664	7,605	38,269	19.9%	10.2%	41.5%
Not EL	411,406	66,613	478,019	13.9%	89.8%	11.1%
All Students	442,070	74,218	516,288	14.4%	100.0%	13.6%



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EL Disproportionality

- Since SY 2013-14, 8 districts have had a relative risk higher than 2 for ELs being identified as also being students with disabilities
 - 6 of the 8 have been identified as having EL disproportionality for more than one academic year
- 5 of the 8 districts report having less than 1 certified TESOL or bilingual teacher per 50 EL students
- 3 of the 8 districts report 0 certified TESOL or bilingual teachers



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Dually Identified ELs Are Less than Half as Likely to Demonstrate Overall English Language Proficiency (ELP) than Other ELs, SYs 2015-16 through 2017-18

		School Year					
		2015-16		2016-17		2017-18	
District	Special Education Status (SWD)	Total Number Tested	Proficient or Above (%)	Total Number Tested	Proficient or Above (%)	Total Number Tested	Proficient or Above (%)
State of Connecticut	N	29,468	33.0	30,393	27.4	32,190	20.1
	Y	5,997	16.3	6,445	12.2	6,887	9.2



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Dually Identified ELs Are Less Likely to Meet Their Oral and Literacy ELP Growth Targets than Other ELs SY 2017-18

District	Subject	Special Education Status (SWD)	Number of Matched Students	Growth Rate	Average Percentage of Target Achieved
State of Connecticut	Literacy	Special Education	5,432	16.8%	40.3%
		Non-Special Education	21,729	32.2%	59.0%
	Oral	Special Education	5,415	23.1%	40.4%
		Non-Special Education	21,695	36.9%	55.8%



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Few Dually Identified ELs Attain ELP Mastery, SYs 2015-16 through 2017-18

Meeting Mastery Standard is defined as Overall Level 4+ and Reading Level 4+ and Writing Level 4+.

		School Year					
		2015-16		2016-17		2017-18	
District	Special Education Status (SWD)	LAS Links Participation Rate	Meeting Mastery Standard (%)	LAS Links Participation Rate	Meeting Mastery Standard (%)	LAS Links Participation Rate	Meeting Mastery Standard (%)
State of Connecticut	N	97.9	14.9	97.1	12.7	97.8	11.2
	Y	93.7	5.4	93.7	4.0	92.6	4.0



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About Ten Percent of ELs Annually Meet the ELP Mastery Standard, SYs 2015-16 through 2017-18

Meeting Mastery Standard is defined as Overall Level 4+ and Reading Level 4+ and Writing Level 4+.

District	School Year					
	2015-16		2016-17		2017-18	
	LAS Links Participation Rate	Meeting Mastery Standard (%)	LAS Links Participation Rate	Meeting Mastery Standard (%)	LAS Links Participation Rate	Meeting Mastery Standard (%)
State of Connecticut	97.1	13.3	96.5	11.2	96.8	9.9



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Percentage of ELs Demonstrating English Language Mastery Varies by Grade, SY 2017-18

District	Grade	Total Number of Students	Total Number Tested	LAS Links Participation Rate	Meeting Mastery Standard (%)
State of Connecticut	K	4,670	4,580	98.1	0.9
	01	4,903	4,829	98.5	5.9
	02	4,403	4,340	98.6	6.0
	03	4,209	4,155	98.7	9.0
	04	3,801	3,756	98.8	15.7
	05	3,205	3,149	98.3	22.3
	06	2,535	2,453	96.8	10.6
	07	2,461	2,406	97.8	16.1
	08	2,141	2,074	96.9	21.6
	09	2,470	2,246	90.9	3.6
	10	2,165	2,008	92.7	6.2
	11	2,007	1,878	93.6	9.7
	12	1,785	1,587	88.9	11.7



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Academic Assessment Performance of Current, Monitored, Former and Never EL Students, SY 2017-18

Grade	ELA				Math			
	Current EL	Monitored EL	Former EL	Never EL	Current EL	Monitored EL	Former EL	Never EL
3	17.9%	63.5%	55.7%	57.3%	23.7%	67.3%	51.9%	57.2%
4	18.1%	64.5%	63.9%	58.7%	18.6%	60.6%	59.0%	54.6%
5	12.8%	57.7%	68.7%	62.2%	9.3%	39.6%	54.0%	48.1%
6	5.6%	37.7%	58.8%	58.2%	5.1%	26.8%	46.6%	47.3%
7	5.5%	30.8%	56.6%	59.1%	5.4%	23.6%	42.2%	47.6%
8	4.5%	32.1%	53.1%	60.0%	4.1%	20.7%	36.4%	45.8%
11	4.4%	29.6%	51.8%	66.7%	3.7%	18.2%	29.0%	43.5%



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