



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Netstat: Building Systems to Promote the Success of Multilingual Learners/ English Learners

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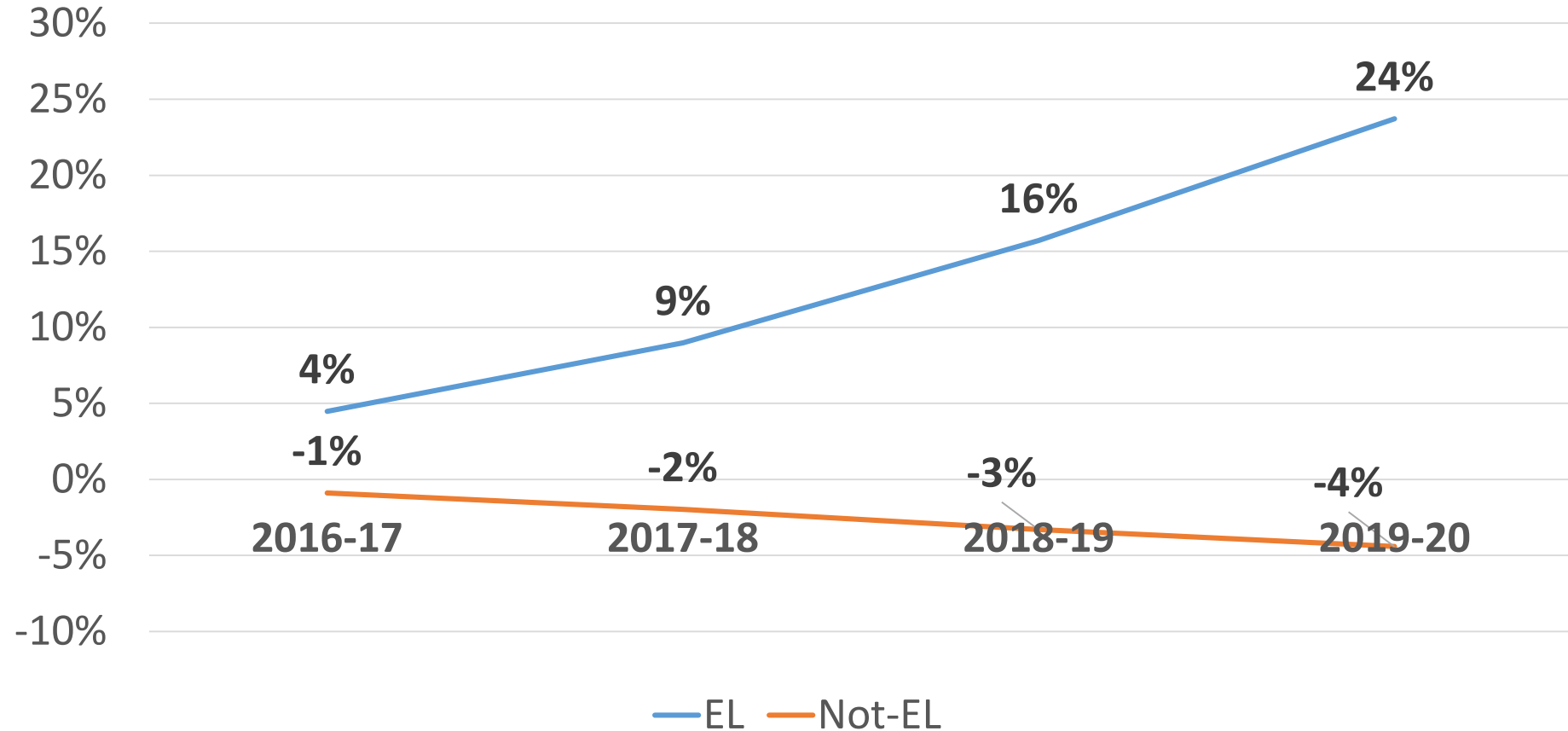


Today's Agenda

- Introduction
- Review of Statewide Data
- Considerations for Districts:
 1. Using the EL Checklists and Other Tools for Program Improvement and Strategic Decision Making
 2. MLLs/ELs and Attendance



Annual Percentage Growth of MLLs/ELs and Not-EL Students, SYs 2015-16 to 2019-20



Annual Percentages reflect change in the number of students compared to SY 2015-16



Kahoot Question #1

- How has your district's MLL/EL population changed in the past five years?

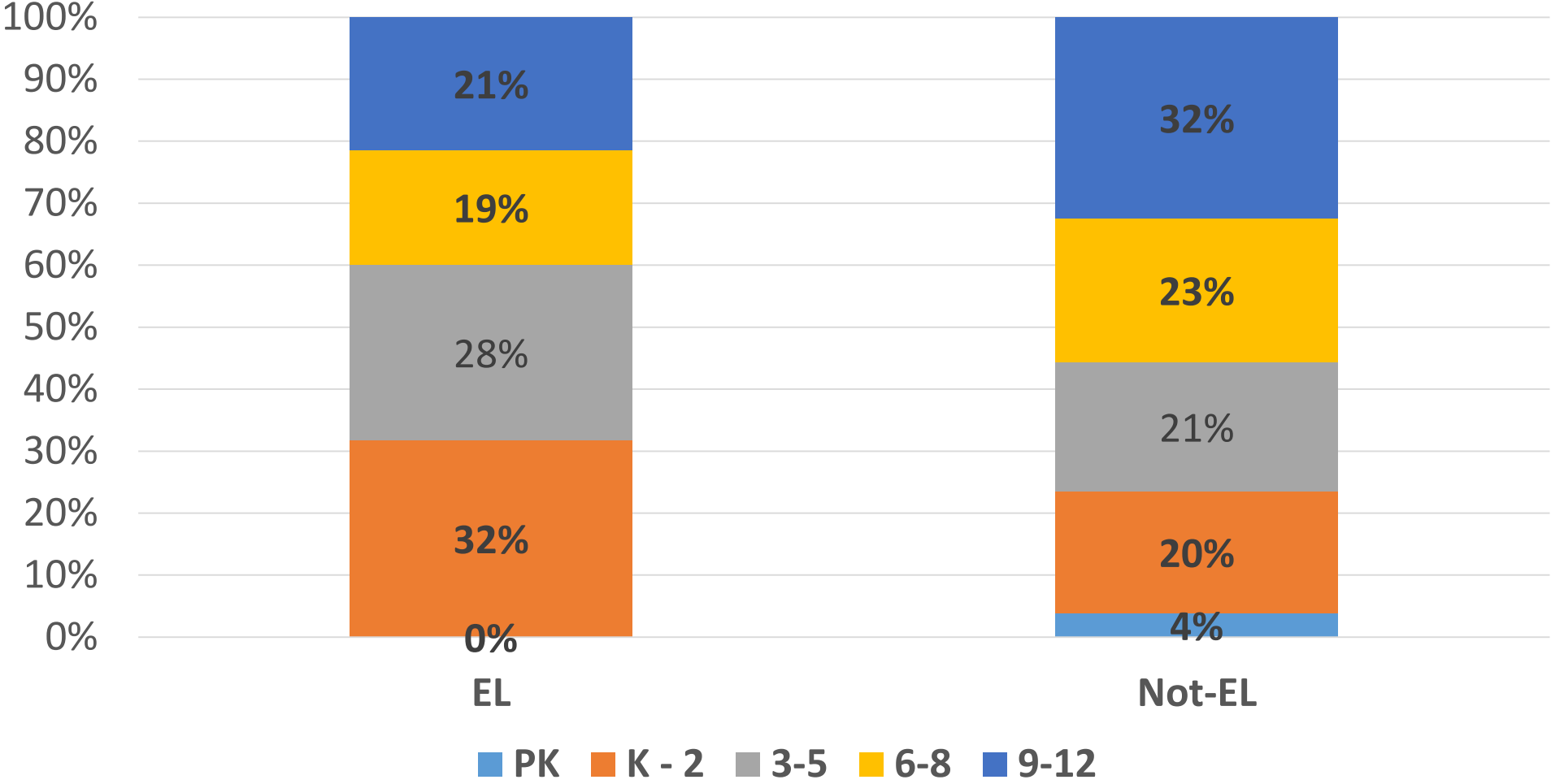


Top Native Languages of Connecticut's MLLs/ELs, SY 2019-20

Native Language	ELs	Percentage of All ELs	Rate of Change
Spanish	31,303	72%	23%
Portuguese	2,410	6%	85%
Arabic	1,270	3%	21%
Creole-Haitian	831	2%	18%
Mandarin	728	2%	11%
Albanian	506	1%	24%
Polish	485	1%	-7%
Urdu	439	1%	10%
Bengali	333	<1%	56%
Vietnamese	326	<1%	-3%
French	305	<1%	23%
Pashto	270	<1%	382%
Russian	245	<1%	11%
Tamil	244	<1%	80%
Telugu	238	<1%	27%
All Others	3,635	8%	8%
Total	43,568	100%	24%



Sixty Percent of MLLs/ELs are in Grades K-5, SY 2019-20



Considerations for Districts: Part One

Using the EL Checklists and Other Tools for Program Improvement and Strategic Decision Making



English Learner Checklists

- Introduction to the [English Learner Checklists](#)
 - How can the Checklists be used? For what are they intended?
 - Where can I get training on the checklists and how do I learn more?



Programs for MLLs/ELs

Typically Full Day Programs that instruct MLLs/ELs:

- Transitional Bilingual Program (TBE)
- Maintenance/ Dual language (DL)
- Two Way Bilingual program (TWBI)

Typically Partial Day Programs that Instruct MLLs/ELs:

- Pull-out ESL/Bilingual
- Push-In ESL/Bilingual
- Structure English Immersion(SEI)
- English Immersion (EI)
- Sheltered English (SE)
- Integrated Language, Literacy and Content Instruction by mainstream teachers in middle schools and high schools



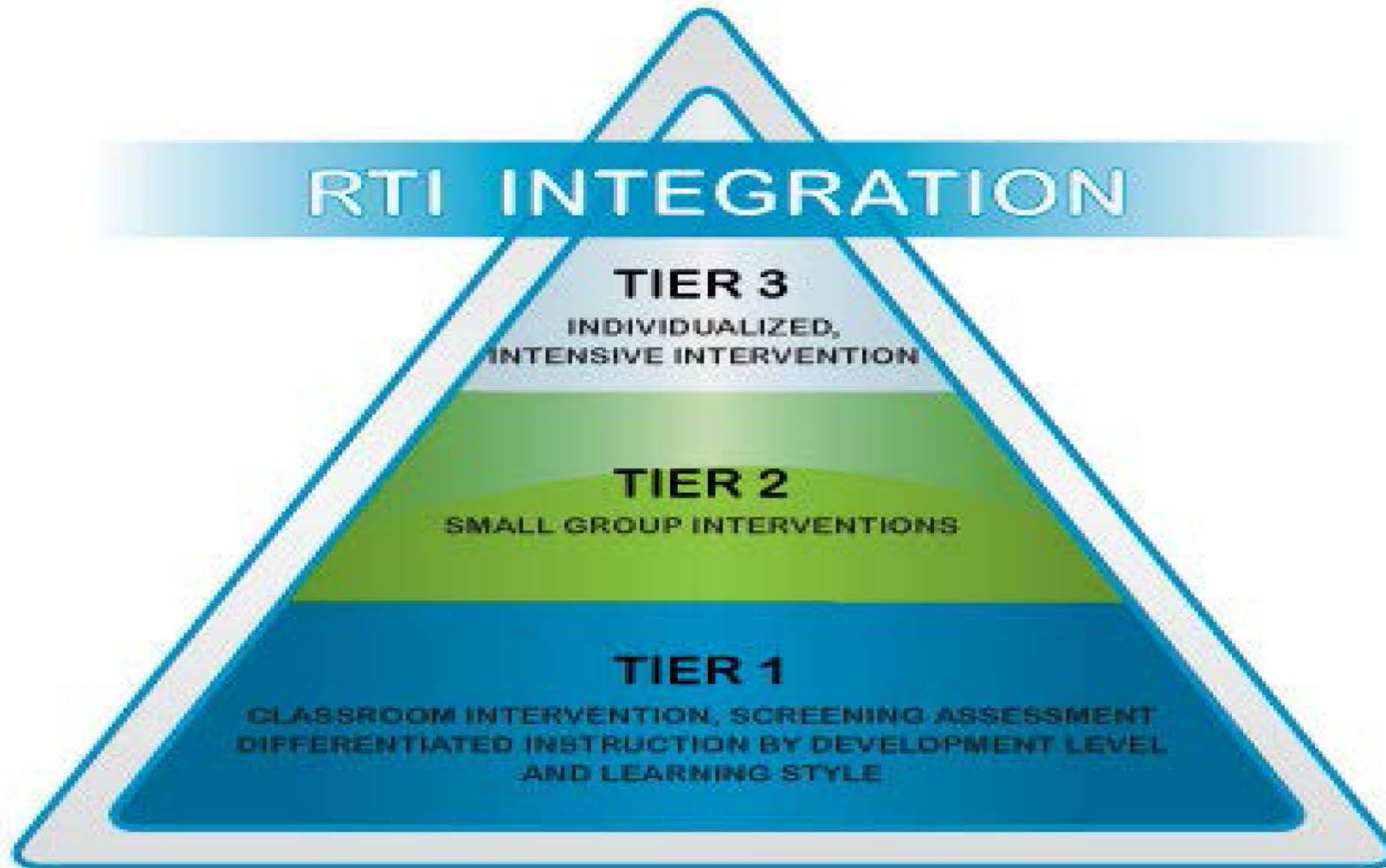
Programs for MLLs/ELs, SYs 2019-20

Program	ELs	Percentage of All ELs	Rate of Change ¹
Transitional Bilingual	10,237	24%	24%
Dual Language Bilingual	1,492	3%	7%
ESL, Pull-out	12,013	28%	23%
ESL, Push-In/Co-teaching	4,435	10%	40%
ESL, Sheltered English	1,695	4%	40%
ESL, Some other model	5,688	13%	16%
Language Transition Support Services	6,578	15%	25%
Parental Refusal	1,430	3%	16%
Total	43,568	100%	24%

¹Rate of change refers to the rate of increase or decrease in the number of ELs from SY 2015-16 to 2019-20.



Why Involve *ALL* Teachers ?



Program Models in District Contexts

Questions/Prompts for districts and schools:

When considering your district's MLL/EL programs:

- Which stakeholders should be at the table?
- How do Tier One instruction and MLL/EL programs relate?
- How are generalist teachers and leaders engaged in discussions on MLL/EL programs and efficacy?
- How can we ensure that MLLs/ELs are supported during remote and hybrid instruction?



What Can We Do Right Now?

- Choose a particular EL Checklist to consider in your district which is relevant to in-person, remote and hybrid learning



Considerations for Districts: Part Two

MLLs/ELs and Attendance

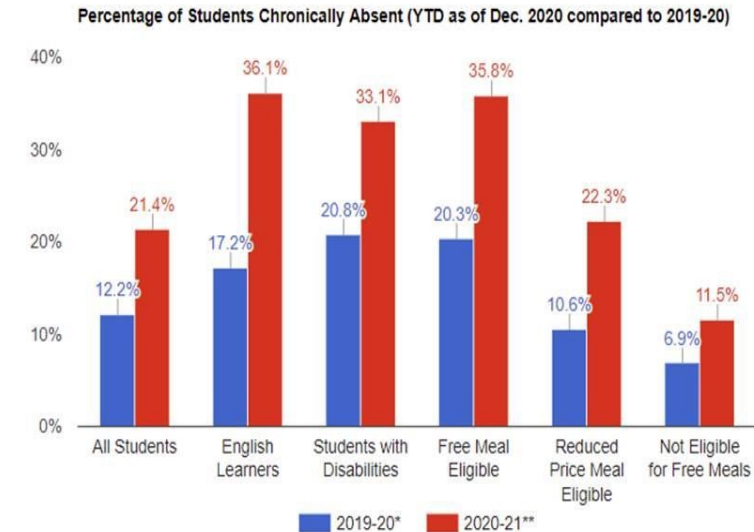
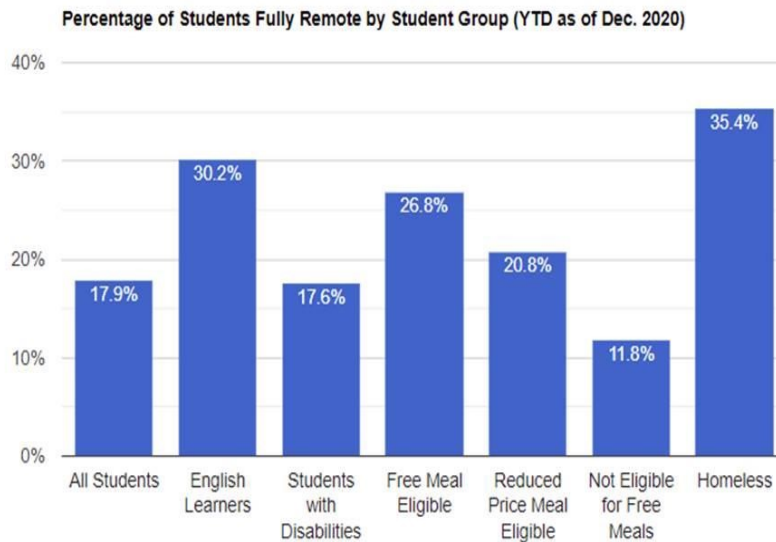


MLLs/ELs and Attendance

Students with High Needs Attendance

Snapshot

Overall, students with high needs tend to be fully remote at greater rates than their peers. Furthermore, all student groups exhibit lower attendance rates on remote days than on in-person days, and this pattern is most acute among our students with the highest needs. ([EdSight](#))



*Calculations are based only on in-person school days until mid-March 2020. **Calculations include both in-person and remote days.



MLLs/ELs and Attendance

- [Restart & Recovery: Promoting Attendance for English Learners in Remote and Hybrid Learning Environments](#)
- [Information for Parents and Guardians of English Learners](#)



MLLs/ELs and Attendance

Questions/Prompts for districts and schools:

- What data does the system need to capture to give school leaders the information they need to recognize attendance challenges and identify the root causes?
- What strategies could educators use to consistently gather information from MLL/EL families about their needs and expectations?
- How can educators foster engagement and partnership with MLL/EL families to collaboratively develop a solution?
- What systems, supports, and community partnerships may need to be in place for efforts to be successful?



MLLs/ELs and Attendance

Research-Based Best Practices:

- Solicit EL families' input on attendance expectations and share information about attendance in their preferred languages and communication methods.
- Set clear expectations and provide diverse ways to account for attendance.
- Establish cross-departmental teams to develop, review, and refine policies and practices to support EL attendance.
- Establish attendance-monitoring systems and disaggregate the data by EL student groups to identify and respond to patterns.
- Develop and implement plans to re-engage ELs who have missed a significant number of school days.

Citation: Santos, M., Weddle, H., Hopkins, M. & Lyons, K. (2020). Restart & Recovery: Promoting Attendance for English Learners in Remote and Hybrid Learning Environments. CCSSO.



Next Steps

- Use this SupportED resource-[Reflection Tool: ELs Returning to School in 2020](#)
 - Consider stakeholders, tier one instruction, measuring success
- Consider MLLs/ELs and multilingual families in planning for Tier One instruction, ensuring that stakeholders are at the table and that program models are considered based on district context and implemented with fidelity



Resources

Additional Resources:

- [English Learners Page](#)
- [Information for Parents and Families of ELs](#)
- [ELs in CT's Public Schools: Guidelines for Administrators](#)
- [Coaching and Self Reflection Tool for Competency in Teaching English Learners](#)
- [PO Presentations and White Papers](#)
 - [Demographic Trends of CT's ELs](#)
 - [CT's High School ELs](#)
- [CSDE Evidence-Based Practice Guide: English Language Proficiency](#)
- [Performance Matters Forum 2020 Presentations](#) (scroll down for Dually Identified ELs, Demographic Shifts, Welcome Centers and Welcoming Strategies for ELs, ELs in CT's Charter Schools)



Next Steps



Contact Information

- We are here to assist with this process and brainstorm with you based on your district's specific needs

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