



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Addressing the Needs of Dually Identified Students Through Individualized Educational Programs and Instructional Supports

Performance Matters Forum

October 23, 2020

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District Panelists

Laura Blake: Connecticut Technical Education and Career System

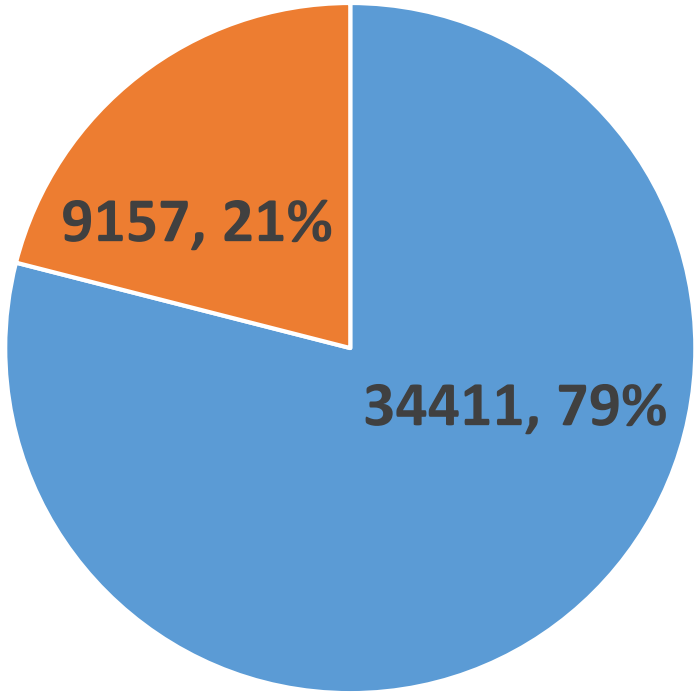
Kendra Dickinson: Colchester School District

Jane Glenn: EASTCONN RESC Alliance

Cassandra Perrone: Norwalk School District



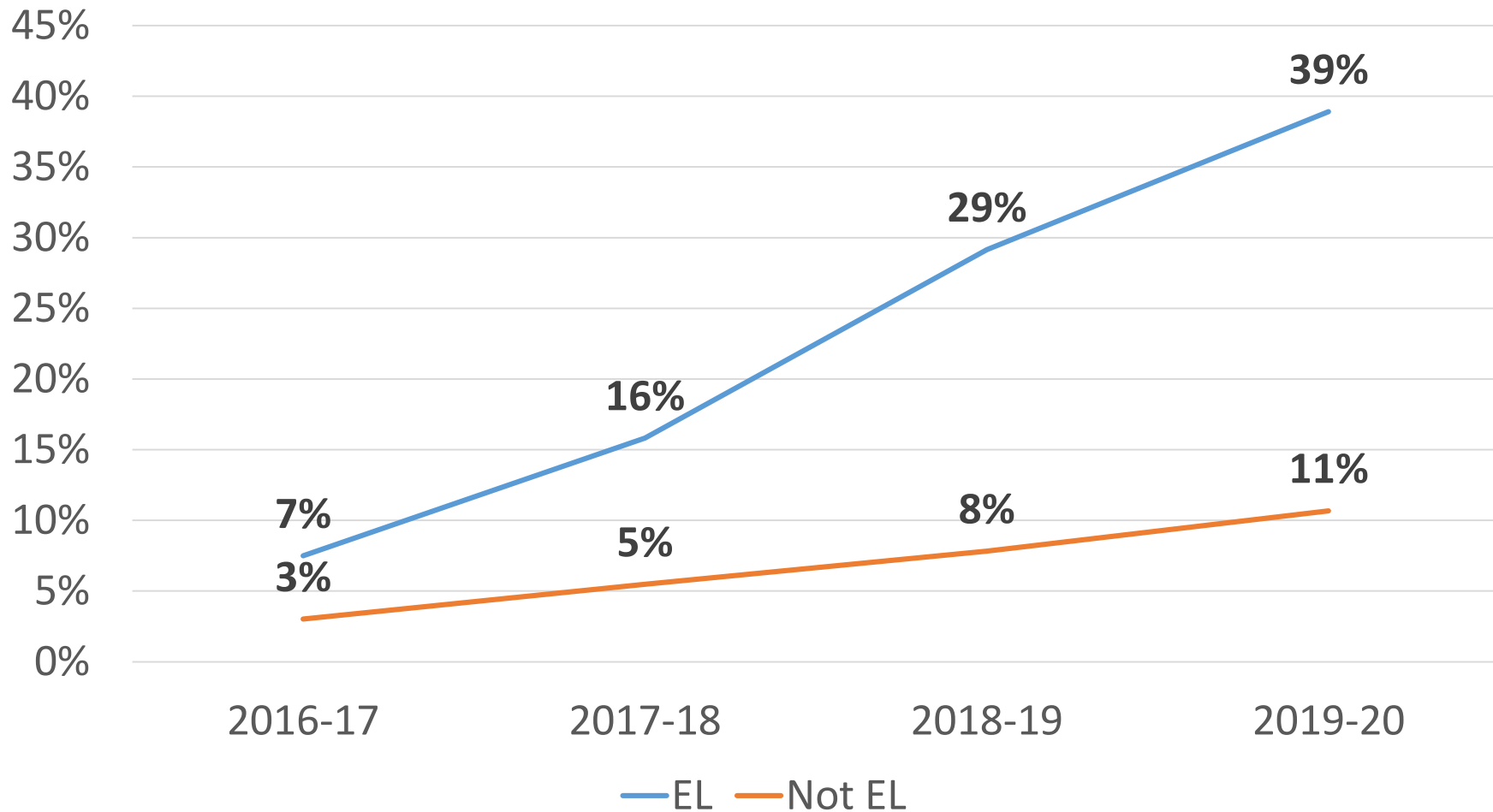
Over Nine Thousand ELs are also Students with Disabilities (SWDs), SY 2019-20



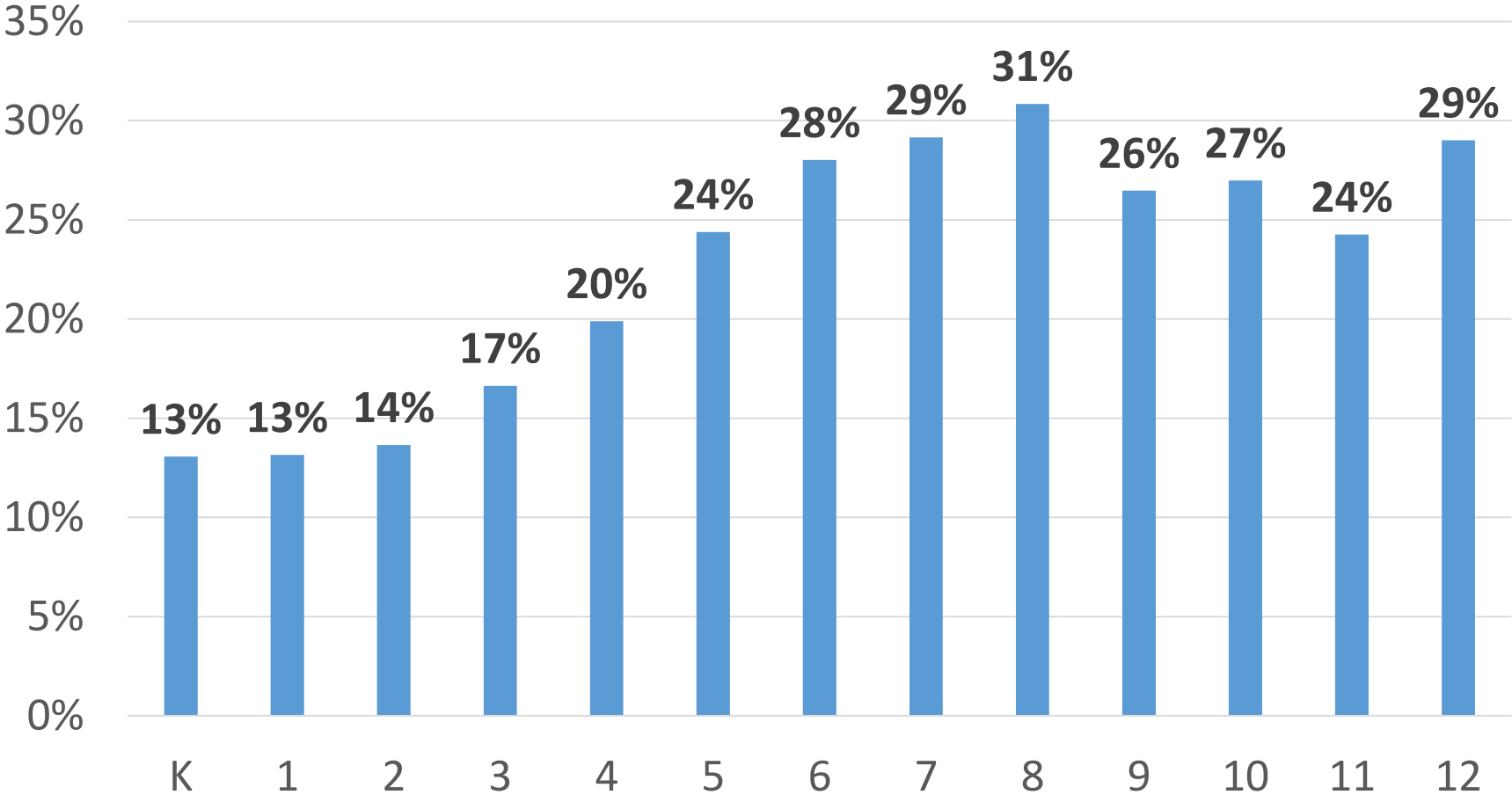
■ Not-SWD ■ SWD



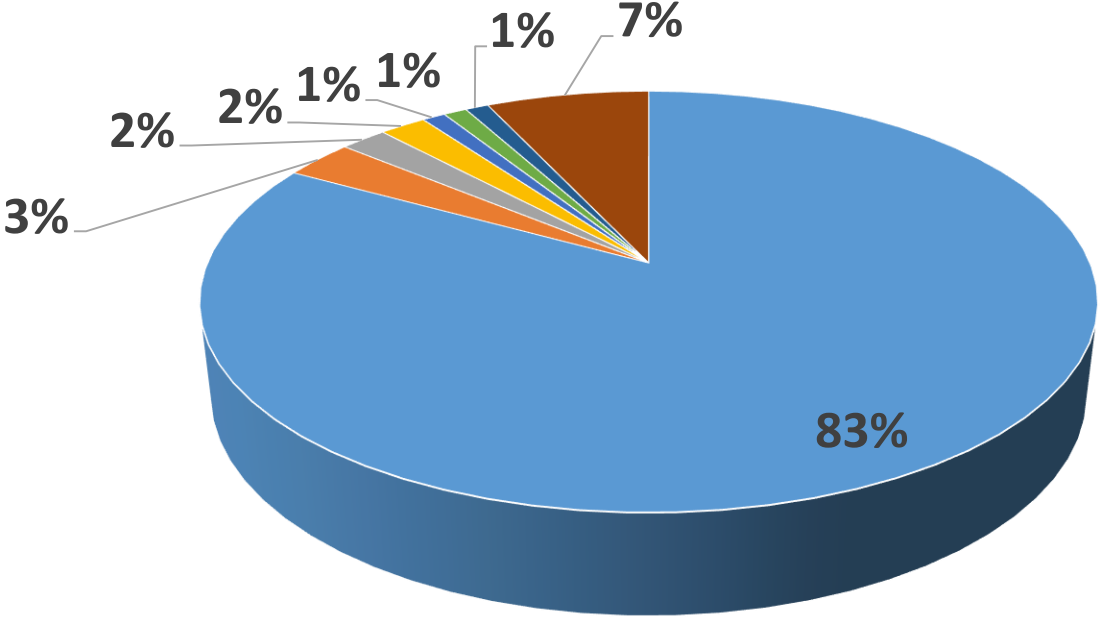
Growth in the Number of Students with Disabilities by EL Status, SYs 2016-17 through 2019-20



Percentage of English Learners Identified as Students with Disabilities by Grade, SY 2019-20



Native Languages of ELs Identified as Students with Disabilities, SY 2019-20



- Spanish
- Portuguese
- Arabic
- Creole-Haitian
- Albanian
- Mandarin
- Polish
- 92 Other Languages

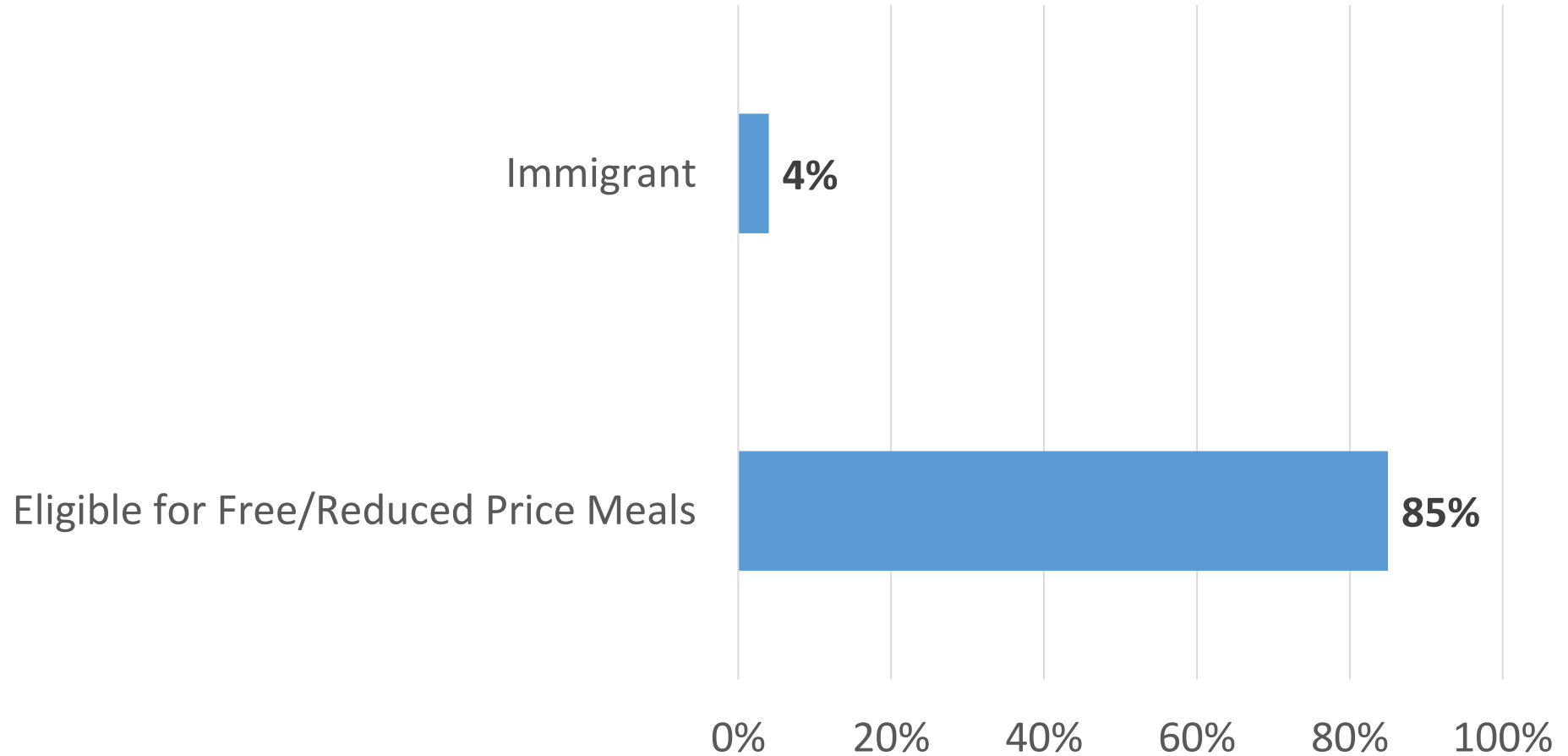


Primary Disability of ELs Identified as Students with Disabilities, SY 2019-20

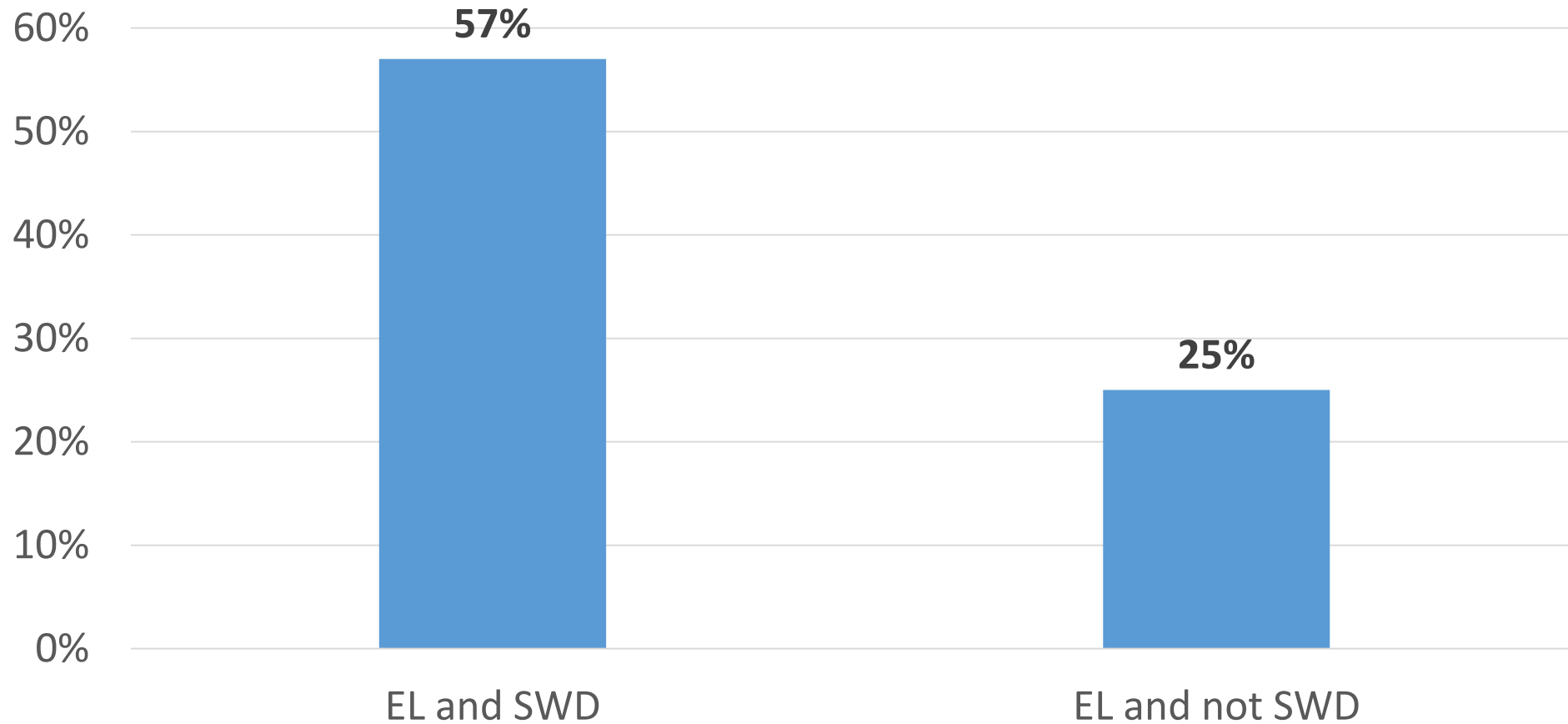
Primary Disability	ELs	Percent of SWD	Rate of Change in Number of ELs (5 years)
Learning Disabilities	4075	45%	45%
Speech / Language Impairments	1575	17%	18%
ADD / ADHD	1029	11%	46%
Autism	725	8%	117%
Intellectually Disabled	465	5%	36%
Developmental Delay	348	4%	49%
Other Health Impairments	286	3%	15%
Emotional Disturbances	230	3%	0%
Multiple disabilities	202	2%	21%
Specific Learning Disabilities/Dyslexia	128	1%	266%
Other	94	1%	-42%
Total	9157	100%	39%



Other Demographics of ELs Identified as Students with Disabilities, SY 2019-20



ELs Identified as Students with Disabilities were Twice as Likely Than others to be Long-Term ELs, SY 2019-20



Far Fewer ELs Identified as Students with Disabilities Meet Their LAS Links Growth Targets, SY 2019-20

District	Subject	Special Education Status (SWD)	Number of Matched Students	Growth Rate	Average Percentage of Target Achieved
State of Connecticut	Literacy	Special Education	6,633	18.4%	42.5%
		Non-Special Education	24,029	37.6%	65.4%
	Oral	Special Education	6,602	20.5%	43.3%
		Non-Special Education	24,005	35.8%	61.5%

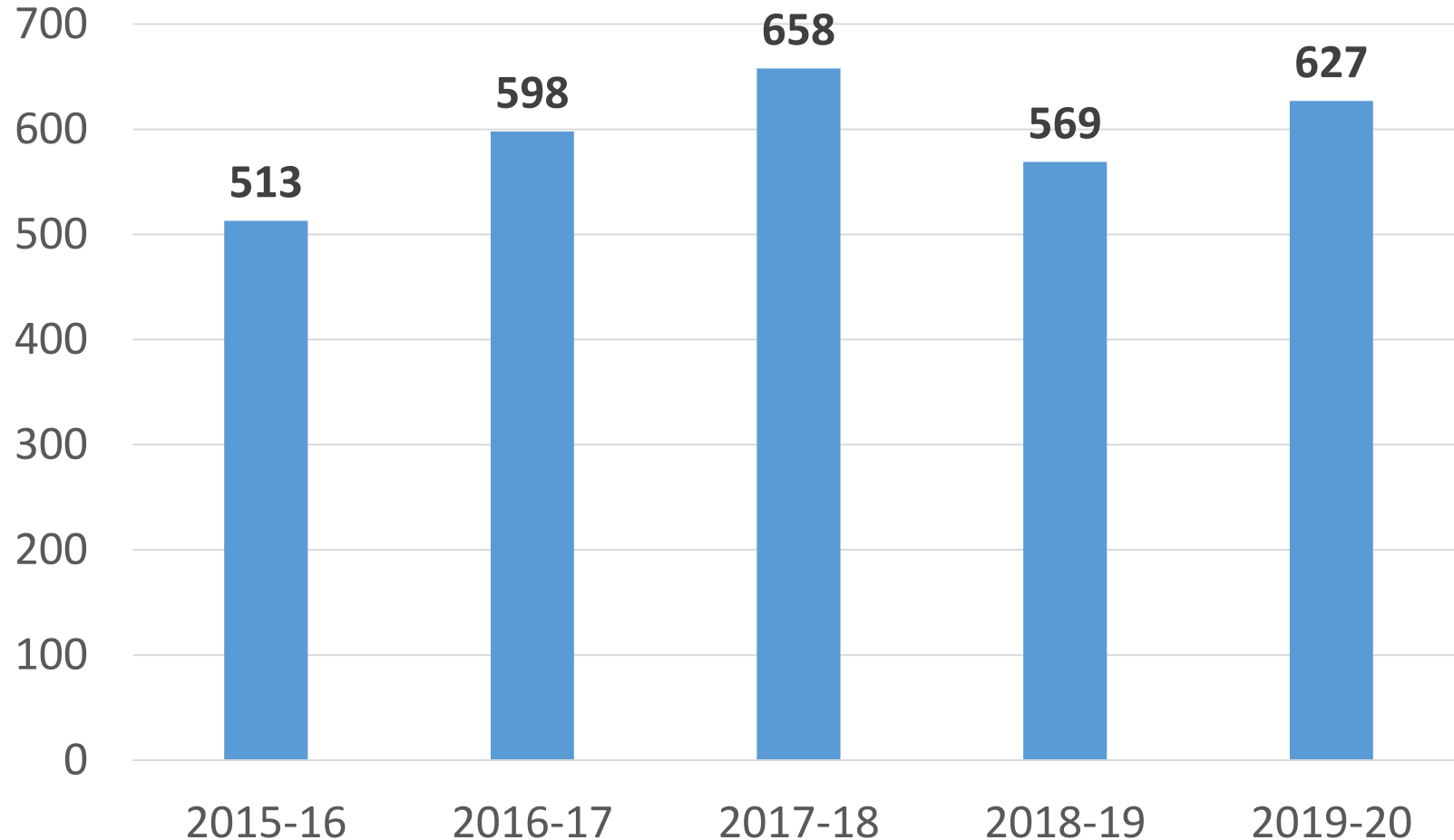


Few ELs Identified as Students with Disabilities Attain English Mastery, SYs 2015-16 through 2019-20

		School Year									
		2015-16		2016-17		2017-18		2018-19		2019-20	
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 (%)	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	97.9	11.1	98.5	11.7
	Y	93.7	5.4	93.7	4.0	92.6	4.0	91.2	3.8	93.1	3.8



Students Exempted from the LAS Links Because They Qualify for an Alternate Assessment, SYs 2015-16 through 2019-20



CTECS

CONNECTICUT TECHNICAL EDUCATION
AND CAREER SYSTEM



CONNECTICUT STATE DEPARTMENT OF EDUCATION

2 goals for every CTECS student

Academic Diploma

Includes all State of Connecticut public high school graduation requirements

91 days a year x 4 years

Trade Certification

Certifications can be stacked, meaning students can earn multiple levels or degrees of certifications to enhance post-graduate opportunities

91 days a year x 4 years

Common Concerns for Dually Identified Students

- trade safety
- rigorous, fast paced instruction (91 days)
- high level of independence required during trade
- intense technical and academic vocabulary (building code, trade specific vocabulary)

The Intake Process for the Dually Identified Learner

- Application process open to all learners
- No academic or behavioral criteria in the application process
- Acceptance is done in phase, requiring timely responses from the family and eventually a commitment to attend
- CTECS hosts or is invite to a PPT to discuss identified students learnings needs
- a Team decision is made as to whether or not CTECS is the right placement for the student



- **Low Incidence District**
 - 3 Magnet schools
 - Autism Program
 - 2 Clinical Day Treatments
- **Currently 100% of EL's are Native Spanish Speakers**
- **Serves 39 LEA's from across CT**
- **78% of EL's in this district are dually identified as students with disabilities.**
 - Autism Spectrum Disorder Verbal and Non-verbal
 - Intellectual Disability
 - Hearing and Vision Impaired
 - Specific Learning Disabilities
 - Emotional Disturbance
- **Current caseload are grades 6 - 12**





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ACT Magnet High School
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Kendra Dickinson
District English Learner Coordinator
Colchester Public Schools

- The Colchester Public Schools, located in Colchester, CT, which is part of New London County, serve 2,228 students.
- We have 11 current English Learners, and 6 former English Learners that are in year 1 or year 2 of monitoring.
- Our English Learners represent eight languages including Spanish, Mandarin, Twi, Akan, Korean, Haitian Creole, Albanian, and Gujarati.



How do you ensure that identifications happen in a timely manner?

- Build or purposefully strengthen a spirit of collaboration between classroom teachers, administrators, the nursing staff, service providers, and members of the special education team
- Utilize and explicitly model the utilization of True Peer Data-EdSight is a great resource for historical data



How can we make sure a student's language needs are represented in the PPT process?

- The first step is to proactively ensure that we have a seat at the table. We can do this by reading the IEP and making a note of the dates of each student's Annual Review or Triennial. Then, as the date approaches, we can reach out to the team and make sure we are on the invite list.
- During the PPT process we can ensure that:
 - The home language is accurately represented in the IEP paperwork, and a professional oral interpreter is available if needed
 - The Planning and Placement Team Meeting Summary offers the EL Service Provider an opportunity to report on how many minutes of direct service the child engages in per week and what form that takes.
 - The Planning and Placement Team Meeting Summary offers an opportunity for the EL Service Provider to report on monitored ELs as well. The Service Provider can describe the ways in which the student is monitored, and the Service Provider can provide concrete examples of the monitoring system (google forms, progress monitoring forms, collaborative meetings, etc.)
 - We use guidance from the CSDE and from LAS Links to note whether or not the student will receive accommodations during the LAS Links Assessment and who will provide those accommodations



A Snapshot of Norwalk Public Schools



- Over 11,500 students
- Diverse community
- 1,982 English Learners (17%)
- 435 ELs are dually identified
- 43% of NPS students speak a language other than English in their homes
- NPS students speak 59 different languages and come from 76 different countries



English Learner Welcome Center



- **EL Data/Testing Facilitator**

- Oversees Bilingual Facilitators
- Facilitates the annual LAS Links Testing
- Communicates with other CT districts regarding EL status of transfer students
- Provides class lists, PTA data, LAS scores, etc. to EL teachers and administrators

- **Bilingual Facilitators**

- Support families: registration, proof of residency, health forms, lunch forms, transportation, technology, etc.
- Administer LAS Placement tests and PreLAS throughout the year to determine eligibility
- Complete a parent/guardian interview along with an educational summary of the student



What's Working



- Bilingual Aides in every elementary school
- Bilingual District Parent Coordinator
- Annual training for teachers to review testing accommodations for dually identified ELs
- Bilingual District Ombudsperson
- Facebook Live Special Education Parent Forums with interpreters available
- EL Welcome Center shares testing intakes, interviews, and any concerns with EL teachers
- Open communication between the schools, families, and special education department with support from the EL Welcome Center
- ***New this year:*** Parent University with videos in Spanish



Work in Progress



- Bilingual Aides will be trained in-house on PPT protocols and best practices for interpreting
- Joint initiative between the EL Education and Special Education Departments to resume
- Providing documents and other school communications in languages other than Spanish (specifically, Haitian-Creole)
- Ensuring that the EL teacher is present at all meetings including PPTs to discuss language progress



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