CONNECTICUT STATE DEPARTMENT OF EDUCATION

Demographics of Connecticut's English Learners:
Digging into the New EL Data Bulletin

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Megan Alubicki-Flick

Janet Stuck

Michael Sabados, Ph.D.

District Panelists

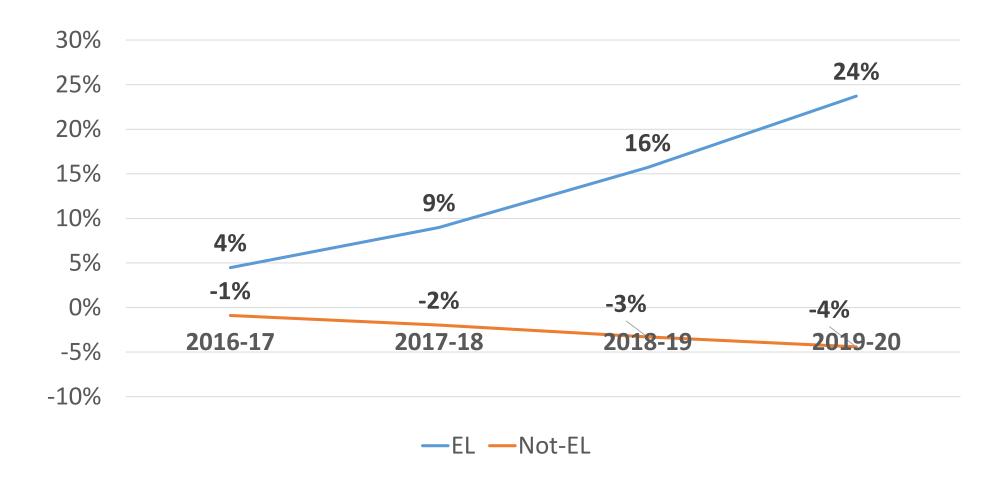| Panelists	Topics
Suzanne Shippee (Bloomfield) and Elizabeth Peczuh (East Hartford)	Growing EL Student Population
Chalise Ross (West Hartford) and Maria Zampano (Shelton)	Increasing Native Language Diversity
Daisy Torres (Hartford) and Evelyn Robles-Rivas (Meriden)	Supporting Long-term ELs and Ever-ELs
Helene Becker (Norwalk)	Supporting Immigrant ELs and Students with Limited and/or Interrupted Formal Education
Rowena Zylali (New Fairfield)	Growing Language Instruction Programs
Adela Jorge-Ferguson (Waterbury)	Language Support and Bilingual Programs

Topic One:

Connecticut's Rapidly Growing English Learner Student Population

Connecticut's English Learners: A Brief Legal Overview

- Elementary and Secondary Education Act of 1965 (ESEA) affirmed that ELs are entitled to receive English language services from Teachers of English to Speakers of Other Languages (TESOL), bilingual-certified teachers, or other personnel who have received training in English language acquisition. This right is protected by the U.S. Office of Civil Rights. **English learners are entitled to these services to help them attain English proficiency and realize mastery of the same core academic grade-level content as other students. Therefore, their education is not just the responsibility of TESOL and bilingual teachers, but also that of the general education faculty.**

- Connecticut General Statutes Sections 10-17a through 10-17n define ELs as students who lack sufficient mastery of English to "assure equal educational opportunity in the regular school program," defines the method for identifying bilingual mandated districts, describes English learners' access to either bilingual education or English as a Second Language (ESL) services, and provides grant money for these programs.
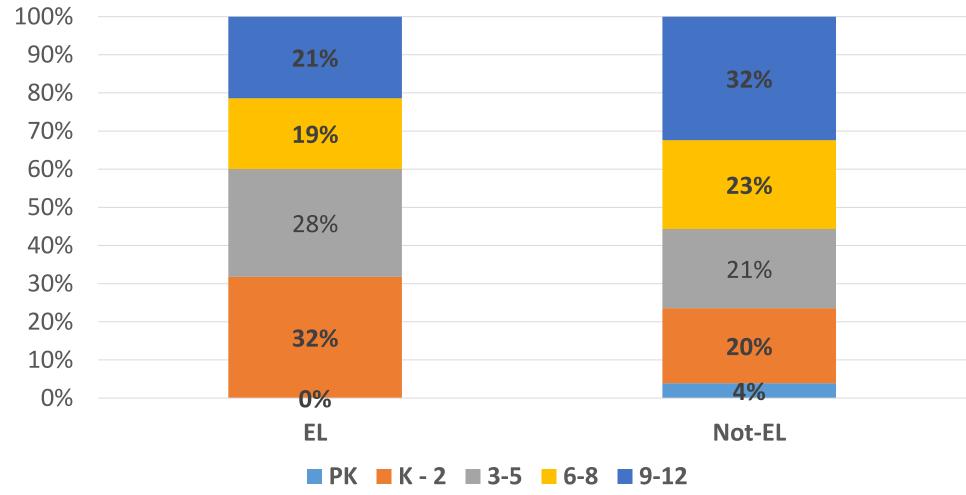
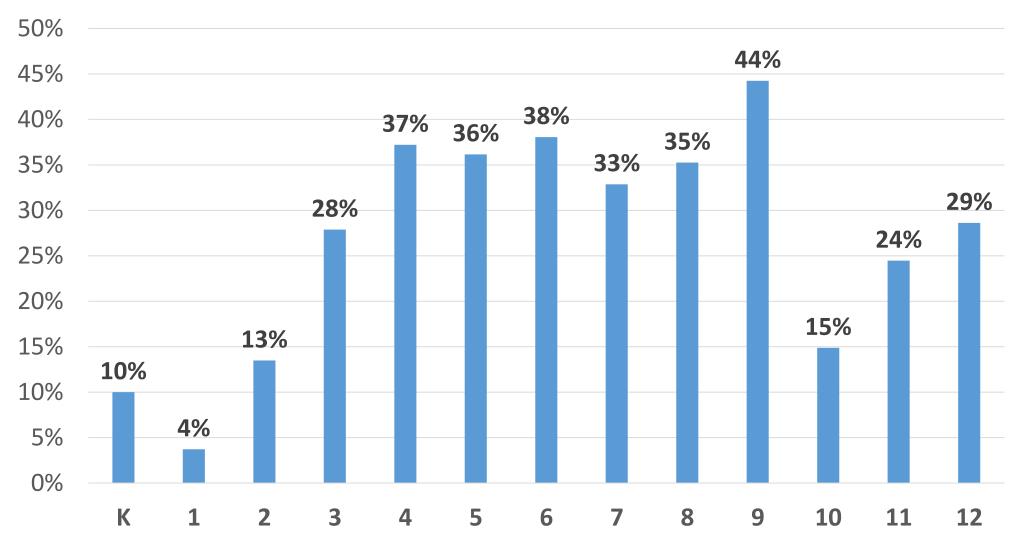# Annual Percentage Growth of English Learners and Not-EL Students, SYs 2015-16 to 2019-20

EL — **Not-EL**

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

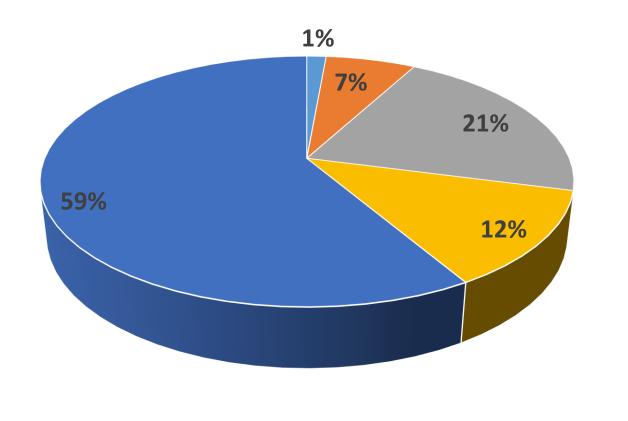Sixty Percent of English Learners are in Grades K-5, SY 2019-20

Percentage Growth in the Number of ELs by Grade, SYs 2015-16 to 2019-20

Majority of English Learners are in Districts with at Least 1,000 ELs But Nearly All Districts with an EL, SY 2019-20

EL Population	Number of Districts
0	14
0-19	76
20-99	54
100-499	41
500-999	7
1000+	9

Pie chart legend: ■ 1-19 ■ 20-99 ■ 100-499 ■ 500-999 ■ 1000+

Pie chart values: 1%, 7%, 21%, 12%, 59%

Prompt 1:

Describe your district's growth.

- ➢ What factors drive growth in your district?

- ➢ Has it impacted your provision of services?

- ➢ Have there been any resource issues?

English Learners in Bloomfield
A Low Incidence District

164% increase since 2015

86% receive free or reduced meals

24% receive special education services

16% are immigrants

11 languages are represented

45% in grades K-5
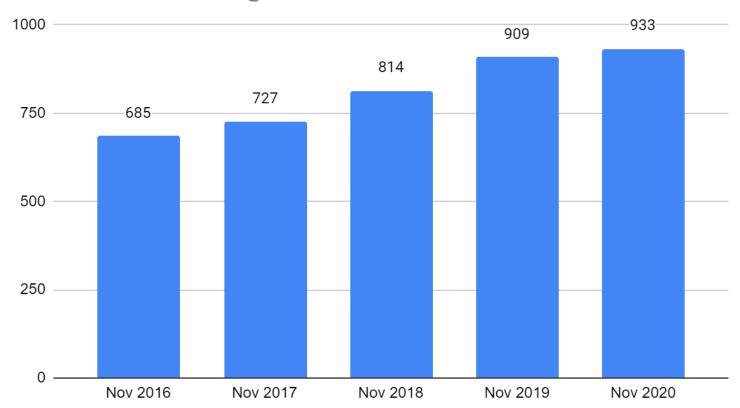31% in grades 6-8
24% in grades 9-12

Bloomfield's Action Plan

- Reinforce identification process
- Provide formal and informal professional development opportunities
- Collaborate with general educators
- Collaborate with special educators
- Professionalize support staff
- Increase specialized language learning time

Growth of English Learner Population in East Hartford

English Learners in EHPS

Strategies to support increasing number of English Learners

- Professional Development
  - classroom and content area teachers
  - Administrators

- Ellevation
  - improved data management and communication

Topic Two:

Increasing Language Diversity

Top Native Languages of Connecticut's English Learners, 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%**

CSDE

Average Number of Native Languages for ELs by District EL Population, SY 2019-20

District Number of ELs	Number of Districts	Average Number of Native Languages Among ELs
1-19	76	3
20-99	54	11
100-499	41	24
500-999	7	29
1000+	9	42
All Districts with ELs	**187**	**13**

Prompt 2:

Describe the linguistic diversity in your district.

➤ What changes have you made to accommodate this linguistic diversity?

➤ What strategies and resources do you use to meet the needs of linguistically diverse students and families?

Meeting the Needs of Our Linguistically Diverse School Community

Shelton Public Schools – 39 Languages

Meeting the Needs of Families

Talking Points

Microsoft 365 - Power Point

Smore Newsletters

Parent and Teacher Volunteers

Meeting the Needs of Students

Google Sheets

Google Docs Translate Tool

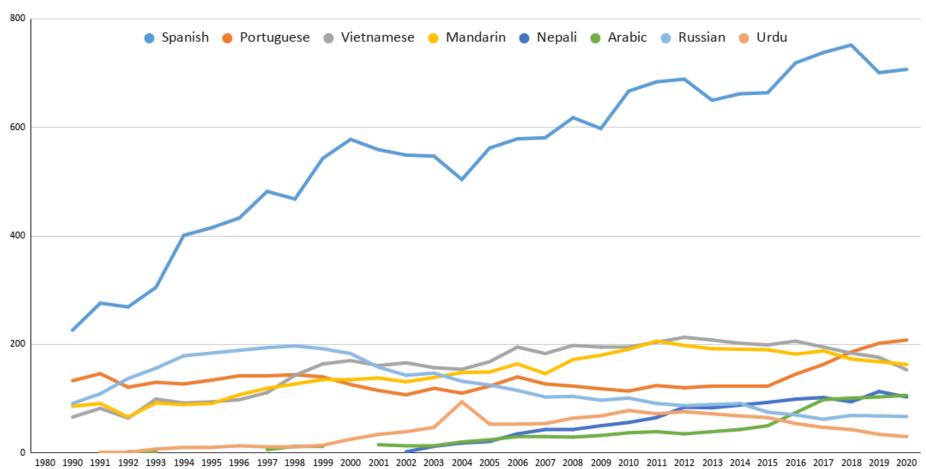Google Translate Extension

YouTube Multilingual Subtitles

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Linguistic Diversity
West Hartford - 43 languages

West Hartford
Tools to Support Students and Families

- Equity and Diversity Lens

- Partnerships

- Outreach Coordinator

- Celebrating Bilingualism

- Diverse Library Books

- Translation Resources

- Google Read Write

- Go To Strategies

Topic Three:

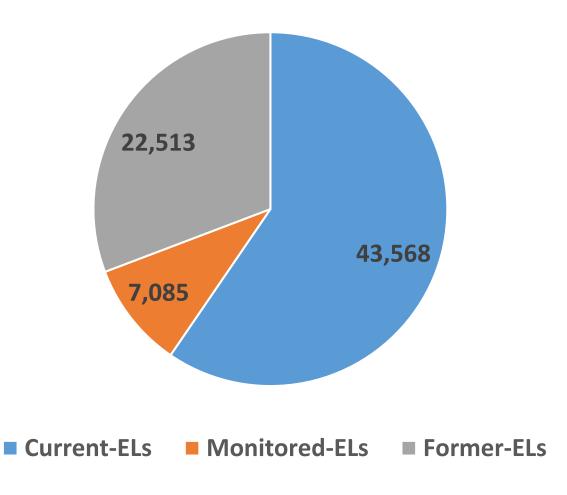# Long-Term English Learners

Ever-English Learners

Connecticut's 14,000 Long-term English Learners (Students who Have Been ELs for Five or More Years), SY 2019-20

Program	Percentage of Long-term ELs
SWD	37%
Immigrant	5%
Eligible for Free or Reduced Price Meals	84%
Most Common Native Languages	Spanish (81%), Portuguese & Arabic (3% each)
Alliance District Student	78%
All ELs	**32%**

There were Over 70,000 Ever-EL Students, SY 2019-20

22,513 · **7,085** · **43,568**

■ Current-ELs ■ Monitored-ELs ■ Former-ELs

Do you have a system in place for tracking students' time as ELs?

  ➢ If so, what unique strategies do you use for students who have been ELs for an extended number of years (long-term ELs)?

What does system do you employ for monitored ELs (i.e. reached mastery in prior two school years)?

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Hartford Public Schools

District Overview

- Approx. **18,000** students
- **21%** identified ELs
- Approx. **27%** LTELs
- **Top Languages**: Spanish, Portuguese, Serbo-Croatian

Progress Monitoring & Strategies for LTELs

- **District Model of Excellence** -priority focus on ELs and shared responsibility
- **ELD & Academic Support:** ESOL classes in grades 9-12, after hours academic tutoring, Hartford Public Library after school program
- **Progress Monitoring**: PowerSchool, EL Data Coordinator
- **K-12 EL Service & Delivery Plan:** research-based program models and position statement

Promising Practices for LTELs

Instruction

- **Coaching Support:** academic vocabulary, student engagement and rigor
- **Native Language Development:** native speakers/AP classes, Seal of Biliteracy, Spanish curricular assessments
- **Focus on Transfer** and **Bridging**
- **Professional Learning:** Sheltered Instruction and CELP standards for classroom teachers and administrators

Systems

- **District Program Re-Design**: K-2 bilingual classes; Dual Language program
- **Data Analysis**: disaggregation by true peers, time in program, and program code
- **EL Data Platform:** progress monitoring, language acquisition plans, designated supports
- **MTSS Framework** and district **Instructional Vision**

Meriden Public Schools

Strategies to monitor EL progress

English Learners - **1,267** students

- Long-term English Learners (5 years or more) - **278** students
- Long-term English Learners Dually Identified - **74 s**tudents

 Department approach to monitor student progress

- Monthly data review through Department and PLC meetings
- Student's portfolio shared across grade levels (beginning and end of the school year)
- PD sessions (CELP standards and effective strategies)

Meriden Public Schools
Strategies to monitor EL progress

Kindergarten – 12th Grade

- Materials in both languages to enhance our dual model in grades K and 1
- Consistently monitoring students progress, formative assessments, student's work
- Supplementary books and materials, the help students' exposure to content/academic vocabulary aligned with core curriculum
- ESOL course curriculum aligned with new curriculum for Language Arts (6-8) and English 9, 10, 11, 12, and CELP Standards
- LTSS courses emphasizing oral language, academic vocabulary and writing through thematic units and project-based learning

Monitoring students who reached mastery

- Regular meetings with the school team which includes ESOL/Bilingual and mainstream teachers
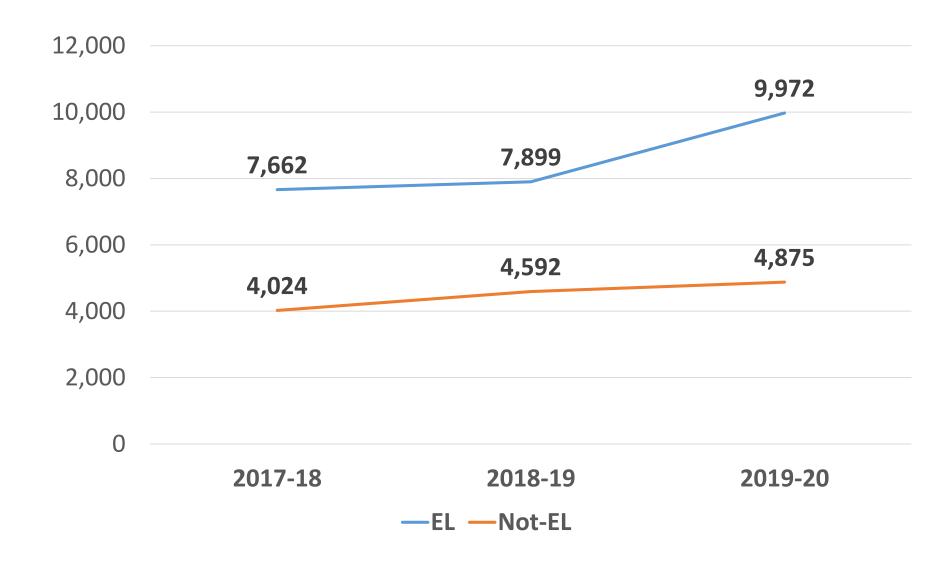- Monitor data to track students' progress, courses taken (AP, College and Career Pathways)

Topic Four:

Immigrant English Learners

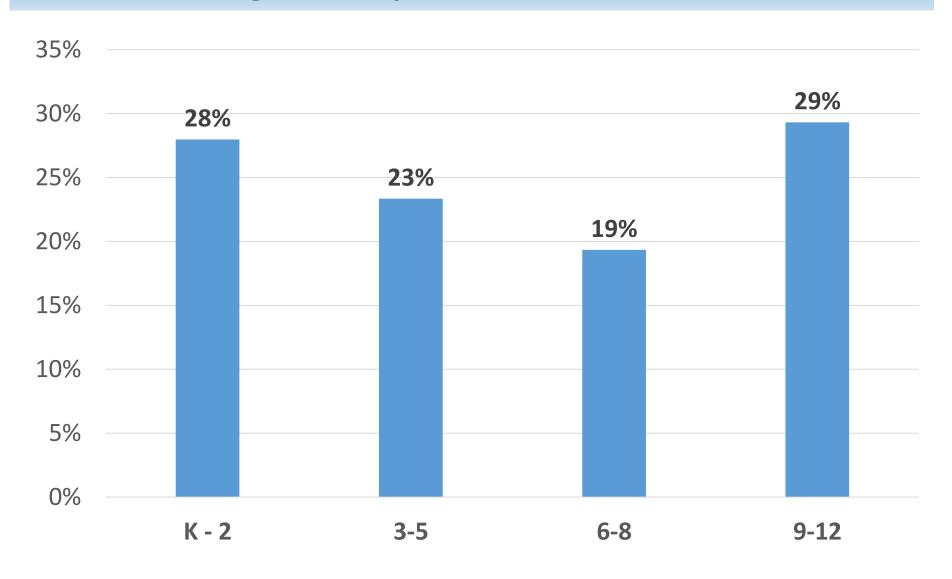## Students with Limited and/or Interrupted Formal Education

Growth in the Number of Immigrants, SY 2017-18 to 2019-20

Percentage of English Learners that are Immigrants by Grade Band, 2019-20

CONNECTICUT STATE DEPARTMENT OF EDUCATION

How do you address the needs of English Learners who are immigrants?

➢ How does support differ by the grade of the students?

How do you address the needs of students with educational gaps and late arrivals?

➢ How do you support their families?

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Norwalk Public Schools
Addressing the Needs of Immigrant Students

- EL Welcome Center
  - Clear procedures for information dissemination

- Tutoring Center

- Semester Courses
  - Late Arrivals

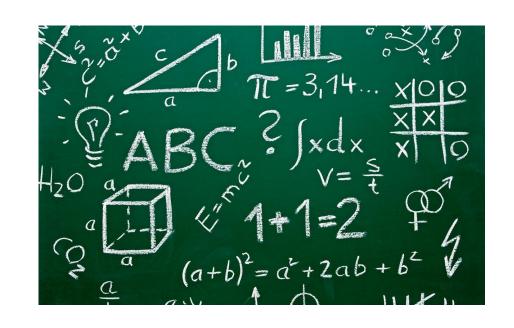# Addressing the Needs of Immigrant Families – Forming Partnerships

- Community Resources
  - Financial Needs
    - SNAP
  - Health Needs
  - Emotional/Psychological Needs

- The Town or City

Addressing the Needs of SLIFE (Students with Limited and/or Interrupted Formal Education)

- <u>Educational Needs</u>
  - ESL Foundations
  - Math Foundations
  - Science Foundations
  - Tutoring Center

Addressing the Needs of SLIFE (Students with Limited and/or Interrupted Formal Education)

- Emotional/Psychological Needs
  - Bilingual Social Worker
  - Partnership with outside agency
  - CBITS (Cognitive Behavioral Intervention for Trauma in Schools) - secondary
  - Bounce Back -elementary
- Cultural/Legal Needs
  - Resource Officers
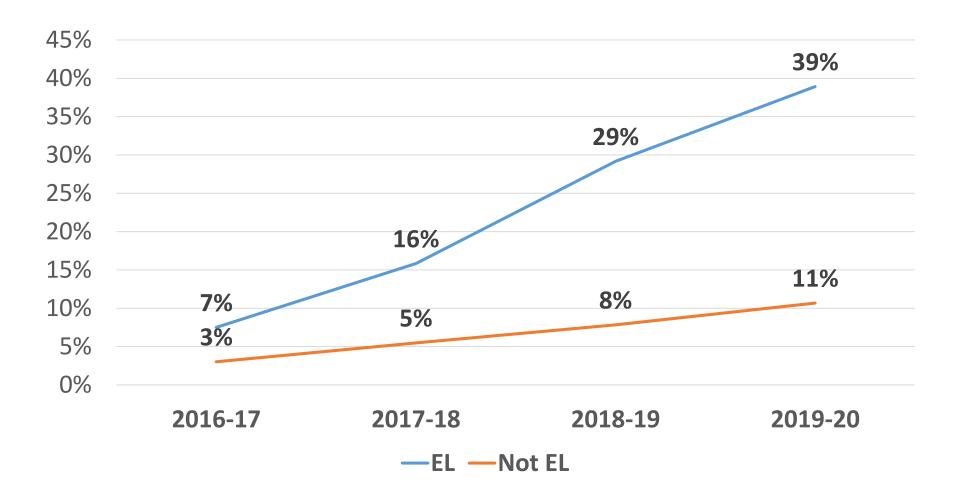 - Connecticut Students for a Dream
  - Legal Services

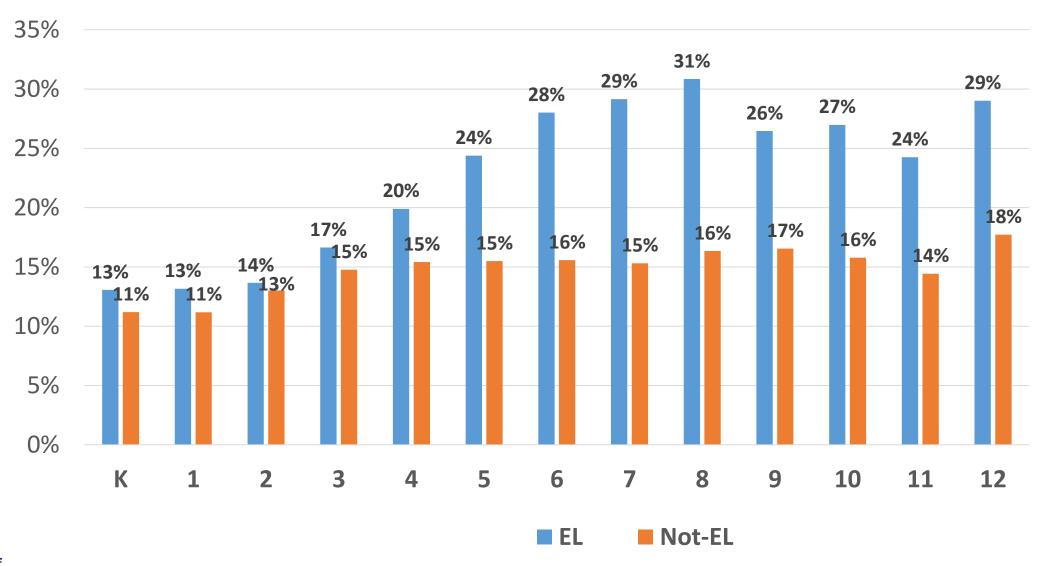# English Learners Identified as Students with Disabilities

Growth in the Number of Students with Disabilities
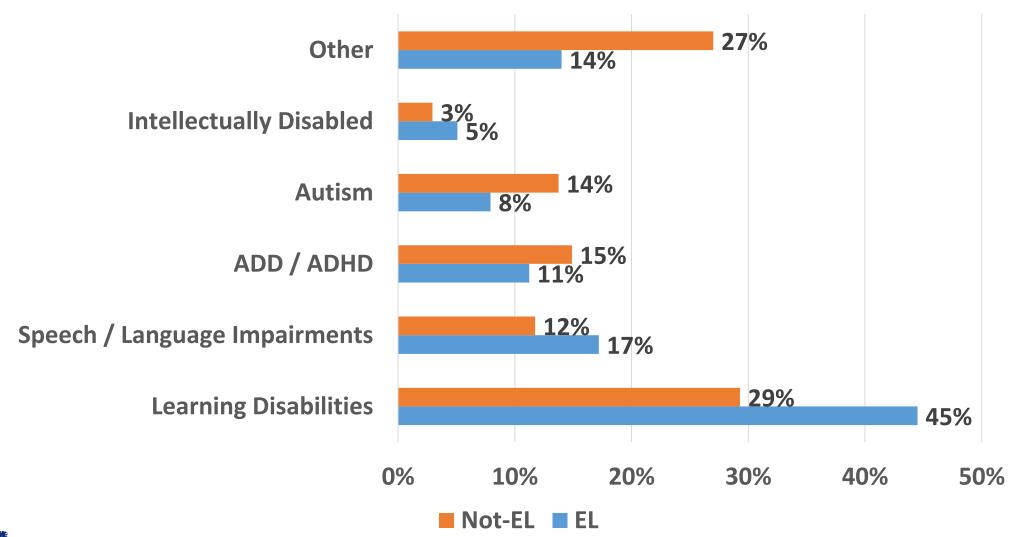# By English Learner Status, SYs 2016-17 through 2019-20

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

Students with Disabilities as a Percentage of ELs and Not-ELs by Grade, SYs 2019-20

Primary Disability of English Learners and Not-EL Students, SYs 2019-20

Key Takeaways from CSDE PD Session
On Supporting ELs with an IEP

➢ Communicate regularly with all staff working with English Learner's with disabilities

➢ Ensure the language needs of the students are represented at meetings by an individual such as an EL Service provider

➢ When communicating with parents ensure their home language is represented in paperwork and well as other forms of communication.

➢ Use multiple sources of data regularly and when making comparisons look at true peers

➢ Remember that EL instruction is TIER 1 of the SRBI system and that the trajectory for these students may require additional time for language acquisition

Link to the IEP Session Recording

https://portal.ct.gov/SDE/Performance/Performance-Matters-Forum/2020/Performance-Matters-Forum-2020

Topic Six:

Language Support Services

Language Support Services for English Learners, 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%**

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

Language Support Services for English Learners by Grade, SYs 2019-20

Program	PK-5	6 - 8	9 - 12
Bilingual	31%	23%	19%
ESL, Pull-out	32%	24%	19%
ESL, Push-In/Co-teaching	12%	11%	5%
ESL, Sheltered English	<1%	4%	13%
ESL, Some other model	11%	12%	19%
Language Transition Support Services	10%	23%	21%
Parental Refusal	3%	3%	4%
Totals	**100%**	**100%**	**100%**

New Fairfield:

Growing Language Instruction Programs

Waterbury Public Schools
EL Enrollment Trend

October 1, 2019	2,929
October 1, 2018	2,820
October 1, 2017	2,615
October 1, 2016	2,553
October 1, 2015	2,432
October 1, 2014	2,354
October 1, 2013	2,121
October 1, 2012	2,061
October 1, 2011	1,952
October 1, 2010	2,026

Waterbury Public Schools
Bilingual Education

Bilingual Centers provide Comprehensive Built-in Supports
- Bilingual Basic Skills
- Bilingual Classroom Instructional Aides
- Bilingual Reading Teachers
- Partial Mainstream
  - Bilingual Basic Skills
- Extensions

Waterbury Public Schools
Embedding EL supports in Science/NGSS

- Provides access to grade level Science content by embedding differentiated instruction based on levels of English Proficiency
- Linguistic supports include but are not limited to, building background knowledge, sentence frames, illustrated vocabulary, and providing visuals and videos
- Empowers students with the language needed to process and understand content, perform required tasks and demonstrate what they have learned
- Actively engages students with the curriculum so that they can apply the Science and Engineering practices

Waterbury Public Schools
Spanish for Native Speakers Curriculum

- Provides Spanish speaking Bilingual students with access to, and a deeper understanding of, ELA 9-12 Connecticut Core Standards through a Spanish Language Arts Curriculum

- Builds familiarity with standards, literature, and the mechanics and structure of academic writing.

- Ensures our Bilingual students are successful when they enroll in mainstream English classes since the academic language and content will be the same

- The Common Underlying Proficiency approach promotes cross-linguistic transfer. As a result, concepts learned in Spanish are expressed and applied in English

Links to Recent CSDE EL Publications and Research Library

Demographic Trends of Connecticut's English Learners (SYs 2015-16 to 2019-20)
https://portal.ct.gov/-/media/SDE/Performance/Research-Library/EL-DEMOGRAPHICS-10012020.pdf

A Closer Look at Connecticut's High School English Learners (SY 2018-19)
https://portal.ct.gov/-/media/SDE/Performance/Research-Library/CLA-High-School-ELs-White-Paper-Final-09-29-2020-reformatted.pdf

Connecticut's Re-Evaluation of the 2015 Middlebury Interactive Alignment Study of LAS Links C and D to the Connecticut English Language Proficiency Standards
https://portal.ct.gov/-/media/SDE/Performance/Research-Library/LASLinkAlignmentRe-evaluationApril2020.pdf

CSDE Performance Office Research Library
https://portal.ct.gov/SDE/Performance/Research-Library#ELPA

CSDE EL Team Contact Information

Member	Specialty Areas	Phone	Email
Megan Alubicki-Flick	Grants, PD, CELP Standards	(860) 713-6786	Megan.Alubicki@ct.gov
Janet Stuck	EL Identification, LAS Links and accommodations	(860) 713-6837	Janet.stuck@ct.gov
Michael Sabados, Ph.D.	Accountability, EdSight and Reporting	(860) 713-6856	Michael.Sabados@ct.gov