



CONNECTICUT STATE DEPARTMENT OF
EDUCATION

English Learners (ELs): General Information



Topics

- Who are Connecticut's ELs?
- Identification Process
- Annual mandated English language proficiency assessment
- English Learners Webpage
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Who are Connecticut's ELs?

- Approximately 36,000 ELs in CT (6% of K-12 school population)
- Approximately 150 languages
- Approximately 77% of ELs are eligible for free or reduced-price meals
- Over 60% of ELs are in grades K-5

An Overview of Connecticut's English Learners (ELs) Grades K-12, 2014-15:

- There were 34,833 ELs in 173 public LEAs.
- There were 143 different dominant languages among ELs and Spanish accounted for 72.4 percent of ELs.
- 96.6 percent of ELs received English language services.
- Over 60 percent of all ELs were in Grades K-5.
- 18 percent of ELs were also identified for special education.
- 76.8 percent of ELs were eligible for either free or reduced-price meals.
- Connecticut received \$5.05 million in Title III funds for English language services.
- In the 2013-14 school year, 97 percent of EL students took the annual English language proficiency assessment; 59.4 percent made progress from their prior assessment, while 25.9 percent demonstrated English proficiency.
- In the 2013-14 school year, 1,918 ELs (5.9 percent) met the CSDE's English mastery standard and exited EL status.
- The 2014 four-year cohort graduation rate for ELs was 63.0 percent compared with 87.9 percent for non-ELs.
- The CSDE designated bilingual education and TESOL as certification shortage areas for the 2014-15 and 2015-16 school years.

[2014-15 English Learner Data Bulletin](#)



Identification Process

Primary Requirements for English Learner (EL) Identification:

STEP 1: Administer the [Home Language Survey](#) (HLS)

STEP 2: Review HLS results

STEP 3: Administer English language proficiency assessment if the HLS indicates the student may have a primary or home language other than English

STEP 4: Inform parents if the results from the ELP assessment indicate the student is an EL



Identification: Step One

Administer the Home Language Survey

- A Home Language Survey (HLS) **must** be administered to all new* students.
- The Every Student Succeeds Act (ESSA) requires consistent statewide entrance and exit procedures for EL services. The HLS must contain the following questions:
 - 1) What is the primary language used in the home, regardless of the language spoken by the student?
 - 2) What is the language most often spoken by the student?
 - 3) What is the language that the student first acquired?



Identification: Step Two

Review HLS Results

If **ONE or more answers** indicate a language other than English, the student must be screened to determine if he/she is an EL.

- See the [Home Language Survey Recommendations](#) document for more information.



Identification: Step Three

Administer English language proficiency assessment

After reviewing the HLS and determining that the student may have a primary or home language other than English, administer:

- the state-mandated English language proficiency screener (the English language proficiency screener is currently being determined for SY 17-18)



Identification: Step Four

Inform Parents

- If a student is identified as an English learner, a [parent notification letter](#) must be sent.
- Districts must implement English learners services for all identified students.



Annual Federal Assessment Mandates

- All English learners enrolled in public schools must be assessed annually during the testing window using the state-mandated English language proficiency assessment.
- Students can only exit EL status if they meet all [EL exit criteria](#).
- A [parent notification letter](#) must be sent for students who have met exit criteria.





Dianna Wentzell
Commissioner

Teachers &
Administrators

Parents & Community
Students

Adult Education
School & District



English Learners

Position Statement

The Connecticut State Board of Education (CSBE) believes that high-quality, comprehensive and effective English as a Second Language (ESL) and bilingual education programs are essential to acquire English language proficiency and academic proficiency for students who are English Learners (ELs). The Board believes that research-based instructional practices that support ELs in general education classrooms are essential while they are acquiring English and well after they have exited the intensive programs. Read the [CSBE Position Statement and Guidelines](#).

English Learners and Bilingual Education Statutes

- [Connecticut Legislation that pertains to ELs from June 2015 Special Session](#) [PDF]
 - [Senate Bill No. 1502, June Special Session, Public Act No. 15-5](#)
- [Bilingual Education Statute: Section 10-17e-j, inclusive, of the CGS](#)
- **NEW:** [Request for Extension of Transitional Bilingual Services Beyond 30 Months](#) [PDF] [DOC]
- [Statutory requirements for educating ELLs not served in required programs of bilingual education](#)
- [Programmatic Requirements and Best Practice Recommendations for Implementation of Section 10-17e-j, inclusive, of the Connecticut General Statutes](#)

Title III

- [Title III Legislation](#)
- [Questions and Answers Regarding Inclusion of English Learners with Disabilities in English Language Proficiency Assessments and Title III Annual Measurable Achievement Objectives. Addendum, Cover letter and Q & A](#)

Supplement Not Supplant Guidance

- [Supplement Not Supplant Provision of Title III of the ESEA](#) [PDF]
- [FAQ's for Supplement Not Supplant Provision](#) [PDF]



English Learners Webpage

www.ct.gov/sde/EnglishLearners

- Position Statement
- English Learners and Bilingual Education Statutes
- CELP Standards
- Identification and Exit Procedures
- Handbooks
- Professional Learning Opportunities
- Educator and Family Resources



