

Connecticut’s multilingual learner student population is growing. Providing the resources and services these students need will ensure they can succeed in the classroom and beyond. To better understand the current investments made and the effectiveness of its multilingual learner programs, the State of Connecticut should provide greater transparency on multilingual learner education data currently collected.

Additionally, the State should expand the data it collects on multilingual learner programs and investments. Connecting student outcomes to program investments will allow Connecticut school districts to identify effective educational models that best serve the state’s growing multilingual learner student population.

Why is additional data collection and transparency needed?

For the 2023-24 school year, Connecticut public schools educated approximately 54,000 multilingual learner students. Since the 2018-19 school year, the number of multilingual learner students in Connecticut has grown 24%, with multilingual learners now making up nearly 10.6% of the state’s public school students.¹

Multilingual learner students must learn English on top of their normal curriculum and are often educated in bilingual education programs taught by instructors trained in bilingual education. Bilingual programs and multilingual learner students often require additional supports and resources, and currently available data does not provide a complete picture of the learning needs of Connecticut’s multilingual learners. Improved data collections and transparency would connect multilingual learner outcomes to the resources invested in the programs that support them.

How can Connecticut make better use of existing data collections?

The Connecticut State Department of Education (CSDE) currently collects several data points on multilingual learner students and educators, but not all of these points are publicly available or accessible. If made public, the following data points in Table 1 below would help inform future policy decisions for multilingual learner students through a deeper understanding of the student experience and outcomes.

Table 1: Recommended Data Items to be Made Public

Data Item	Current Statute Reference(s)	Recommendation
Multilingual Learner Program Participation	C.G.S. 10-17a-j <i>Collected in the Public School Information System (PSIS)</i>	Identify the number of multilingual learner students participating in bilingual, ESL, and dual language programs

¹ Connecticut State Department of Education. (n.d.) EdSight: Enrollment Dashboard. Available from https://public-edsight.ct.gov/students/enrollment-dashboard?language=en_US.

Data Item	Current Statute Reference(s)	Recommendation
Multilingual Learner Students in Mandatory Bilingual Programs Assessment Data	C.G.S. 10-17a-j <i>Collected in the PSIS</i>	Break out multilingual learner student performance on Connecticut mastery examinations for students participating in bilingual education programs
Multilingual Learner Student Need²	C.G.S. 10-17a-j <i>Collected in the PSIS</i>	Identify the number of multilingual learner students in each district who qualify for free or reduced-price lunch (FRPL) and the number of multilingual learners who are identified as students with disabilities
Native Language Data³	C.G.S. 10-17a-j <i>Collected in the PSIS</i>	Identify all the non-English languages spoken by multilingual learner students in each district
Multilingual Learner Teacher Counts⁴	C.G.S. 10-226, 10-145, 10-16b P.L. 107-110 (Educator Data System)	Publish the number of staff who taught under Bilingual Certification for each district and school

How can Connecticut improve existing data collections?

Currently, policymakers and school districts do not have a comprehensive mechanism for connecting and comparing investments in bilingual, English as a Second Language (ESL), and dual language programs across school districts. Collecting additional data through the state's Education Financial System (EFS) would help improve understanding of the costs to districts of administering these programs, and provide the framework to align multilingual learner student experiences and outcomes to program costs. In doing so, Connecticut would lay the groundwork for future evidence-based program spending to drive improved outcomes for multilingual learner students.

² Connecticut State Department of Education. (2024). *Public School Information System (PSIS): 2024-25 PSIS Reference Guide*. Hartford, CT: Author. Retrieved from https://portal.ct.gov/-/media/sde/performance/data-collection/help-sites/psis/2024-25_psis_reference_guide.pdf?rev=32ef2f11baaa479aa09aa30cae7793c0&hash=071F20BA41964B899A08077C69BF313A.

³ Ibid.

⁴ Connecticut State Department of Education. (n.d.). *Assignment File – Spec*. Hartford, CT: Author. Available from <https://portal.ct.gov/sde/performance/data-collection-help-sites/eds-help-site/documentation>.

Table 2: Recommended Data Items for Collection and Publication

Data Item	Current Statute Reference(s)	Recommendation
Bilingual/ESL/Dual Language Education Program Expenditures by Object and Function⁵	10-10c, Uniform Chart of Accounts (UCOA) and the EFS	Have districts report in the EFS expenditures and students associated with bilingual, ESL, and dual language programs
Per-Student Expenditures for Multilingual Learner Students	10-10c, Uniform Chart of Accounts (UCOA) and the EFS	Have districts report per-student expenditures for multilingual learner services in the EFS
Multilingual Learner Program Outcomes	C.G.S. 10-17a-j (collected in the PSIS) and C.G.S. 10-226, 10-145, 10-16b P.L. 107-110 (Educator Data System)	Connect multilingual learner student outcomes from students participating in bilingual, ESL, and dual language programs to multilingual learner staffing and financial data to better evaluate program effectiveness

What states provide models in this area for Connecticut to emulate?

Several states make data on multilingual learner students, their outcomes, and the finances of multilingual learner education easily accessible in reports and dashboards. These models can serve as useful examples of multilingual learner data reporting for Connecticut to follow. The table below identifies some of the states with detailed multilingual learner data reporting.

Table 3: State Examples of Multilingual Learner Data Reporting

State	Reporting Highlight(s)
California	<ul style="list-style-type: none"> California has an assessment dashboard that provides the achievement data of current and former multilingual learner students at the state and some district levels.⁶ California's education data website is an example of a state that provides a dashboard to report the information for current and former multilingual learner data, and this system also reports multilingual learner spending by program type under the code 4760 for Bilingual Education.⁷

⁵ Conn. Gen. Statutes ch. 163, § 10-10c.

⁶ California Department of Education, California Assessment of Student Performance and Progress. (n.d.). Test Results for California's Assessments. Retrieved from <https://caaspp-elpac.ets.org/caaspp/>.

⁷ Education Data Partnership. (n.d.). School District Financial Reports. Available from <http://www.ed-data.org>.

State	Reporting Highlight(s)
Massachusetts	<ul style="list-style-type: none"> Massachusetts provides the number of full-time equivalent staff, including multilingual teachers by district and school level in a dashboard where the data can be exported.⁸
Michigan	<ul style="list-style-type: none"> Michigan provides a multilingual learner student dashboard where current and former multilingual learner data can be accessed at the state, district, and school levels. This dashboard allows the user to view assessment and growth data, current and former multilingual student counts, and length of time in multilingual learner programming.⁹
New York	<ul style="list-style-type: none"> New York provides school district level expenditure data broken out by object for programs for multilingual learner students.¹⁰
Rhode Island	<ul style="list-style-type: none"> Rhode Island's comprehensive UCOA allows the user to see per-student expenditures for multilingual learner programs at the school and district levels.¹¹

⁸ Massachusetts Department of Elementary and Secondary Education. (n.d.). School and District Profiles. Retrieved from <https://profiles.doe.mass.edu/statereport/programareastaffing.aspx>.

⁹ Michigan Department of Education, MI School Data. (n.d.). English Learner Dashboard. Retrieved from <https://www.mischooldata.org/english-learner-dashboard>.

¹⁰ State of New York, Office of the State Comptroller. (n.d.). Financial Data for Local Governments. Retrieved from <https://www1.osc.state.ny.us/localgov/findata/financial-data-for-local-governments.cfm>.

¹¹ Rhode Island Department of Education. (n.d.). RIDE's Uniform Chart of Accounts. Retrieved from <https://ride.ri.gov/funding-finance/school-district-financial-data/uniform-chart-accounts>.