English Learners and Language Policies in Connecticut

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Introduction

This report describes the ways in which the needs of English learners (alternately referred to as English language learners, or ELLs) are being addressed in the state of Connecticut. Specifically, it describes the results of a series of interviews with educators who are directly involved with various forms of bilingual education across the state. They described the work they and their colleagues are doing with EL students as well as the challenges they face. Results from these interviews, and reports from educators were combined with analyses of local and state policies to provide a comprehensive portrait of how English learners are being served by Connecticut's public education system.

Language Policy in the United States

Language education policy in the United States is generally driven by state-level initiatives. These policies, especially for English learners (ELs),[i] span a wide range, from states that legally require some form of bilingual education (e.g., Connecticut) to others that have made bilingual education virtually impossible through English language immersion programs (e.g., Arizona, California, and Massachusetts). This varying language education policy landscape has important implications, especially as the proportion of English learners rises in all states.

In the 2005–2006 school year, five million EL students representing approximately 10.5 percent of all students were being educated in K–12 public schools (Batalova, Fix, & Murray, 2007; Maxwell, 2009). Although almost 80

percent of these students were native Spanish speakers, they were diverse; together they represented more than 450 language backgrounds (Payán & Nettles, 2006). The proportion of English learners is growing: Between 1995 and 2005, enrollments of ELs increased nationally by 57 percent. This demographic shift is occurring as the English-only movement is also on the rise at both the national and state levels (Moore, 2008), making the maintenance of bilingual education programs increasingly challenging for local educators.

Since the enactment of the Bilingual Education Act in 1968, the subsequent passage of the No Child Left Behind Act in 2001, and state level policies like Proposition 227, Proposition 203, and Question 2 (in California, Arizona, and Massachusetts, respectively), models focused on students' transitions into or immersion in English-only classrooms have gained prominence (Ovando, 2003). Recent research has revealed that local implementation of these English-only policies offers inadequate language support in schools, limiting ELs' opportunities to access core academic curricula (Gándara & Rumberger, 2009; Haas & Gort, 2009). For example, in a study that investigated the quality of instruction as embedded in students' opportunities to learn (OTL), EL students in mainstream Algebra 1 classrooms reported more difficulty understanding teachers' instructions in English than non-EL students did (Abedi & Herman, 2010). EL students in this study also scored significantly worse on math

achievement tests compared to non-EL students. These findings have important implications for English learners:

> *Such a relationship could play out in OTL in at least two ways: (1) Because of language difficulties, teachers in classes with higher proportions of ELLs might proceed through the curriculum at a slower pace, resulting in less OTL relative to the full set of topics addressed by the test, or (2) ELLs may not perceive OTL because effectively, they have not been able to fully understand or benefit from curriculum and instruction even though they have been exposed to it (Abedi & Herman, 2010, p. 737).*

In California, despite significant changes in the way EL students are taught—namely a decrease in native language instruction, from 30 percent of EL students to less than 10 percent—there have not been resulting changes (increases or decreases in test scores) (Parrish et al., 2006). The reduction of instruction in students' native languages continues to decrease despite 30 years of bilingual education research demonstrating that quality bilingual programs can improve the academic achievement for EL students (see for example: August & Shanahan, 2006; Genesee et al., 2006).

In spite of recent policy shifts towards transitional models, there remain many definitions and models of bilingual education. For example, in a dual immersion bilingual program, all students develop full proficiency in their first language and high levels of proficiency in a second language. A balance between minority-language and English native speakers is maintained each classroom (De Jong & Howard, 2009) and students are typically taught by a team of two teachers —one exclusively English-speaking and one exclusively Spanish-speaking—thus

interacting in only one language at a time. Receiving 50 percent of their instruction in Spanish and 50 percent in English results in a "balanced" immersion model[ii] (Palmer, 2007).

Also called two-way immersion, dual immersion presents an enrichment model of instruction rather than a remedial, transitional, or compensatory instructional model. It is an additive bilingual environment in which students take on a second language instead of replacing their native language. Research on dual language programs highlights success for both language-majority and language-minority students. Compared to other bilingual education programs, dual immersion has had the greatest impact on academic achievement for English language learners (De Jong & Howard, 2009; Rolstad, Mahoney, & Glass, 2005; Thomas & Collier, 2002), yet it is often not the chosen or recognized model for ELs by schools and districts (see Table 11).

EL students obviously benefit from effective instructional models, but they also benefit from certain key structural elements in their schools. In particular, English learners have shown high levels of academic achievement when they attend schools with coherent multi-dimensional data and data systems; well organized classrooms; a focus on professional development for all teachers who spent time with ELs, including support staff; and widely distributed leadership and clear improvement goals (Calderon, Slavin & Sanchez 2011; Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010). While research has documented that

bilingual instructional models and data driven leadership practices are effective educational models for EL students, in the following sections (see Table 9) we find that most Connecticut school districts are not looking towards research identified best practices to guide their EL programming.

The Connecticut Context for English Learners

While many may imagine Connecticut as a place where students attend bucolic rural and suburban school districts in racially homogenous towns (80% of the state's total population is white), the state is also home to some of the nation's poorest urban areas. Indeed, Connecticut's largest metropolitan areas represent the state's most concentrated areas of poverty and, according to research commissioned by Connecticut's Fair Housing Center, they offer the fewest opportunities for quality housing, gainful employment, and educational attainment (Reece, Gambhir, Olinger, Martin, & Harris, 2009). These areas are also home to the majority of the state's Latino (79%) and African American (81%) families, and racial segregation is very high. In Table 1 the higher the percentage, the more segregated the two groups; where complete integration would be represented by a 0.

Table 1
Dissimilarity Indices for Connecticut Metropolitan Areas for Year 2000

Metropolitan Area	*White-African American*	*White-Latino*	*White-Asian*
Bridgeport	73.6	66.7	36.7

Danbury	49.2	52.9	33.7
Hartford	64.5	63.4	33.1
New Haven-Meriden	68.7	59.2	34.3
Stamford-Norwalk	64.3	54.5	25.2
Waterbury	60.6	60.8	n/a

Sources: diversitydata.org and Harvard School of Public Health (http://diversitydata.sph.harvard.edu/, 2008)

Connecticut most linguistically diverse communities are centered in its urban, high-poverty areas. The state department of education currently documents 148 languages being spoken by students in the public school system (CT Department of Education). In 2010, 72,592 students had a dominant language other than English, and the state's local districts identified 41.3 percent of those students as ELs. From 2005 to 2010, the number of EL students grew by 1.5 percent, while the total number of public school students declined; ELs are now about 5 percent of the total student population in Connecticut. The predominant language spoken by English learners in the state is Spanish (72%) with 23 percent of all Latino public school students were identified as ELs.

EL students are more likely to have certain characteristics that have historically been associated with lower academic performance. For example, Connecticut's cities, home to only 29 percent of the state's students, serve 75 percent of the state's ELs (see Table 2). Three quarters (75%) of Connecticut's EL students qualify for free or reduced meals, and for the class of 2009, the four-year high school graduation rate was 53.4 percent, as compared with 80.6 percent for non-EL students. The EL graduation rate was in fact lower than other

Adequate Yearly Progress (AYP) subgroups, including Individualized Educational Program (IEP) students (61.3%) and students eligible for free or reduced-price meals (59.9%).

Table 2
Local Educational Agencies with the Largest EL Enrollments, 2009–2010

LEA	*# of ELsL Students*	*% Change in ELs, 2005–06 to 2009–10*	*ELs as % of idents*	*% of all Connecticut ELs*
Hartford	3,708	-3.6	18.2	12.4
Bridgeport	2,619	-15.5	13.5	8.7
New Haven	2,393	14.3	13.2	8.0
Stamford	2,037	-3.9	13.6	6.8
Waterbury	1,989	-7.9	11.4	6.6
Danbury	1,894	14.0	19.0	6.3
New Britain	1,656	0.3	16.8	5.5
Norwalk	1,255	-5.1	11.8	4.2
Meriden	926	36.2	11.5	3.1
Windham	812	10.9	25.1	2.7
New London	644	-11.2	21.7	2.1
West Hartford	631	-2.8	6.3	2.1
All Others	9,429	7.0	2.3	31.5
Totals	**29,993**	**1.5**	**5.4**	**100.0**

Source: English Language Learners, School Year 2009-10, Data Bulletin, CSDE, 2010.

While the proportion of EL students has increased, there have also been changes in related school staffing levels. Since 2002, the number of bilingual teaching positions in the state has decreased by 11 percent and the number of TESOL (Teachers of English to Speakers of Other Languages) positions has

increased by 16 percent. Currently there are 873 full-time positions for bilingual and TESOL certified teachers in Connecticut. State data from 2002–2010 suggest the state annually faces shortages in qualified TESOL and bilingual teachers, with half of the available positions filled by individuals with temporary permits in any given year (see Table 3).

Table 3
Designated Shortage Areas for the 2012–2013 School Year

Endorsement Type	*Shortage Area Rank*	*Total Positions*	*011–12 % Change in Total Positions,*	*r Available Positions LEAs Sought to*	*12 % Change in Available Positions,*	*. 1 % of Available Positions Filled by*	*s % of Available Positions Not Filled*	*n Median Applications per Available*
Speech and Language Pathologist	1	1,156	3.3	110	3.8	85.5	12.7	6
World Languages, 7–12	1	1,933	20.3	213	8.1	91.5	7.0	8
Bilingual Education, PK–12	3	321	-21.9	18	-47.1	55.6	44.4	8
School Library Media Specialist	4	772	-3.5	52	18.2	82.7	13.5	11.5
Science, 7–12	5	3,075	-0.5	239	24.5	93.3	5.0	19
Intermediate Administrator	6	2,771	-0.4	231	-9.8	87.9	5.2	24
Comprehensive Special Education, K–12	7	6,239	1.0	377	0.3	92.6	3.2	31
Remedial Reading and Lang. Arts, 1–12	8	652	1.2	73	-3.9	87.7	6.8	12
Hearing Impaired, PK–12	9	126	-4.5	14	-26.3	64.3	35.7	4.5
Mathematics, 7–12	10	3,238	21.9	233	-5.3	93.1	3.9	36

Source: DESIGNATION OF TEACHER SHORTAGE AREAS FOR THE 2011-12 SCHOOL YEAR, CSDE Data Bulletin, 2012.

Connecticut state policy mandates that schools provide three types of services to students classified as English learners: bilingual education, Language Transition Support Services (LTSS), and English as a Second Language (ESL) supports. The state of Connecticut has had bilingual education legislation since 1977. This legislation, last updated in 2010, specifies detailed guidelines that school districts must follow:

> *The state recognizes that bilingual instruction can provide a foundation to enhance each student's native language and academic achievement while developing proficiency in English. These programs allow students to receive culturally responsive instructional curricula and pedagogy and to develop English language skills while using their native language to succeed academically.*
> *(http://www.sde.ct.gov/sde/LIB/sde/pdf/boadrs/esl.pdf).*

Currently, 48 percent of Connecticut's ELs are enrolled in ESL services, 30 percent are in bilingual programs, and 19 percent are served by Language Transition Support Services. In 2008, 897 students declined all services. State reports indicate that the while the number of students eligible for bilingual programs increased 6.9 percent between 2004 and 2008, the number of students enrolled in bilingual programs actually decreased by 3.8 percent. During this same period, the number of students in LTSS increased from 17 percent to 19.3 percent.

Unlike in Arizona, California, or Massachusetts, Connecticut policy has not been influenced by privately funded ballot measures that have resulted in restrictive language policies (Rumberger & Gándara, 2009). Like Texas,

Connecticut requires districts to offer bilingual programming in schools where there are at least 20 students who speak the same language in the same building. Given the significant number of small elementary schools in the state (i.e., those with fewer than 200 students), and the shortage of qualified bilingual teachers, districts may be tempted to implement this policy by grouping EL students together in a single school, allowing the maximum number of students to receive bilingual programming. But districts are prevented from moving all of their EL students to one school building by a state statute requiring districts maintain racial balance across schools. One district must transfer EL students to schools across the district three times between Pre-K and 6th grade in order to meet the requirements of the racial balance statute. An administrator in this district reported that he is not sure that the emotional costs to these students and their families outweigh the academic benefits of the bilingual programs (Personal Communication, May 10, 2010).

The state recognizes that bilingual instruction can provide a foundation to enhance students' native language and academic achievement while developing proficiency in English. These programs allow students to receive culturally responsive instructional curriculum and pedagogy and to develop English language skills while using their native language to succeed academically (http://www.sde.ct.gov/sde/LIB/sde/pdf/boadrs/esl.pdf).

According to a Connecticut statute, an EL student may remain in a bilingual program for only 30 months, unless they are enrolled in a two-way or dual language bilingual program, in which case they may remain for the duration of that program. The school must transfer a student who has not reached language proficiency in 30 months to Language Transition Support Services (LTSS), where he or she may remain until reaching English proficiency. Policy governing the types of services schools must offer to students enrolled in LTSS is far less specific than the bilingual statute. Official state documents show that these programs often take the form of pull-out ESL instruction in the early grades, and sheltered English classes and mainstreaming in middle and secondary classrooms. There has been very little systematic research done to document the full range of services schools offer to ELs in Connecticut.

Notably, Connecticut state law does not specify the type of bilingual program that should be offered. However, the policy does advocate for transitional bilingual education:

> *The continuous increase in the use of English and a corresponding decrease in the use of the native language for the purpose of instruction within each year and from year to year and provides for the use of English for more than half of the instructional time by the end of the first year (Section 10-17e(2) (c) of the C.G.S.).*

In Connecticut, state tests are used not simply to measure students' academic performance but also to re-classify them as fluent English proficient. EL

students must score at Level 4 on LAS Links (a standardized measure of English proficiency) to be considered for re-designation as non-EL (CTB McGraw-Hill). Students in grades K–2 must also achieve appropriate grade level standards on a developmental reading assessment that involves reading passages orally and then re-telling stories. Students in grades three through eight must score at the proficient level in math and reading on the Connecticut Mastery Test (CMT; 4th generation) and students in grade ten must do so on the Connecticut Academic Performance Test (CAPT; 3rd generation). They must also score at basic levels on the writing portion of the test. According to a recent state report, the academic achievement of ELs by program varies—bilingual education students are about half as likely as other ELs to score at the proficient level on state reading tests (CEDaR, 2010).

Lau Guidelines and Connecticut Policy

Connecticut education policies and EL frameworks related to the instruction of EL students meet the stipulations set by the 1974 Lau vs. Nichols U.S. Supreme Court decision. The bilingual education policy in particular requires districts to provide students new to U.S. schools with native language supports so that they can meaningfully participate in grade level academic content. The Connecticut Association of Public School ESOL Administrators and The Public Association of Bilingual Education Administrators have developed several comprehensive resource manuals related to EL program design, ELs and special

education, and EL programs for low-incidence districts. As with most educational policies in the region, these guidelines privilege local autonomy and avoid mandating specific programmatic components (Donaldson, Mayer, Cobb, & Lemons, 2009). Document analysis suggests that the state has made minimal attempts to attend to implementation contingencies in school districts. As is the case with many state policies, the extent to which districts meet the state's goals depend on administrator, teacher, and school board member capacity, will, and interpretation of the policy. It relies on locally-derived solutions that depend in large part on local capacity to develop high-quality programs.

By way of comparison, guidelines for EL programming in Massachusetts were developed in a settlement agreement between Boston Public Schools and the U.S. Office of Civil Rights, which states elementary students should, whenever possible, be grouped by LAS level and not by grade level. The agreement further states that secondary students should have access to English language development (ELD) instruction at least one class period per day, and these classes should have at least three levels that correspond to students' LAS levels. LAS Level 4 and Level 5 students can be combined in one specialized ELD course or placed in a sheltered instruction mainstream course if they are able to maintain a B average in the course . Mainstream content should be taught by teachers familiar with sheltered English immersion (SEI) teaching techniques.[iii] Lastly, the agreement requires district administrators to include SEI techniques in teachers'

evaluations and to evaluate EL program services to determine their effectiveness. Table 4 describes suggestions for instructional blocks and group sizes in Boston's public elementary schools.

Table 4
English Language Development Instruction in Boston Public Elementary Schools

LAS Level	Time Allocation	Group Size
LAS 1 & 2	2.5 hours per day (12.5 per week)	Maximum 20
LAS 3	1 hour per day (5 hours per week)	Maximum 20
LAS 4 & 5	30 minutes per day (2.5 hours per week)	Maximum 20

Study Methodology

A purposeful stratified sample of 21 Connecticut school districts was identified for the study (Table 5). These districts were chosen based on District Reference Group, district size, and percent of EL students. We sought to include districts with ELLs across all DRGs. We also purposely included districts with very small EL populations—between 70-19 students, or less than 3 percent of the total population—because we hypothesized that these districts would find it challenging to create systems and would not receive enough in entitlements to fund ESL teaching positions. Of 21 originally sampled districts, five were not included in the study because the district offices did not respond to more than

three requests (by phone, mail, and electronic mail) to participate (see Table 6 and Table 7). Five of the 14 districts with the largest EL enrollments (as noted in Table 2) are included in this sample. Four of the 16 districts in this sample have bilingual programs.

Table 5
Study Sample by District Reference Group

	District Reference Group	*District*	*Priority District*	*CCJEF*	*Grades*	*Total Number ELLs*	*Total Students*	*Title III Entitlement $*	*Made AMAO*
1	B	Simsbury	N	Y	K-12	69	5,055	7,115	N/A
2	B	Farmington	N	N	K-12	73	4,053	9,784	N/A
3	B	West Hartford	N	N	K-12	650	9,940	92,143	N
4	C	Mansfield	N	Y	K-8	35	1,376	2,336	N/A
5	C	Region 10	N	Y	K-12	21	2,755	3,067	N/A
6	C	Waterford	N	Y	K-12	34	2,800	3,949	N/A
7	F	Montville	N	N	K-12	113	2,917	14,895	Y
8	G	Bristol	Y	Y	K-12	261	8,549	37,091	N
9	G	Torrington	N	Y	K-12	290	4,988	47,495	N
10	G	Manchester	N	Y	K-12	335	6,526	48,355	N
11	G	Plainfield	N	Y	K-12	19	2,604	0	N/A
12	H	Danbury	Y	Y	K-12	1,939	10,343	297,641	Y
13	H	Meriden	Y	Y	K-12	942	8,297	136,827	N
14	H	Norwich	Y	Y	K-12	380	4,045	73,743	N
15	H	Stamford	Y	Y	K-12	2,159	15,077	300,523	N
16	I	New Britain	Y	Y	K-12	1,707	10,054	242,988	N
17	I	New Haven	Y	Y	K-12	2,446	19,048	351,486	N
18	I	New London	Y	Y	K-12	637	3,076	98,276	N
19	I	Hartford	Y	Y	K-12	3724	22,297	545,555	N
20		Connecticut Technical High School System	N	N	9-12	295	10,469	42,056	N
21		Capitol Region Education Council	N	N	K-12	95	4,241	19,860	N/A

Table 6
District Sample Comparison

	21 Districts in Initial Sample	*16 Districts in Study*
Total Number of ELs	16,151	10,712
Average EL Concentration	7.75%	6.9%
Median EL Concentration	5.10%	3.9%

Table 7
Programs for ELs in the Study Districts and Schools

	LAS Level 1–2	*LAS Level 3*	*LAS Level 4–5*
Stand Alone ESL Class	10	10	0
ELD Embedded in Mainstream	1	1	1
ELD in Pull-Out Intervention	16	16	16
Total Schools Reporting	**16**	**16**	**16**

Source: Based on interview data from 17 districts.

Interviews and Document Analysis

Once the district superintendents agreed to participate in the research, individual educators involved in bilingual education were invited to take part. Interviews were conducted with 45 individuals who responded to these invitations (see Appendix 1 for interview protocol; see Appendix 3 for invitational language approved by the Institutional Review Board at the University of Connecticut.)

Data Analysis

Data analysis proceeded as follows. To analyze the data, interviewers first created extensive field notes during and/or soon after completing each interview. These notes applied our conceptual model to the interview data and highlighted potential themes. After having the interviews transcribed verbatim, two of the

researchers coded them using open and closed coding and the qualitative software Dedoose (Strauss & Corbin, 1990).

Closed codes were selected based on the conceptual model, which was undergirded by the literature. Open codes were created through a process of reading and re-reading the transcripts to identify salient concepts within and across the interviews. Codes included: Once codes were established, we went about the process of identifying themes. Our first step in this process was to read and re-read across the transcripts to identify potential themes regarding district similarities and differences on various dimensions of our conceptual model. Looking across the dataset, we then examined all segments of text with particular codes that might suggest an emerging theme. Having identified potential themes, we constructed categorical matrices capturing what individual participants had said related to that theme. All these measures facilitated our use of the constant comparative method (Glaser & Strauss, 1967) to identify emerging themes across participant experiences (Miles & Huberman, 1994).

Validity

We used several procedures to increase the validity of this study. The first procedure is triangulation (Creswell& Miller, 2000). Because we interviewed multiple leaders within each district, we could triangulate individuals' reports. In other words, all data presented here have been validated through multiple sources.

Our second validity procedure involved explicitly searching for disconfirming evidence in the data. We explicitly searched for disconfirming evidence that would suggest that our interpretations or conclusions were not valid (Creswell & Miller, 2000). Repeated review of transcripts increases validity, according Patton, who asserts that returning to the data repeatedly to test whether "the constructs, categories, explanations, and interpretations, make sense" is essential (1980, p. 339). Our third procedure was to employ peer review and debriefing (Creswell & Miller, 2000). Multiple researchers participated in interviews and had more extensive background within the districts by virtue of collecting observation data in schools. These individuals served as a vital check on findings. We also conducted document analyses on state and district level policies. Data were triangulated and verified from these sources. Interview transcripts, thematic summaries of observations, and document artifacts collected for data analysis were coded using open, axial, and selective coding (Miles & Huberman, 1994). We used the constant comparative method (Glaser & Strauss, 1967) to identify emerging themes across sites (Miles & Huberman, 1994).

Third Grade Classroom Observations for the Entire Sample

Sample

The study of ELLs also draws on data collected for the study of Instructional Quality (see Appendix 2). The following sections describe the methods and measures utilized in that study. After obtaining district-level

agreement to participate in the study, we used a stratified sampling plan to invite elementary schools and third grade teachers within schools to participate in the study.

Schools

In five of the six districts, all elementary schools were invited to participate; the remaining district is a mid-sized urban district and four schools were chosen to represent the diversity of school settings and to capture the special populations of interest in the three studies being conducted (i.e., English Language Learners and students with special needs).

Only one school across all six districts declined – the principal of a small neighborhood school in the not-affluent urban district decided not to allow us to observe her teachers. At the time, the school faced district plans to merge multiple small schools and participating in this study would have involved having instructional quality rated. The three schools in this district that participated in the study serve approximately one third of the elementary school students in the district (2009-2010 Strategic School Profiles, most recent year available).

Classrooms

Once the principal agree that the school could participate in the study, all third grade teachers in the school were asked to participate. In all districts except for one, we observed at least 70 percent of third grade classrooms (see Table 8).

In the remaining district, pending shifts in teaching staff across schools as a new magnet opened and a death in the teaching staff precluded us from completing data collection at two schools.

Table 8. Proportion of Third Grade Classrooms Observed Per District

District	Schools			Third Grade Classrooms		
	Number in District	*Number Observed*	*% Observed*	*Number in District*	*Number Observed*	*% Observed*
New Britain	10	3	30	10*	7	70
New London	4	3	75	11	7	64
Plainfield	2	2	100	10	10	100
Farmington	4	4	100	15	14	93
Waterford	3	3	100	11	8	73
Region 10	2	2	100	11	9	82
Total	25	17	68	6	55	81

*Number in schools sampled

Measures

The primary measure used in classroom observations was the Classroom Assessment Scoring System (CLASS) for Pre-Kindergarten to Grade Three (Pianta, LaParo, and Hamre, 2008). The CLASS measures the quality of interactions between teachers and students along 10 dimensions, which can be aggregated to reflect three domains that have been empirically associated with positive learning:

- Emotional Supports (positive climate, negative climate, teacher sensitivity, and regard for student perspectives)
- Organizational Supports (productivity, behavioral management, and instructional learning formats)
- Instructional Supports (concept development, quality of feedback, and language modeling)

Each of the ten dimensions is rated on a 7-point Likert scale after a period of observation from 10 to 20 minutes long. The CLASS has been demonstrated to yield reliable results (CITATION) and the reliability of observers was established through training provided by the licensed distributors of the CLASS. At the end of training, each observer had to pass reliability testing before being certified to use the observation protocol.

External validity of the 10 dimensions and three domains has been established via a rigorous protocol development process (see Pianta, LaParo, & Hamre, 2008).

In addition to ratings of classroom quality, we collected additional data using three surveys:

- *Teacher Assignment, Experience, and Educational Background Worksheet*. This survey collected personal background information about the teacher, including the number of years teaching (in total, in district, and in school), certifications and percentage of time teaching out of field, and degrees and institutions of higher education.
- *Teacher Observation Debrief*. Administered after CLASS observations, this survey allowed us to collect data on the number of students in the observed group with special needs or who were English Language Learners, along with additional contextual information about how representative the classroom day observed was.
- *Teacher Resource Inventory.* This survey asked teachers to indicate whether or not they have sufficient access to various types of resources, including instructional materials, preparation time, instructional technology, communication technology, office equipment, support staff, and facilities. This form also collected teacher estimates of annual out-of-pocket expenses for their classroom.

Data Collection Procedures

All elementary-level observation schedules were arranged through school principals. Observers confirmed consent with teachers at the beginning of the observation and obtained a signed consent form.

The observer then chose a spot in the classroom that was relatively out of the way, yet close enough to observe teacher-student interactions. CLASS observations consisted of two parts for each cycle. First the observer spends 10 to 20 minutes observing the interactions between teacher(s) and students while taking notes about the indicators of each dimension. The observer then stops observing and scores each of the 10 CLASS dimensions using observation notes. This was repeated for as many cycles as possible, depending on the length of the lesson. This procedure was used to score both math and English Language Arts instruction for the day. In a few cases, the observer had to return on a second day of observation to finish scoring either math or ELA instruction.

Additional data collection on the three surveys was collected in one of two ways, depending on the preference of the teacher. Some teachers were willing to go through the three surveys with the observer during their lunch period or when students were at co-curricular classes; in many of the affluent schools, principals agreed to release teachers from duties, such as recess or lunch monitoring, substituting in-house substitute teachers to allow teachers to meet with us. When teachers were unable to give up preparation time and could not be released from

such duties, we explained the surveys and left them with teachers for them to complete. A member of the data collection team them picked the surveys up at a later date.

High School Classroom Observations

Sample

A stratified sampling plan was also used to select classrooms for observation at the high school level (see Study of Instructional Quality for invitational language approved by the Institutional Review Board at the University of Connecticut).

School

Each case study district operated one high school; the principals of all six high schools agreed to participate in the study.

Classroom

At the secondary level, we sampled classrooms within each high school. Teachers were invited to be observed teaching specific courses that allowed us to capture core Mathematics and English classrooms selected using a specific set of criteria described below.

Classroom Sampling Criteria

The overarching principle in selecting classrooms to observe at the high school level is to capture the quality of instruction offered through the standard progression of courses in Mathematics and English Language Arts/Literature in a way that allows us to compare courses in the standard progression across districts. There is a fair degree of variability in the standard progression of courses across districts, as well as multiple "tracks" within courses, with schools offering standard, advanced, and college-preparation levels of the same course. In order to ensure a representative sample, we used the following logic to select classrooms for observation:

1. *i*. We cannot assume that all tenth graders are expected to take the same ELA course across districts; we also cannot assume that all tenth graders are expected to take the same Mathematics course within a single high school. Mapping out the standard progression of coursework makes these differences within and across schools explicit (see Appendix for the standard coursework progression at each high school).
2. *Determine classes to be observed so they fit the proportion of standard progression courses offered.* By determining the number of sections being offered for each course in the standard progression in each subject area, we can apportion our time so that we can assess the normative experience for students, rather than spending time seeing fringe courses not experienced by many students. (For example, in some high schools, only a very small proportion of students ever take pre-calculus; if 100% of our math observations were pre-calculus classes and only 5% Algebra I, standard level and a far greater percentage of students take Algebra I, standard level than pre-calculus, then our conclusions would not reflect normative experiences). This will allow us to speak to the comparative quality of the standard progression of coursework not by directly comparing individual courses, but by effectively weighting courses by how widely they are experienced by students within each school.

3. *Each class observation must include sufficient time to complete, at minimum, 30 minutes of observation, with either three 10-minute cycles or two 15-minute cycles of observations, followed by coding after each cycle.* If the high school has periods that are at least an hour long, we can complete the class observation in one day; if not, we will need to observe two days with the same schedule in order to get the required minimum of observations cycled to ensure reliable ratings.

4. *Each high school sample will include no fewer than 25% of the teaching staff teaching courses in the standard progression of courses*. In smaller districts, it might be possible to observe every teacher who is currently teaching standard Mathematics and ELA courses; however, in larger high schools, we may need to sample in order to make data collection practical.

5. *Each high school sample will also include no fewer than 20% of the core Mathematics or ELA courses offered that year*. In smaller districts, we might be able to see a larger percentage of the courses offered; however, we will sample at least a quarter of the courses within each high school.

We were able to follow these five criteria in each high school (see Table 9 for proportions of core courses offered and observed at each high school and see Appendix 2 for the distribution of courses observed across the proportion of specific core courses offered this year at each school).

Table 9. Number of High School Courses Offered and Observed by District

District	ELA			Math		
	# Sections Offered	*# Sections Observed*	*% Sections Observed*	*# Sections Offered*	*# Sections Observed*	*% Sections Observed*
New Britain	81	22	27%	74	21	28%
New London	39	10	26%	31	12	39%
Plainfield	37	12	32%	39	12	31%
Farmington	51	10	20%	44	12	27%
Waterford	44	11	25%	27	9	33%
Region 10	29	10	34%	28	8	29%
Total	281	75	27%	243	74	30%

Measures

The primary measure used in classroom observations at the high school level was the Classroom Assessment Scoring System (CLASS) for Secondary level. This observation tool extends the dimensions of PK-3 level of the CLASS to high school classroom observations and is currently being piloted. At the secondary level, CLASS retains the same measures of emotional supports and organizational supports in the classroom, but reconfigures what instructional support looks like in high school classrooms; a measure of student engagement is also added as an eleventh dimension that also comprises a fourth domain. Thus the domains at the secondary level are:

- Emotional Supports (positive climate, negative climate, teacher sensitivity, and regard for student perspectives)
- Organizational Supports (productivity, behavioral management, and instructional learning formats)
- Instructional Supports (concept understanding, analysis and problem solving, and quality of feedback)
- Student Engagement

Each of the ten dimensions is rated on a 7-point Likert scale after a period of observation from 10 to 20 minutes long. Observers were trained and passed reliability testing regulated by Teachstone, the only distributor of the CLASS tool.

In addition to ratings of classroom quality, we collected additional data using the same three surveys as those collected from elementary school teachers:

- *Teacher Assignment, Experience, and Educational Background Worksheet.* This survey collected personal background information about the teacher, including the number of years teaching (in total, in district, and in school), certifications and percentage of time teaching out of field, and degrees and institutions of higher education.
- *Teacher Observation Debrief.* Administered after CLASS observations, this survey allowed us to collect data on the number of students in the observed group with special needs or who were English Language Learners, along with additional contextual information about how representative the classroom day observed was.
- *Teacher Resource Inventory.* This survey asked teachers to indicate whether or not they have sufficient access to various types of resources, including instructional materials, preparation time, instructional technology, communication technology, office equipment, support staff, and facilities. This form also collected teacher estimates of annual out-of-pocket expenses for their classroom.

Data Collection Procedures

At high schools, schedules for observation were set with the Math and English Department Chairs, an Executive Assistant, the Dean of Students, or directly with the Principal, according to the Principal's preference. At the beginning of the class period to be observed, the assigned observer introduced herself to the teacher(s), obtained signed consent, and found a seat. Similar to the elementary level, cycles of observation consisted of 10 to 15 minutes of observation, followed by rating each dimension from 1 to 7. Depending on the schedule for the high school, classes either were long enough to obtain half an hour of observations through two 15-minute or three 10-minute observation cycles or a second day of observations with the same class was scheduled to complete data collection.

Surveys were either left with teachers in hardcopy or emailed to teachers at the high school level.

Classroom Observations for Classrooms with ELs

Teachers in 47 of the classrooms indicated whether or not there were ELs in the class; there were no significant differences between classrooms with EL students and those without in terms of observed class size [$t(41)=0.245$, *ns*] or student-teacher ratio [$t(41)=0.134$, *ns*].

The distribution of classes with ELs was not significantly different across affluent and not-affluent districts (see Appendix 2 for more detail on sample districts) [$x^2(1)=1.113$, *ns*]; however, there were significant patterns across districts [$x^2(5)=13.395$, $p=.02$]. In the two urban, under-resourced districts, 86 percent and 100 percent of the classrooms we observed had EL students; the third under-resourced district was in a rural location and only 22 percent of the classrooms we observed there had ELs. In the three affluent districts, observed classrooms were fairly evenly distributed across having ELs and not (see Table 10).

Table 10
Distribution of Observed Classes With and Without ELs

District	*No ELs in Class*		*ELs in Class*		*Total*
	N	% in District	N	% in District	
New Britain	1	14	6	86	7
New London	0	0	7	100	7
Plainfield	7	78	2	22	9
Farmington	6	55	5	46	11
Waterford	3	38	5	63	8
Region 10	3	60	2	40	5
Totals	**20**	**43**	**27**	**57**	**47**

Findings

Dual Language and Bilingual Programs

Even though state policies support dual language programs for non-native English speakers, there are very few of these programs in Connecticut. Based on data from the bilingual program evaluations, only five of the 22 school districts

providing transitional bilingual programs were serving elementary students via self-contained dual language classroom models. In other words, students in five of the school district are being instructed by bilingual certified teachers throughout the school day (see Table 11).

Table 11
Types of Programs Offered by Districts

Programs	*# Districts*
Dual Language[iv]	5
Transitional Bilingual[v]	22
Sheltered Instruction[vi]	45
Push-In Content Based [vii]	85
ESL Pull-Out[viii]	113
LTSS[ix]	0
SRBI[x]	2

Source: Title III, English Language Acquisition Grant Annual Evaluation for the 2010-2011[xi]

New Britain, and New London, were the only districts in the sample that served a portion of their EL students in dual language designated elementary schools. In New London and New Britain, parents could choose a dual language school as part of a district lottery process. Dual language schools offer districts the opportunity to create economies of scale for serving ELLs. These dual language schools group ELLs by grade level and staff these classrooms with bilingual certified teachers.

In 22 districts, students with less than 30 months in U.S. schools spent the majority of their school day in mainstream classrooms with general education

teachers. Stamford, a district with over 2,000 EL students, served K–5 students with less than 30 months in U.S. schools with 30 minutes per day of ESL support and either one hour per day (for kindergartners) or two hours per day (for grades one through five) of bilingual education. One bilingual kindergarten teacher, who was teaching students in Spanish 50 percent of the day and in English 50 percent of the day, exemplified the attitudes of many districts in Connecticut when it came to providing instruction in students' home languages:

> *Well, yeah, the money and—money is time or time is money. "Why are we investing this time into this native language development (in kindergarten) when they get to first grade and they have a half-hour pull-out and a Spanish-speaking paraprofessional to help them during their literacy block?" So they are not getting any native language in first grade. First grade, they have to be doing the regular curriculum with Spanish support and the pull-out for English language development.*

This perspective explains why, despite supportive state polices, most districts have chosen not to offer dual language programs. The benefit of a model like the one described above is that EL students are exposed to many English-speaking peers and grade level appropriate academic content in English. However, research suggests it is not a guarantee that students who have been in U.S. schools for less than 30 months can meaningfully access academic content in English.

Varied ESL Services at the School Level

Most districts did not have comprehensive plans to describe the services offered to EL students. Two districts in the study did not employ a TESOL teacher

nor did they have a person who was primarily responsible for EL services. If districts did have a plan, it was in the form of a policy manual and a set of curriculum guidelines by grade level or, at secondary schools, by course level. ESOL (English to Speakers of Other Languages) teachers at the school level described a great deal of freedom in organizing services according to their expertise. The districts relied on these teachers' abilities to create coherent vertical programs at the school level.

As very few districts in Connecticut had detailed written plans outlining the services they were providing to EL students, looking at TESOL staffing levels by school was one of the few measures of quality that we were able to utilize. We assumed that students with the most access to certified teachers would have the greatest opportunity to receive high quality services. At the high end of staffing levels, Torrington, a district with seven schools and 300 EL students had least one certified teacher at each school and six tutors who worked an average of four hours per day in a single school. In this same district, an elementary school with 100 EL students had one TESOL, two bilingual certified teachers and two tutors working four hours a day with students. In West Hartford, another district with high staffing levels and nearly 600 students, the goal was to hire at least one certified teacher for every 25 EL students; an elementary school with 50 EL students had two TESOL teachers and a tutor four hours a day. At the other end of the services spectrum, Manchester, a district with just over 300 EL students

across 10 schools had only one full-time and one part-time TESOL certified teacher serving the entire district.

Low-Incidence Districts

Districts with very small EL populations—between 70-19 students, or less than 3 percent of the total population—were included in this study because we hypothesized that they would find it challenging to create systems and would not receive enough in entitlements to fund ESL teaching positions. These low incidence districts proved not to be a homogenous group in terms of the services they provided to EL students, their school and district leadership, and the initiative of ESOL teachers. The level of district awareness of EL students also differed greatly. Three of the low incidence districts, Farmington, Simsbury and Plainfield, did not have any TESOL teachers serving students; tutors provided services to students instead.

In one district, the Assistant Director of Curriculum and Instruction had taken responsibility for the services EL students were receiving. ELs in this district were served through a Scientific Research-Based Intervention (SRBI) literacy program and were grouped with non-EL peers by Developmental Reading Assessment (DRA) levels. In Plainfield, a teacher with a secondary English credential provided services to EL students at the high school and the remedial reading coaches provided services to EL students at the elementary schools. Waterford, with almost 50 EL students spread across 5 schools had hired a single

TESOL certified teacher to coordinate district services and instruct students across the district.

In Mansfield, 42 EL students were spread across three elementary schools and one middle school. A TESOL certified teacher was acting as the district coordinator and worked directly with students. The superintendent in this district noted:

> *We had the opportunity to look to see how we might get a more building-based approach and the approach we chose was using people who have a natural talent at teaching a second language, our Spanish teachers. In the reverse procedure, so to speak – have the second language become English and that gave us a building-based person. You can't just do this with any group or folks but particularly, if you have World Language in a format that we do and it starts like the elementary level— I mean, some districts have lost [the] World Language course, it's because [of] budget restrictions. So again, it comes down to money, but we're extremely comfortable with the people that we have in the buildings and in knowing that not only can they see the connections between the Spanish and the ELL service but that modeling because we do Spanish in the classroom… That also is in your classroom 15 minutes a day after second, third or fourth grade doing Spanish as well. So, modeling the strategies many times, the hand gestures, the visualization of things showing pictures. Well, that's ELL. On the other side, so it's good for the staff because you might say, "Well, that's not professional development," well, I think it is because she's really showing them by doing. They're seeing Spanish. But really, it's the same strategy you would use for someone who didn't speak English now in your language. So, it's kind of the best of both worlds.*

The ways leaders conceptualized how EL students needed to be served seemed to influence the way they designed systems, especially in low incidence districts. In the case of Mansfield, the World Language teachers addressed three of the problems that the district encountered when they had a single ESOL teacher serving all four schools. These teachers provided on-going professional

development to mainstream teachers through their daily push-in Spanish instruction, were available to collaborate with mainstream teachers, and had more time and flexibility for instructing EL students than a single rotating teacher. As one of the ESOL coordinators explained:

> *So, I'm able to just communicate with the teachers passing in the hallway…. We've just changed our current Spanish curriculum a little bit to a sort of more academic push covering the classroom themes. I've had teachers say, "Now, I get it. I understand why you're doing that that way." But the thing that I have really noticed along with the visuals and the gesturing and all of those great ESL strategies, or something that I've really grasped onto, is writing those content and language objectives.*

We asked district personnel to describe the types of programming and services offered to ELs in their district. As hypothesized, services differed by the size of the EL population and by resource levels. However, given the significant autonomy of Connecticut districts and the lack of specificity of the state's EL policies, major differences across districts of similar size, resource levels, and EL concentrations were not surprising. Mansfield, as noted above, reported using Spanish-speaking World Language teachers from each of their elementary and middle school schools to service EL students. Simsbury also offered a Spanish as a World Language in their elementary in middle schools, but these teachers did not service EL students. And Plainfield, served ELs using their remedial education teachers.

High-Incidence Districts

Distribution of ELLs and TESOL-certified Staff

In Connecticut, ELLs are largely concentrated within a relatively small number of districts. The districts with the ten largest ELL populations in 2010 were responsible for educating 19,210 ELLs – approximately 64% of the ELLs in Connecticut's public schools that year (see Table 12). The 245 TESOL-certified staff in these ten districts represent 56% of the TESOL-certified educators statewide that year. The number of TESOL-certified educators in these districts ranges from 4 in Windham to 50 in Hartford, with an average of 25 and a median of 26 TESOL-certified staff per district[xii]. The number of ELLs per TESOL-certified educator in the district ranges from 53 in Waterbury to 201 in Windham, with an average of 91 and a median of 82.

Table 12

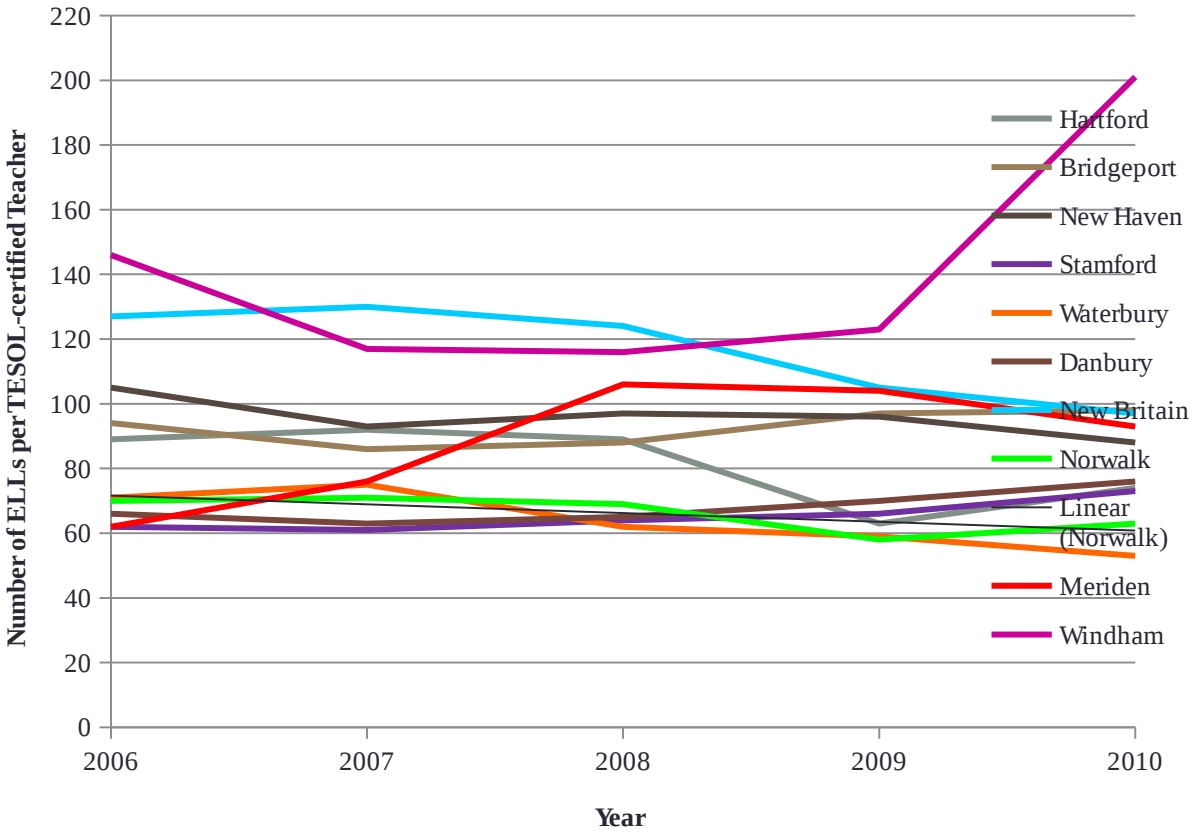
Ten Districts with Largest ELL Population in 2010

District	*# ELLs*	*Total Enrollment*	*% Student Body ELLs*	*# TESOL-certified*	*ELLs to TESOLs*
Hartford School District	3,691	21,106	17.5	50	74
Bridgeport School District	2,638	19,933	13.2	27	98
New Haven School District	2,364	18,726	12.6	27	88
Stamford School District	2,037	14,995	13.6	28	73
Waterbury School District	1,956	17,666	11.1	37	53
Danbury School District	1,896	10,186	18.6	25	76
New Britain School District	1,642	10,155	16.2	17	97
Norwalk School District	1,255	10,856	11.6	20	63
Meriden School District	926	8,361	11.1	10	93
Windham School District	805	3,196	25.2	4	201

Within the ten districts with the largest ELL populations, there have been substantial changes in the proportion of TESOL-certified teachers for ELL students. Four districts – Hartford, New Haven, Waterbury, and New Britain – improved their ELL-to-TESOL ratios over the five-year period (see Figure 1). Stamford, Danbury, Meriden, and Windham had more ELLs per TESOL-certified teacher in 2010 than in 2006. Two districts stayed relatively stable, with an

additional four ELLs per TESOL-certified educator in Bridgeport and seven fewer per TESOL-certified educator in Norwalk.

Figure 1
Change in ELL-to-TESOL Ratio in Districts with Largest ELL Populations



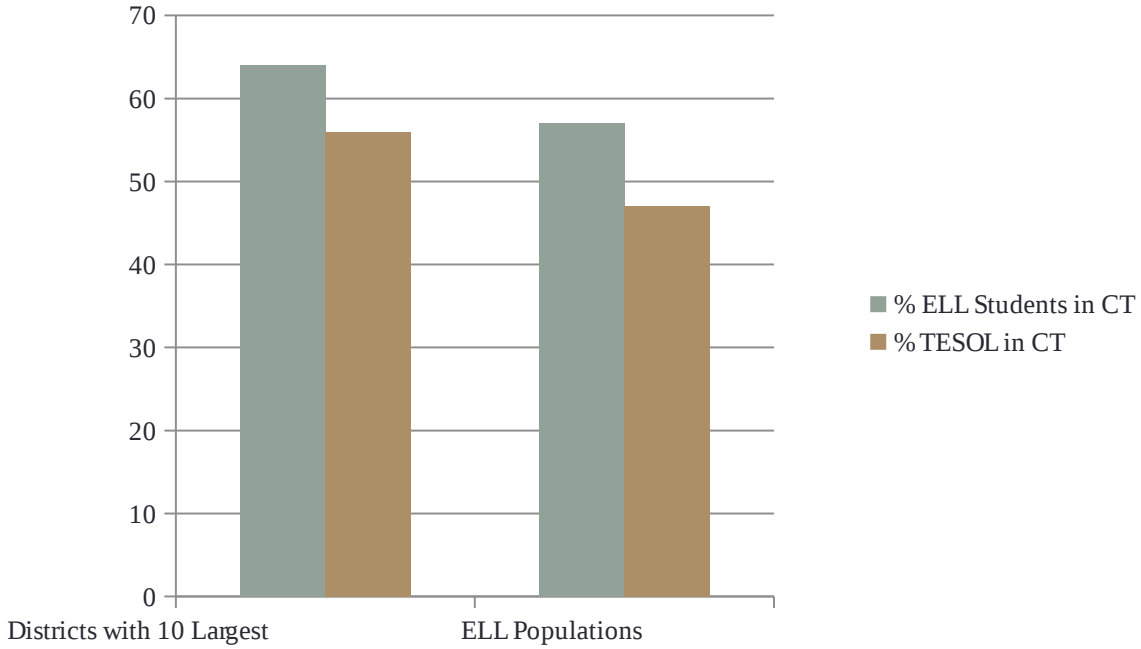
When we look at the ten most densely ELL-populated districts (those with the largest percentages of the student populations ELLs) we find a similar underrepresentation of TESOL-certified staff. The ten schools with the largest proportion of ELL students educated 57% (17,098) ELLs in 2010, yet only had 47% (206) of the state's TESOL-certified educators (see Table 13 and Figure 2).

These districts have between 1 (Learn) and 50 (Hartford) TESOL-certified staff, with an average of 21 and a median of 23. The ratio of ELLs to TESOL-certified educators ranges from 63 in Norwalk to 201 in Windham, with an average of 99 ELLs and a median of 90 ELLs per TESOL-certified educator in the district.

Table 13
Ten Districts with Largest Percentage of Student Body ELLs in 2010

District	*# ELLs*	*Total Enrollment*	*% Student Body ELLs*	*# TESOL-certified*	*ELLs to TESOLs*
Windham School District	805	3,196	25.2	4	201
New London School District	645	2,977	21.7	7	92
Danbury School District	1,896	10,186	18.6	25	76
Hartford School District	3,691	21,106	17.5	50	74
New Britain School District	1,642	10,155	16.2	17	97
Stamford School District	2,037	14,995	13.6	28	73
Bridgeport School District	2,638	19,933	13.2	27	98
New Haven School District	2,364	18,726	12.6	27	88
Norwalk School District	1,255	10,856	11.6	20	63
Learn	125	1,088	11.5	1	125

Figure 2. Underrepresentation of TESOL-certified Staff at High ELL Schools



Tutors Not Certified Teachers Provide Services to EL Students

Nearly all of the districts in the study reported using tutors or paraprofessionals to supplement ESOL teacher services. Interview data revealed that the quality of support these tutors were able to offer students varied immensely. In five districts, ESOL coordinators spoke very positively about the tutors, saying that the district required them to have teaching certifications and, as part time positions, they were often filled by retired teachers. In two districts, respondents mentioned that tutor positions had helped them to provide native language support for Somali and Yemeni newcomers who had very limited

education in their countries of origin. One principal related the following story about her journey to find native language support for her Yemeni students:

> *About 30 percent of my EL population is from Yemen and they speak Arabic….So, I did hear of this woman's name in our community and I actually called her. We interviewed her and I got permission to hire her as an Arabic tutor because she has a high school diploma. A lot of our Arabic moms have no formal schooling whatsoever. And I hired her, at that point, 20 hours a week and I had her doing 15 hours a week with students helping out with the ESL teacher and five hours a week doing kind of outreach with me….Now, four years later, I have two full-time tutors. I have two ESL teachers who do not speak Arabic but they have supported my Arabic tutors.*

One district administrator in a district with an EL and special education (SPED) population around 15 percent expressed the opposite opinion about using tutors or paraprofessionals (referred to as "paras") to instruct ELs and special education students:

> ***I**: I don't think that losing our instructional assistants has been a huge issue.*
>
> ***Q:** Those are the paras?*
>
> ***I:** Yeah, because I don't think that is a very effective model anyways.*
>
> ***Q:** You had to cut most of the paras?*
>
> ***I:** Well, we didn't have to cut most of them. But every year we cut a few. And the ironic part is that a lot of the public wants to keep the paras because they are well known in the community.…But in terms of their overall effectiveness, they're not good. We had paras sitting side by side with kids but not necessarily interacting with them. So that's why I don't think paras are necessarily always the answer. They are the most untrained people for the highest needs kids. So that whole model doesn't make sense to me.…I don't think we have enough support in ESL and ELL programs given the degree of the population that we have.*

Another district administrator said they hired a tutor with certification to reinforce the teaching the ESOL teacher was doing, but she did not have a TESOL background nor was she bilingual: *"We brought her in because she works really well with students. If we could get a tutor with some language background we would look into that. But this is the first year that we went back to a tutor because our numbers started going up at the rate that they did."* This tutor taught the English Language Development classes at the high school and middle school two days a week, while the TESOL coordinator instructed elementary students.

Table 15 summarizes the key program components in each of the districts included in the final study sample. The table reveals most districts in the sample provide services to elementary students with less than 30 months in U.S. schools, and ESL services exclusively through pull-out instructional models. The time EL students spend with TESOL teachers receiving instruction in ELD and academic content support varies by the EL student to certified staff ratio. This ratio is highest in some of the lowest resourced districts in the sample but this pattern is not consistent across the districts in the sample. Most districts have not conducted evaluations of their program. Only eight of the districts in the sample have comprehensive curriculum guidelines for the EL program K-12. At the secondary level there are very few sheltered academic content courses for EL students.

Table 15

Key Program Components by Sample District

Districts	*LAS[1] Level*	*Instructional Time*	*Evaluation*	*District Wide Curriculum*	*EL Student to Certified Staff Ratio*
Bristol	Not by LAS level K-not specified	Grades1–3, 4 hrs per week Grades 4–5, 3–4 hours per week Grades 9–12 every other day, 3 hrs per week	Parent and student survey results are reported.	Yes, High Point, Avenues, Edges	261/5
CT Technical High Schools	LAS 1–5	ELD course levels 1–4; 7 hrs per week; Literacy Lab; 7 hrs per week	No	Yes, Renaissance Learning – web based	290/29
Farmington	LAS 1–5	Grades 1-6, Pull-out with tutors, 60 min. per week.	No	Yes, Rosetta Stone, On Our Way to English	73/0
Hartford	LAS 1–5 elementary	Guidelines are specified by grade level; Grades 1-3, 7 hrs per week	Parent and student survey results are reported. Student progress data is reported by school.	No, all-district choice model	3,693/65.5
	LAS 1–5 secondary	Some sheltered content courses			

1 LAS – Language Assessment Scales; a standardized annual assessment tool required in Connecticut for evaluating the language proficiency of ELLs.

New London	LAS 1 and Newcomers LAS 2 LAS 3 LAS 4	2–10 hrs per week 1.5–7.5 hrs per week 1–1.5 hrs per week Hours vary by grade and LAS level	OCR and CAL evaluations 2010–11.	No	658/ [TESOL staff-19, Bilingual certified staff-20]
Manchester	LAS 1–4	Grades 1-8, 2 hrs per week Grades 9–12 ESL 1–3, 5 hrs per week	No	No	342/1
Mansfield	LAS 1–3 LAS 4–5	2 hours per week 30–60 min. per week K–8	No	Yes, district created	37/ [TESOL-1, World Language teachers-3]
Meriden	Not specified, has 4 school based bilingual programs	Pull-out and push-in; Comprehensive selection of sheltered classes in content areas	No	Yes, Harcourt Trophies, Lit.; ABC Curriculum, math; Estudios Sociales de Houghton Mifflin; Delta Education Science (Spanish)	942/36
Montville	LAS 1–5	No guidelines	No	Yes, district created	103/3.9

New Britain	LAS 1–3	45–60 min per week. Grades 9–12 ESL 1–4, ESL writing skills. Bilingual content classes, Spanish and Polish. 7.5 hours per week	No	Yes, district created Yes, teacher created	1707/12.1
	LAS 4–5	Mainstream, some pull-out			
Plainfield		No guidelines	No	No	19/0
Region 10	Newcomers LAS 1–5	3 hrs per week 60–90 min. per week	No	No	21/1
Simsbury	LAS 1–5	Depends on DRA level, pull-out by grade level and DRA [2]scores; Tutor for secondary students	No	No	59/0
Torrington	LAS 1–5	2.5–5 hours per week based on grade level. During reading time. Grades 8–12, 45 per day	Yes	No	317/7
Waterford	LAS 1–5	30 min. per week, 7–12, 3 hours per week No ELs at high school	No	Edge,Visions, Rosetta Stone	34/1

2 DRA – Developmental Reading Assessment; required standardized assessment tool in Connecticut

West Hartford	LAS 1–5	2.5 hours per week based on grade and LAS level (elementary) Grades 8–12, mainstream, ELD support class	No	Avenues, Trailblazers, Edges	570/10

Challenges Faced by Schools and Districts

Tables 16 and 17 below describe the challenges as they were represented in the qualitative data. There is substantial alignment between the two sets of data, Title III Grant Evaluations (124) and qualitative interview data, suggesting that these are the predominant challenges faced by districts. The number of times challenges were mentioned differed across the sample. Districts with higher percentages of EL students mentioned challenges more frequently than districts with fewer ELs. Interview data reveal that the challenges districts were facing were very closely related to one another, making it difficult to discern the underlying causes of these obstacles.

Table 16
Perceived Challenges Serving EL Students

	n	%
Time	48	22
Ability to hire certified teachers	36	17
SRBI/data/testing	20	16
Mainstream teacher preparation	22	18
Funding	17	14
Diverse needs of ELs	23	19
Progress on CMT	8	6

Source: Title III English Language Acquisition Grant Annual Evaluation for 2010–2011[xiii]

Table 17

Perceived Challenges Serving EL Students from Qualitative Data

Category	Frequency
Adequacy of staffing	(36 total mentions)
Teachers' access to curriculum	(27 total mentions)
Adequacy of the budget	(24 total mentions)
Students' access to content	(17 total mentions)
Students' access to English Language Development instruction	(15 total mentions)
Mainstream teachers' access to professional development	(13 total mentions)

Time for Instruction

Time was described as a challenge for many districts because ELD instruction was being delivered only through a pull-out model in the majority of districts. This model is fraught with challenges, many district coordinators discussed the difficulty of scheduling pull-out times within and across schools. This exchange from one focus group illustrates this point:

> ***A1:*** *Well, you know, it's unbelievably difficult. You'll hear every classroom teacher say, "Well, we have this and this and this and this." And it can be very difficult just to find a spot just to see them (EL students) period. And really the elementaries are very hard to schedule because of their specials. So, no, I don't see them all together, and I don't think there would ever be one time where I could… it's probably more effective [if] you could group them by level and see them that way. But also the real battle is just their classroom schedule, and I don't ever want them to dread seeing me. I'm not going to take them out of gym. Oh my gosh, that's sacred.*
>
> ***A2:*** *Or art.*
>
> ***A1:*** *And two, at the elementary level, the classroom teacher is so much a part of the day it's also hard to find time within that day because they have very strict guidelines of what they need to get done. I know their time is very important, and even giving up a little bit … is sometimes difficult to convince them of.*
>
> ***A2:*** *And then a few years ago, they had—there was some of their math segment. And you can't interrupt the math segment. I get that, but really trying to find (time).*

According to interviewees, time is also a factor in the pull-out model of serving EL students because TESOL teachers are trying to accomplish a number of different objectives. One teacher described her objectives during her 2.5 hours per week of instructional time:

> *So our job is to support the grade level curriculum when we can, but we also do other units of work that we think are going to build their background knowledge, vocabulary and grammar.… The school is very big on reading, so we support their reading development at the level that they're at, so reading fluency and comprehension. I think one of our key roles is like acculturation and the welcoming factor as well for the children.*

According to Title III evaluation data, districts provided 7,914 mainstream teachers (21%) with professional development in 2010-2011. District coordinators reported that this professional development was not meeting their needs and they have attempted to provide teachers across the district with supplemental support. This has proved difficult, however, because these coordinators—especially in high incident districts—have so many demands on their time. The two quotes below exemplify the coordinators' feelings on the issue:

> *The teachers are struggling. I've gotten requests for help, and I've helped. But I'm one person in the district. It has to be something done more massively. Not just a spot here, spot there. It has to be in masses.*
>
> *I do observe teachers. I do assist the principals, particularly with the newer teachers that come in that don't have tenure. But I try to observe the teachers. And if a principal says to me, "You know so and so needs support. Can you go in and do an observation, a formal, an informal…?" I have gone in, and I have done informal observations; I have done formal observations, and I have actually sat one-on-one, sat with the teacher and we've discussed the supports that they need. It can be something very simple to*

something complex. (We have)…10 elementary, three middle, one high school.…It takes time. It's time. They don't have time. The principals don't have time.

The challenges related to the adequacy of budgets, levels of staffing, students' access to academic and linguistic content, and teachers' access to curriculum are interconnected. Coordinators in New Britain and New London, for example, expressed a close relationship between the adequacy of funding for EL services, the number of certified staff hired by the district, and the services available to EL students at individual schools. As one respondent explained:

A: *[If I] had my way I would do it differently, but there's no way we can hire more teachers, no money. We have been flat-funded for five years. This is going to be our fifth year, and every time there is flat-funding we lose staff. Usually they cut the paras and they cut the specials, but now we're bare bones. They have to go into everything, and this is the first year that they're going to have to cut, and I don't know how we're going to do it.*

Q: *So what would you say are the big challenges to ELLs learning and prospering here?*

A: *In the schools? I think it's the lack of trained personnel. I think that's the biggest challenge, not only in ESL strategies. I have to fight with principals to really push for what I need. Everything is a struggle. They don't understand. They don't understand the needs. If you don't understand the needs, you don't push for what you need. If you say, "I'm not hiring anybody until I find a bilingual certified person or somebody's that's trained…" then that would make a difference. But they go, "Oh no we couldn't find anybody so let me put anybody here." I'm not saying that it's easy. It's not easy to find somebody certified, but I know that if we push hard enough we probably could fight with the other districts and get somebody.…Even though my program I try to support teachers that want to go for their certification, but how much do I have? $5,000 a year? That doesn't go anywhere. So I support one teacher or something like that.*

Q: *So now what determines when students move from those 80 who are getting support? They're classified as ELLs and then the other 120 have tested out of services?*

> ***A:*** *Not necessarily. It's a triage really. What we do is split the ones with less English into the sheltered, and then the mainstream are the ones with more English. They could still use support, but because of the numbers, we cannot give everyone support. There's no way. The most in need get support, especially the new arrivals and the ones that have been here less than two years.*

Another coordinator pointed directly to funding issues and expressed the relationship between finances, staffing levels and student services in the following way:

> *An even a bigger problem is that we have certainly more needs than we have dollars to pay for tutors even if we could find them. We do not have enough resources, and I will be very specific. We have teachers with caseloads of 50, 70, and 100 students for one teacher. So even though the state doesn't provide you with guidelines as far as how much service, services that students have to receive weekly—it's left up to individual districts—we do have guidelines in place as far as, you know, your level ones should be seen daily, just like in reading. Unfortunately, when you have a teacher with a high caseload or you have a teacher who has to provide services to two different schools it becomes extremely challenging. There are two ESL teachers there to 534 (EL) students. … (At the high school) we used to have 10 (teachers for EL students), five ESL, five bilingual…three bilingual Spanish, two bilingual Polish. Right now we are reduced to two ESL teachers and 2.5 bilingual teachers.*

These comments suggest tensions between financing, district priorities, administrators' understandings of what EL students need, and the availability of certified TESOL/bilingual teachers. While the relationship between staffing, services and funding was pronounced in New London and New Britain, this did not appear to be a pattern across all lower resourced districts. Participating districts in District Reference Groups (DRG[xiv]) G and H, also relatively low resourced, did not suggest that resources for EL program staff were in short supply. Staffing levels also varied across high resource districts. Farmington and

Simsbury, in DRG B, did not have any TESOL certified teachers. While West Hartford, in DRG B, had one of the lowest EL student teacher ratios, with one teacher for every 25 EL students.

District Staffing at the Coordinator Level

While coordinators expressed a heroic level of commitment to their work and the students they served, the data suggest these individuals were being asked to do much more than typical teachers or administrators. Only six of the highest incident districts had full time ESL/bilingual program coordinators. These six individuals did not teach as a part of their daily duties, though they were responsible for managing and evaluating TESOL/bilingual certified staff and tutors serving EL students. ESOL coordinators, as they are referred to across the state—at both the elementary and secondary level—are most often former classroom teachers with TESOL or bilingual teaching certificates who have been given a reduction in their teaching loads so that they can perform a multitude of administrative duties in addition to teaching. These professionals described acting as administrators and teachers simultaneously. They all provided ELD instruction to students for part of their day, in addition to the following responsibilities:

- Coordinated LAS testing twice a year.
- Administered other assessments, like the DRA, in addition to LAS.
- Scored and entered test data for teachers, the district, and state.
- Provided professional development for teachers in formal workshops.

- Provided coaching and push-in support for teachers in informal settings.
- Participated in informal observations and walk-throughs of mainstream teachers' classrooms.
- Supervised and coordinated the work of EL tutors at the school.
- Attended Planning and Placement Team (PPT) and Individualized Education Program (IEP) meetings.
- Created new curricula and formative assessments.
- Selected appropriate ELD textbooks and sheltered content area text-books.
- Worked with counselors to place students in appropriate classes.
- Counseled re-designated students on D and F lists.
- Communicated with parents and provided translation services for teachers.
- Completed yearly progress forms to document students' goals and progress.

ESOL coordinators in most districts reported directly to district administrators, such a Special Programs Coordinator, or, in a few districts, a Bilingual Program Coordinator. Because of their close relationship with the district offices, principals relied on these coordinators to translate district policies into school practices. Most coordinators were evaluated by their district supervisors rather than by their school principals, in part because many coordinators spent their days traveling between as many as six schools. This feature of the position created tensions between ESOL coordinators, principals, and district administrators. Several principals suggested that they would have like to direct ESOL teacher/coordinators time at their schools so that they were better integrated into their SRBI services.

District-Identified Supports for and Challenges to Instruction of ELs

The state of Connecticut has put a great deal of effort into publicizing the importance of districts and schools in implementing Response to Intervention—called SRBI here in Connecticut. These programs have had an impact on the way ELs are served in some schools and districts. State policy documents classify EL programing as part of Tier 1, and many districts have implemented Tier 2 and Tier 3 interventions for literacy. In districts with more students performing at goal on state tests—including West Hartford, Farmington, Waterford, Simsbury, Region 10, and Mansfield—teachers reported that EL students were receiving services as part of their schools' SRBI programs. In contrast, districts where fewer students were meeting goal on CMTs and CAPT (and consequently more students need Tier 2 and 3 interventions) teachers reported that ELL students were not included in their schools' SRBI programs. One teacher noted that out of 18 EL students she recommended for the Read 180 reading intervention program, only one student was placed. She felt it was a budget issue—with a limit of 15 students per section, there were just not enough sections for all of the students who needed the Read 180 classes.

Our data suggest that in some high schools EL students have been placed in the lowest level classes, together with many special education (SPED) designated students. For example, in one school about 16 percent of the student

body was designated as SPED and 15 percent was designated ELL. The coordinator described what was happening in this school's lowest level classes:

> *We have students who are doing a marvelous job. It is a mix of the right schedule, right teachers, and great motivation on the part of the students. We have students who in two years end up in AP/Honors classes and are doing above and beyond and so on. What troubles me is the students who are in those classes when there are so many students with other special needs that it is impossible to deliver on many days the very high quality instruction; that's a reality unfortunately. And then it becomes a norm. So the surrounding doesn't encourage the students or they are not strong enough themselves to continue to push themselves. There are not enough Special Ed teachers. There are not enough ELL teachers. So one teacher, for instance, may teach five sections of World Lit three [sections] may be mainstream, those three sections may have a few Special Ed [students], and two [sections] would be sheltered classes those will have majority Special Ed and our EL students [would be placed in those sections] too.*

Some elementary schools were successfully using SRBI as a way to develop systems to meet the multiple needs of ELs:

> ***A:*** *Well, they're grouped based on their need. So they're pulled based on their need. But they do see them every day, every day. It's difficult but they do see them every day and sometimes even twice a day because of the SRBI model that the principal has set up. So, for example, you are a Special Education teacher, I'm an ESL teacher, and we're looking at the student work and we're finding that this group of students really needs to focus on fluency but this group of students needs to focus on long "I." Well, regardless, I may take the group with the long "I" even if they're ELL or they're Regular Ed or Special Ed and the kids who need fluency could be Special Ed, Regular Ed or ELL and you're going to take those kids. So she's really developed a great SRBI model in her school that works.*
>
> ***Q:*** *That's great, and the kids are getting more targeted instruction.*
>
> ***A:*** *Absolutely, with very limited resources.*

SRBI Connecticut's version of RtI is being used with ELLs in different ways depending on the expertise and level of support available in the district. In

priority districts like New Britain the high percentage of students "not making appropriate progress" creates a high demand for SRBI type interventions. According to our data, ELLs are not being included in SRBI interventions as often in these districts. However, in districts like Farmington, Simsbury, and West Hartford where most students are making "appropriate progress" the demand for SRBI interventions is lower and ELLs are being not only being included in, but served primarily through SRBI interventions. The state has made attempts to clarify the process of SRBI with ELLs but the process is complex and the state has not developed a concrete definition of "appropriate progress" for ELLs [see report (www.sde.ct.gov/sde/lib/sde/pdf/curriculum/.../SRBI_ELL.pdf)].

Mainstream Teachers Use of Sheltered English Instructional Methods

Figure 3
Classroom Observation Data and ELL

High School Classrooms with ELL students	Teachers with TESOL or Bilingual Certification	Teachers with PD on ELLs in last year	Classrooms where Sheltered English Immersion Content Instruction Techniques
11	0	0	0
Elementary Classrooms with ELL Students			
26	2 Bilingual and 1 TESOL	4	9

The observations done in the 3 high resource and 3 low resource districts add to findings from the interview data related to challenges in several ways. First, these data suggest that teachers with PD or a certification used sheltered techniques, and 2 teachers who did not report PD or a credential (both were from Farmington) were observed using SEI (Figure 3). While this is a very small sample it does align with data from the 126 districts that submitted Title III evaluations and national studies (Gándara & Hopkins, 2010). Teachers who are aware of SEI techniques use them in their classroom, those without specific training don't use them. One of the most common challenges faced by 18% of districts are mainstream teachers who are not prepared to teach ELL students, (n=22). Further, 60% of districts with ELL said that their ELL students would benefit the most if the district provided more professional development for mainstream teachers (n=74).

Second, these data confirm findings from interviews with district level EL program coordinators. These professionals said they were frustrated by mainstream teachers beliefs that the instruction of EL students' was the sole responsibility of the ESOL teacher. At the high school level, none of the teachers reported adjusting their instruction to meet the needs of EL students. While a few teachers were observed using SEI in techniques in their classrooms, all of the classroom teachers with EL student reported students received their English

instruction by pull-out teachers. None of the teachers reported providing English language development in their classrooms. In our observations in the third grade level, a great deal of English language development happens in all classrooms it is an important aspect of Connecticut's third grade curriculum. However, it is striking that none of the teachers (with the exception of the dual language/bilingual designated classroom teachers) in this sample reported providing ELs English language development in their classroom through mainstream teacher content lessons. Prior research that investigated the relationship between the use of EL teaching techniques and teachers' professional learning suggests teachers who have not learned about how EL students learn do not feel comfortable teaching these students (Hopkins, 2012).

Third, there are no significant differences in any of the three CLASS domain scores (emotional supports, organizational supports, and cognitive supports) between classrooms with and without ELLs when instruction in English Language Arts was observed (see Table 18). However, when mathematics instruction was being observed, classrooms with no ELL students were significantly more supportive emotionally, organizationally, and cognitively than classrooms with ELL students (see Table 18).

Table 18
Differences in CLASS Domain Scores Across Classrooms With and Without ELLs

CLASS Domain	No ELLs in Class			ELLs in Class					
	N	M	SD	N	M	SD	*t*	df	sig
English Instruction									
Emotional Support	20	5.81	.6821	24	5.52	.9125	-1.05	42	.299
Organizational Support	20	5.65	.9140	24	5.31	.8938	1.47	42	.149
Cognitive Support	20	4.11	1.2612	24	3.59	1.3443	1.45	42	.156
Math Instruction									
Emotional Support	18	5.90	.5099	27	5.23	.7492	-3.29	43	.002
Organizational Support	18	5.93	.6883	27	5.16	1.0408	-2.65	43	.011
Cognitive Support	18	4.19	1.0651	27	3.41	1.3622	2.03	43	.049

Areas Where ELL Services are in Need of Improvement

Many of the districts identified as areas where services to ELLs could be improved have been discussed in previous sections of this report (see Table 19). Two areas that have not been previously mentioned are the topics of data systems and assessments. Data suggest that ESOL teachers have very limited access to appropriate assessments and thus have very limited access to data that can be used to guide instruction when compared to that of mainstream classroom teachers (http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=322020). Most districts rely exclusively on the LAS Links assessment to classify, re-classify, and guide instruction of ELLs. According to interview data, the LAS Links also has its challenges. One of the downsides is that the students must take the test repeatedly if they don't pass the state-standardized test, the CAPT or CMT in the same year. One coordinator described her experience:

> *However, if they do not treat it [LAS] seriously… and some of our youngsters you know are 15, 16 year olds… We have to look at the psychology of learning … for instance, if they [are] in grade 9 they score 5s on the LAS across the board, the highest. Then they take in grade 10 CAPT and for some reason they don't reach the goal of a 3. Then the next year, they come in and we still have to give them LAS again. And they say, "Miss, if I take SAT and I score 800 I don't retake the SAT the next year, right?" Where the state is telling us that they have to retake LAS. Then they completely treat it as a joke…And then we are criticized as a program that they are not growing. No, they achieved 5 already. They sort of have LAS burn out.*

Other coordinators said that the LAS Links, when scored by the company, does not provide enough detailed information about a student's abilities. For

example, one coordinator said, *"I mean if a couple of students really blow the convention score – all I have when I get the score back is that they did low, but I don't know what the problem is."* This coordinator said she is now scoring all of her students' LAS tests herself to address this problem. While this is feasible in a district like Waterford with fewer than 50 ELLs, hand scoring would not work for districts with large numbers of students like Hartford and New Haven.

The DRA, or Diagnostic Reading Assessments are given in grades 1-3 to all students including ELLs. West Hartford and Waterford test ELLs using AIMS web in addition to the LAS and DRAs. AIMS is a third party provided web-based assessment universal screening tool for grades K-8. It also provides a data management and reporting system that can be used to create multi-tiered RtI interventions. MAP (Measures of Academic Progress) from the Northwest Evaluation Association is used by New London and Bristol secondary schools. MAP is a computerized adaptive assessment tool that provides teachers with national normed results and measures achievement in terms of student growth. One teacher described her experience with MAP math testing in the high school with EL students:

> ***T:*** *…I had this girl. I swear to God I almost cried. She called me over, and she was talking to me in Spanish. I understood what she was telling me because my receptive Spanish is decent. I looked at her paper. She had taken the numbers from the problem, and she had computed and she had the right answer. And she's telling me the answer isn't there because E was "none of the above." This sucks because the girl can do math, and she's going to get screwed.*

> ***Q:*** *Yeah, because she doesn't know what "None of the above" means.*
>
> ***T:*** *And then on the other hand I'm going if she guesses right she's going to get something harder with more English. So I said, "Por lo siento. The answer es aqui." And she's laughing at me, and I'm going, "Don't laugh at me. The answer is here." And so she looks at the screen and she looks back at me and she looks at her work. I said, "That's all I can tell you. The answer is here." And she went, "Okay." And I went to the principal and I go, "This sucks. The kid could do the math. The construct is not math understanding. The construct is English. They make it in Spanish. We have to get in the pilot."*

This quote from a literacy coach highlights the numerous assessment challenges related to assessing ELLs using assessments designed for English-only students (see Abedi & Gándara, 2006 for more on this issue). It is not clear that these assessments accurately capture ELLs academic achievement.

One district stands out in its reporting of LAS data, student progress, and staffing levels. An all-choice school district, Hartford defines a school's relationship to the district in terms of student achievement. Schools where students make exemplary progress have autonomy from the district, but the district intervenes in schools where students are not progressing academically. To this end, the district has developed a rubric defining effective and ineffective services for ELLs. This rubric defines exemplary, effective, and deficient growth on the LAS Links using raw scores. It also defines appropriate redesignation rates, and Annual Measurable Achievement Objectives in the rubric. The state has not provided this sort of rubric in any of its policy documents.

Table 19
Areas Where ELL Services are in Need of Improvement

	n	%
More PD for mainstream teachers	74	60
Developing better data including more assessments	21	17
More tutors/ESL teachers	15	12
Raising CMT scores	18	15
New curriculum	17	14
More rigorous curriculum	12	10
Summer school	5	4
Collaboration	5	4
Primary language materials to access content	6	5
Parent programs to support involvement	6	5

Source: Title III English Language Acquisition Grant Annual Evaluation for 2010–2011[xv]

Parent Activities Offered by Districts

The topic of ELL parent engagement in education is notably absent across the data sets. Table 20 describes the types of district-sponsored activities specifically for parents of ELLs. According to the Title III report, 46 districts listed parent information type meetings as the only activity designed by the district to ensure ELL's parental participation and engagement. Only 22 of the districts said they provided translation services for parents. Thirty-one districts mentioned involving parents in classrooms. Unfortunately, none of the case study districts mentioned providing this activity, so we don't know the nature of this involvement. While the interview protocol included a question about parents parallel to the one asked in the Title III evaluation, only 13 of the 43 interviewees commented on the question. The comments were exclusively on the challenges

related to working with parents of ELLs. Table 13 lists this this as an area that needs to be improved in 6 districts.

Table 20
Parent Activities Offered by Districts

	n	%
Meetings after school	104	84
Translation	22	18
Counselors	7	6
Adult education	6	5
Involve parents in classrooms	31	25

Source: Title III English Language Acquisition Grant Annual Evaluation for 2010–2011[xvi]

Conclusions and Recommendations

If we compare the state of instructional practice across districts for ELLs to research-based best practice we find that with the exception of the four districts with dual-language schools, few districts offer the type of programs described in this research (Calderon, Slavin, & Sanchez, 2010; Goldenberg, & Coleman, 2010). The majority of ELL students are served via pull-out models of instruction, a method not suggested by this body of research. If we compare findings in Table 15 to the standards set forth in the *U.S. vs. Boston Public Schools* settlement agreement, we find that none of the districts with pull-out models of instruction in the study come close to the 12.5 hours of ELD instructional time recommended for novice ELLs in Boston. In addition, few districts regularly conduct evaluations of their programs, and only New London has included SEI instructional techniques in their teacher evaluation system.

Findings from this study suggest that uncertainty about the purpose and parameters of ELL policy leads to variation in implementation and effects. Connecticut policies related to ELLs use broad and vague language, which left much to the local educational authorities to determine in terms of the scope and even the goals of the policy. Districts, such as Torrington and West Hartford, with a strong commitment to the policy and capacity to implement it tended to enact the policy as it was intended. In other districts, such as Plainfield and New Britain, where there was less capacity and fewer resources, state policy had less impact on daily practice. Thus, we conclude that ELL policies will not be successfully implemented unless policy accounts for actual implementation factors, such as the existence of capacity at all levels that is needed to implement the policy. We suggest that Connecticut's ELL policy include in its design features: measurable goals, data systems for measuring progress towards those goals, development of networks to facilitate the sharing of information, and establishment of evaluation procedures. In this context, policy design will need to include a process for building local leaders' understanding of the theory of action behind the policy and structuring opportunities for teachers and leaders to develop new ways of achieving policy goals. While no one policy ever addresses every possibility, there should be complimentary, not contradictory policies (such as the de-segregation policies) that stymie local attempts at bilingual education model fidelity. We also find state data on EL students is very limited. More data, such as

that available for Special Education students, should be made available to educators, researchers, and parents. In addition, data on TESOL and bilingual teacher certified positions should be included in the Strategic School Profiles so that parents can make educated choices about the qualifications of teachers at their child's school. Revised state policy should include the definition of a robust, longitudinal, P-16 educational data system that links teachers to student outcomes.

There is strong evidence to suggest Connecticut needs to build its capacity to design, deliver, and assess research based instructional programs for ELLs. The state department of education, universities, and local school districts must work together to develop a systematic plan to dramatically increase the number of teachers, administrators, and research professionals who are prepared to work with ELLs. This plan might include creating: "lighthouse" districts that serve as models of best practice, incentives for teaching candidates who pursue bilingual endorsements, and research consortia. In addition, given the dramatic proliferation of ELLs across Connecticut districts, all teaching and administrative certification candidates should complete coursework addressing best instructional practices for ELLs, such as educational linguistics, methods for teaching ELLs, linguistic and cultural diversity.

Appendix 1

ELL Professional Interview Protocol

A. Introductory Questions

1. We would like to know a little about your background—district/school.

a) How long have you been the ____ *[name position]*

b) How long have you been in the district/school in total?

2. Does the district/school have an EL or multilingual department works on EL issues? YES NO OTHER ____

a) If yes, approximately how many people work in this department?

b) What is the main focus of this department's work?

INSTRUCTIONAL SUPPORT COMPLIANCE/

BUDGET OTHER

3. *If there is not a separate EL department or group,* the district for supporting instruction of ELs, what department is responsible? (For example, in the Curriculum and Instruction department.)

4. We are trying to get a sense of the big picture in your district. What would you say are the **three most important** ways in which your district supports **elementary and high school sites** in the instruction of ELs?

1. ____

2. ____

3. ____

[Clarify as needed, but make sure to stay "big picture" with this question]

5. At **elementary and high school** sites, is there a district-wide personnel structure for supporting EL instruction? For example, do all schools have an EL coordinator position? Only schools with certain concentration of ELs or level of overall enrollment? Please describe the guiding principles for the personnel structure.

[Probe: Are these full-time positions? What is the primary function that these personnel perform? How are these positions funded?] ____

6. We know that there are many challenges in supporting ELs' language acquisition and academic development, but what would you say are your district's **three primary challenges** in supporting **elementary and high school** ELs?

1. ____

2. ____

3. ____

7. Does the district have any written plan/s that provides *specific* guidance on support and/or instruction for ELs? YES NO OTHER ____

If yes, please write the name of the plan/s ____

a) What year was the plan/s adopted? ____

[Probe: If it has been more than 2 years: Has the plan/s been updated since then? Is it a specific plan just for ELs?] ____

b) In your opinion, what are the **three most important** components of the plan/s?

1. ____

2. ____

3. ____

c) On a scale of 1-10, where 10 is "completely implemented," to what extent has the plan/s been implemented? *Select # from the pull down menu.* ____

i. Why did you say [name their response]? Please explain.

[Probe: What specific evidence is there that the plan has been implemented? Please give 1 or 2 specific examples of evidence] ____

d) *[If applicable given the stage of implementation]* What evidence or data do you have that shows your plan is working for ELs? Please indicate any specific indicators (e.g. % of ELs who attain a 4 or a 5 on the LAS).

B. Instructional Considerations

We are interested in learning about the programs and/or courses you offer for the instruction of elementary and high school ELs in your district.

8. What descriptors do you use to distinguish between ELs at different English language proficiency levels? For example, does your district use LAS levels (Beginner, Early Intermediate, etc.) or different descriptors?

9. Does your district distinguish "newcomers" from other ELs with low levels of English proficiency? (For example, are ELs who have been in the country for 2 years or less

distinguished from other ELs in LAS levels 1 and 2?). If so, please describe your district's definition for "newcomers".

10. Do your district have a newcomer program or newcomer classes for elementary and high school ELs?

English Language Development

11. Please complete the table below to describe your district's policies/guidelines for **English Language Development (ELD) in elementary and high school.**

	English Language Development		
Format for ELD instruction	ELs of what LAS levels receive ELD in this format?	The number of minutes per day for ELD is at least: a. 15 b. 30 c. 45 d. 60 e. Other f. No policy/guideline	Who teaches your EL students ELD? a. Resource or specialist teachers b. Credentialed teachers with EL credentials (e.g., CLAD, BCLAD) c. Credentialed teachers without EL credentials d. Instructional aides e. Other f. No policy/guideline
Standalone classes			
Embedded in ELA			
Embedded in ELA intervention			
Other (please describe)			

12. If ELD is delivered in standalone classes, please mark all that apply to how the district recommends that students should be grouped for these courses:

WITHIN 2 LAS LEVELS (e.g., LAS levels 1-2 are grouped together for ELD)

MORE THAN 2 LAS LEVELS (e.g., LAS levels 1-3 are grouped together for ELD)

N/A NO POLICY OTHER ____

Please describe the grouping strategy. ____

[If multiple boxes for one question are checked, clarify what the variation depends on.] ____

13. If the ELD is embedded in ELA or ELA interventions, please describe any recommendations that the district has about how the ELD content should be delivered in ELA courses. (e.g. in small groups? In "strategic" intervention support classes?) Please explain.

14. The district recommends that primary language be used by ELD instructors:

AS NEEDED NOT AT ALL N/A NO POLICY OTHER ____

15. Are specific instructional strategies for ELD recommended by the district?

YES /NO If yes, please describe. ____

Academic Content

17. Does your district offer **sheltered** academic content classes? If these classes differ from mainstream content classes.

18. Please complete the table below to describe your district's policies/receive **academic content in elementary and high school.**

	Academic Content		
Type of content courses	ELs of what LAS levels should receive academic content in this format?	Which content areas are delivered in this format? a. ELA b. Math c. Science d. Social Studies e. Other (please name) f. No policy/ guideline	Who should your EL their academic content? a. Resource or teachers b. Credentialed teachers credentials CLAD, c. Credentialed teachers EL d. Instructional aides e. Other f. No guideline
Sheltered content courses	____		____
Mainstream content courses (with SDAIE)	____		____
Primary language	____		____

Other (please describe ____) ____ ____

19. The district recommends that primary language be used by instructors content courses in which ELs are enrolled:

20. Does the district recommend other supports for sheltered or mainstream which ELs are enrolled (e.g., the use of teachers' aides or shadow/companion

YES /NO If yes, please describe. ____

21. Does the district recommend specific instructional strategies for sheltered or mainstream academic content for ELs?

YES /NO If yes, please describe. ____

22. Does the district provide **specific guidelines to elementary and high schools** about how EL students should be placed in sheltered **academic content classes**?

a) Placement YES NO Exit YES NO

b) Please explain the **primary criteria** that guide these policies regarding placement/exit from sheltered academic content classes. ____

[Probe: What is the guidance regarding placement in mainstream versus sheltered classes?] ____

23. Please describe any other important practices recommended by your district that are related to sheltered or mainstream academic content courses for ELs. ____

[Probe: For all academic content questions, are these formal written policies or informal guidelines? To what extent do school sites follow these guidelines or policies?] ____

[Interviewers: Please make sure that "none" is written/marked if there is no district policy or guideline.]

Instructional support programs for ELs

24. Does the district provide academic support that is **specifically and only targeted to ELs at the elementary and high school level**? If so, please indicate which of the following services are provided:

a) (18a) **During the school day**: *Please mark all that apply.*
PRIMARY LANGUAGE SUPPORT PULL-OUT SUPPORT FROM AIDES
PUSH-IN SUPPORT FROM TEACHERS LABS (Please describe.) ____
PUSH-IN SUPPORT FROM AIDES OTHER ____
PULL-OUT SUPPORT FROM TEACHERS

b) What is the purpose of these supports?

[Probe: At what level ELs are they targeted (e.g., LAS 3 and below)? Are they offered at most elementary and high schools?] ____

c) **Outside the regular school day**: *Please mark all that apply.*

EXTENDED DAY INTERSESSION
SATURDAY SCHOOL OR SUMMER SCHOOL OTHER ____

d) What is the purpose of these supports?

[Probe: At what level ELs are they targeted (e.g., LAS 3 and below)? Are they offered at most elementary and high schools?] ____

Other Instructional Issues

25. Does the district provide specific guidelines to school sites regarding how to adapt the master schedule for **ELs in elementary and high school**? YES NO OTHER ____

a) If so, please explain the **primary** principles of this guidance. ____

26. Are there certain classes that ELs might not be able to take, whether they are subject matter courses or electives, as a result of the programs for ELD and academic content described above? Why? ____

a) What are the classes they are not able to take? ____

[Interviewers: we are trying to learn about how hard the school is working to ensure that ELs are not tracked/segregated during the day]

Curriculum and Materials

27. Please name any curriculum or materials that are **provided specifically for EL students in elementary and high school.** *We are interested in state-adopted and any other materials offered by the district.*

Courses	Textbooks and/or supplementary materials **specifically targeted to ELs.**	Is this a core text or supplementary material?	Is this in the **primary language**?

Newcomer	____	____	____
ELD	____	____	____
Math core	____	____	____
Math intervention	____	____	____
ELA core	____	____	____
ELA intervention	____	____	____
Sheltered content courses *(Please indicate course names)*	____	____	____

Assessment

28. Other than the DRA, and LAS tests, are there any other assessments that are implemented **district-wide** that are **specifically for elementary and high school ELs**?

Name of test/assessment	Purpose of the assessment		How frequently is each assessment administered?
Formative assessments	____	____	____
Benchmark assessments	____	____	____
Writing tests	____	____	____
Practice tests	____	____	____
Other assessments	____	____	____

[Probe: If necessary, clarify the purpose of these assessments. Also, what level ELs take each of these assessments?] ____

29. Does the district provide to school sites any regular summary reports, or anything similar, to schools to assist them in monitoring EL progress? If so, please describe the assessment results that are part of these reports. ____

[Probe: Are these reports disaggregated to the student level?] ____

C. Staffing Considerations

Professional Development Program(s)

30. Does the district have a professional development plan for its **elementary and high school** that is focused on instruction of ELs? Please describe it briefly.

____

[Probe: Is the plan focused on EL specialists only, or subject matter teachers as well?]

31. For the current **school year**, please describe the primary professional development

offerings that were focused on a) the instruction of ELs in **elementary and high school** and b) helping **elementary and high school** teachers to interpret and use the data from assessments given to EL students:

Name of professional development	Purpose	How many sessions? Over what period of time?	About how many and what type of staff attended?
____	____	____	____
____	____	____	____
____	____	____	____
____	____	____	____
____	____	____	____

[Probe: Make sure all information on the table is complete] ____

Policies for Recruiting and Staffing

32. Does your district have a specific procedure or policies in place for the recruitment and/or placement teachers to work with ELs? If so, please describe.

[Probe: Is the policy focused on EL specialists only, or subject matter teachers as well?

a) What are the challenges in implementing the policy?

D. Next Steps

33. Is there anything else that your district is doing to serve the needs of ELs in **elementary and high school** that we have yet talked about?

Final note:

Thank you very much for your time today, etc. I'd like to mention just two more things:

a. If I find that there are issues that I am confused about after this interview, is it OK if I follow-up with you either by phone or email? ____

b. If you have written documents that explain any issues we talked about today, we would be delighted if you would send them to us. (For example, the plan for ELs, documents that specify guidelines or policies for placement/exit from supports for ELs, instruction in ELD or academic content courses for ELs, etc.) Also, could you send a copy of the district's re-designation policy? ____

Thank you for your time!

Appendix 2

Descriptive Tables and Methods from the Study of Instructional Quality

Table I

Education, Income, Housing, and Crime Statistics for 6 Comparison Districts

	# of residents with a bachelors degree or more	*% with bachelors or more*	*% of adults not fluent in English*	*Median Household Income*	*Poverty Rate (%)*	*Owner-occupied units as a % of all units*	*Units in town in foreclosure (%)*	*Unemployment rate (%)*	*Crime rate per 100,000 residents*
Farmington	9116	50	2.4	$90,456	5.3	67	0.03	6.2	78
New Britain	9548	21	10.2	$37,629	18.4	33	0.10	11.9	395
Waterford	4469	32	.9	$71575	3.0	71	0.06	7.3	227
New London	4214	26	4.3	$40,624	15.9	26	0.13	9.5	1018
Burlington	2793	45	.2 (R10)	$103,663	1.9	83	no data	6.5	59
Harwinton	1500	38	.2 (R10)	$80,943	4.9	83	no data	7.2	73
Plainfield	1262	12	.9	$52,524	5.6	59	0.12	10.3	53
State	842517	35		$65,686	8.7	57	0.08	8.2	298
	2010	*2010*	*2000*	*2010*	*2009*	*2009*	*June, 2012*	*2009*	*2009*
source	*CERC town*	*CERC town profile*	*CSDE SSP 2009-10*	*CERC town profile*	*CERC town*	*CERC town profile*	*Realtytrak*	*CERC town profile*	

	profile		*profile*		

Table II

Community Tax Revenue, Population, and Library Resources

	population	*tax revenue*	*per capita tax revenue*	*library volumes*	*volumes/capita*
Farmington	25,262	$71,216,753	$2822	183017	7.24
New Britain	70,185	$104,141,000	$1491	220384	3.14
Waterford	19,001	$60,691,787	$3015	83542	4.40
New London	26,269	$39,603,264	$1404	73300	2.79
Reg 10--Burlington	9,076	$22,967,717	$2531	57095	6.29
Reg 10--Harwinton	5,554	$12,661,743	$2,309	4	7.52
				1,754	
Plainfield	15,555	$20,245,338	$1305	14568	0.94
	2010	*2009*	*2009*	*2010*	*2010*
source		*CERC 2011 town profile*			*researcher calculated*

Table III

General Characteristics of the 6 Comparison Districts

	Number of Schools	*Grades Served*	*Enrollment*	*Full-day Kinder-garten*
Farmington	7	Pk-12	4124	no
New Britain	15	Pk-12	10054	yes
Waterford	5	K-12	2800	yes
New London	9	PK-12	3040	yes
Region 10	4	Pk-12	2755	no
Plainfield	6	PK-12	2620	no

All data are from 2010-11 schoolyear and taken from CEDAR, CSDE

Table IV

District st achievement & attainment

	CMT								*CAPT*				*Grad %*
	Gr 3 math		Gr 3 reading		Gr 8 math		GR 8 reading		Math		Reading		
	average scaled score	average % at or above goal	average scaled score	average % at or above goal	average scaled score	average % at or above goal	average scaled score	average % at or above goal	average scaled score	average % at or above goal	average scaled score	average % at or above goal	grad rate class of 2009
Farmington	283.02	80.51	262.93	79.94	284.08	85.41	279.90	88.68	283.60	77.07	272.78	73.50	95.8
New Britain	210.26	25.77	202.11	19.10	214.49	21.89	213.59	30.94	208.39	14.33	205.53	17.00	73.9
Waterford	267.13	72.96	246.19	65.44	270.68	74.69	267.29	82.02	259.67	52.17	252.60	52.01	95.1
New London	215.66	25.94	209.33	23.85	214.75	21.67	214.99	32.67	211.62	14.99	202.85	12.68	89.5
Region 10	267.67	72.27	257.10	74.29	270.81	79.26	265.73	83.23	272.73	71.43	267.66	67.66	98.5
Plainfield	247.11	53.52	233.08	48.32	248.15	55.84	247.97	67.55	238.38	29.35	226.21	27.34	83.8
												STATE	91.3

Note: all figures except graduation rates are weighted five-year (2005-06 through 2010-11) means. All data are taken from CEDAR, CSDE.

Table V

Student Demographics in 6 Comparison Districts (2009-10 SSP CSDE)

	% eligible for free or reduced-price lunch	*% receiving special education services*	*% kinder-garteners attended pre-K*	*% homeless*	*% juniors & seniors working 16 or more hours/week*
Farmington	7.8	10.0	80.9	0.0	11.8
New Britain	76.4	13.9	80.3	3.9	9.4
Waterford	13.3	10.4	85.3	0.9	16.9
New London	93.8	13.5	70.9	0.5	23.9
Region 10	3.7	9.4	85.6	0.0	8.3
Plainfield	32.7	11.4	63.9	0.1	22.9
STATE	*32.6*	*11.4*	*80.5*	*0.2*	*13.6*

Table VI

Student Racial and Linguistic Characteristics in 6 Comparison Districts (2009-10 SSP CSDE)

	% American Indian	*% Asian American*	*% Black*	*% Hispanic*	*% White*	*% not fluent in English*	*% non-English primary language at home*	*# of languages spoken by students*
Farmington	0.2	11.0	5.2	4.3	79.3	1.5	10.7	37
New Britain	0.1	2.5	17.8	57.3	22.3	16.5	44.2	55
Waterford	0.9	5.9	5.0	6.6	81.5	0.9	4.4	24
New London	1.7	2.0	31.8	45.8	18.7	21.4	24.7	15
Region 10	0.1	1.9	.7	2.3	95.1	0.8	2.7	13
Plainfield	1.5	2.2	3.0	4.7	88.6	1.0	2.2	11
STATE						*5.4*		

METHODS

To examine in greater depth whether and how instruction and resources are related, we conducted case studies in 6 Connecticut school districts.

Data Sources

In developing the case studies, we drew on several data sources. First, we conducted classrooms observations using the CLASS standardized observation tool. Second, we distributed resource inventories to each teacher we observed. These surveys asked about teachers' access to various resources, from paper and office supplies to time to collaborate with colleagues to access to instructional coaching. Third, we conducted in-depth interviews with principals and district leaders in each district.

Interview Data

Sample

We sought to interview the principals of all schools in which we conducted classroom observations. Overall, we interviewed 34 leaders, including 22 principals and 10 district leaders. The 22 principals represent all but two of the 24 schools in which we observed classrooms. We were unable to interview 2 principals within the data collection timeframe. District leaders included 2 superintendents, 5 assistant superintendents, 2 Directors of Bilingual Education, 1 director of curriculum, 1 supervisor of language arts, and 1 former principal/current supervisor of transition to Common Core standards. The distribution of district and school leader participants is described in Table X below.

Table VII
Interview Sample of District and School Leaders

District	*District leaders*	*District leader role(s)*	*School leaders*
Farmington	1	Assistant superintendent	5
New Britain	2	Assistant superintendent Director of Bilingual Education	3
Waterford	1	Assistant superintendent	4
New London	2	Assistant superintendent Director of Bilingual and ESL Education	5
Region 10	1	Superintendent Assistant superintendent Language arts supervisor Former principal/supervisor of transition to Common Core	2
Plainfield	1	Superintendent Director of Curriculum	3

Interview Data Collection

We conducted interviews with district and school leaders in most cases in person. In 3 cases, we conducted these interviews by phone. All interviews except one were recorded and later transcribed to facilitate analysis. All interviews took place between mid-December, 2011, and mid-June, 2012. Six researchers were trained on and conducted the interview protocols; 26 of 34 interviews were conducted by one researcher. The interview protocol was based on our conceptual framework, which outlines major human resource functions that, according to research, can affect teachers' instructional quality. In keeping with the conceptual framework, the protocol was designed to obtain leaders' descriptions of teacher supply, recruitment, hiring, assignment, and retention; professional development, induction, and evaluation; and resources available to support instruction within the district. See appendix for protocols.

Appendix 3

Consent Form for Participation in a Research Study

University of Connecticut

Principal Investigator: Anysia Mayer, Ph.D.
Study Title: Programs for limited English proficient (LEP) students: Implementation of Connecticut General Statute (C.G.S. 10-17) in local school districts
Sponsor: Education Adequacy Project at Yale Law School and Connecticut Coalition for Justice in Education Funding Educational

Introduction

You are invited to participate in a research study to description of programs and services offered to limited English proficient (LEP) students and re-designated LEP students in local Pre-K 12 and Regional school districts across the state of Connecticut. You are being asked to participate because you are an educational expert in the area of programs for LEP students in your district.

Why is this study being done?

I am conducting this research study to better understand how local school districts have chosen to implement the Connecticut Bilingual Education Statute (C.G.S. 10-17 a-j). The objective of the research is to describe the influence of state policy on local educational practices as well as how local conditions may affect how state policy is implemented.

What are the study procedures? What will I be asked to do?

If you agree to take part in this study, you will be asked to participate in discussion with me about the programs and services offered to LEP students in your district. During our discussion I will provide you with a set of questions I would like to discuss. Such as: Tell me about your role in the district related to ELP student services? Tell me about how the Bilingual Education Statute has influenced the type of services you offer to LEP students? What type of materials do you use for planning LEP student services? We can skip any questions you do not want to answer.
We will conduct our meeting in the place that is most convenient for you, such as, your office or a near by conference room. Our conversation should take between 60-90 minutes of your time. At this time I do not plan to contact you beyond our initial conversation, however if I need to ask clarifying questions at a latter time I will call you on the phone. I will audiotape the interview so that I can accurately capture all of our discussion in written documents.

What are the risks or inconveniences of the study?

We believe the risks associated with this research study are minimal. The greatest risk to you is that your identity could be revealed to others. The voluntary and confidential nature of the study will decrease these risks. Your participation in this study is voluntary and confidential, which means that you can withdraw from the study at anytime without any negative consequences related to your employment or association with your district, school, or the University of Connecticut. I will take every precaution to keep data confidential and reduce the chance that respondents will be identified in any publication based on this study. A possible inconvenience may be the time it takes to complete the study.

What are the benefits of the study?

You may not directly benefit from this research; however, we hope that your participation in the study may help advance our knowledge of how districts are implementing state policy. This may help state policy makers craft better policy in the future.

Will I receive payment for participation? Are there costs to participate?

You will not receive payment for participation. There are no costs to participate.

How will my personal information be protected?

The PI will oversee data safety monitoring. The PI will oversee data safety monitoring. Only transcribers and the investigators will be privy to the interview data. No external agencies will have access to the data. Interviews will be transcribed immediately after being conducted. External professionals will transcribe the interviews. In advance of transmitting the tapes to the transcribers, investigators will code the tapes numerically. Once transcripts are received, all identifiers will be removed. Interview audio files and transcripts will be maintained in a locked file cabinet in the office of the primary investigator. After one year, the audio files will be destroyed.

As noted above, in all reports and papers based on these data, pseudonyms will be used in place of all proper names. No individual names will be linked to sites or identified in final reports in any publication. The final report will involve an aggregation of data across the 19 sites. I am sensitive to the fact that the identification of certain roles (e.g., superintendent) can reveal individual identities given additional contextual information (e.g., name of district).

You should also know that the UConn Institutional Review Board (IRB) and the Office of Research Compliance may inspect study records as part of its auditing program, but these reviews will only focus on the researchers and not on your responses or involvement. The IRB is a group of people who review research studies to protect the rights and welfare of research participants.

Can I stop being in the study and what are my rights?

You do not have to be in this study if you do not want to. If you agree to be in the study, but later change your mind, you may drop out at any time. There are no penalties or negative consequences of any kind if you decide that you do not want to participate.

You will be notified of all significant new findings during the course of the study that may affect your willingness to continue.

You do not have to answer any question that you do not want to answer.

Who do I contact if I have questions about the study?

Take as long as you like before you make a decision. We will be happy to answer any question you have about this study. If you have further questions about this project or if you have a research-related problem, you may contact the principal investigator, Anysia Mayer at anysia.mayer@uconn.edu or phone (860) 486-4491. If you have any questions concerning your rights as a research subject, you may contact the University of Connecticut Institutional Review Board (IRB) at 860-486-8802.

(next page please)

Documentation of Consent:

I have read this form and decided that I will participate in the project described above. Its general purposes, the particulars of involvement and possible hazards and inconveniences have been explained to my satisfaction. I understand that I can withdraw at any time. My signature also indicates that I have received a copy of this consent form.

_____	_____	
Participant Signature:	Print Name:	Date:
_____	_____	
Signature of Person Obtaining Consent	Print Name:	Date:

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Endnotes

i For the purposes of this paper we use Connecticut's definition of English learners, which categorizes students based on how they perform on state standardized tests. Standardized achievement tests that have been constructed for mainstream students do not take into account the special needs of English learners or the impact of language background variables on students' achievement outcomes, which undermines the legitimacy of using only these tests to measure language learners' abilities (Abedi & Gándara, 2006). We realize, as Celce-Murcia's (1995) model of communicative competence suggests, that language learning is in fact a complex process that interacts with many different socio-cultural factors. Students are not simply English learners one academic year and not-English learners the next, as our current terminology might suggest.

ii This model is used in the sample districts of New Britain, New London, and Meriden.
iii Sheltered (or structured) English immersion (SEI) is an instructional model for teaching grade-level content to ELLs by integrating language and literacy development into content area instruction. SEI instruction systematically incorporates an array of teaching strategies that make content (e.g., math, science, and social studies) more comprehensible to ELLs while promoting their English Language Development. "The District shall ensure that all ELLs are enrolled in SEI classes for all core content classes where instruction is primarily in English, and teachers use sheltered content instructional techniques (such as, for example, grouping students by language proficiency level, adapted materials and texts, visual displays, cooperative learning and group work, primary language support, and clarification) to make lessons understandable. The District shall ensure that in SEI core content classes: (a) speech is appropriate for the ELs' English proficiency level(s); (b) supplementary materials support the content objectives and contextualize learning; (c) the instructors teach vocabulary that is relevant to the subject matter; (d) adapted content, including texts, assignments, assessments, and presentation of content in all modalities, is within the ELL's English proficiency level; (e) ELLs are afforded regular opportunities to practice and apply new language and content knowledge in English; and (f) academic tasks are clearly explained to ELLs. P.19"

iv Dual Language Immersion – a type of Bilingual Education Program wherein English speakers and language minority students receive instruction in two languages, the objective being full bilingualism and biliteracy for both groups. (aka Two Way Bilingual Education Program)

v Transitional Bilingual Education Programs – programs of instruction for ELLs, wherein the home language is the one of the languages used.

vi Sheltered English - An approach to content area instruction which uses modified language, visuals, realia, role playing, and other supports to make information comprehensible to ELLs.

vii Push In - the ESOL specialist works with ELL's in their own classrooms. The ESOL teacher might work on a parallel curriculum, or coach the student(s) to assist them with the mainstream curriculum.

viii Pull Out – students from one or more classrooms or grade levels attend small group instruction classes for part of each day to work primarily on English language skills, while attending mainstream classes for the rest of the day.

ix LTSS or Transitional Language Support Services **–** A student who has exited from a transitional bilingual education program may be eligible for such services if he or she has not yet met the English or Academic Proficiency Standard set by the State of Connecticut.

x SRBI Educational practices that are implemented in a school or district which, through data analysis, demonstrate effectiveness (also known as Response to Intervention, RtI). RTI integrates assessment and intervention within a multi- level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities (*www.sde.**ct**.gov/sde/lib/sde/pdf/pressroom/**SRBI**_full.pdf).*

xi Tables report findings from 124 Districts with ELL students that submitted the Title III, English Language Acquisition Grant Annual Evaluation for the 2010-2011 school year. These reports are generally 4 pages in length and are completed by district Title III program managers. The evaluation asks districts to comment on five areas of programming; professional development activities, program challenges, evidence of student success, parent activities that ensure parental participation in ELL students education, and recommendations for changes that will improve students' academic achievement.

xii The findings reported in this section are taken form data produced by the CSDE for CCJEF. These data have not been verified for their accuracy and may differ from staffing data gathered directly from interviews elsewhere in the report.

xiii Source tables in the Title III English Language Acquisition Grant Annual Evaluation for 2010–2011 report findings from 124 districts that serve EL students. The evaluation asks district Title III program managers to comment on five areas of programming: professional development activities, program challenges, evidence of student success, activities that ensure parental participation in ELL students' education, and recommendations for changes that will improve students' academic achievement.

xiv Local education agencies (LEAs) are grouped into DRGs based on the characteristics of students' families. LEAs in a DRG have similar incomes, percentages of families below the poverty level, percentages of single-parent families, percentages of families with non-English home language, percentages of parents with a bachelor's degree and percentages of families in white collar or managerial occupations. DRG A represents those LEAs with the highest income and education levels and the lowest poverty levels. Conversely, DRG I has the lowest income and educational levels and the highest poverty. Coincidently, the seven LEAs that compose DRG I are also the same LEAs that would fall under the definition of High-Need LEAs when using Title I poverty as a percent of the age 5-17 population (www.sde.ct.gov/sde/lib/sde/pdf/arra/ct_rttt_application_section_f.pdf - 2010-06-11).

xv Source tables report findings from 124 Districts with ELL students that submitted the Title III, English Language Acquisition Grant Annual Evaluation for the 2010–2011 school year. These reports are generally 4 pages in length and are completed by district Title III program managers. The evaluation asks districts to comment on five areas of programming; professional development activities, program challenges, evidence of student success, parent activities that ensure parental participation in ELL students education, and recommendations for changes that will improve students' academic achievement.

xvi Source tables report findings from 124 Districts with ELL students that submitted the Title III, English Language Acquisition Grant Annual Evaluation for the 2010-2011 school year. These reports are generally 4 pages in length and are completed by district Title III program managers. The evaluation asks districts to comment on five areas of programming; professional development activities, program challenges, evidence of student success, parent activities that ensure parental participation in ELL students education, and recommendations for changes that will improve students' academic achievement.