

CONNECTICUT VOICES FOR CHILDREN



English Language Learning Students in Connecticut¹ Annemarie Hillman, Lauren Velazquez, M.P.P., and Cyd Oppenheimer, J.D.

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What is the Scope of Connecticut's Need for English Language Services in Schools?

The state of Connecticut has a diverse population. Many of its residents are recent immigrants who have limited English language skills. Recent data from the U.S. Census reveal that almost 450,000 Connecticut residents are foreign-born.² Of this foreign-born population, over 40 percent immigrated to the United States from Latin America.³ The top ten countries of origin for those who immigrated to Connecticut between 2006 and 2008 were Jamaica, Poland, India, Mexico, Italy, China, Canada, Ecuador, Brazil, and the United Kingdom.⁴

In addition to having large numbers of foreign-born immigrants, Connecticut also has a large Puerto Rican community: 2.4 percent (86,118) of Connecticut's residents were born in Puerto Rico, making Connecticut the state with the highest proportion of Puerto Rican-born citizens.⁵

Because so many of Connecticut's residents are from regions where English is not the primary language spoken, it follows that many of the state's adults and children do not use English as their primary language. According to the most recent Census data, approximately 250,000 Connecticut residents age five and older (7.6%) spoke English "less than very well."⁶ Of those people possessing limited English skills, approximately 7.8 percent were children between the ages of 5 and 17.⁷

For the 2007-2008 school year, the Connecticut State Department of Education reported that more than 72,000 students (13%) were dominant in a language other than English.⁸ Of these students, 41 percent (29,879 students) were identified as English language learners (ELLs), meaning that they are eligible for English language services provided by their school

district.⁹ The number of students in need of language support services has grown in the past few years.¹⁰

Who Are Our Language Learning Students?

The most common non-English language spoken by Connecticut schoolchildren is Spanish. Seventy-one percent of ELL students are Hispanic.¹¹ Over 21,000 ELL students in Connecticut speak Spanish as a primary language.¹² The second most common non-English language spoken by ELL students in the state is Portuguese (1,149 students), followed by Chinese, Polish, and Creole-Haitian.¹³ Overall, more than 150 languages are spoken by Connecticut's public school students.¹⁴

ELL students are significantly more likely than their peers to be from low-income families. During the 2007-2008 school year, 25.6 percent of the non-ELL student population qualified for free or reduced lunch; during this same school year, 70 percent of ELL students qualified for free or reduced price lunch.¹⁵

Which Schools Serve ELL Students?

Although Connecticut's sixteen poorest and highest need districts, which include 8 of the state's ten largest cities, serve only 29% of Connecticut's total student population, these same schools serve 73% of the total ELL student population.¹⁶ The concentration of ELL students in urban centers is, unsurprisingly, correlated with the concentration of immigrants in these same regions. Nearly half of Connecticut's immigrants live in Hartford and New Haven counties.¹⁷ It is worth noting, however, that there are many ELL students in districts throughout the state.¹⁸

How Are ELL Students Identified?

Title VI of the Civil Rights Act of 1964 requires all

school districts to identify those ELL students whose lack of English skills deny them the ability to “meaningfully participate in the regular educational environment.”¹⁹ In addition, Connecticut state law mandates that all local school districts must annually ascertain which students in the district are eligible for bilingual education programs, and classify these students according to their dominant language.²⁰

In Connecticut, the State Board of Education recommends that schools administer a three-question survey (often called the “Home Language Survey”) to all children at time of enrollment within the district.²¹ This survey simply asks what was the first language spoken by the child, what is the primary language spoken by the parents, and what is the primary language spoken at home by the student. Students who return survey responses indicating a dominant language other than English will then either be observed or may take a dual language test to make a final determination of their dominant language.²² Once this final determination has been completed, students who are found to have a dominant language other than English are then assessed to determine their English proficiency. This proficiency assessment may be completed through the use of a standardized English proficiency test, and may include an oral interview, and/or an examination of student records to assess English proficiency.²³

If it is determined that the student’s English proficiency is insufficient “to assure equal educational opportunity in the regular school program,” that child is classified as an “eligible student” for programs for ELLs.²⁴ The child’s parents are then invited to enroll their child in some form of this programming, with the type of service and support depending on the needs of the child and the programs offered by the school.²⁵ However, although this is the identification process recommended by the State Board of Education, it should be noted that school districts have much discretion in identifying ELLs.²⁶

Each year, by federal and state law, ELL students’ English proficiency must be reassessed by the school.²⁷ In Connecticut, the standardized test used to annually assess English language proficiency is the “Language Assessment Scales (LAS) Links.”²⁸ Although students become ineligible for certain programs after 30 months, students remain eligible for some form of language transition support services as long as they score below the state’s English

proficiency standard (termed “mastery” by the state.)²⁹

State Policy for Educating English Language Learners

The state has identified several types of programs that can be offered to ELL students, including:

Bilingual education. Public schools with populations of 20 or more ELL students who share a common primary language are required to provide a distinct program of bilingual education for those students.³⁰ In these classes, students are instructed in English language usage and subject matter content using a mixture of English and the students’ native language. Schools have discretion to decide when English will be used in the bilingual curriculum and when instruction will be given in the students’ native language. The use of English language instruction increases gradually throughout the course of the bilingual program. By the end of the first program year, at least 50 percent of subject area instruction must be presented in English.³¹ Students are able to enroll in bilingual courses for no more than 30 non-consecutive months.³²

Teachers of bilingual education courses must meet the standard certification requirements for teaching in a Connecticut public school³³ and must *also*: (1) complete 18 semester hours of credit in bilingual education from an accredited university; (2) prove proficiency in English reading and writing through a sufficient score on the PRAXIS I-Pre-Professional Skills Test (PPST); (3) demonstrate knowledge of the foreign language that they wish to teach by successful completion of the American Council of Teaching of Foreign Language’s (ACTFL) oral and written exam; and (4) receive certification in a specific subject area (i.e. math, science, history, or elementary education).³⁴

The structure of bilingual programs varies from school to school depending on each school’s unique student population and available resources. Schools use discretion when grouping students into bilingual classes: some schools may group together ELL students by age regardless of English proficiency, whereas other schools will create mixed aged groups of ELL students with similar proficiency levels. While schools may choose to have bilingual classes meet five days a week for entire school days, in most instances, schools offer bilingual courses only at regular periodic intervals. For example, in one school,

first grade ELL students may meet in their distinct bilingual classes all day Monday, and attend first grade general education (“mainstream”) classes the rest of the week, while second grade ELL students may have their bilingual classes Tuesday and attend second grade general education classes the rest of the week. In another school, students may attend bilingual classes for one or more periods each school day, and attend general education classes for the remainder of the day. General education teachers may have the option of using Teachers of English of a Second Language (TESOL)-certified teachers,³⁵ paraprofessional³⁶, tutors and/or reading specialists who have received training in ESL for additional support if their ELL students are struggling when they are not in their bilingual classes.

In high schools, students may take a content class as a bilingual education class only if a content-certified bilingual teacher is available.³⁷ If there is no bilingual teacher certified in a particular content area, ELL students will be enrolled in a general education class in that subject area, where instruction is given in English and the class is comprised of students at all levels of English proficiency, including native English speakers. In these situations, ELL students may receive supplemental help in this subject area from a certified bilingual education teacher or TESOL-certified teacher so long as that teacher is not the primary instructor.

English as a second language (ESL) programs. When there are not enough students who share a dominant language to create a separate bilingual class, students may receive individual “English as a second language (ESL)” support services from a teacher who is TESOL-certified. Students receiving ESL services may be pulled out of general education classes to receive help from a TESOL-certified teacher or may receive supplemental help from a tutor or TESOL-certified teacher in their general education class. TESOL teachers may work with ELL students in any subject area to develop English language acquisition as long as the students’ main content instruction is delivered by a subject-endorsed certified teacher.

Language transition support services (LTSS). This program is available to students who have exceeded the 30-month cap in a bilingual program but are not yet scoring at the “English mastery standard” level on their English language assessments.³⁸ It is intended to serve as a “bridge” from bilingual programs to general

education classes.³⁹ These students are often placed in classes where instruction is delivered in English but where other language services are available on an as-needed basis.⁴⁰ These services are similar to ESL services and may include after-school tutoring, testing accommodations, and homework assistance.⁴¹ Families of students in these programs may also receive language support services from the school as part of the child’s program.⁴² Students may remain in LTSS programming until they meet the English mastery standard and achieve the proficient level on the LAS Links test.⁴³

Sheltered English. In “sheltered English” courses instruction is given in English but the class population is composed entirely of ELL students. These courses may be offered as part of an ESL or LTSS program. In these courses, teachers may adopt specific teaching methods to aid ELL students, such as targeted vocabulary usage, slower speech, repetition, and use of visuals. They use their students’ native languages sparingly, if at all.⁴⁴ These teachers may have bilingual education or TESOL certification but such certification is not required as long as they hold a traditional teaching certificate and have received training in sheltered instruction.

English immersion. While not an official program for ELL students, English immersion is an option offered to the parents of these students. In full English immersion courses, ELL students are placed in traditional classes where the teacher delivers all content in English and where no formal language support services are implemented.⁴⁵

Dual language programs. In these programs, all students in a class (both native English-speaking students and ELL students) take half of their coursework in English and half of their coursework in another language (usually the dominant language of the ELL students). These programs are often focused on promoting multicultural understanding and bilingualism in all students. These programs are always offered as opt-in programs within schools or operate as curriculum for magnet schools that students choose to attend.

Strategies Used in Connecticut’s Schools

As already discussed, teachers providing bilingual and ESL services must meet certain state-mandated certification requirements, and schools with populations of 20 or more ELL students who share a

common primary language must provide separate bilingual classes for these students. However, beyond these constraints, school districts have great latitude over which programs and strategies they provide for their ELL students. The following are examples of programs currently in use in the state.

- (1) In Bridgeport, Bassick High School has created distinct bilingual classes tailored to address the English skill level *and* educational experiences of ELL students. For at-risk ELL students who have not received any formal education, or who have repeated grades or had interrupted schooling, Bassick provides the “reception center” program. In this program, students receive instruction in all academic content areas, by means of specialized curricula that use both English and their native language. For recent immigrants over the age of 15 who have had some formal education but possess “severe academic deficiencies,” Bassick offers a slightly less intense program called the “new arrival center” that helps students function in the general education classroom and offers continuing remedial services to students who have completed the program and enrolled in general education classes, but who need tutorial help. Bassick also offers leveled (beginning, intermediate, and advanced) bilingual English language arts courses.⁴⁶
- (2) Waterbury schools use ESL teaching strategies which promote students’ “Cognitive Academic Language Proficiency” and “Basic Interpersonal Communications Skills.”⁴⁷ The former focuses on the linguistic skills needed to complete academic work. The latter seeks to teach students how to use their English language skills in social and informal interactions.⁴⁸ Teachers are expected to incorporate content area vocabulary lessons into their reading and writing activities, but most make literacy development their main focus.
- (3) East Hartford High School offers basic, intermediate, and advanced ESL classes. Students who have very limited English skills usually take three ESL classes and a few general education classes. As their English skills develop, they take more general

education classes. East Hartford High School also provides an ESL social studies class and a ESL low-level math class, as well as extra assistance to Spanish speakers through a bilingual study skills program.⁴⁹

- (4) Currently dual language programs are offered in schools in Hartford, New Britain, New Haven, New London, Norwalk, and Windham. While all of these schools teach courses in both English and Spanish, the structure and curriculum does vary among schools.⁵⁰ At the John C. Daniels School in New Haven and the Regional Multicultural Magnet School in New London, all students take courses taught in both English and Spanish.⁵¹ In Hartford and Norwalk, the dual language program is just a subcomponent of the larger school curriculum and students must opt into the program.⁵²

Removing Barriers to Services for ELL Students

It is imperative that high quality, accessible services be available to the ELL student population in Connecticut. With the many variations in this kind of programming that exist throughout the state, it is essential that families be made fully aware of the opportunities available within their school districts. Furthermore, efforts should be expended to identify and promote current best practices for these programs, reducing disparities in program quality between school districts. Quality education for ELL students promotes the achievement of Connecticut’s children and thereby contributes to the future success of Connecticut.

¹ Marie Salazar Glowski, Bilingual/ELL Education Consultant, Bureau of Accountability and Improvement, Connecticut State Department of Education, has reviewed this paper and confirmed that it accurately portrays the state of education for English language learners in Connecticut. The authors offer her their thanks.

² United States Census Bureau, “B05006. Place of Birth for the Foreign-Born Population [Foreign-Born Population Excluding Population Born at Sea],” American Community Survey (2006-2008), http://factfinder.census.gov/servlet/DTTable?_bm=y&-context=dt&-ds_name=ACS_2008_3YR_G00_&-mt_name=ACS_2008_3YR_G2000_B05006&-CONTEXT=dt&-tree_id=3308&-currentselections=ACS_2008_3YR_G2000_B05006&-geo_id=04000US09&-search_results=01000US&-format=&-lang=en

³ Ibid.

⁴ Ibid.

⁵ Mejia, Rafael and Priscilla Canny, “Immigration in Connecticut: A Growing Opportunity,” Connecticut Voices for Children. (October 2007) (hereinafter “Immigration in Connecticut”), 1. Available at: <http://www.ctkidslink.org/publications/econ07immigrationct.pdf>.

⁶ United States Census Bureau, “C16004. Age by Language Spoken at Home by Ability to Speak English for the Population 5 Years and Over,” American Community Survey (2006-2008). Available at: http://factfinder.census.gov/servlet/D/DTTable?_bm=y&-state=dt&-context=dt&-ds_name=ACS_2008_3YR_G00_&-mt_name=ACS_2008_3YR_G2000_C16004&-CONTEXT=dt&-tree_id=3308&-redoLog=true&-currentselections=ACS_2008_3YR_G2000_C16004&-geo_id=04000US09&-search_results=01000US&-format=&-lang=en.

⁷ Ibid. In order to determine the percentage of people with limited English language skills who were children, we first added up the number of people who were reported to be aged 5 through 17 and to speak English “less than very well.” We then summed the total number of people of all ages who were reported to speak English “less than very well.” Lastly, we divided the former number by the latter and multiplied by 100 to get a percent. The percent is an approximation because the census information indicates margins of error for its data. Heads of household fill out census information for their children and all other persons living in their house including information on language acquisition. The census form can be viewed at: <http://www.census.gov/acs/www/Downloads/SQQuest07.pdf>.

⁸ Connecticut State Department of Education, “Data Bulletin: English Language Learners in Connecticut” (July 2008) (hereinafter “Data Bulletin: English Language Learners in Connecticut”), 3. Available at: http://www.csde.state.ct.us/public/cedar/databulletins/db_ell_report_6-23-08.pdf. For the number of students enrolled in public school in Connecticut, see: Connecticut State Department of Education, “Public School Enrollment PK to Grade 12 by District” (2007-2008). Available at: <http://www.csde.state.ct.us/public/cedar/edfacts/enrollment/public.htm>.

⁹ Data Bulletin: English Language Learners in Connecticut”, 2.

¹⁰ Ibid., 1.

¹¹ Ibid., 3.

¹² Ibid., 3.

¹³ Ibid., 3.

¹⁴ Connecticut State Department of Education, “Number of English Language Learners by Language Spoken 2007-08,” (2008) (hereinafter “Number of English Language Learners by District”). Available at: http://www.csde.state.ct.us/public/cedar/cedar/ell/tables/ells_by_language_2007-08.pdf

¹⁵ “Data Bulletin: English Language Learners in Connecticut,” 4.

¹⁶ In order to determine the percentage of the total student population attending school in the poorest and neediest districts, we first identified these districts using the state’s District Reference Groups (DRG) evaluations. The DRG process requires that each school district is labeled with a letter from A-I, with A indicating the wealthiest districts and I indicating the poorest. For the purposes of this paper, we evaluated all schools listed in groups H and I. After identifying the poorest and

highest need districts, we added up the total number of students enrolled in grades K-12 in those schools and divided that number by the total number of students enrolled in grades K-12 in Connecticut as a whole. The resulting number was then multiplied by 100. This gave us the total percentage of students who attend schools in the state’s poorest and neediest districts. We determined the percentage of Connecticut ELL students who attend schools in these districts by adding up the total number of ELL students in DRGs H and I and dividing that sum by the total number of ELL students in Connecticut. The resulting number was then multiplied by 100 to get a percent to get a percent.

For a description and list of Connecticut’s poorest and highest need school districts, see: Canny, Priscilla, “District Reference Groups (DRGs): Formerly Educational Reference Groups (ERGs),” Connecticut Voices for Children (June 2006). Available at:

<http://www.ctkidslink.org/publications/ece06drgerg.pdf>. For the number of ELL students in each district in Connecticut, see: “Number of English Language Learners by District.” For the number of total public school students enrolled in each district in Connecticut, see: Connecticut State Department of Education, “Public School Enrollment PK to Grade 12 by District” (2007-2008). Available at:

<http://www.csde.state.ct.us/public/cedar/edfacts/enrollment/public.htm>. For the state’s ten largest cities, see: US Census Bureau, “GCT-T1. Connecticut: Place and County Subdivision: Population Estimates,” Population Estimates Program (2008). Available at:

http://factfinder.census.gov/servlet/GCTTable?_bm=y&-context=gct&-ds_name=PEP_2008_EST&-mt_name=PEP_2008_EST_GCTT1_ST9&-CONTEXT=gct&-tree_id=808&-geo_id=04000US09&-format=ST-9|ST-9S&-lang=en.

¹⁷ “Immigration in Connecticut,” 3.

¹⁸ “Number of English Language Learners by District.”

¹⁹ Office for Civil Rights, “The Provision of an Equal Education Opportunity to Limited-English Proficient Students,” US Department of Education (August 2000). Available at: <http://www.ed.gov/about/offices/list/ocr/eeolep/index.html>.

²⁰ Conn. Gen. Stat. Sec 10-17f. Available at:

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=321160>

²¹ “Data Bulletin: English Language Learners in Connecticut,” 2.

A sample of the “Home Language Survey” can be found on Bristol Public School’s website:

www.bristol.k12.ct.us/uploaded/faculty/subikc/home_language_survey.DOC.

²² “Data Bulletin: English Language Learners in Connecticut,” 2.

²³ Ibid., 2.

²⁴ Ibid., 2. See also Conn. Gen. Stat. Sec 10-17e(1). Available at: <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=321160>.

²⁵ “Data Bulletin: English Language Learners in Connecticut,” 2.

²⁶ Phone conversation by Annemarie Hillman, co-author, with Michael Sabados, State Department of Education, on October 5, 2009.

²⁷ No Child Left Behind Act, Title I, Part A, Sec. 1111(b)(7).

Available at:

<http://www.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1111>

See also Conn. Gen. Stat Sec. 10-17f(c). Available at:

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=321160>.

²⁸ Connecticut State Department of Education, “Adequate Yearly Progress: Technical Manual, Draft” (April 2008), 16. Available at: www.sde.ct.gov/sde/lib/sde/word_docs/cali/ayp_tech_manual.doc

²⁹ Conn. Gen. Stat. Sec. 10-17f(d). Available at: <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=321160>.

³⁰ Conn. Gen. Stat. Sec. 10-17f(b). Available at: <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=321160>.

³¹ Conn. Gen. Stat. Sec. 10-17e(2)(c). Available at: <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=321160>.

See also Connecticut State Department of Education, “Programmatic Requirements and Good Practice Recommendations for Implementation of Section 10-17 E-J, Inclusive, of the Connecticut General Statutes (CGS),” 1. Available at:

http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/esl801/goodprac_801.pdf.

³² Summer school courses and “two-way language programs” are not counted towards the 30-month cap. See Conn. Gen. Stat. Sec. 10-17f(d). Available at:

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=321160>.

³³ In general, if one is to be certified as a teacher in Connecticut, he/she must have: completed a planned program of preparation at a regionally accredited institution in the field and at the grade level for which the certification endorsement is requested; *or* completed successful, appropriate experience in a public school system, or an approved nonpublic school, *and* completed specific course work required for the certification endorsement area(s) sought. Certified teachers must also pay the state certification fees and successfully complete the ETS administered Praxis I (basic knowledge) and Praxis II (subject area knowledge) exams. See Connecticut State Department of Education, “Connecticut Certification Requirements.” Available at:

<http://www.ctcert.org/cert1.html>. For more detailed information on certification requirements, see Conn. Gen. Stat. Sec. 10-145b. Available at:

<http://cga.ct.gov/2009/pub/chap166.htm#Sec10-145b.htm>.

³⁴ Connecticut State Department of Education, “Approved Course List for Bilingual Cross-Endorsement” (September 23, 2008). Available at:

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2613&q=321360>.

See also Conn. Gen. Stat. Sec. 10-145h(b). Available at: <http://cga.ct.gov/2009/pub/chap166.htm#Sec10-145b.htm>.

See also Conn. Gen. Stat. Sec. 10-145h(d). Available at: <http://cga.ct.gov/2009/pub/chap166.htm#Sec10-145h.htm>.

³⁵ In order to become TESOL-certified, an applicant must complete a minimum of 39 semester hours in general education *and* must either major in ESL teaching *or* complete 39 semester hours in ESL teaching and bilingual education and 30 hours of related professional development. TESOL-certification may also be achieved through cross endorsement or prior successful TESOL experience. All applicants who lack a valid Connecticut educator certificate must successfully complete the Praxis I Pre-Professional Skills Test (or procure a waiver for the test), as well as a minimum 36 hour course of study in special education. Connecticut State Department of Education, “TESOL Fact Sheet #122.” Available at:

http://www.sde.ct.gov/sde/lib/sde/PDF/Cert/facts/fact122_01.pdf. TESOL-certified teachers are *not* required to speak the

student’s dominant language and do not need to be “endorsed,” or state-certified, in a particular subject area

³⁶ The state of Connecticut defines a paraprofessional as “an employee who assists teachers and/or other professional educators or therapists in the delivery of instructional and related services to students. The paraprofessional works under the direct supervision of the teacher or other certified or licensed professional. The ultimate responsibility for the design, implementation and evaluation of instructional programs, including assessment of student progress, is a collaborative effort of certified and licensed staff. See Connecticut State Department of Education, “Paraprofessional Information and Resources.” Available at:

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=321752&sdePNavCtr=#45637>

A high school diploma or GED is required for paraprofessionals (a term which includes tutors) working at schools using Title I funding. Furthermore, under the federal No Child Left Behind Act, Title I, Section 1119, paraprofessionals with instructional responsibility who were hired using Title I funding after January 2002 must have completed at least 2 years of higher education, hold at least an Associate’s degree, *or* have passed the state ETS paraprofessional assessment test, *or* have five years of paid employment experience as a paraprofessional with instructional responsibilities combined with 30 hours of courses pertaining to the use of experiential skills in classroom instruction. See Legislative Program Review and Investigative Committee, “School Paraprofessionals,” Connecticut General Assembly (December 2006). Available at:

http://www.cga.ct.gov/2006/pridata/Studies/School_Paraprofessionals_Final_Report.htm. See also Connecticut State Department of Education, “No Child Left Behind Act of 2001: Reauthorization of Elementary and Secondary Education Act: Fact Sheet 1. Available at: <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=321752#Resources>.

³⁷ Conn. Gen. Stat. Sec. 10-145h(b). Available at: <http://cga.ct.gov/2009/pub/chap166.htm#Sec10-145b.htm>.

Note that although the requirements stated in the text are the general requirements, in extreme instances of teacher shortage schools may apply to the Commissioner of Education to receive permission to hire certified “teachers of English as a second language,” or “TESOL” teachers, in lieu of certified bilingual teachers. See Conn. Gen. Stat. 10-17j(a). Available at:

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=321160>.

³⁸ Conn. Gen. Stat. Sec. 10-17f(d) states that students who do not meet the English mastery standard at the end of 30 months are eligible for LTSS services. See Conn. Gen. Stat. Sec. 10-17f(d). Available at:

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=321160>.

As of October 2003, the Connecticut English mastery standard that ELL students need to achieve to exit English language programming includes several components. First, all ELL students in grades K-12 must achieve scores of 4 or 5 on the LAS Links exam to exit language services. In addition to meeting the LAS Links standard, students must meet other state standards as well; these additional requirements vary based on grade level. Students in grades K-2 must reach specific levels on the Connecticut Developmental Reading Assessment (DRA). Students in grades 3-9 must achieve the “proficient” level on the math and reading section of the Connecticut Mastery Test

(CMT), and must reach the “basic” level on the writing portion of the test. Students in grades 10-12 must achieve the “basic” level on the math, reading, and writing sections of the Connecticut Aptitude Test (CAPT). For more information on standards for exiting English language learning programs, see Abigail Hughes, “Revised English Mastery Standard,” Connecticut State Department of Education (October 2003). Available at:

http://www.csde.state.ct.us/public/cedar/assessment/ell/resources/revised_english_mastery_standard_10-1-03.pdf. See also, Connecticut State Department of Education, “Performance Standards Necessary to Exit a Program of English Language Instruction” (November 2007). Available at: <http://www.csde.state.ct.us/public/cedar/assessment/ell/resources/standards%20to%20exit%20ELL%20November%202007.pdf>. See also Connecticut State Department of Education, “Developmental Reading Assessment (DRA) Questions and Answers” (November 2007). Available at: http://www.sde.ct.gov/sde/lib/sde/word_docs/curriculum/psd/DRA_Q_and_A_EDITED_10_08.doc.

³⁹ Connecticut State Department of Education, “Guidelines for Implementing Language Transition Support Services” (2002) (hereinafter “Guidelines for Implementing Language Transition”), 2. Available at: www.sde.ct.gov/sde/lib/sde/word_docs/curriculum/ltss/gltss_main.doc.

⁴⁰ Ibid., 7.

⁴¹ Ibid., 2. See also Conn. Gen. Stat. Sec. 10-17f(d). Available at: <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=321160>.

⁴² Connecticut State Department of Education, “Guidelines for Implementing Language Transition Support Services” (2002), 2. Available at: www.sde.ct.gov/sde/lib/sde/word_docs/curriculum/ltss/gltss_main.doc.

⁴³ Ibid., 1.

⁴⁴ “Guidelines for Implementing Language Transition,” 7-8.

⁴⁵ Ibid., 22.

⁴⁶ Bassick High School, “ESL Department,” Bridgeport Public Schools. Available at: <http://www.bassickhighschool.org/esl.htm>.

⁴⁷ Bilingual/ESOL Department, “Bilingual/TOESL/LTSS Education,” Waterbury Public Schools. Available at: <http://www.waterbury.k12.ct.us/bil/>.

⁴⁸ Rhodes, Robert L., Salvador Héctor Ochoa, and Samuel O. Ortiz, *Assessing Culturally and Linguistically Diverse Students: A Practical Guide* (New York, Guilford Press: 2005), 70.

⁴⁹ East Hartford High School, “English as a Second Language,” East Hartford Public Schools (2009). Available at: <http://www.easthartford.org/page.cfm?p=267>.

⁵⁰ “Directory of Two-Way Bilingual Immersion Programs in the U.S.,” Center for Applied Linguistics (2007). Available at: <http://www.cal.org/jsp/TWI/SchoolListings.jsp>. For information on the individual programs, click on the links provided on the aforementioned website.

⁵¹ See John C. Daniels School of International Communication, “Mission Statement,” New Haven Public Schools. Available at: <http://schools.nhps.net/johncdaniels/mission.htm>. See also Regional Multicultural Magnet School, “About RMMS,” New London Public Schools. Available at: <http://www.rmms.k12.ct.us/about/>.

⁵² See Moylan School, “Academic/School Programs,” Hartford Public Schools. Available at: <http://www.hartfordschools.org/schools/MoylanSchool.php>. See also Silvermine School, “Mano-a-Mano: The Power of Language Bringing Us Together, Spanish/English Dual Language Immersion Program,” Norwalk Public Schools (2005). Available at: <http://www.norwalk.k12.ct.us/silvermine/Mano.htm>.