

As Connecticut's multilingual learner student population continues to grow, providing the resources and services these students need will ensure they can succeed in the classroom and beyond. To better understand the current investments made and the effectiveness of its multilingual learner programs, the State of Connecticut has an opportunity to provide greater transparency on the data it currently collects on multilingual learner education, and expand the data it collects on multilingual learner programs and investments.

Connecting student outcomes to program investments will allow Connecticut school districts to identify effective educational models that best serve the state's growing multilingual learner student population. However, considering changing federal policies and the current political climate, it is essential that any supplementary data provided by the State regarding multilingual learner students are not used to identify individual students or their families.

This document aims to identify ways the State can enhance data transparency for multilingual learner students and raise awareness about precautions the Connecticut State Department of Education (CSDE) can implement to protect the information of multilingual learner students and their families.

Why is additional data collection and transparency needed?

For the 2024-25 school year, Connecticut public schools educated approximately 57,500 multilingual learner students. Since the 2018-19 school year, the number of multilingual learner students in Connecticut has grown 42.3%, with multilingual learners now making up nearly 11.3% of the state's public school students.¹

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

How can Connecticut make better use of existing data collections?

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

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

Table 1: Recommended Data Items to be Made Public

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

How can Connecticut improve existing data collections?

Currently, policymakers and school districts lack a comprehensive system to connect and compare investments in bilingual, English as a Second Language (ESL), and dual language programs across districts. Collecting additional data through the State's Education Financial System (EFS) would improve understanding of the costs involved in administering these programs and create a framework to align the experiences and outcomes of multilingual learners with program expenses. This approach would help

² Connecticut State Department of Education, Performance Office. (2024). *Public School Information System (PSIS): 2024-25 PSIS Reference Guide*. Hartford, CT: Author. Retrieved from https://portal.ct.gov/-/media/sde/performance/data-collection/help-sites/psis/2024-25_psis_reference_guide.pdf.

³ Ibid.

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

Connecticut establish a foundation for future, evidence-based program spending that aims to improve outcomes for multilingual learner students.

Table 2: Recommended Data Items for Collection and Publication

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

How can Connecticut safeguard the personal data of multilingual learner students and their families?

Currently, the CSDE safeguards the privacy of students and families it collects data from through the federal Family Educational Rights and Privacy Act (FERPA); Public Act 16-189, *An Act Concerning Student Data Privacy*; and suppression policies.⁶⁷ Under both federal and state law, schools are prohibited from requesting Social Security numbers or the immigration status of multilingual learner students and their families when registering for school.^{8,9}

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

⁶ For more information on the data privacy and security measures Connecticut utilizes to protect multilingual learner data, please visit <https://portal.ct.gov/sde/performance/data-privacy-and-security>.

⁷ Conn. Acts 16-189 requires boards of education to enter into a written contract with a contractor any time the board provides access to student information, student records, or student-generated content. For more information on Conn. Acts 16-189, please visit <https://portal.ct.gov/-/media/sde/performance/data-collection/publicact16-189.pdf>.

⁸ Connecticut State Department of Education. (2025). *Guidance to K-12 Public Schools Pertaining to Immigration Activities*. Hartford, CT: Author. Retrieved from https://portal.ct.gov/-/media/sde/digest/2024-25/guidance_immigrationactivities_flyer.pdf.

⁹ ACLU Nebraska. (n.d). *Immigration Enforcement- Guidance for Schools*. Lincoln, NE: Author. Retrieved from <https://ciraconnect.org/wp-content/uploads/2025/02/Immigration-Enforcement—Guidance-for-Schools.pdf>.

However, due to the increase in anti-immigration policies at the federal level, and the growing presence of U.S. Immigration and Customs Enforcement (ICE) activity in communities, the CSDE should strengthen its protections for multilingual learner students and their families who could be targeted based on nationality or immigration status. The CSDE should also revise the Parent Bill of Rights for English Learners/Multilingual Learners to include the data and privacy rights of multilingual learner students, as well as the reasons for data collection.¹⁰

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

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

Table 3: State Examples of Multilingual Learner Data Reporting

State	Reporting Highlight(s)
California	<ul style="list-style-type: none"> California has an assessment dashboard that provides the achievement data of current and former multilingual learner students at the state and some district levels.¹¹ California's education data website is an example of a state that provides a dashboard to report the information for current and former multilingual learner data, and this system also reports multilingual learner spending by program type under the code 4760 for Bilingual Education.¹²
Massachusetts	<ul style="list-style-type: none"> Massachusetts provides the number of full-time equivalent staff, including multilingual teachers by district and school level in a dashboard where the data can be exported.¹³
Michigan	<ul style="list-style-type: none"> Michigan provides a multilingual learner student dashboard where current and former multilingual learner data can be accessed at the state, district, and school levels. This dashboard allows the user to view assessment and growth data, current and former multilingual student counts, and length of time in multilingual learner programming.¹⁴

¹⁰ Connecticut Department of Education. (n.d.). *Parent Bill of Rights for English Learners/Multilingual Learners*. Hartford, CT: Author. Retrieved from https://portal.ct.gov/-/media/sde/english-learners/parent-bill-of-rights/parent_bill_of_rights_elml.pdf.

¹¹ California Department of Education, California Assessment of Student Performance and Progress. (n.d.). Test Results for California's Assessments. Retrieved from <https://caaspp-elpac.ets.org/caaspp/>.

¹² Education Data Partnership. (n.d.). School District Financial Reports. Available from <http://www.ed-data.org>.

¹³ Massachusetts Department of Elementary and Secondary Education. (n.d.). School and District Profiles. Retrieved from <https://profiles.doe.mass.edu/statereport/programareastaffing.aspx>.

¹⁴ Michigan Department of Education, MI School Data. (n.d.). English Learner Dashboard. Retrieved from <https://www.mischooldata.org/english-learner-dashboard>.

State	Reporting Highlight(s)
New York	<ul style="list-style-type: none"> New York provides school district level expenditure data broken out by object for programs for multilingual learner students.¹⁵
Rhode Island	<ul style="list-style-type: none"> Rhode Island's comprehensive UCOA allows users to see per-student expenditures for multilingual learner programs at the school and district levels.¹⁶

¹⁵ State of New York, Office of the State Comptroller. (n.d.). Financial Data for Local Governments. Retrieved from <https://www1.osc.state.ny.us/localgov/findata/financial-data-for-local-governments.cfm>.

¹⁶ Rhode Island Department of Education. (n.d.). RIDE's Uniform Chart of Accounts. Retrieved from <https://ride.ri.gov/funding-finance/school-district-financial-data/uniform-chart-accounts>.