



# Senate

General Assembly

**File No. 337**

January Session, 2025

Substitute Senate Bill No. 1391

*Senate, March 31, 2025*

The Committee on Education reported through SEN. MCCRORY, D. of the 2nd Dist., Chairperson of the Committee on the part of the Senate, that the substitute bill ought to pass.

## **AN ACT CONCERNING THE TRANSPARENCY OF MULTILINGUAL LEARNER DATA.**

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. Subsection (c) of section 10-10a of the general statutes is  
2 repealed and the following is substituted in lieu thereof (*Effective January*  
3 *1, 2026*):

4 (c) The state-wide public school information system shall:

5 (1) Track and report data relating to student, teacher and school and  
6 district performance growth and make such information available to  
7 local and regional boards of education for use in evaluating educational  
8 performance and growth of teachers and students enrolled in public  
9 schools in the state. Such information shall be collected or calculated  
10 based on information received from local and regional boards of  
11 education and other relevant sources. Such information shall include,  
12 but not be limited to:

13 (A) In addition to performance on state-wide mastery examinations  
14 pursuant to subsection (b) of this section, data relating to students shall

15 include, but not be limited to, (i) the primary language spoken at the  
16 home of a student, (ii) student transcripts, (iii) student attendance and  
17 student mobility, (iv) reliable, valid assessments of a student's readiness  
18 to enter public school at the kindergarten level, [and] (v) data collected,  
19 if any, from the preschool experience survey, described in section 10-  
20 515, and (vi) data required pursuant to section 10-17m concerning the  
21 academic progress of students in bilingual education programs;

22 (B) Data relating to teachers shall include, but not be limited to, (i)  
23 teacher credentials, such as master's degrees, teacher preparation  
24 programs completed and certification levels and endorsement areas, (ii)  
25 teacher assessments, such as whether a teacher is deemed highly  
26 qualified pursuant to the No Child Left Behind Act, P.L. 107-110, or  
27 deemed to meet such other designations as may be established by  
28 federal law or regulations for the purposes of tracking the equitable  
29 distribution of instructional staff, (iii) the presence of substitute teachers  
30 in a teacher's classroom, (iv) class size, (v) numbers relating to  
31 absenteeism in a teacher's classroom, and (vi) the presence of a teacher's  
32 aide. The department shall assign a unique teacher identifier to each  
33 teacher prior to collecting such data in the public school information  
34 system;

35 (C) Data relating to schools and districts shall include, but not be  
36 limited to, (i) school population, (ii) annual student graduation rates,  
37 (iii) annual teacher retention rates, (iv) school disciplinary records, such  
38 as data relating to suspensions, expulsions and other disciplinary  
39 actions, (v) the percentage of students whose primary language is not  
40 English, (vi) the number of and professional credentials of support  
41 personnel, (vii) information relating to instructional technology, such as  
42 access to computers, [and] (viii) disaggregated measures of school-  
43 based arrests pursuant to section 10-233n, and (ix) the measures and  
44 data required pursuant to section 10-17g for the evaluation of bilingual  
45 education programs.

46 (2) Collect data relating to student enrollment in and graduation from  
47 institutions of higher education for any student who had been assigned

48 a unique student identifier pursuant to subsection (b) of this section,  
49 provided such data is available.

50 (3) Develop means for access to and data sharing with the data  
51 systems of public institutions of higher education in the state.

52 Sec. 2. Subsection (a) of section 10-17o of the general statutes is  
53 repealed and the following is substituted in lieu thereof (*Effective January*  
54 *1, 2026*):

55 (a) The State Board of Education shall draft a written bill of rights for  
56 parents or guardians of students who are multilingual learners to  
57 guarantee that the rights of such parents and students are adequately  
58 safeguarded and protected in the provision of bilingual education under  
59 chapter 164. Such bill of rights shall include, but need not be limited to,  
60 the following declarations:

61 (1) The right of a multilingual learner student to attend a public  
62 school in the state regardless of such student's immigration status or the  
63 immigration status of such student's parent or guardian;

64 (2) The right of a parent or guardian of a multilingual learner student  
65 to enroll such student in a public school without being required to  
66 submit immigration documentation, including, but not limited to, a  
67 Social Security number, visa documentation or proof of citizenship;

68 (3) The right of a multilingual learner student to have translation  
69 services provided (A) by an interpreter who is present in person or  
70 available by telephone or through an online technology platform, or (B)  
71 through an Internet web site or other electronic application approved  
72 by the State Board of Education, during critical interactions with  
73 teachers and administrators, including, but not limited to, parent-  
74 teacher conferences, meetings with administrators of the school in  
75 which such student is attending, and at properly noticed regular or  
76 special meetings of the board of education or scheduled meetings with  
77 a member or members of the board of education responsible for  
78 educating such student, in accordance with section 10-218b;

79 (4) The right of a multilingual learner student to participate in a  
80 program of bilingual education offered by the local or regional board of  
81 education when there are twenty or more eligible students classified as  
82 dominant in a language, other than English, as such student, in  
83 accordance with the provisions of section 10-17f;

84 (5) The right of a parent or guardian of a multilingual learner student  
85 to receive written notice, in both English and the dominant language of  
86 such parent or guardian, that such student is eligible to participate in a  
87 program of bilingual education or English as a new language program  
88 offered by the local or regional board of education;

89 (6) The right of a multilingual learner student and the parent or  
90 guardian of such student to receive a high-quality orientation session,  
91 in the dominant language of such student and parent or guardian, from  
92 the local or regional board of education that provides information  
93 relating to state standards, tests and expectations at the school for  
94 multilingual learner students, as well as the goals and requirements for  
95 programs of bilingual education and English as a new language, prior  
96 to participation in such program of bilingual education or English as a  
97 new language;

98 (7) The right of the parent or guardian of a multilingual learner  
99 student to receive information about the progress of such student's  
100 English language development and acquisition;

101 (8) The right of a multilingual learner student and the parent or  
102 guardian of such student to meet with school personnel to discuss such  
103 student's English language development and acquisition;

104 (9) The right of a multilingual learner student to be placed in a  
105 program of bilingual education or English as a new language, if offered  
106 by the local or regional board of education;

107 (10) The right of a multilingual learner student to have equal access  
108 to all grade-level school programming;

109 (11) The right of a multilingual learner student to have equal access

110 to all core grade-level subject matter;

111 (12) The right of a multilingual learner student to receive annual  
112 language proficiency testing;

113 (13) The right of a multilingual learner student to receive support  
114 services aligned with any intervention plan that the school or school  
115 district provides to all students;

116 (14) The right of a multilingual learner student to be continuously  
117 and annually enrolled in a program of bilingual education or English as  
118 a new language while such student remains an eligible student, as  
119 defined in section 10-17e; [and]

120 (15) The right of a parent or guardian of a multilingual learner  
121 student to contact the Department of Education with any questions or  
122 concerns regarding such student's right to receive multilingual learner  
123 services or accommodations available to such student or parent or  
124 guardian, including information regarding any recourse for failure of  
125 the board of education to provide or ensure such services or  
126 accommodations; and

127 (16) The right of a multilingual learner student and a parent or  
128 guardian of a multilingual learner student to access publicly available  
129 data related to the academic progress of students in bilingual education  
130 programs and the quality of bilingual education programs on the state-  
131 wide public school information system implemented pursuant to  
132 section 10-10a, as amended by this act.

This act shall take effect as follows and shall amend the following sections:		
Section 1	January 1, 2026	10-10a(c)
Sec. 2	January 1, 2026	10-17o(a)

**ED** Joint Favorable Subst.

*The following Fiscal Impact Statement and Bill Analysis are prepared for the benefit of the members of the General Assembly, solely for purposes of information, summarization and explanation and do not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.*

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**OFA Fiscal Note****State Impact:** None**Municipal Impact:** None**Explanation**

The bill has no fiscal impact. It expands the data the State Department of Education (SDE) is required to share in the statewide public school information system (EdSight). It also expands the multilingual learner bill of rights to include the right to access publicly available education data. These changes do not impact the cost to SDE of its data gathering or reporting responsibilities.

**OLR Bill Analysis****sSB 1391*****AN ACT CONCERNING THE TRANSPARENCY OF MULTILINGUAL LEARNER DATA.*****SUMMARY**

This bill expands the state-wide public school information system (PSIS) to include data on the (1) academic progress of students in bilingual education programs and (2) evaluation of these programs. By law, PSIS contains data related to each K-12 student and teacher in Connecticut public schools (see BACKGROUND). It contains both public information (e.g., school population and graduation rates) and confidential information (e.g., individual student and teacher information, such as teacher certifications and student mastery examination scores). School districts use the student data to evaluate their educational performance and growth.

Specifically, the bill requires this student data to include mastery examination results for students in bilingual education programs in order to monitor their academic progress. Existing law already requires the State Department of Education (SDE) to collect and disaggregate this data and report it annually to the Education Committee.

The bill adds to SDE's existing bill of rights for parents and guardians of multilingual learner students, the right of these students and their parents and guardians to access publicly available data on bilingual students and programs, which the bill requires to be added in the PSIS. By law, beginning with the 2024-25 school year, each school board that provides bilingual education or ESL must give parents and guardians a copy of the bill of rights, which currently includes 15 declarations related to bilingual education.

EFFECTIVE DATE: January 1, 2026

**BACKGROUND**

***Public School Information System***

State law requires SDE to develop and administer the PSIS to (1) establish a standardized electronic data collection and reporting protocol to comply with state and federal reporting requirements, (2) improve the exchange of information from school-to-school and district-to-district, and (3) maintain the confidentiality of individual student and teacher data. In addition to students and teachers, the system includes data on individual schools and districts and preschool children (CGS § 10-10a(b) & (c)).

**COMMITTEE ACTION**

Education Committee

Joint Favorable Substitute

Yea 40 Nay 0 (03/12/2025)