

Update to the English Learners Task Force

March 30, 2023



Nathan Kuder, Chief Financial Officer
Jamie Racanelli, Director of Planning & Analysis



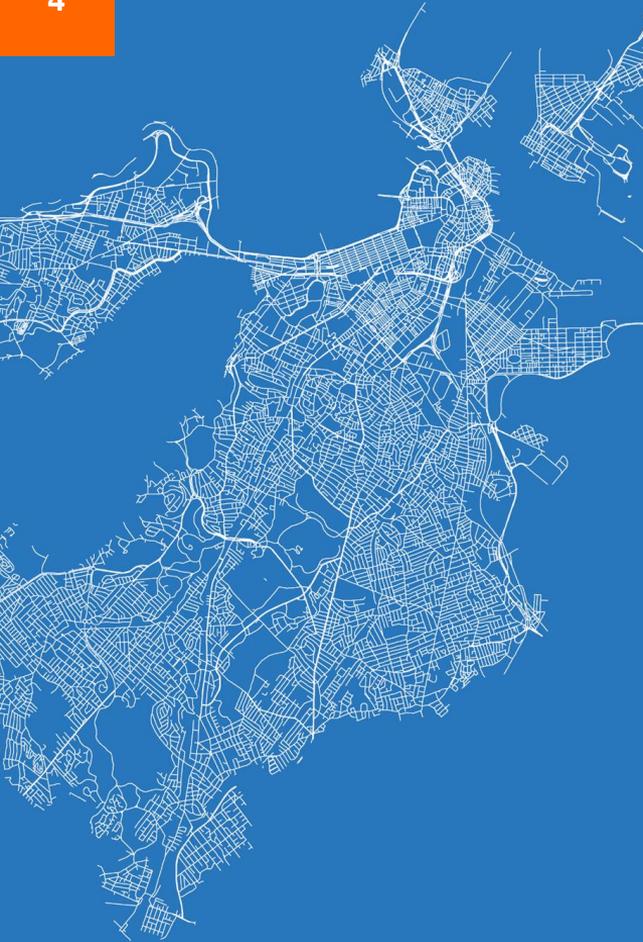
Outline

- General ML+FML Enrollment Trends
- Decline in Language Specific SEI
- Increase in Multilingual SEI
- Increase in General Education Enrollment among MLs
- Changes in Special Education Program Enrollment Among MLs



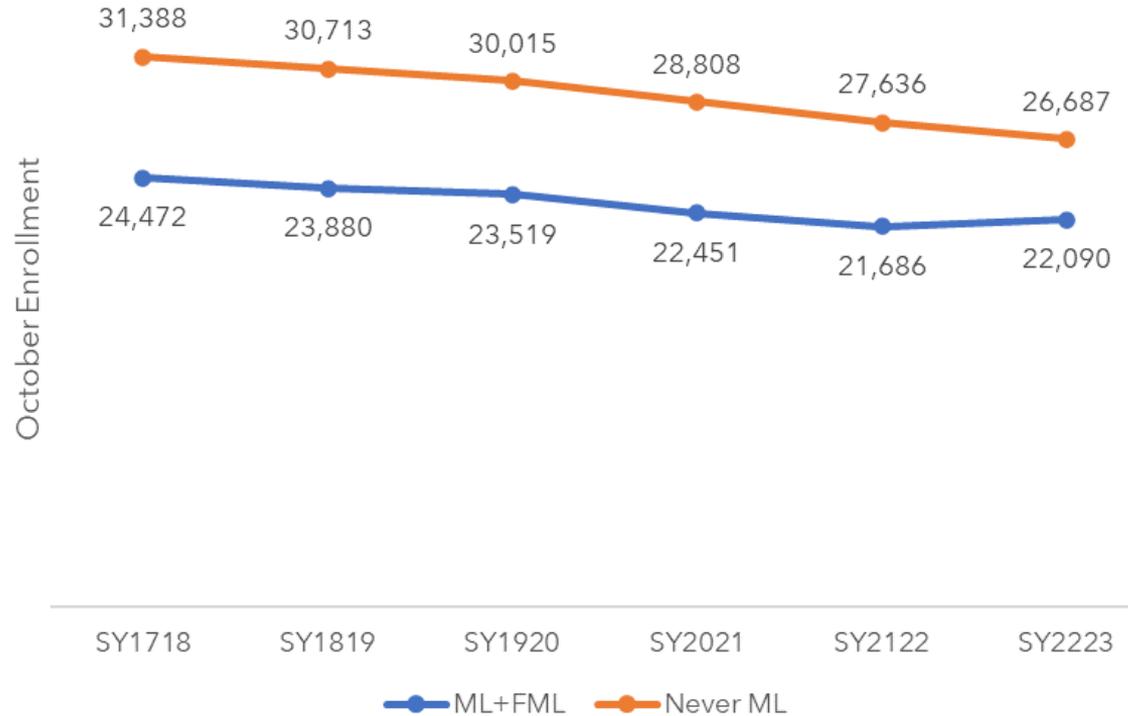
The background of the slide features a photograph of a multi-story brick building with several windows. Overlaid on the left side of the image is a white, stylized street map of a city, showing a dense network of streets and some landmarks. The map is semi-transparent, allowing the brick texture to be seen through it.

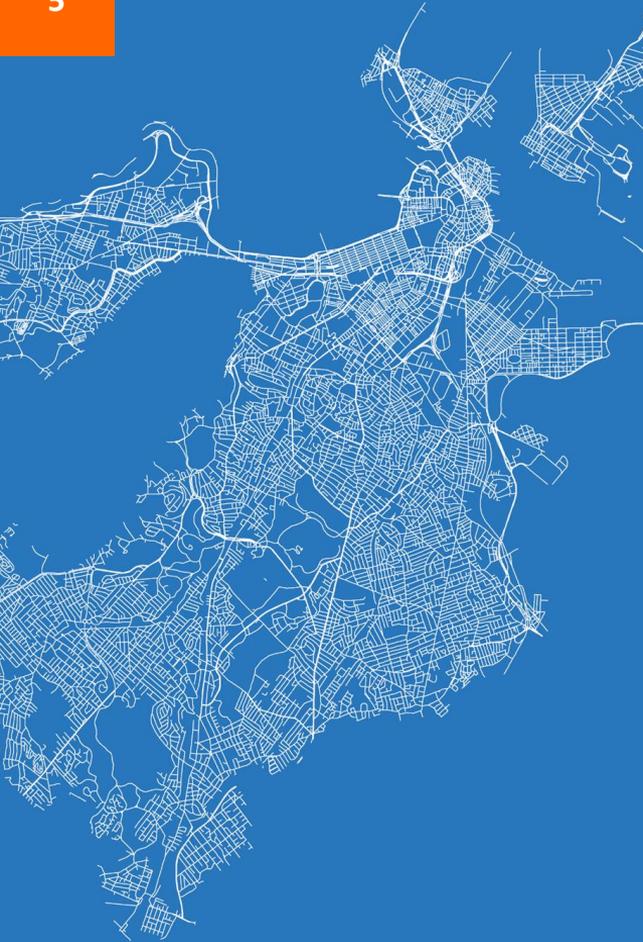
Multilingual Learner Enrollment



Total ML+FML Enrollment is down 10% compared to 5 years ago, but is up 2% compared to last year

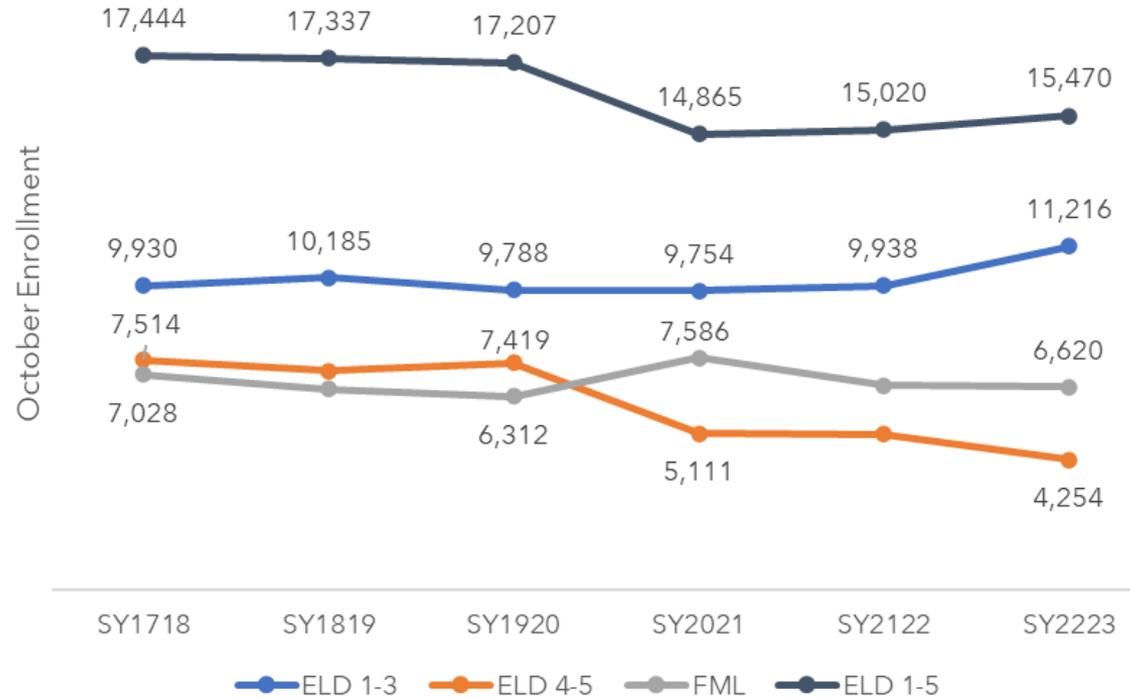
ML+FML and Never ML Enrollment





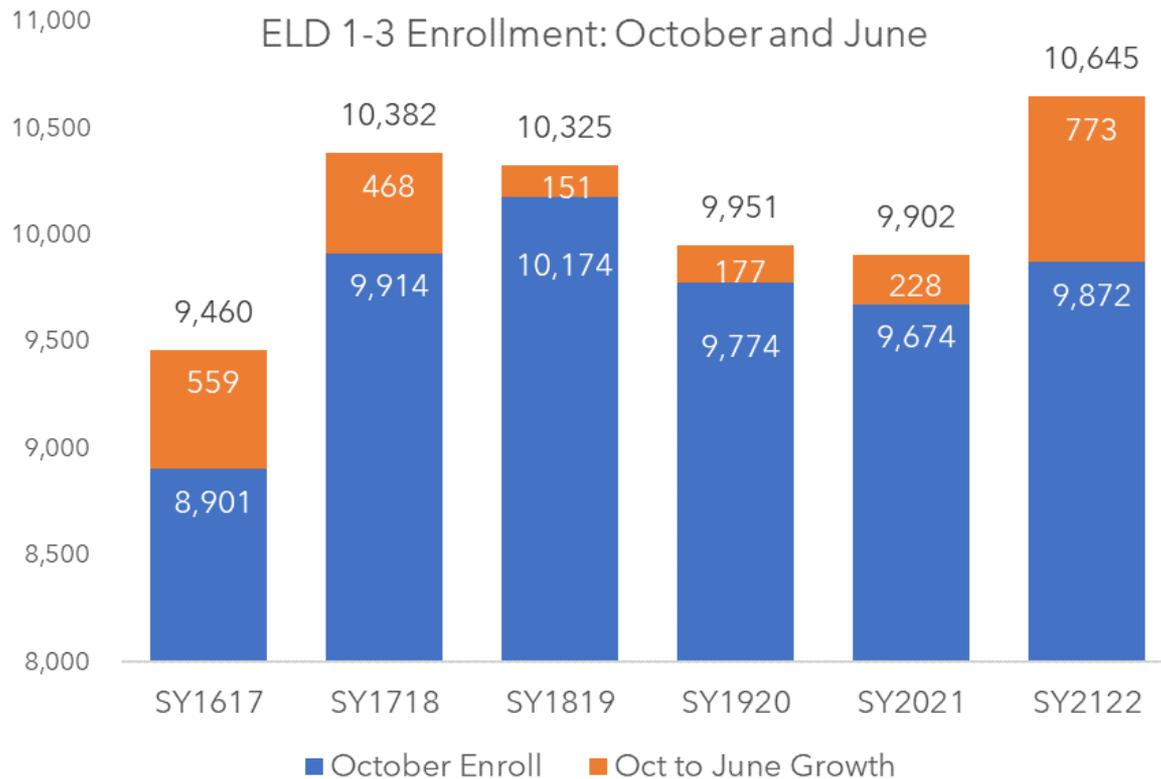
Total MLs are still below pre-pandemic levels, but ELD 1-3s grew by ~1,300 students since last year

ML Enrollment by ML Category





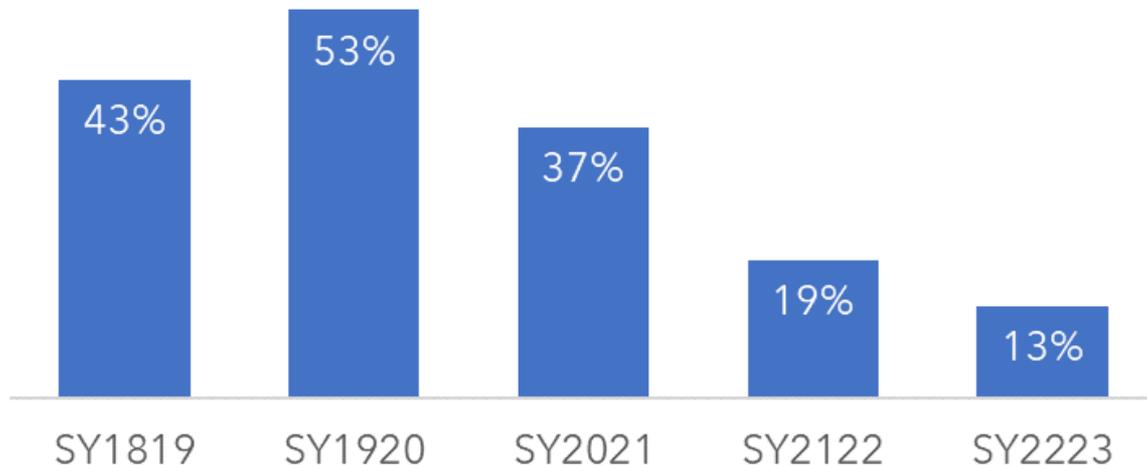
The increase in ELD 1-3s in SY2223 was driven by more new students enrolling during SY2122





The increase in ELD 1-3s was also driven by a decrease in the percentage of students progressing ELD levels

Pct. of ELD 3s that progress ELD levels at the end of the school year



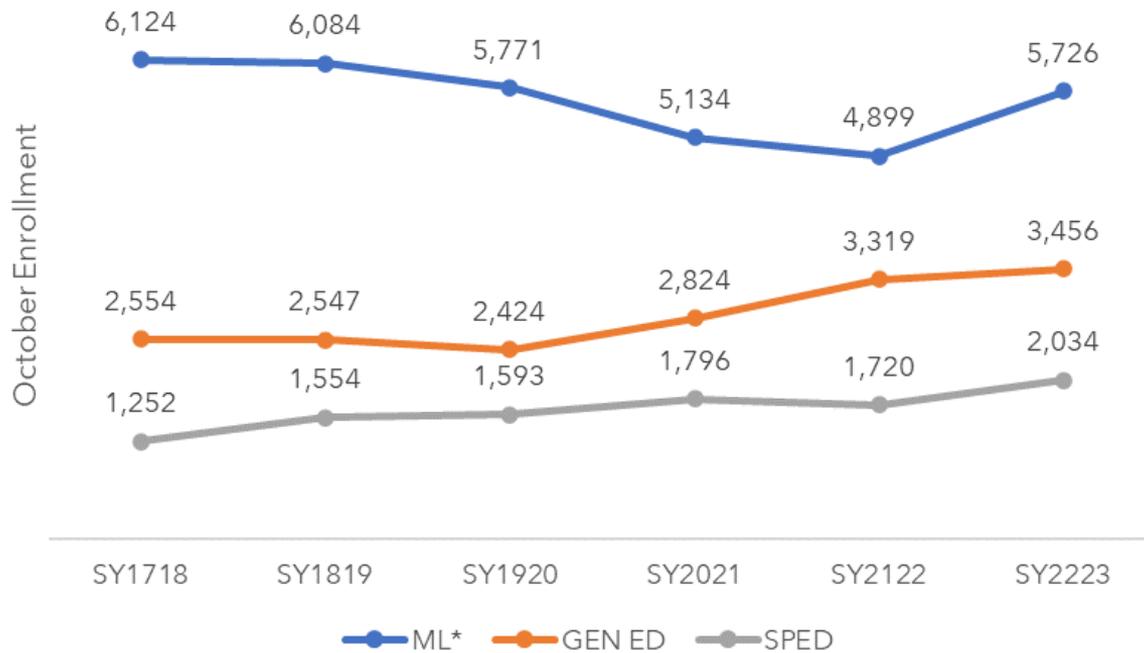
Excludes students that exited the district between June and October

ML Enrollment by Program Type



ML program enrollment among ELD 1-3s returned to close to pre-pandemic levels this year

ELD 1-3 Enrollment by Program Type

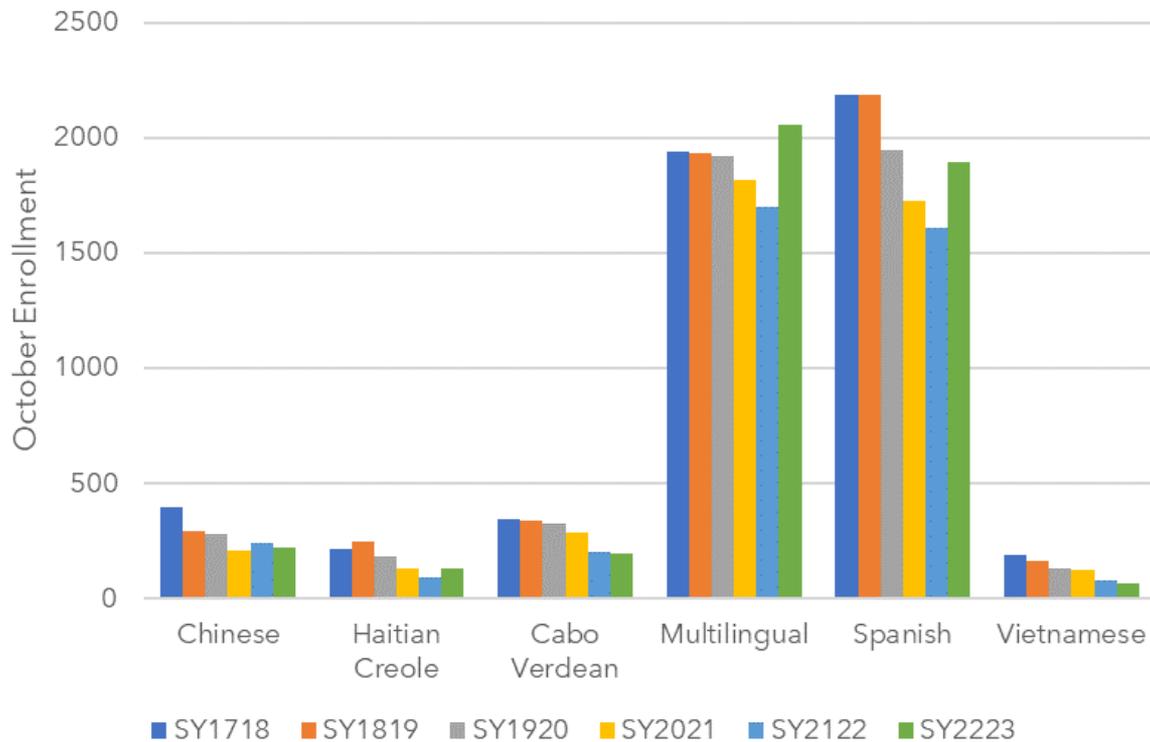


*Includes SEI, Dual Language, and SLIFE programs



Growth in SEI enrollment was primarily in Spanish and Multilingual Programs

SEI Enrollment by Program

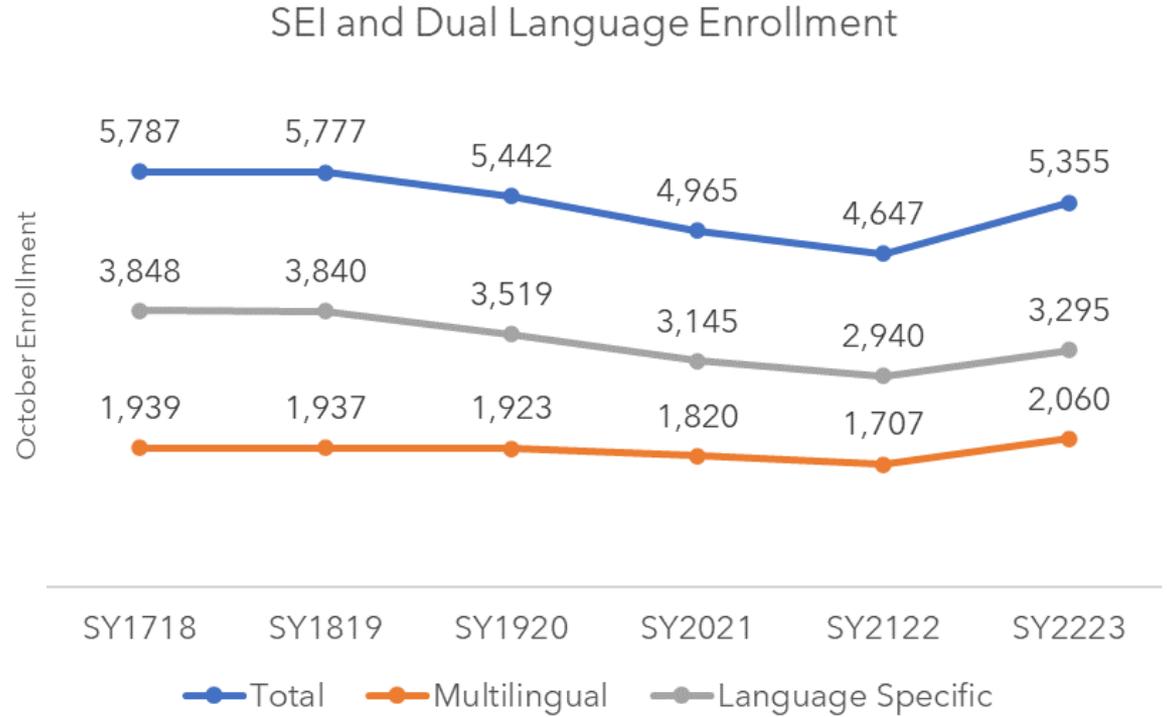


Why has language specific enrollment declined?





Enrollment in language specific SEI and Dual Language programs declined by 553 students (14%) over last 5 years



Total enrollment in language specific SEI and Dual Language programs other than Spanish declined by 505 students (43.8%) over the last 5 years

October SEI and Dual Language Enrollment							3 Year Change		5 Year Change	
Program	SY1718	SY1819	SY1920	SY2021	SY2122	SY2223	N	%	N	%
Chinese	397	294	281	208	247	219	-62	-22.1%	-178	-44.8%
Haitian	226	263	209	158	112	154	-55	-26.3%	-72	-31.9%
Cabo Verdean	341	334	322	286	200	194	-128	-39.8%	-147	-43.1%
Multilingual	1,939	1,937	1,923	1,820	1,707	2,060	137	7.1%	121	6.2%
Spanish	2,695	2,789	2,577	2,368	2,298	2,647	70	2.7%	-48	-1.8%
Vietnamese	189	160	130	125	83	81	-49	-37.7%	-108	-57.1%
Total	5,787	5,777	5,442	4,965	4,647	5,355	-87	-1.6%	-432	-7.5%
Lang-Spec, not Spanish	1,153	1,051	942	777	642	648	-294	-31.2%	-505	-43.8%

- This table combines SEI and Dual Language programs of the same language to show the overall change in language specific programming by program language.
- Over the last 5 years, total enrollment in language specific programs other than Spanish declined by 505 students, or 43.8%, which explains 91% of the decline in language specific programming.
- Spanish language program enrollment is down only 48 students, or 1.8%.

The number of students eligible for non-Spanish language specific programming declined by 625 students (24.6%) compared to 5 years ago

October ELD 1-3 Enrollment by Language Group							3 Year Change		5 Year Change	
Language Group	SY1718	SY1819	SY1920	SY2021	SY2122	SY2223	N	%	N	%
Cabo Verdean Creole	762	816	737	691	623	632	-105	-14.2%	-130	-17.1%
Chinese	550	435	421	349	377	357	-64	-15.2%	-193	-35.1%
Haitian Creole	763	767	666	555	525	607	-59	-8.9%	-156	-20.4%
Spanish	5,616	5,882	5,634	5,694	5,851	6,704	1,070	19.0%	1,088	19.4%
Vietnamese	468	430	373	390	342	322	-51	-13.7%	-146	-31.2%
Language specific, excluding Spanish	2,543	2,448	2,197	1,985	1,867	1,918	-279	-12.7%	-625	-24.6%

A breakdown of all ELD 1-3s by language group including languages in which the district does not offer language specific programming is available in the appendix



The percentage of SEI or Dual-Language enrolled students in language specific programs decreased from 73% to 69%, with differences by language group

Pct. of SEI/Dual-Language Students in Language Specific Programs						
Language	SY1718	SY1819	SY1920	SY2021	SY2122	SY2223
Cabo Verdean Creole	65%	62%	70%	71%	64%	63%
Chinese	90%	87%	88%	86%	89%	86%
Haitian Creole	48%	55%	51%	56%	50%	52%
Spanish	76%	75%	73%	70%	71%	71%
Vietnamese	69%	64%	56%	55%	55%	51%
Total	73%	72%	71%	69%	70%	69%

- This table shows the percentage of all students enrolled in either SEI or Dual-Language programs that are enrolled in language specific programs, limited to students who speak a language in which we offer language specific programs
- The total percentage of such students enrolled in language specific programs declined from 73% to 69% over the last 5 years
- The percentage decreased slightly for Chinese and Spanish speakers, and declined by 18 percentage points for Vietnamese speakers

Why has enrollment in Multilingual SEI programs increased?





Among Multilingual SEI (BLM) students, 29% speak languages in which BPS does not offer language specific programs, and 53% speak Spanish

Percentage of Multilingual SEI (BLM) Students in Each Language Group						
Language Group	SY1718	SY1819	SY1920	SY2021	SY2122	SY2223
Arabic	6%	5%	6%	3%	3%	3%
Cabo Verdean Creole	9%	11%	7%	7%	6%	5%
Chinese	2%	2%	2%	2%	2%	2%
English	4%	4%	4%	6%	6%	5%
French	1%	1%	1%	1%	2%	1%
Haitian Creole	13%	11%	10%	7%	7%	7%
Other	5%	5%	5%	4%	4%	5%
Portuguese	6%	6%	9%	8%	10%	13%
Somali	4%	3%	2%	1%	1%	1%
Spanish	44%	48%	48%	55%	55%	53%
Vietnamese	4%	5%	5%	6%	4%	4%
BLM Eligible Only	27%	23%	27%	24%	26%	29%



Students are flagged for language testing if they indicate a language other than English on one of three questions on the Home Language Survey

The three questions are:

- 1) Student's first language
- 2) Language spoken most often by the student
- 3) Primary languages spoken in the home regardless of the language spoken by the student

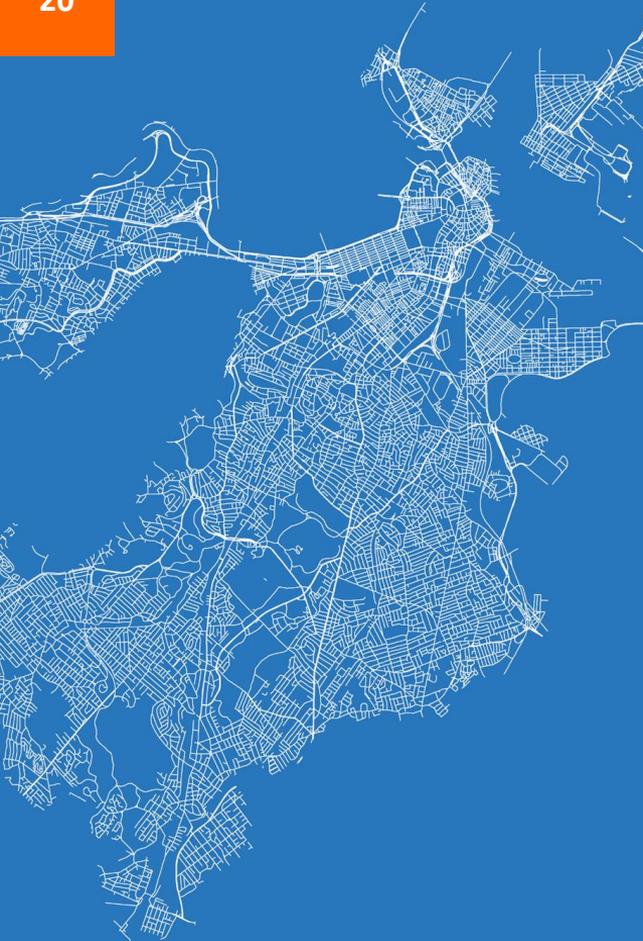
In this analysis, students included in the English language group are those whose first language is English but who:

- a) Primarily speak another language other than English, OR
- b) Live in a home in which another language is spoken, AND
- c) Were assigned an ELD Level of 1-5 once tested

This is consistent with [MA DESE guidance](#) on how to identify Multilingual Learners

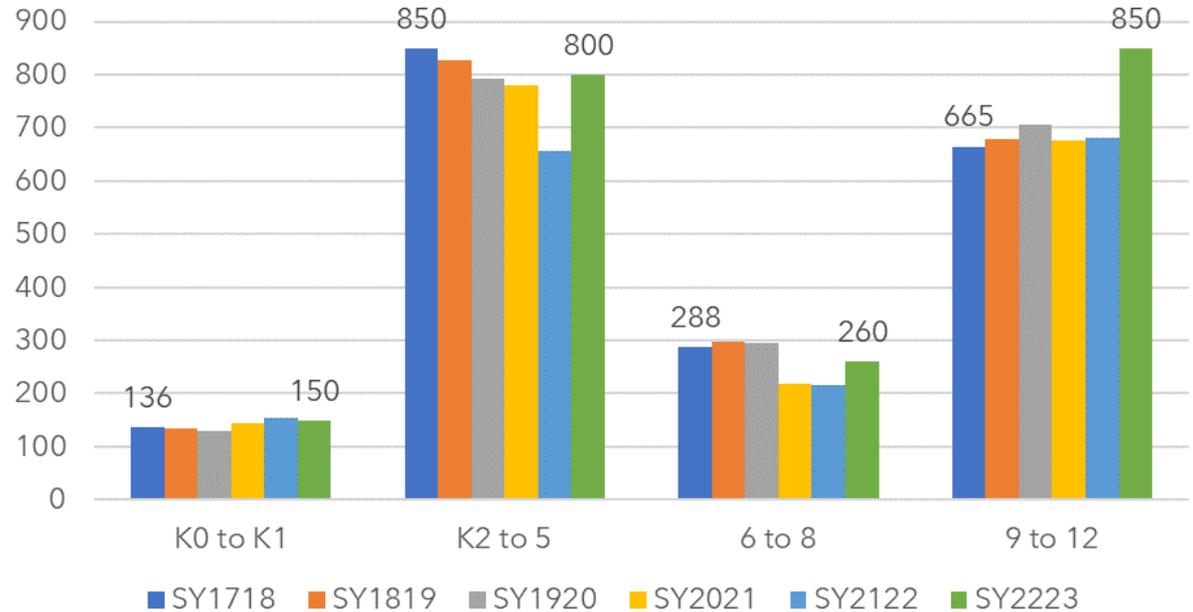
The growth in BLM programs is driven primarily by Portuguese and Spanish Speakers

Multilingual SEI Enrollment by Language							3 Year Change		5 Year Change	
Language Group	SY1718	SY1819	SY1920	SY2021	SY2122	SY2223	N	%	N	%
Arabic	123	100	106	51	43	67	-39	-36.8%	-56	-45.5%
Cabo Verdean Creole	184	205	139	119	110	112	-27	-19.4%	-72	-39.1%
Chinese	42	43	36	34	31	37	1	2.8%	-5	-11.9%
English	75	71	77	110	106	108	31	40.3%	33	44.0%
French	29	22	21	17	29	30	9	42.9%	1	3.4%
Haitian Creole	247	210	195	124	114	141	-54	-27.7%	-106	-42.9%
Other	104	96	98	81	69	102	4	4.1%	-2	-1.9%
Portuguese	117	111	172	153	176	276	104	60.5%	159	135.9%
Somali	76	55	44	25	17	14	-30	-68.2%	-62	-81.6%
Spanish	856	934	932	1,002	943	1,095	163	17.5%	239	27.9%
Vietnamese	86	90	103	104	69	76	-27	-26.2%	-10	-11.6%



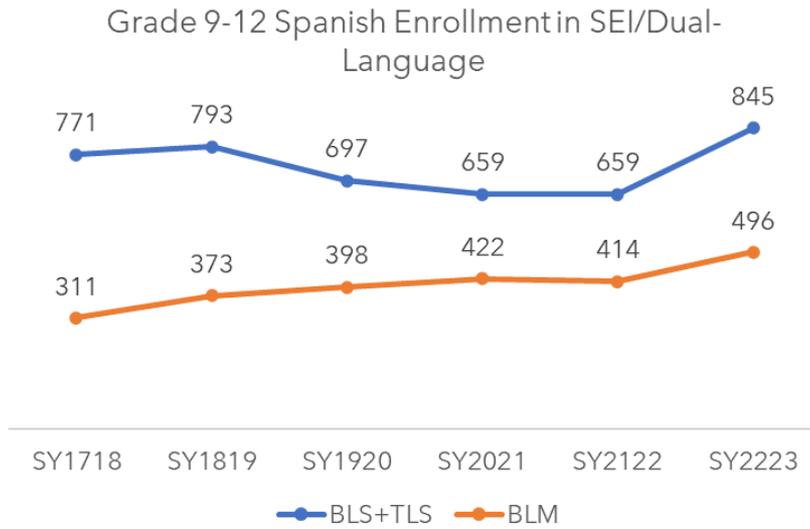
5 year growth in BLM enrollment is driven almost entirely by grades 9 to 12, which grew by 185 students (28%)

October BLM Enrollment by Grade Band

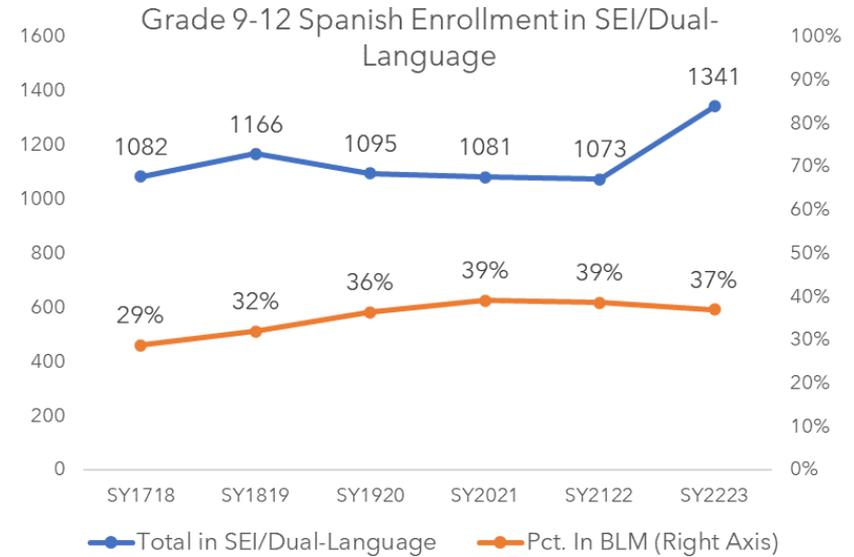


- The 5 year growth in grades 9 to 12 was driven almost entirely by Spanish speakers, which grew by 185 students over the same period.
- The bulk of the net growth in grades 9 to 12 occurred in the last year, when BLM enrollment grew by 168 students.

SEI + Dual-Language enrollment among Spanish speakers in grades 9 to 12 grew by 268 students, or 25%, last year



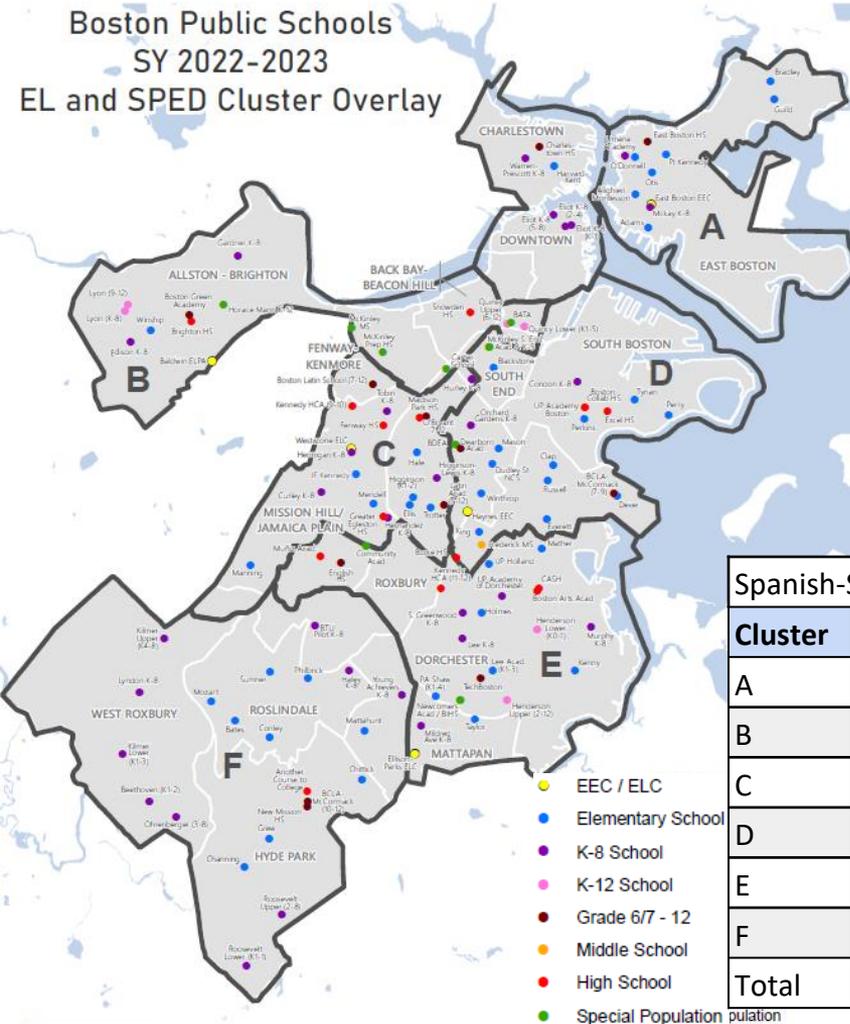
While the number of Spanish-speaking students in grades grade 9-12 in BLM programs grew by 82 (20%) last year, the number in Spanish language programs grew by 186 students (28%).



Between SY1718 and SY2021, the number of Spanish-speaking high schoolers in SEI and Dual-Language programs hovered around 1,100 but the pct. in BLM grew from 29% to 39%. The pct. in BLM decreased slightly in SY2223.

Boston Public Schools
SY 2022-2023

EL and SPED Cluster Overlay



The shift towards BLM for Spanish-speaking ELD 1-3s in grades 9-12 between SY1718 and SY2021 was driven by demographic shifts

- Between SY1718 and SY2021, the number of Spanish-speaking ELD 1-3s in grades 9-12 decreased in the northern part (clusters A+B) and increased in the southern part (clusters E+F) of the city
- High school Spanish programs are concentrated in the north, while there are more Multilingual programs in the southern part of the city

Spanish-Speaking ELD 1-3s in Grades 9 to 12 by Home Cluster							SY1718 to SY2021	
Cluster	SY1718	SY1819	SY1920	SY2021	SY2122	SY2223	N	%
A	425	397	315	348	304	423	-77	-18.0%
B	103	96	101	80	94	143	-23	-22.0%
C	118	152	147	134	120	133	16	14.0%
D	144	152	154	145	143	156	1	1.0%
E	176	214	224	227	268	340	51	29.0%
F	101	139	144	138	135	134	37	37.0%
Total	1,067	1,150	1,085	1,072	1,064	1,329	5	0.0%

Why has enrollment in general education programs increased?



The growth in the number of ELD 1-3s in Gen Ed programs is driven by an increase among students whose first language is Spanish or English

ELD 1-3s in Gen Ed Programs by Language Group							3 Year Change		5 Year Change	
Language Group	SY1718	SY1819	SY1920	SY2021	SY2122	SY2223	N	%	N	%
Arabic	76	68	60	59	66	88	28	46.7%	12	15.8%
Cabo Verdean Creole	170	198	202	204	237	224	22	10.9%	54	31.8%
Chinese	73	57	62	59	69	49	-13	-21.0%	-24	-32.9%
English	559	672	631	802	906	904	273	43.3%	345	61.7%
French	11	16	16	7	14	21	5	31.3%	10	90.9%
Haitian Creole	150	142	124	147	169	147	23	18.5%	-3	-2.0%
Other	136	124	111	116	131	141	30	27.0%	5	3.7%
Portuguese	77	66	65	91	118	155	90	138.5%	78	101.3%
Somali	42	41	46	49	48	43	-3	-6.5%	1	2.4%
Spanish	1,176	1,101	1,023	1,192	1,443	1,585	562	54.9%	409	34.8%
Vietnamese	141	119	84	98	121	94	10	11.9%	-47	-33.3%
Total	2,611	2,604	2,424	2,824	3,322	3,451	1,027	42.4%	840	32.2%

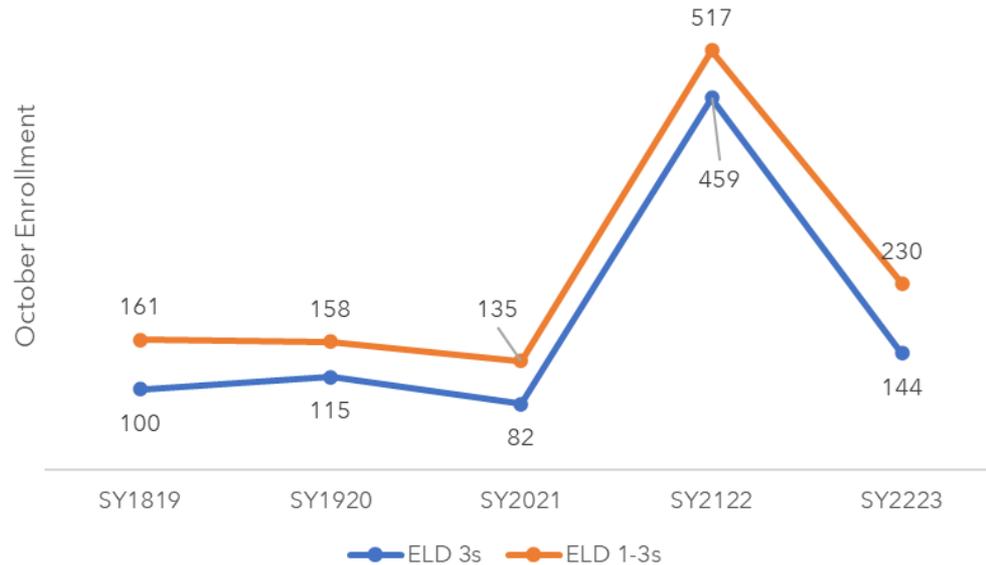
The pct. of ELD 1-3s in Gen Ed is down slightly for English and Portuguese speakers, is up slightly for Spanish speakers, and is up significantly for Cabo Verdean speakers

Percentage of ELD 1-3s enrolled in Gen Ed programs by language group						
Language Group	SY1718	SY1819	SY1920	SY2021	SY2122	SY2223
Arabic	36%	37%	32%	44%	50%	49%
Cabo Verdean Creole	22%	24%	27%	30%	38%	35%
Chinese	13%	13%	15%	17%	18%	14%
English	66%	67%	60%	64%	67%	62%
French	21%	33%	36%	21%	28%	35%
Haitian Creole	20%	19%	19%	26%	32%	24%
Other	45%	44%	40%	43%	49%	44%
Portuguese	35%	31%	23%	32%	35%	31%
Somali	29%	34%	41%	52%	60%	57%
Spanish	21%	19%	18%	21%	25%	24%
Vietnamese	30%	28%	23%	25%	35%	29%
Total	26%	26%	25%	29%	33%	31%

- For students whose first language is Portuguese or English, the number of ELD 1-3s in Gen Ed has grown but the % in Gen Ed has declined, suggesting the growth is a function of larger populations
- The bulk of the growth in Gen Ed among Spanish speakers is likely from growth in the population, but the total % in gen ed did increase from 21% to 24%
- The % of Cabo Verdean speaking ELD 1-3s in Gen Ed increased from 22% to 35%

The number of MLs in grades K2-5 that moved from ML to Gen Ed programs increased for one year in SY2122, which is connected to the temporary 2nd year ELD 3 policy

MLs in K2 - 5 Gen Ed Who Were in ML Programs the Prior Year, by Current ELD Level



- In SY2122, there were 459 ELD 3s in Gen Ed programs that had been in ML programs the prior year, an increase of 377 students from SY2021. This is a result of the temporary policy shift that moved second-year ELD 3s into gen ed programs.
- The number decreased again in SY2223, reflecting the end of the policy.
- This temporary change in policy may partially explain why the percentage of students in gen ed programs increased slightly for some language groups.

The growth in the number of English First Language MLs is partially driven by an increasing number of students who enter as English speakers and roll up through the grades

ELD 1-5s with English as First Language, by Grade							3 Year Change		5 Year Change	
Grade	SY1718	SY1819	SY1920	SY2021	SY2122	SY2223	N	%	N	%
K2	228	276	281	367	285	326	45	16.0%	98	43.0%
1	219	232	260	289	347	298	38	14.6%	79	36.1%
2	103	194	210	226	233	288	78	37.1%	185	179.6%
3	137	91	171	147	196	181	10	5.8%	44	32.1%
4	56	117	83	132	132	137	54	65.1%	81	144.6%
5	19	40	74	43	92	74	0	0.0%	55	289.5%
6	27	21	17	40	28	53	36	211.8%	26	96.3%
7	22	21	22	23	41	20	-2	-9.1%	-2	-9.1%
8	23	18	18	20	19	41	23	127.8%	18	78.3%
9	18	22	19	17	20	24	5	26.3%	6	33.3%
10	13	10	13	19	17	17	4	30.8%	4	30.8%
11	24	17	14	20	16	19	5	35.7%	-5	-20.8%
12	7	17	14	14	17	14	0	0.0%	7	100.0%
Total K2 - 5	762	950	1,079	1,204	1,285	1,304	225	20.9%	542	71.1%
Total 6 - 8	72	60	57	83	88	114	57	100.0%	42	58.3%
Total 9 - 12	62	66	60	70	70	74	14	23.3%	12	19.4%
Total K2 - 12	896	1,076	1,196	1,357	1,443	1,492	296	24.7%	596	66.5%

The majority of English as First Language identified MLs also report a BPS program language at home

ELD 1-3s with English as First Language, by Other Home Language	SY1718		SY1920		SY2223	
	N	%	N	%	N	%
Chinese	74	9%	91	9%	111	8%
Cabo Verdean Creole	19	2%	29	3%	28	2%
English	64	8%	74	7%	108	7%
Haitian Creole	112	13%	122	12%	196	14%
Multiple Program Languages	23	3%	26	2%	28	2%
Other	137	16%	134	13%	195	13%
Spanish	386	46%	545	52%	740	51%
Vietnamese	21	3%	30	3%	41	3%
Total	836		1,051		1,447	

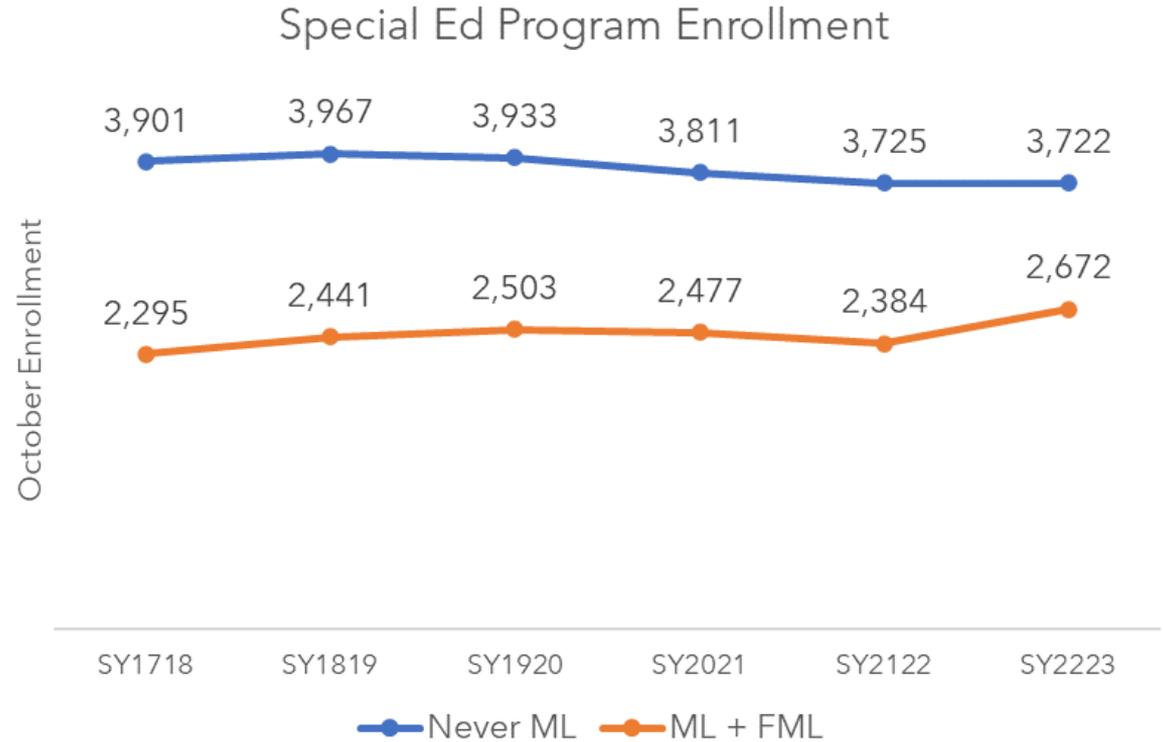
Note: there is some missingness in this data, hence the smaller total Ns relative to previous tables.

- Of ELD 1-3s with English as a First Language in SY2223, 93% report a language other than English on their home language survey
- Roughly 80% of these MLs reported *another BPS program language*
- In SY2223, over half of these students report Spanish as one of their home languages. Spanish speakers are a growing portion of this population (46% in SY1718 versus 51% in SY2223)
- The distribution of the other reported languages of the English speaking ELD 1-3s is roughly the same over the past 5 years.

MLs+FMLs with Disabilities



Enrollment in Special Education programs among MLs and FMLs grew by 12% last year

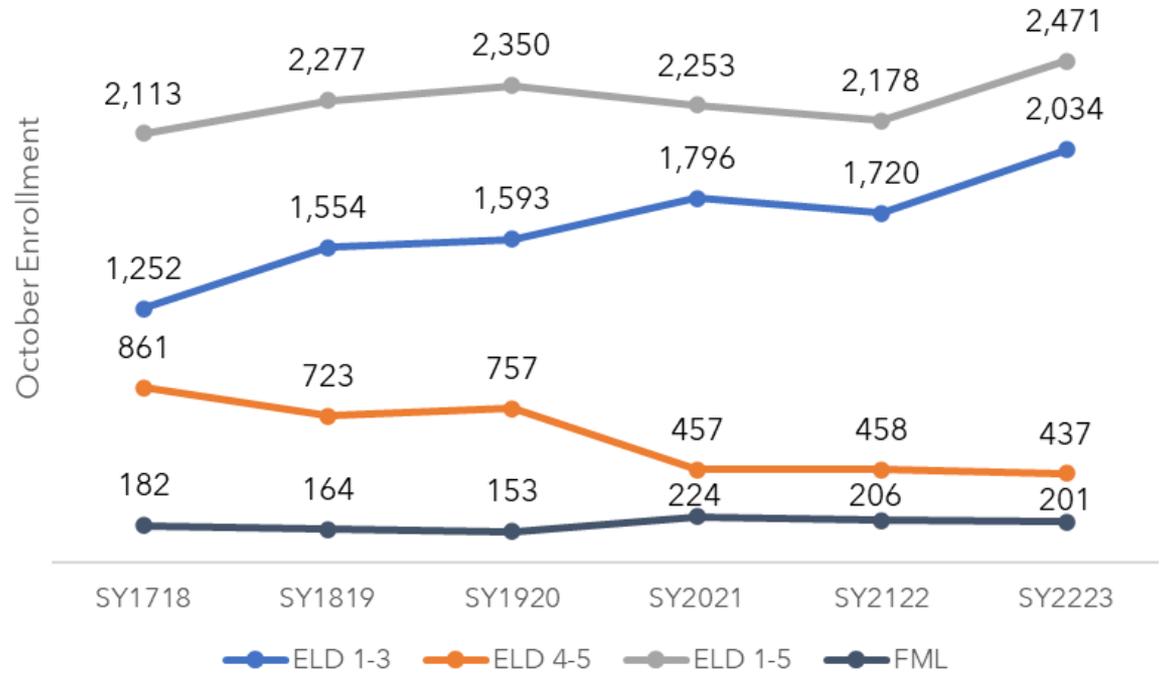


Includes students enrolled in Inclusion or Substantially Separate Programs



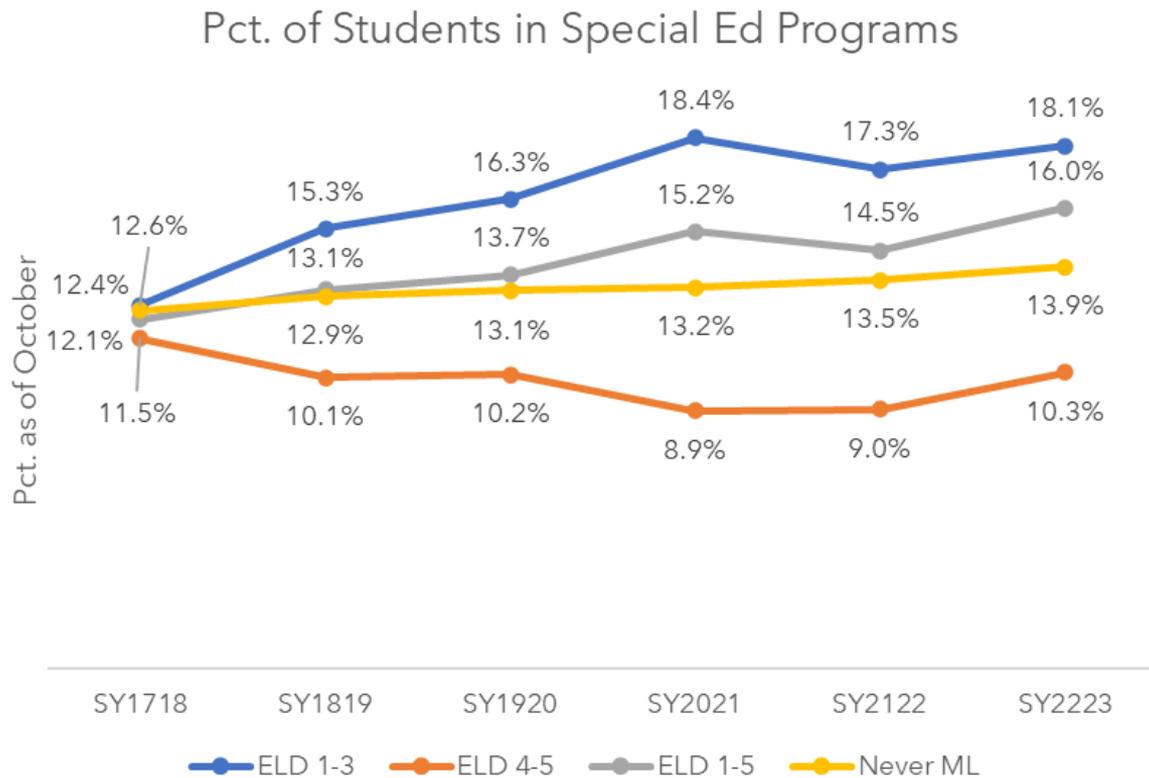
The growth in Special Education program enrollment among MLs+FMLs was driven by ELD 1-3s

MLs in Special Ed Programs by ML Category



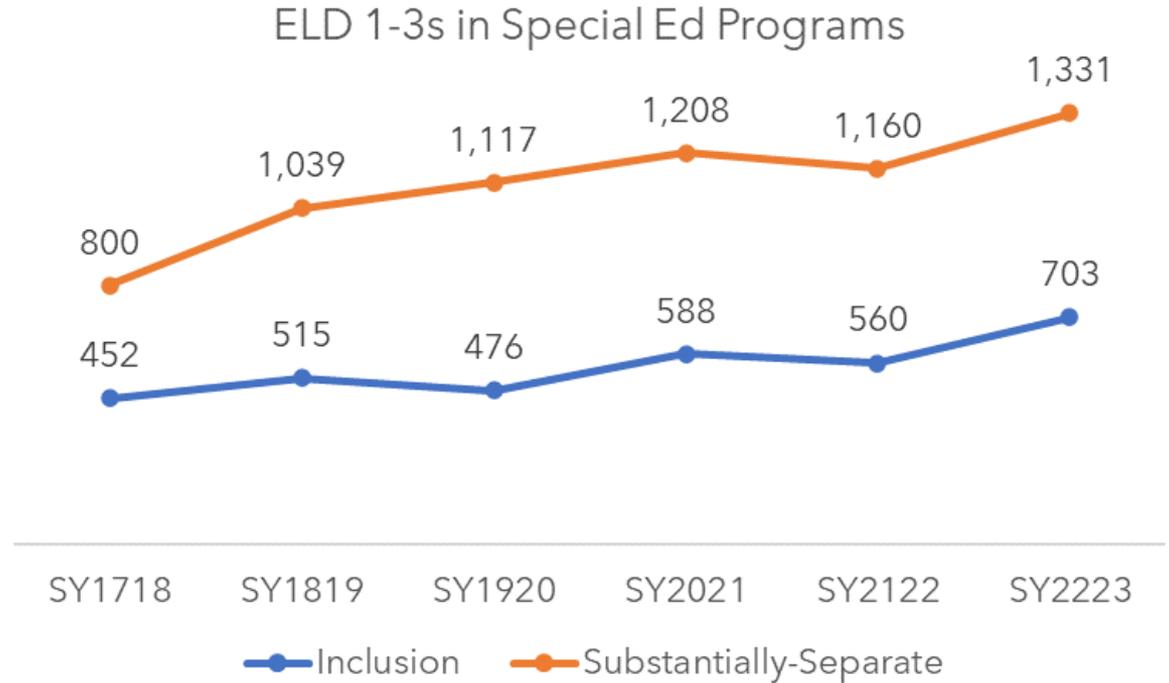


The % of all MLs enrolled in special ed programs has increased and is now higher than that of Never MLs



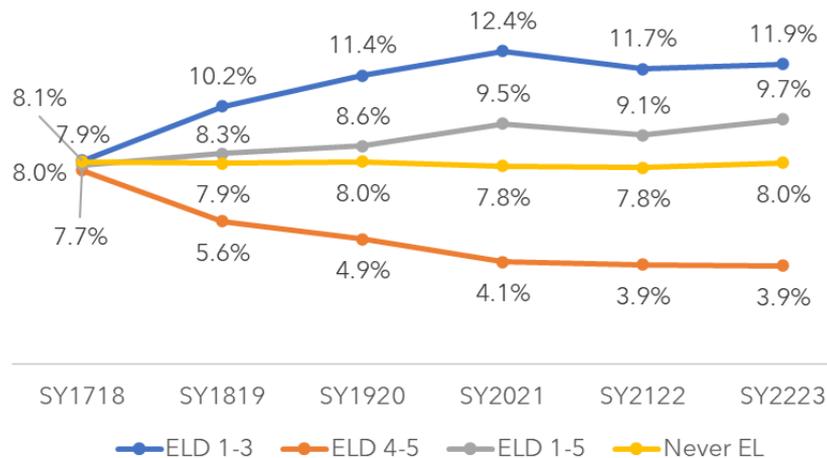


The number of ELD 1-3s in Substantially Separate programs has grown more than the number in Inclusion programs



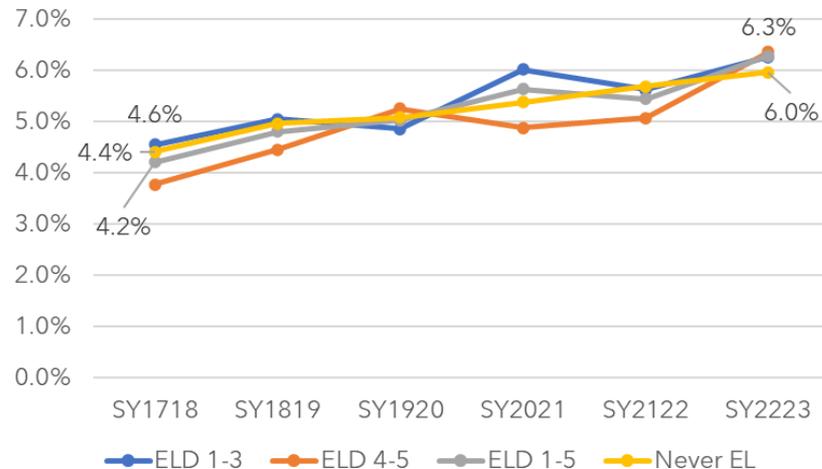
Over the last 5 years, the percentage of students enrolled in substantially separate programs grew for ELD 1-3s but was flat or declined for other students

Pct. of Students in Substantially Separate Programs



Between SY1718 and SY2223, the percentage of students enrolled in substantially separate programs grew from 8.1% to 11.9% for ELD 1-3s, grew from 7.9% to 9.7% for ELD 1-5s, remained flat at 8% for Never MLs, and declined for ELD 4-5s.

Pct. of Students in Inclusion Programs



Over the same time period, the change in the percentage of students enrolled in inclusion programs was very similar for all groups. In each case, the percentage grew from ~4.5% to ~6%, though the pct. for MLs is now slightly higher than for Never MLs.

Appendix



The number of students eligible for non-Spanish language specific programming declined by 625 students (24.6%) compared to 5 years ago

October ELD 1-3 Enrollment by Language Group							3 Year Change		5 Year Change	
Language Group	SY1718	SY1819	SY1920	SY2021	SY2122	SY2223	N	%	N	%
Arabic	213	186	189	133	131	180	-9	-4.8%	-33	-15.5%
Cabo Verdean Creole	762	816	737	691	623	632	-105	-14.2%	-130	-17.1%
Chinese	550	435	421	349	377	357	-64	-15.2%	-193	-35.1%
English	841	1,010	1,055	1,261	1,355	1,456	401	38.0%	615	73.1%
French	52	49	44	33	50	60	16	36.4%	8	15.4%
Haitian Creole	763	767	666	555	525	607	-59	-8.9%	-156	-20.4%
Other	299	279	277	268	265	320	43	15.5%	21	7.0%
Portuguese	221	212	279	286	339	494	215	77.1%	273	123.5%
Somali	145	119	113	94	80	75	-38	-33.6%	-70	-48.3%
Spanish	5,616	5,882	5,634	5,694	5,851	6,704	1,070	19.0%	1,088	19.4%
Vietnamese	468	430	373	390	342	322	-51	-13.7%	-146	-31.2%
Language specific, excluding Spanish	2,543	2,448	2,197	1,985	1,867	1,918	-279	-12.7%	-625	-24.6%

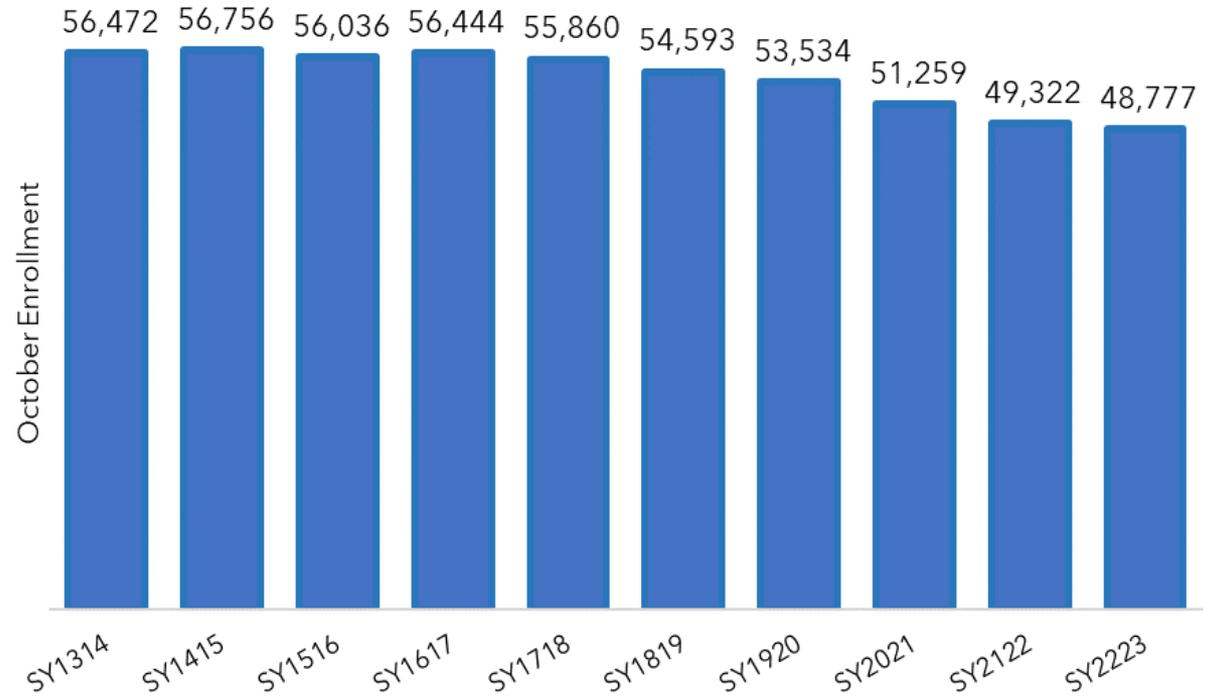
Enrollment Slides from December Budget Presentation to SC





BPS Enrollment Trends

Total enrollment in BPS has declined by 7,667 students (14%) over the last 6 years



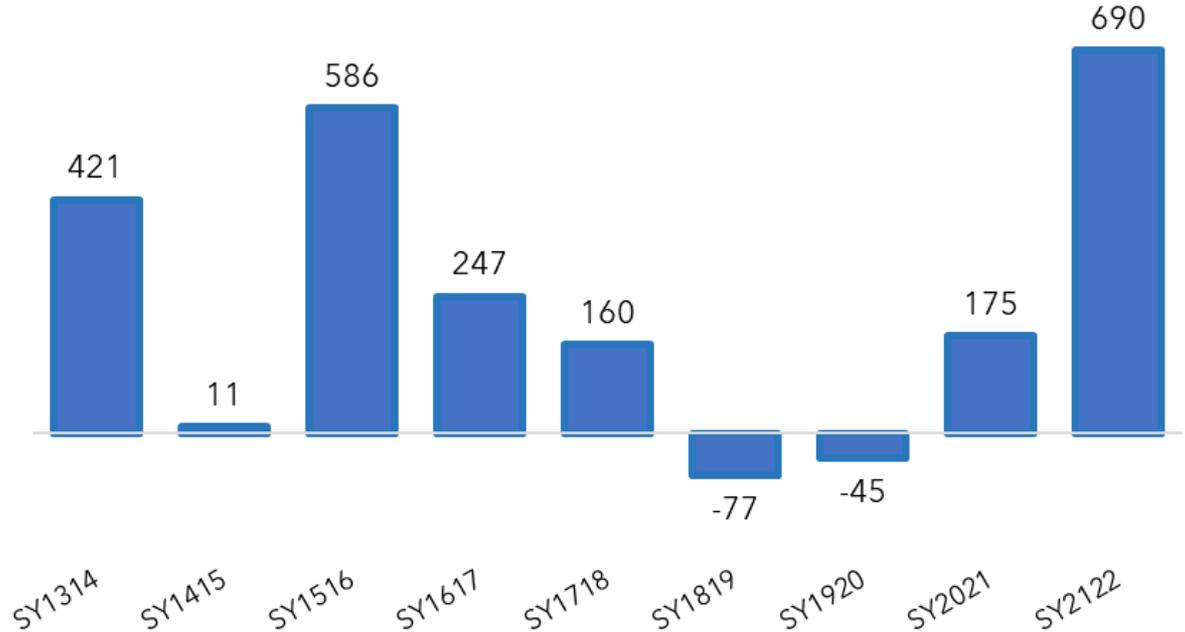
- Total enrollment has declined in each of the last six years, with the largest single year declines occurring during the pandemic.
- Enrollment dropped by 545 students this school year, which was less than expected, primarily due to an influx of English Learners.



BPS Enrollment Trends

Enrollment grew by 690 students during last school year, which led to a smaller decline than expected this year

Net change in enrollment between October and June



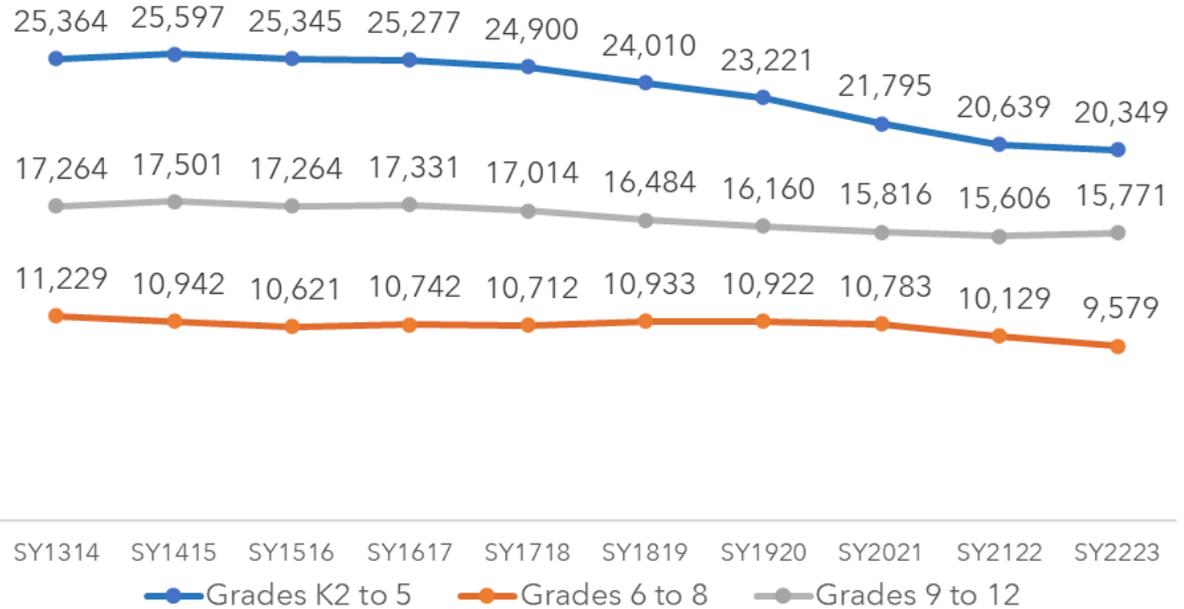
- Enrollment grew by 690 students between October of 2021 and June of 2022, which was the largest mid-year growth in the last 10 years.
- This growth was driven by an influx of English Learners.



BPS Enrollment Trends

Elementary grades have seen the largest declines, which signals future decline

October Enrollment by Grade Band

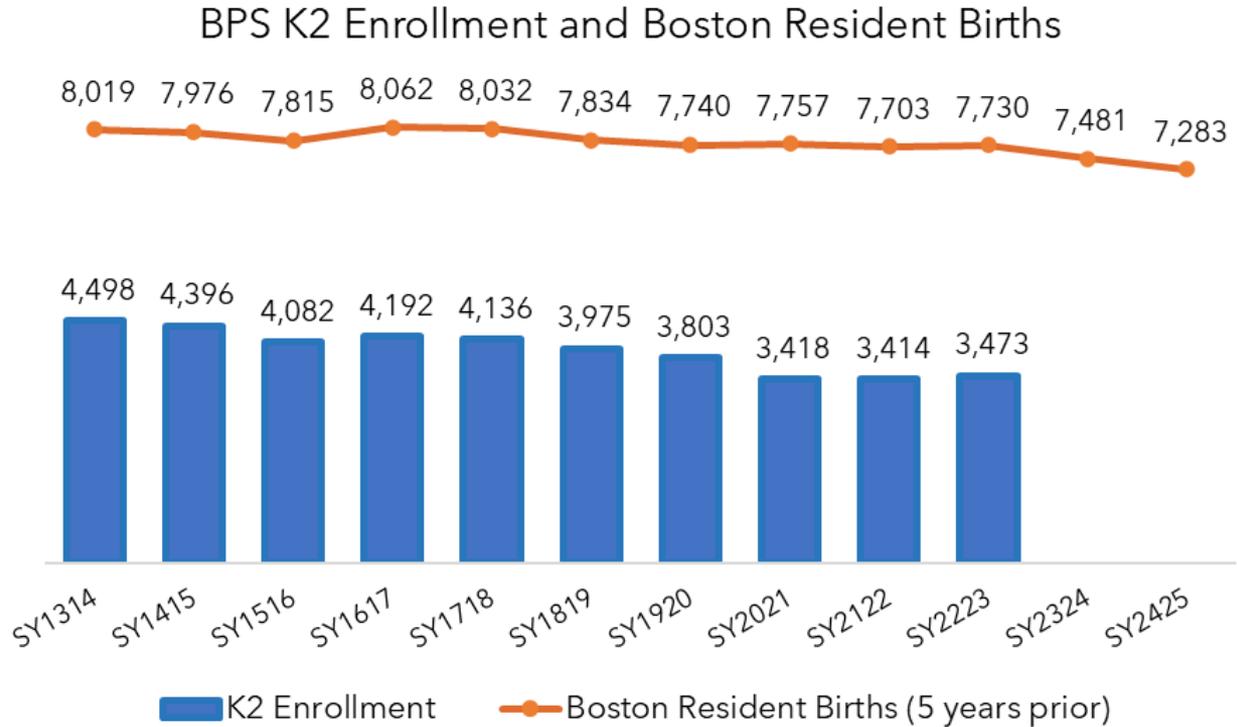


- Enrollment in grades K2 to 5 declined by 4,928 students (19%) in the last 6 years, driven primarily by smaller cohorts entering the system.
- The best indicator of future enrollment is current enrollment, so enrollment in secondary grades will likely decline in the future.



BPS Enrollment Trends

Elementary declines are driven by fewer resident births and smaller K2 classes entering and moving through the system

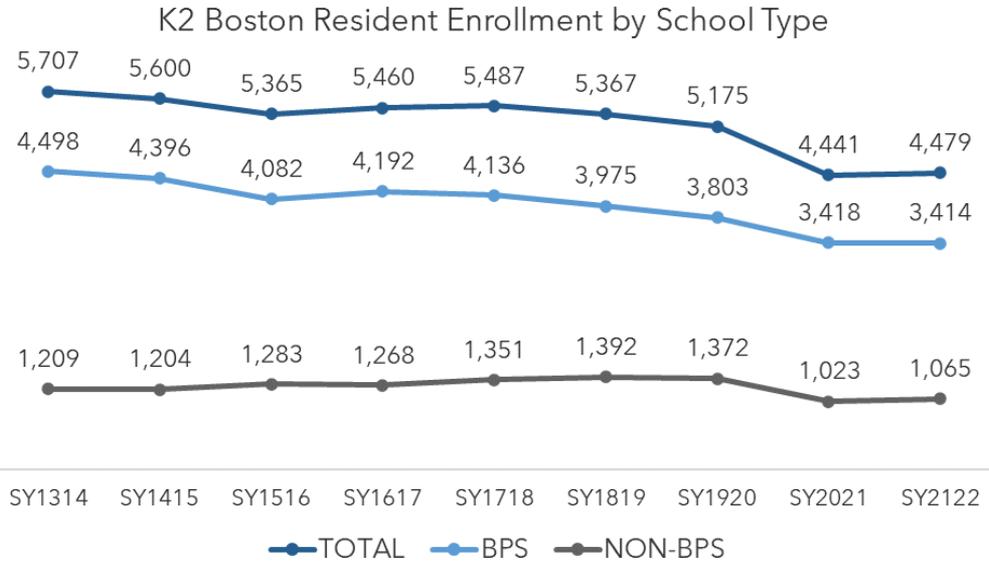


- There is a consistent relationship between the number of Boston resident births and the number of BPS K2 students 5 years later.
- Boston Resident Births declined by 10% between 2011 and 2019.



BPS Enrollment Trends

This is not just a BPS phenomenon - K2 Boston resident enrollment declined by 22% over 8 years

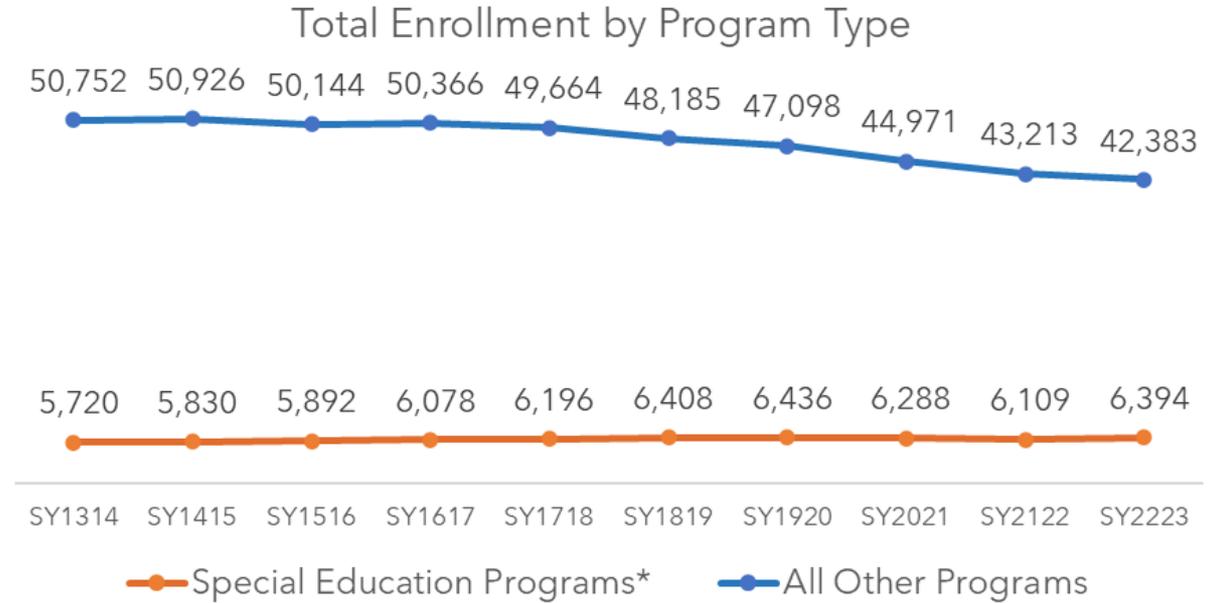


- K2 enrollment among Boston residents across all school types declined by 1,228 students, or 22%, between SY1314 and SY2122, with the largest declines occurring during the pandemic.
- The fact that K2 enrollment has not yet rebounded suggests this may not be just a pandemic effect.
- Boston resident enrollment across all grades also declined by 10% over 5 years, from 79,016 in SY1617 to 71,515 in SY2122.



BPS Enrollment Trends

Special education program enrollment has grown, which is leading to a higher overall concentration of need



*Includes Inclusion and Substantially Separate Programs

- Over the last 8 years enrollment in special education programs has grown by 10% while enrollment in all other programs declined by 17%.
- This is leading to a higher overall concentration of need in the district.