

OVERVIEW

The Budget/Planning team provided almost all of the data tables we requested, and they brought attention to observing EL enrollment as a more granular level than was used in the December 2021 presentation. Nonetheless, it is still difficult to see what the story is (what the stories are) that characterize population, enrollment, classification, and program assignment trends for Boston’s linguistic communities and BPS EL students.

What we learn from the data and responses provided:

- EL enrollment is a lesser contributor to overall decline than is Never EL enrollment (slide 4), but enrollment patterns within ELs are variable.
 - Among ELs, the overall story is of ELD 1-3 growth and ELD 4-5 decline. At the high school level there is also a decline of FELs (slides 13 and 14, plus grade band table).

| | 5-year change from SY16-17 to SY21-22 | | |
|----------------|---------------------------------------|-------------|-------------|
| | K2-5 | 6-8 | 9-12 |
| ELD 1-3 | 9% growth | 26% growth | 14% growth |
| ELD 4-5 | 40% decline | 42% decline | 41% decline |
| FELs | 24% growth | 3% growth | 24% decline |

- It appears that students may have been dumped into Gen Ed / out of EL programs, and that there were some sizable shifts in the pandemic years.
 - EL program enrollment declined 20% while EL enrollment declined 13% over the past 3 years (slide 16, plus grade band table).
 - In SY20-21, it appears that a sharp decline in ELD 4-5 is accompanied by a sharp rise in FELs (slide 13). Lots of questions here, because the count of FELs drops again the following year.
 - Over the past 3 school years, there is a 20% decrease in EL program enrollments and a 60% increase in Gen Ed enrollments for ELD 3s (Change in Program Enrollment by Program Type table).
- There is excess “SEI/dual-language” program capacity in aggregate for grades K2-8 (slide 18), some EL program impacts of already-planned school closures, and little information about how EL programs and the communities that use them are understood in the projections and planning process.
- BPS uses birth rates to talk about long-term trends, but birth rates are not part of the enrollment projections that inform school budgets (slide 22).

Concerns with the data as provided:

- It is sometimes unclear whether the information is accurate, or whether the conclusions drawn match the information:
 - Numbers that should be the same across tables are different — sometimes by a little bit and sometimes by a lot. Is this information accurate?
 - The presentation asserts that high school EL enrollment declined, but actually it grew for ELD 1-3 and declined for ELD 4-5 and FELs (slides 8 and 9, grade band table).

- The presentation asserts that high school trends are explained by smaller cohorts and a consistent pattern of enrollment decline, but the numbers rise and fall (aren't in a consistent pattern) (slides 8 and 9, grade band table).
- The total reported number of ELSWD students in the March 2022 presentation is quite different than then similar number in the December 2021 presentation.
- Some key information and interpretation is missing:
 - We didn't receive the requested data about ELSWD enrollment by school.
 - We can't tell whether dropping out is a contributor to declining EL enrollment (insufficient data and interpretation) (slide 10 and dropout table).
 - The presentation asserts that the decline in EL+FEL enrollment in elementary grades is driven by smaller K2 cohorts moving through the system, but we don't have K2 data on its own to confirm, and we didn't receive a more granular interpretation of the race / language / neighborhood trends for K2 (slide 7), so it is difficult to draw insight for program planning.
 - There is little interpretation to bring together insights across grade band, language, neighborhood, race, program assignment.
- We have to read between the lines to see the story about student assignment.
 - We receive no narrative explanation nor questions about the reasons for ELD 1-3 growth and ELD 4-5 decline.
 - It is hard to see and make sense of the different trends and impacts by language.
- The enrollment changes appear substantial and impactful, but it is unclear how the district regards the impact and the options ahead.
 - It is unclear where the excess program capacity is located or how the district will sort through programming decisions to align capacity and enrollment.
 - We observed that, in a list of ~23 schools with notably declining enrollment, a dozen serve large percentages of ELs and house substantial EL programs. We asked to know how the district is making sense of these changes and what impacts there may be for programs, but we did not receive an answer.
- **Summary:** The tables and the slides give various information, but they don't add up to a set of stories about why trends may be occurring for which groups. That matters because (for a non-comprehensive list):
 - We can't see language groups and understand what is happening with their enrollment.
 - We don't have insight into possible reasons behind the differences between EL and Never-EL enrollment trends.
 - It is unclear what the impacts are and may yet be on programs and school communities.

DETAILS

KEY: **problem with /concern about data or interpretation**

ELLTF can use the data provided to explore additional questions

A. We need to understand trends in EL enrollment during the district’s 5-year period of enrollment decline, and from that we need to be able to tease out what happened with EL enrollment across the years of the pandemic.

| ELLTF Requested Tables | Rec’d | Notes |
|---|--|--|
| <p>Tables that support an EL-explicit depiction of the enrollment trends over the past 5 years, by:</p> | <p>Grade band, disaggregated by EL, FEL, Never EL, and BPS total enrollment.</p> | <p>✓ <i>EL, FEL, Never EL, and BPS Enrollment by Grade Band</i></p> <p>It is fantastic to receive all this info and have it delivered just as requested. However, numbers that should be the same vary across tables. For example, below are the counts for total enrollment from six tables:</p> |
| | <p>Neighborhood, disaggregated by EL, FEL, Never EL, and BPS total enrollment.</p> | <p>✓ <i>EL, FEL, Never EL, and BPS Enrollment by Neighborhood</i></p> |
| | <p>Language, disaggregated by EL, FEL, Never EL, and BPS total enrollment.</p> | <p>✓ <i>EL, FEL, Never EL, and BPS Enrollment by Nine Major Languages of the District</i></p> |
| | <p>—</p> | <p>Given these discrepancies, are these numbers accurate?</p> <p>We should have requested an additional table that is disaggregated by race. There are questions we can’t explore further without that data.</p> |
| <p>Tables that offer a disaggregated glimpse into other factors of declining enrollment over the past 5 years:</p> | <p>Enrollment in BPS relative to total student-age population in the city, broken out by race/ethnicity, EL/FEL status (if available), neighborhood, and grade.</p> | <p>Received four-year data (non-BPS counts for SY21-22 not yet available), disaggregated by grade band, neighborhood, race.</p> <p>-Very useful for seeing total school-age children. Can be used to compare who is and is not at BPS by group, and to see trends in groups’ enrollment over time.</p> <p>-Here too, numbers that should be the same are different (see table in row above). Are these numbers accurate?</p> |
| | <p>Drop-out rate, broken out by race/ethnicity, EL/FEL status, and grade.</p> | <p><i>dropout —PARTIAL RESPONSE</i></p> <p>Received one-year data in table and aggregated data (all ELs) on slide 10. Doesn’t speak to whether dropping out is a substantial contributor to EL enrollment declines. Also, counts of 9-12 enrollment vary across tables.</p> |

| School Year | Total BPS Enrollment — Different Number Each Instance | | | | | |
|-------------|---|--------|----------|----------------------------|--------|--------|
| | BPS-specific Tables | | | All Boston Students Tables | | |
| | Grade Band | N’hood | Language | Grade Band | N’hood | Race |
| SY16-17 | 56,444 | 52,981 | 53,305 | 56,404 | 55,975 | 56,404 |
| SY17-18 | 55,859 | 36,488 | 52,602 | 55,944 | 55,436 | 55,944 |
| SY18-19 | 54,593 | 35,382 | 51,416 | 54,702 | 54,169 | 54,697 |
| SY19-20 | 53,534 | 34,363 | 50,296 | 53,632 | 53,098 | 53,630 |
| SY20-21 | 51,255 | 34,619 | 48,390 | 51,267 | 50,759 | 51,266 |
| SY21-22 | 49,322 | 45,880 | 46,372 | | | |

| School Year | Grade 9-12 BPS Enrollment — Different Number Each Instance | | |
|-------------|--|---------------------------------------|---------------|
| | BPS-specific Grade Band Table | All Boston Students Grade Band Tables | dropout table |
| SY19-20 | 16,160 | 16,156 | 14,684 |

A. We need to understand trends in EL enrollment during the district’s 5-year period of enrollment decline, and from that we need to be able to tease out what happened with EL enrollment across the years of the pandemic.

ELLTF Requested: NARRATIVE INTERPRETATION

Make sense of the above tables, with your key observations about the data, including particular attention to pandemic impacts.

| Received | Notes / Fact Checks |
|---|---|
| <p>Slide 4: EL+FEL enrollment declined at a slower rate than the district overall</p> <ul style="list-style-type: none"> • The combined number of ELs and FELs declined by 11.4% over the last 5 years, as compared to a 12.6% decline among all students and a 13.6% decline among Never ELs. • The majority of that decline occurred over the last 3 years. Looking at disaggregated data shows that this is not just a function of the pandemic. | <p>These notes of interpretation respond to our biggest questions about how aggregate EL enrollment fits into the aggregate district-wide picture.</p> <ul style="list-style-type: none"> - EL+FEL and Never EL enrollment patterns differ. - EL+FEL enrollment has declined less than Never EL enrollment. <p>These big-picture answers gloss over nuance that appears important to understanding EL and district enrollment, though that is developed later in slides 13 and 14. Looking at the data tables, there is a somewhat different story than this narrative.</p> |
| <p>Slide 5: EL and FEL vs. Never EL Enrollment by Grade Band</p> <ul style="list-style-type: none"> • When comparing EL and FEL enrollment to Never EL enrollment, it’s clear that enrollment dynamics are different for the two groups over the last 5 years. • The declines among Never ELs and the district as a whole were largest in elementary grades, while the largest decline among ELs was in grades 9 to 12. • Enrollment in grades 6-8 has been relatively stable among all students. • K2 enrollment among ELs did not decline in the first year of the pandemic. | <ul style="list-style-type: none"> - ELD 4-5 students have the largest declines of any group. That pattern is true for all grade bands, neighborhoods, and languages. - FELs are more than half of all high school enrollment declines (in addition to the largest EL enrollment decline being in grades 9-12). - Aggregate pandemic total enrollment declines (SYs 20-21 and 21-22) are 53–115% larger than declines in prior years (SYs 18-19 and 19-20), though the decline trend was already established and growing. <p>The ELLTF can use the info provided to ask deeper questions about <i>what</i> is happening, and <i>why</i>. (We’d need to request a table with race data, 5-year dropout data, and may need a bit more info about ELD reclassification.)</p> <ul style="list-style-type: none"> - What underlies the differences between ELD 1-3 and ELD 4-5 enrollment patterns? How much of it is explained by. . . <ul style="list-style-type: none"> - Student reclassification (from ELD 4-5 to ELD 1-3)? - Population changes? |
| <p>Slide 6: Elementary declines were smaller among ELs than Never ELs</p> <ul style="list-style-type: none"> • EL+FEL enrollment in grades K2-5 declined by 10% over 5 years, as compared to 24% for Never ELs and 18% for the district as a whole • The decline among ELs was fairly consistent over the last 3 years, while the decline among Never ELs accelerated during the pandemic | <ul style="list-style-type: none"> - What might offer insight into larger EL/FEL high school enrollment declines? <ul style="list-style-type: none"> - Dropout rates? - Total student population changes — in a language group? Neighborhood? Racial group? - For which Never EL groups — by race and neighborhood — is enrollment declining? - Why is Never EL enrollment declining? Is it a move to charters (for whom?)? Is it declining student population (for whom? and why?)? Is it connected to dropping out? What else? - What else do members want to know? |

A. We need to understand trends in EL enrollment during the district's 5-year period of enrollment decline, and from that we need to be able to tease out what happened with EL enrollment across the years of the pandemic.

ELLTF Requested: NARRATIVE INTERPRETATION

Draw connections to the district-wide story about enrollment decline, explaining how ELs fit into the district picture, how the district picture reflects realities among ELs and particular subgroups, and how BPS population shifts fit in context of other demographic trends in Boston. Be specific about whose enrollment is declining, where those students live, and where they show up in the BPS system.

| Rec'd | Notes / Fact Checks |
|---|--|
| <p>Slide 7: Elementary declines are driven primarily by smaller K2 Cohorts</p> <ul style="list-style-type: none"> The decline in EL+FEL enrollment in elementary grades is driven by smaller K2 cohorts moving through the system For ELs, the K2 decline began in SY1819 and was not more pronounced during the pandemic For Never ELs, K2 enrollment was already declining prior to but saw particularly steep declines during the pandemic | <p>We don't have a table with just K2 data, so we don't have a way to see the data that is described here.</p> <p>The story is consistent with that above, with Never EL enrollment declining the most in elementary and EL+FEL enrollment declining the most in high school.</p> <p>The emphasis on aggregate K2 is retained, despite some breakdown by EL status. We aren't getting a more granular interpretation of the race / language / neighborhood trends.</p> |

Slide 8: HS declines were larger for ELs than Never ELs

- EL+FEL enrollment in grades 9-12 declined by 18% over 5 years, as compared to 2% for Never ELs and 10% for the district as a whole
- Grade 9-12 enrollment among ELs has declined consistently for the last 4 years

Slide 9: HS Decline is driven by fewer new students

- The last 4 grade 9 EL+FEL cohorts have been smaller than in prior years, leading to HS declines as those smaller cohorts aged up through the system
- The smaller cohorts are a function of smaller 8th grade cohorts moving up as well as of fewer new students entering in grade 9.
- There has been an overall decline in the number of new EL+FELs entering HS grades over the last 5 years, with the largest drop occurring in the first year of the pandemic

EL+FEL enrollment in grades 9-12 declined 18% over 5 years.
Reporting EL+FEL in the aggregate conceals clear differences: growth in ELD 1-3s and a big drop in ELD 4-5s and FELs. **Where did they go?**

| | | Enroll SY21-22 | Change since SY16-17 | |
|--------------------------|------------------|-------------------|----------------------|-------------|
| | | | # | % |
| 5-year change | ELD1-3 | 2,319 | 302 | 14% |
| | ELD4-5 | 1,232 | -806 | -41% |
| | All ELs | 3,551 | -504 | -12% |
| | FELs-all | 3,292 | -1,010 | -24% |
| | Never ELs | 8,763 | -211 | -2% |
| | All | 15,606 | -1,725 | -10% |

Did Grade 9-12 enrollment decline consistently for ELs? Not really.
It looks like EL enrollment rose and fell, with a pandemic dip for ELD 4-5s. FEL enrollment declined more consistently, except for reversing course and growing in the pandemic year.

| | Δ SY17-18 | | Δ SY18-19 | | Δ SY19-20 | | Δ SY20-21 | | Δ SY21-22 | |
|------------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|
| ELD 1-3 | 165 | 8% | 105 | 5% | -24 | -1% | 100 | 4% | -44 | -2% |
| ELD 4-5 | -69 | -3% | -233 | -12% | 29 | 2% | -565 | -32% | 32 | 3% |
| All ELs | 96 | 2% | -128 | -3% | 5 | 0% | -465 | -12% | -12 | 0% |
| FELs -all | -25 | -1% | -327 | -8% | -365 | -9% | 37 | 1% | -330 | -9% |
| Never ELs | -388 | -4% | -75 | -1% | 36 | 0% | 84 | 1% | 132 | 2% |
| All | -317 | -2% | -530 | -3% | -324 | -2% | -344 | -2% | -210 | -1% |

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Rec'd

Notes / Fact Checks

Slide 13:

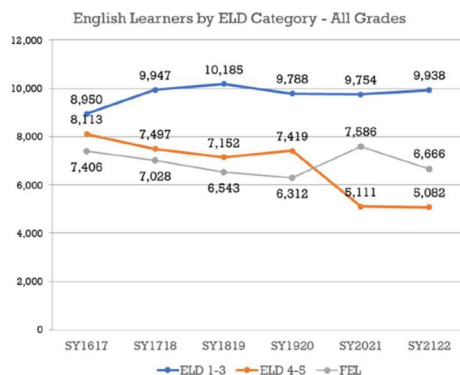
English Learner Enrollment by EL Category

| Enrollment by EL Category - All Grades | | | | | | | | | | |
|--|--------|--------|--------|--------|--------|--------|---------------|--------|---------------|--------|
| Category | SY1617 | SY1718 | SY1819 | SY1920 | SY2021 | SY2122 | 3 year change | | 5 year change | |
| | | | | | | | N | % | N | % |
| ELD 1-3 | 8,950 | 9,947 | 10,185 | 9,788 | 9,754 | 9,938 | -247 | -2.4% | 988 | 11.0% |
| ELD 4-5 | 8,113 | 7,497 | 7,152 | 7,419 | 5,111 | 5,082 | -2,070 | -28.9% | -3,031 | -37.4% |
| FEL | 7,406 | 7,028 | 6,543 | 6,312 | 7,586 | 6,666 | 123 | 1.9% | -740 | -10.0% |
| ELD 1-3 | 36.6% | 40.6% | 42.7% | 41.6% | 43.4% | 45.8% | 3.2% | 7.4% | 9.2% | 25.3% |
| ELD 4-5 | 33.2% | 30.6% | 29.9% | 31.5% | 22.8% | 23.4% | -6.5% | -21.8% | -9.7% | -29.3% |
| FEL | 30.3% | 28.7% | 27.4% | 26.8% | 33.8% | 30.7% | 3.3% | 12.2% | 0.5% | 1.6% |

- While the total number of ELs+FELs has declined, the number of ELD 1-3s is 2% lower than 3 years ago but is up 11% compared to 5 years ago; it has been relatively stable for the last 4 years.
- In SY2021, there was a decline in ELD 4-5s and an increase in FELs. In the following year the ELD 4-5s continued to decline but FELs approached prior levels.
- The changes in ELD 1-5s is relatively consistent across grade bands, but the FEL growth was concentrated in K2-5 and happened to an extent in grades 6-8.
- ELD 1-3s now make up 45.8% of all ELs+FELs, as compared to 36.6% 5 years ago.

Slide 14:

English Learner Enrollment by EL Category



- While the total number of ELs+FELs has declined, the number of ELD 1-3s is 2% lower than 3 years ago but is up 11% compared to 5 years ago; it has been relatively stable for the last 4 years.
- In SY2021, there was a decline in ELD 4-5s and an increase in FELs. In the following year the ELD 4-5s continued to decline but FELs approached prior levels.
- The changes in ELD 1-5s is relatively consistent across grade bands, but the FEL growth was concentrated in K2-5 and happened to an extent in grades 6-8.
- ELD 1-3s now make up 45.8% of all ELs+FELs, as compared to 36.6% 5 years ago.

The overall story is of ELD 1-3 growth and ELD 4-5 decline. At the high school level there is also a decline of FELs.

Slides 13 and 14 explain that a result of these shifts is that a higher proportion of all ELs+FELs are now ELD 1-3s.

| | 5-year change from SY16-17 to SY21-22 | | |
|---------|---------------------------------------|-------------|-------------|
| | K2-5 | 6-8 | 9-12 |
| ELD 1-3 | 9% growth | 26% growth | 14% growth |
| ELD 4-5 | 40% decline | 42% decline | 41% decline |
| FELs | 24% growth | 3% growth | 24% decline |

What are some possible explanations for the above-summarized changes? There is no narrative explanation here.

- The need for access to native language for ELL students remains high.
 - The number of ELD 1-3 students has increased by nearly 1,000 over the past 5 years, while the overall decline in ELLs is primarily in ELD 4-5 students. This shows that the total number of students with a particular need for access to native language remains very large, at about 10,000 students (9,938 in slide 13).
- **It looks like dumping.**
 - The percent of students in ELD 4-5 declined significantly from 32% to 23% in the last few years while the percent of FELs increased 27% to 31% (slide 13). **The greatest portion of this change occurred from SY1920 to SY2021 when there was a reduction of 2,300 ELD 4-5s and an increase of nearly 1,300 FELs (Slide13).** What happened with this dumping into Gen Ed; to the 4.2, 3.9 policy? **Lots of questions here, because the count of FELs drops again the following year.**

A. We need to understand trends in EL enrollment during the district’s 5-year period of enrollment decline, and from that we need to be able to tease out what happened with EL enrollment across the years of the pandemic.

Notes the additional questions you would pose to glean insight into any changes occurring among particular groups or within certain neighborhoods.

| Rec’d | Notes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-------------------|-------------------|------------|--------|------------------|-----|-----|----|---------------------------|-----|-----|------|----------------------|----|----|-----|------------|-----|------|-----|-------------|------|------|------|-----------|-----|------|------|---------------|-----|-----|-----|----------|-----|------|-----|------------|-----|-----|------|---------|-----|-----|-----|--------------|------|------|------|--------------|-----|-----|-----|-----------------|------------|------------|------------|---|
| <table border="1" style="width: 100%; border-collapse: collapse;"> <caption>4-year Change in Total Enrollment: SY1617 to SY2021</caption> <thead> <tr> <th>Neighborhood</th> <th>All School Types*</th> <th>Total BPS</th> <th>EL+FEL</th> </tr> </thead> <tbody> <tr><td>ALLSTON-BRIGHTON</td><td>-4%</td><td>-6%</td><td>1%</td></tr> <tr><td>BACK BAY/FENWAY/SOUTH END</td><td>-7%</td><td>-9%</td><td>-17%</td></tr> <tr><td>CHARLESTOWN/DOWNTOWN</td><td>6%</td><td>7%</td><td>-3%</td></tr> <tr><td>DORCHESTER</td><td>-9%</td><td>-11%</td><td>-3%</td></tr> <tr><td>EAST BOSTON</td><td>-11%</td><td>-14%</td><td>-15%</td></tr> <tr><td>HYDE PARK</td><td>-7%</td><td>-13%</td><td>-15%</td></tr> <tr><td>JAMAICA PLAIN</td><td>-4%</td><td>-5%</td><td>-9%</td></tr> <tr><td>MATTAPAN</td><td>-7%</td><td>-12%</td><td>-4%</td></tr> <tr><td>ROSLINDALE</td><td>-8%</td><td>-8%</td><td>-16%</td></tr> <tr><td>ROXBURY</td><td>-8%</td><td>-9%</td><td>-4%</td></tr> <tr><td>SOUTH BOSTON</td><td>-10%</td><td>-16%</td><td>-26%</td></tr> <tr><td>WEST ROXBURY</td><td>-5%</td><td>-4%</td><td>-9%</td></tr> <tr><td>District</td><td>-7%</td><td>-9%</td><td>-9%</td></tr> </tbody> </table> <p><small>*Includes BPS, Charter, Private and METCO enrollment</small></p> <ul style="list-style-type: none"> • There is a correlation between the total BPS decline and the decline across all school-aged children in most parts of the city. This suggests that the BPS decline is driven in part by a decline in the total school-aged population. • The EL decline diverges from the city-wide and BPS stories in most neighborhoods. • We suspect the reason varies by neighborhood, and would need to dig in deeper to better understand. • Note: These are 4 year trends as we do not yet have SY2122 data for non-BPS students. | Neighborhood | All School Types* | Total BPS | EL+FEL | ALLSTON-BRIGHTON | -4% | -6% | 1% | BACK BAY/FENWAY/SOUTH END | -7% | -9% | -17% | CHARLESTOWN/DOWNTOWN | 6% | 7% | -3% | DORCHESTER | -9% | -11% | -3% | EAST BOSTON | -11% | -14% | -15% | HYDE PARK | -7% | -13% | -15% | JAMAICA PLAIN | -4% | -5% | -9% | MATTAPAN | -7% | -12% | -4% | ROSLINDALE | -8% | -8% | -16% | ROXBURY | -8% | -9% | -4% | SOUTH BOSTON | -10% | -16% | -26% | WEST ROXBURY | -5% | -4% | -9% | District | -7% | -9% | -9% | <p>There’s a lot to observe in this table. We could explore the neighborhood and race data further in order to tease out who has a declining presence in Boston and who is opting out of BPS.</p> <p><u>EL enrollment compared to Total BPS</u></p> <ul style="list-style-type: none"> - EL enrollment declines are <i>less</i> than BPS declines in Dorchester, Mattapan, Roxbury, and Allston-Brighton - EL enrollment declines are <i>more</i> than BPS declines in Back Bay etc., Charlestown, JP, Roslindale, South Boston, West Roxbury - EL enrollment declines are similar to BPS declines in East Boston and Hyde Park <p><u>All School compared to BPS</u></p> <ul style="list-style-type: none"> - In Hyde Park, Mattapan, and South Boston, BPS declines are quite a bit larger than All School declines <p>Mention is made of the need to dig deeper by neighborhood, and it would be good to see the district’s interpretation along those lines.</p> |
| Neighborhood | All School Types* | Total BPS | EL+FEL | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ALLSTON-BRIGHTON | -4% | -6% | 1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| BACK BAY/FENWAY/SOUTH END | -7% | -9% | -17% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CHARLESTOWN/DOWNTOWN | 6% | 7% | -3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DORCHESTER | -9% | -11% | -3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EAST BOSTON | -11% | -14% | -15% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| HYDE PARK | -7% | -13% | -15% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| JAMAICA PLAIN | -4% | -5% | -9% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MATTAPAN | -7% | -12% | -4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ROSLINDALE | -8% | -8% | -16% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ROXBURY | -8% | -9% | -4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SOUTH BOSTON | -10% | -16% | -26% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| WEST ROXBURY | -5% | -4% | -9% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| District | -7% | -9% | -9% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Reinterprets, amends, or corrects the district-wide story about enrollment decline, where relevant / if relevant. For example, if the data show circumstances beyond a declining citywide birth rate that are pertinent in explaining enrollment trends, explain how you would then revise the district’s story about the causes for enrollment decline.

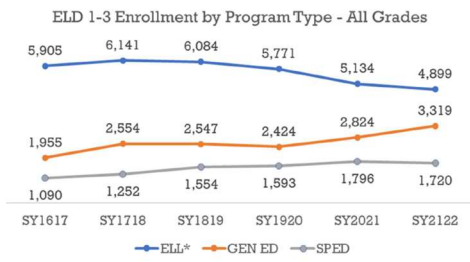
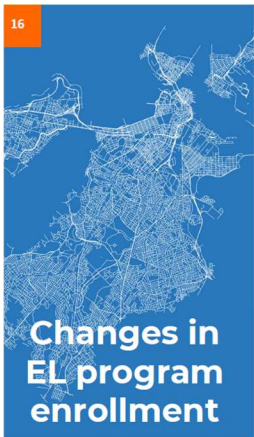
| Rec’d | Notes |
|---|---|
| See slide 22 – the answer is that they don’t use birth rates for projections. | But their prior presentation really emphasized that birth rate. |

B. We need a full understanding of EL program assignment that is separate from / in addition to data on total EL enrollment.

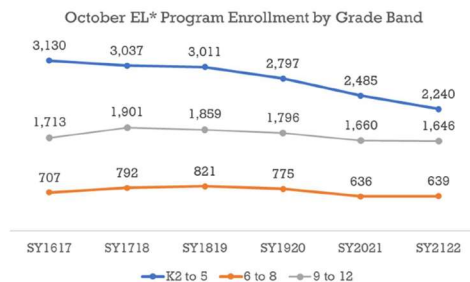
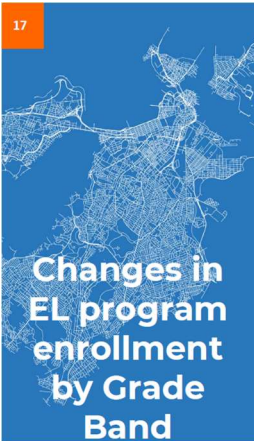
| | Requested | Rec'd | Notes / Fact Checks |
|--|--|---|---------------------|
| Tables that fill in missing pieces for program enrollment over the past three years by . . . | Program Type , similar to what you provided on Dec. 9, slide 9, but with the Gen Ed and Special Ed categories disaggregated by EL status and SY19-20, and total EL enrollment included. | ✓ <i>Change in Program Enrollment by Program Type</i> | |
| | EL Program , similar to what you provided on Dec. 9, slide 10, but with SY19-20 included. | ✓ <i>Change in EL Program Enrollment, by EL Program</i> | |

NARRATIVE INTERPRETATION

Make observations about key changes in enrollment for specific programs and program types, with attempts to explain cause(s) where possible, especially where student re-assignment may be concerned.



- Enrollment in EL programs has declined by 19.5% over the last 3 years and 17% over the last 5 years.
- The number of ELD1-3s in general education and special education programs has increased over the last 5 years. In each case, the trend began before, but continued through, the pandemic.
- The total number of ELD 1-3s grew by 1,000 students 5 years ago and has been relatively stable since.



- The decline in EL program enrollment was concentrated in the elementary grades, which declined by 25.6% over 3 years and 28.4% over 5 years
- In each grade band, the decline began before the pandemic but the largest single year decline was in the first year of the pandemic

EL program enrollment declined 20% while EL enrollment declined 13% over the past 3 years. We have to read between the lines to understand that there is a story about student re-assignment.

Dumping evidence — over the past three years, there is a 20% decrease in EL program enrollments and a 60% increase in Gen Ed enrollments for ELD 3s. See “Change in Program Enrollment by Program Type” below.

John found: ELD 1-3 student enrollment shifted from Programs to General Education over the last five years, while the number of ELD students remained stable. Enrollment in ELL programs for ELD 1-3 students declined by over 1,000 (1,016) while enrollment for these ELD 1-3s in Gen Ed increased by nearly 1,400 (1,364, Slide 16) at a time when the total number of ELD 3 students increased by nearly 1,000 over 5 years (988, slide 13). Looks like more than 1,000 ELD 3s were dumped!

Impacts vary by language — over the past 3 years, there are large losses (just above and below half of all enrollments) in SEI and SLIFE programs for Haitian Creole and Cape Verdean Creole. Spanish SEI lost about a quarter of enrollments. See Change in EL Program Enrollment, by EL Program, below.

ELSWDs: There has been an increase of over 600 ELSWDs at ELD 1-3 over the past 5 years (630, slide 16). Thus, the need for access to native language increased while the programs did not. **What is the district’s interpretation?**

It is hard to tease out from this presentation what the contributions are from population change (and causes), BPS utilization rates, student re-assignment, the pandemic. We should investigate all of this further, using the data provided.

B. We need a full understanding of EL program assignment that is separate from / in addition to data on total EL enrollment.

From the companion tables (not part of the presentation)

| Change in Program Enrollment by Program Type — portion of table | | | | | | | |
|---|----------------------------|------------------------|------------------------|------------------------|------------------------|--------------------------------|-------------|
| | | Oct 2018: SY2018-19 | Oct 2019: SY2019-20 | Oct 2020: SY2020-21 | Oct 2021: SY2021-22 | 2018 to 2021: 3-year change | |
| | | | | | | Δ | %Δ |
| Pro-grams | English Learner | 5,698 | 5,377 | 4,855 | 4,568 | -1,130 | -20% |
| | Gen Ed - ELD1-2 | 545 | 506 | 698 | 599 | 54 | 10% |
| | Gen Ed - ELD3 | 1,123 | 1,044 | 1,288 | 1,796 | 673 | 60% |
| | Gen Ed - ELD4-5 | 6,425 | 6,659 | 4,582 | 4,591 | -1,834 | -29% |
| | Gen Ed - FELs | 6,379 | 6,157 | 7,361 | 6,459 | 80 | 1% |
| | Gen Ed - Never Els | 25,424 | 24,731 | 23,819 | 22,739 | -2,685 | -11% |
| | Subtotal Gen Ed | 39,896 | 39,097 | 37,748 | 36,184 | -3,712 | -9% |
| | ELSWD | 1,963 | 2,032 | 1,982 | 1,970 | 7 | 0% |
| | Non-EL SWD | 3,870 | 3,797 | 3,809 | 3,652 | -218 | -6% |
| | Subtotal Special Ed | 5,833 | 5,829 | 5,791 | 5,622 | -211 | -4% |
| All Programs | 51,427 | 50,303 | 48,394 | 46,374 | -5,053 | -10% | |
| EL Enroll | ELD1-3 | 8,593 | 8,183 | 8,233 | 8,388 | -205 | -2% |
| | ELD4-5 | 7,149 | 7,414 | 4,949 | 4,999 | -2,150 | -30% |
| | All ELs | 15,742 | 15,597 | 13,182 | 13,387 | -2,355 | -15% |

| Change in EL Program Enrollment, by EL Program | | | | | | | |
|--|--|------------------------|------------------------|------------------------|------------------------|--------------------------------|-------------|
| Program | | Oct 2018: SY2018-19 | Oct 2019: SY2019-20 | Oct 2020: SY2020-21 | Oct 2021: SY2021-22 | 2018 to 2021: 3-year change | |
| | | | | | | Δ | %Δ |
| SEI language- specific | BLC = SEI Chinese | 294 | 281 | 208 | 247 | -47 | -16% |
| | BLH = SEI Haitian Creole | 247 | 184 | 131 | 90 | -157 | -64% |
| | BLK = SEI Cabo Verdean Creole | 334 | 322 | 288 | 200 | -134 | -40% |
| | BLS = SEI Spanish | 2,188 | 1,951 | 1,728 | 1,620 | -568 | -26% |
| | BLV = SEI Vietnamese | 160 | 130 | 121 | 76 | -84 | -53% |
| SEI multi | BLM = SEI Multilingual | 1,995 | 1,923 | 1,822 | 1,710 | -285 | -14% |
| Subtotal SEI | | 5218 | 4791 | 4298 | 3943 | -1275 | -24% |
| Dual language | TLH = Dual Language Haitian Creole | 18 | 25 | 27 | 22 | 4 | 22% |
| | TLS = Dual Language Spanish | 601 | 626 | 640 | 679 | 78 | 13% |
| | TLV = Dual Language Vietnamese | 0 | 0 | 4 | 7 | 7 | -- |
| Subtotal dual language | | 619 | 651 | 671 | 708 | 89 | 14% |
| HILT for SLIFE | BIH = HILT for SLIFE Haitian Creole | 46 | 27 | 17 | 15 | -31 | -67% |
| | BIK = HILT for SLIFE Cabo Verdean Creole | 33 | 26 | 26 | 20 | -13 | -39% |
| | BIM = HILT for SLIFE Multilingual | 32 | 49 | 29 | 39 | 7 | 22% |
| | BIS = HILT for SLIFE Spanish* | 143 | 237 | 151 | 223 | 80 | 56% |
| Subtotal HILT for SLIFE | | 254 | 339 | 223 | 297 | 43 | 17% |
| Total | | 6091 | 5781 | 5192 | 4948 | -1143 | -19% |

We would benefit from interpretation of some of the program data included in the tables:

- What is the distribution of EL 1-3 and EL 4-5 students by program assignment over time between SEI language specific, SEI Multi, Dual Language, SLIFE, and ESL in Gen Ed? This information would be important in understanding what kinds of programming EL students at these ELD levels are receiving, and the challenges the district faces in implementing its stated policy priority of proving access to native language to EL (and ELSWD) students.

We have particular questions about 2nd year ELD 3 students (not included in initial data request).

- 227 2nd year ELD 3 students were placed (“dumped”?) in General Ed classes. BPS says that these determinations were made at the school level rather than automatically as implied by the BPS report to DOJ. Can we confirm that the LATFs and LAT teachers made (or affirmed) that these students were ready for Gen Ed?

B. We need a full understanding of EL program assignment that is separate from / in addition to data on total EL enrollment.

Highlights and summarizes pandemic-related changes, with specificity by student and program subgroups.

Nothing received

Notes the additional questions you would pose to glean insight into any changes occurring in particular programs and/or with regard to certain language groups.

Nothing received

C. We need a clearer understanding of the impacts of potential classroom and school closures on ELs and EL programming.

ELLTF Requested: NARRATIVE INTERPRETATION

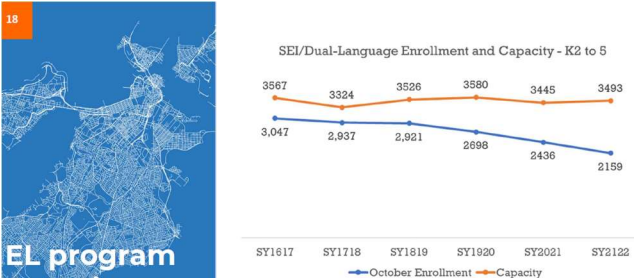
We prepared for your review a **table** called “**EL Enrollment and EL Programming at ‘Schools with Notable Enrollment Shifts,’**” that list schools with declining enrollment along with their EL enrollment and the EL programs they house.

| Rec'd | Notes |
|---------------|---|
| Not received. | <p>Our question was connected to our awareness that, in a list of ~23 schools with notably declining enrollment, a dozen serve large percentages of ELs and house substantial EL programs.</p> <p>We want to know how the district is making sense of these changes and what impacts there may be for programs. It would be great to see a recognition of the community import of established or fought-for programs.</p> |

Share what **community-based or other information you are drawing on** to make sense of the reasons for declining enrollment.

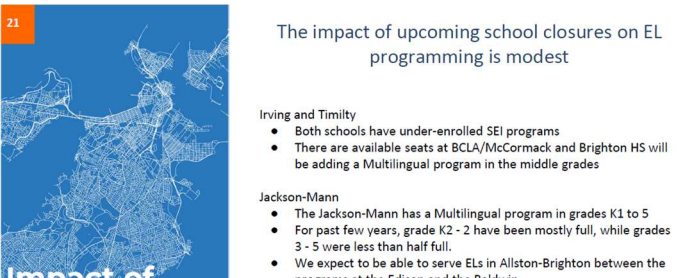
Not received.

Share any **changes that could be in the works** to reduce EL programs or close sites.



EL program capacity vs. enrollment: K2 to 5

- Elementary EL program capacity has only reduced slightly over the last 5 years, during the time period in which EL program enrollment declined by 28%
- This chart focuses on non-SLUFE EL programs in grades K2-5



Impact of School Closures

The impact of upcoming school closures on EL programming is modest

Irving and Timilty

- Both schools have under-enrolled SEI programs
- There are available seats at BCLA/McCormack and Brighton HS will be adding a Multilingual program in the middle grades

Jackson-Mann

- The Jackson-Mann has a Multilingual program in grades K1 to 5
- For past few years, grade K2 - 2 have been mostly full, while grades 3 - 5 were less than half full.
- We expect to be able to serve ELs in Allston-Brighton between the programs at the Edison and the Baldwin

There is excess “SEI/dual-language” program capacity in aggregate for grades K2-8. Does that information prepare us to expect cuts? How will those decisions be made?

It is unclear what happens to program staffing, and program/school communities. What are we to make of this information?

D. We need to better understand **how knowledge of BPS’s different communities is factored into enrollment projections, and why data on Boston live births is a centerpiece of enrollment forecasting at BPS.** We understand that the district’s “capture rate” is calculated as the percentage of live births that resulted in kindergarten enrollment five years later. However, in a district that's comprised to a great extent of immigrants and the children of immigrants, we suspect that many students are born outside the city; meanwhile, we know that about half of Boston-born babies in middle- and upper-income and predominantly white families are no longer Boston residents by the time they reach kindergarten age.

ELLTF Requested: NARRATIVE INTERPRETATION

Explain the strengths and the limitations of using the number of Boston live births as a basis for enrollment projections, given all the arrivals and departures among Boston residents between birth and schooling years.

BPS does not rely on birth rate data to produce annual projections that inform school budgets

- Kindergarten projections are based on prior year’s actual enrollment
 - The relationship between Boston resident births and K2 classes 5 years later is not consistent enough to produce reliable, annual projections
 - The birth data is not granular enough to inform school based projections
 - Because both birth rates and K2 enrollment have been declining, this method tends to over-project K2 enrollment slightly each year
- However, trends in Boston resident births are helpful for high-level, long-term planning
 - The declining birth rate, consistent with the national trend, tells us that we should continue to expect declining total K2 numbers
 - The trend does not inform us about which sub-populations might grow

Good to know more about how birth rate data is and is not used.

Remains unclear if or how the enrollment projection process attends to ELs, since birth rate had such emphasis is recent enrollment projection presentations.

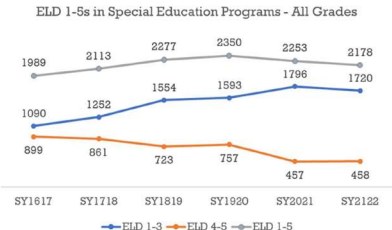
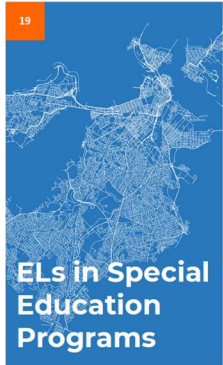
Addendum: In our request to you on December 31, we neglected to request the number of ELSWD students by school. May we please have that information as part of your response, now scheduled for March 3, 2022?

ELLTF Requested Tables

ELSWD enrollment by school. We have prepared a worksheet called “ELs, SWDs, and ELSWDs by School -- SY2021-22,” which already has the numbers of ELs and SWDs by school (publicly available from DESE), for your use. (Or, we can manually integrate the new information you provide after the fact if more convenient for you.)

Rec’d
Not received.

Notes



- While the number of ELD 1-3s in special education programs increased over the last 5 years, there was a similar decline in the number of ELD 4-5s in special education programs over the same period.
- As a result, the number of ELD 1-5s in special education programs increased by 189 students over the last 5 years.
- The divergent trends among 1-3s and 4-5s may be connected to the increase in the proportion of ELs that are 1-3 during the same period.

The total number of ELSWD students in Special Education Programs is much lower in this March 3, 2022 report (2178 on slide 19) than the total 3482 reported in the Dec. 9, 2021 BPS report to the Task Force (slide 11). Which numbers are correct?