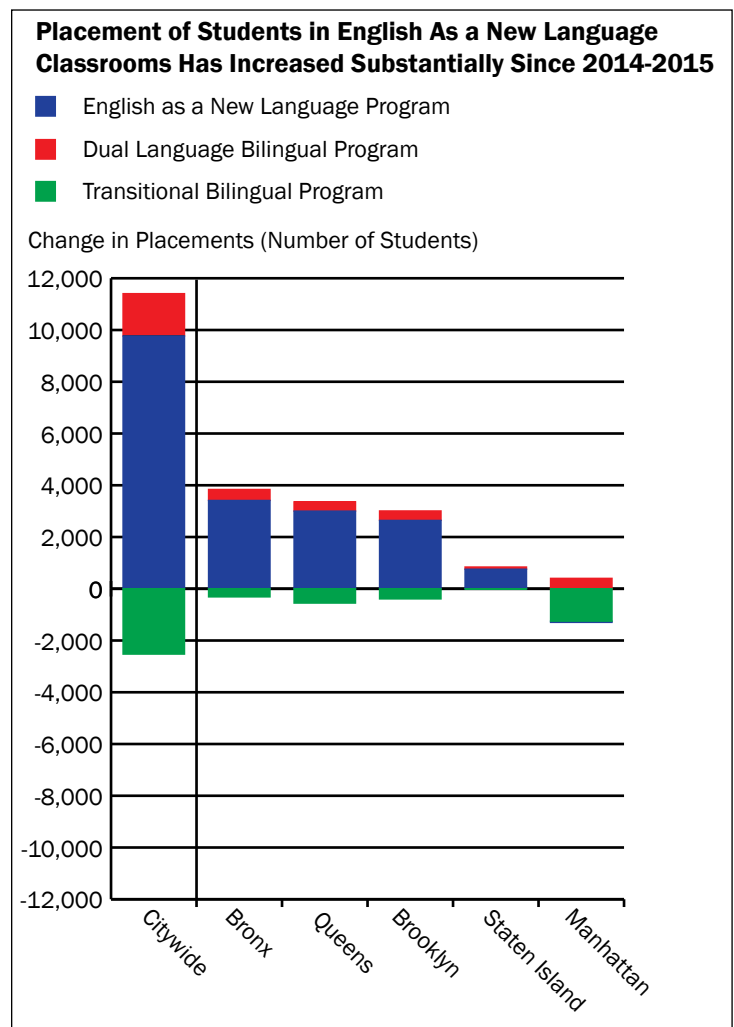


# Which Public School Programs for English Language Learners Are Growing and Where?

From school years 2014-2015 through 2017-2018, the number of students enrolled in the city’s traditional public schools declined by 2.1 percent. But the number of K-12 students whose home language is not English and need help learning English increased by 4.6 percent over the same four-year period, growing from 144,700 to 151,300. The city’s Department of Education provides three types of classes for students who need support learning English. In the English as a New Language program, instruction is primarily in English and students are taught inside or outside their classrooms. Students in the Transitional Bilingual Education program initially receive instruction in their home language while beginning to learn English and over time aim to transition completely to English. In 2015-2016, the school system expanded the availability of Dual Language classes, another bilingual program, in which participating students, including English speakers and English learners, receive instruction in English and another language.

With a growing number of English language learners and an expanding set of programs to assist them, IBO looked at shifts in placements at 1,512 traditional public schools over the four years from 2014-2015 through 2017-2018. We examined shifts citywide and in each borough.

- In school year 2017-2018, the vast majority of English language learners citywide—about 83 percent—were in English as a New Language classes. Of the remaining 17 percent, 11 percent were in Transitional Bilingual Education classes and 6 percent in Dual Language classes.
- Despite the Department of Education’s expansion of Dual Language classes, growth in the number of English learners in English as a New Language classes outpaced the increase in students joining Dual Language programs. By the 2017-2018 school year, there was an increase of almost 9,800 English language learners served by English as a New Language programs. English learners in Dual Language bilingual classes grew by 1,600. Conversely, the number of English learners in Transitional Bilingual classes fell by more than 2,500.
- Overall, the share of English language learners placed in English as a New Language classes increased by over 2 percentage points since 2014-2015.
- Schools in the Bronx, Queens, and Brooklyn experienced the largest increases in English language learner enrollment (ranging from 2,400 to 3,100 students each), while schools in Manhattan had a decline of more than 1,100 English language learners over the same four years.
- The drop in English learners in Transitional Bilingual classes was greatest in Manhattan (more than 1,200 students, or about 30 percent); schools in Queens, Brooklyn, and the Bronx also experienced substantial decreases (ranging from 300 to 600 students in each borough).



SOURCES: Bilingual Education Student Information System data, school years 2014-2015 through 2017-2018.

NOTES: Only includes schools open all four years. Excludes District 75 special education schools, District 79 alternative schools, and charter schools. Students awaiting placements, who account for 1 percent or less each year, were also excluded from the analysis.