



District of Columbia Dual Language Roadmap

Dec. 10, 2020

Overview

The District offers numerous public and public charter school options to choose from, and dual language (DL) has been a highly popular program offering where demand has vastly surpassed supply in DC for many years. This roadmap analyzes DL programming in DC from 2015-16 through 2019-20, focusing on:

- Student **enrollment patterns** in DL programs
- **Performance** and **growth** outcomes among students in DL programs
- **Demand** for and **equitable access** to DL programs
- **Projected supply, demand, and enrollment**
- DL program **models** and **characteristics**
- National approaches to DL programming
- **Performance measurement** and **program evaluation** toward continuous improvement

OSSE's 2019-2023 strategic plan, vision, and mission guide the approach to this roadmap.

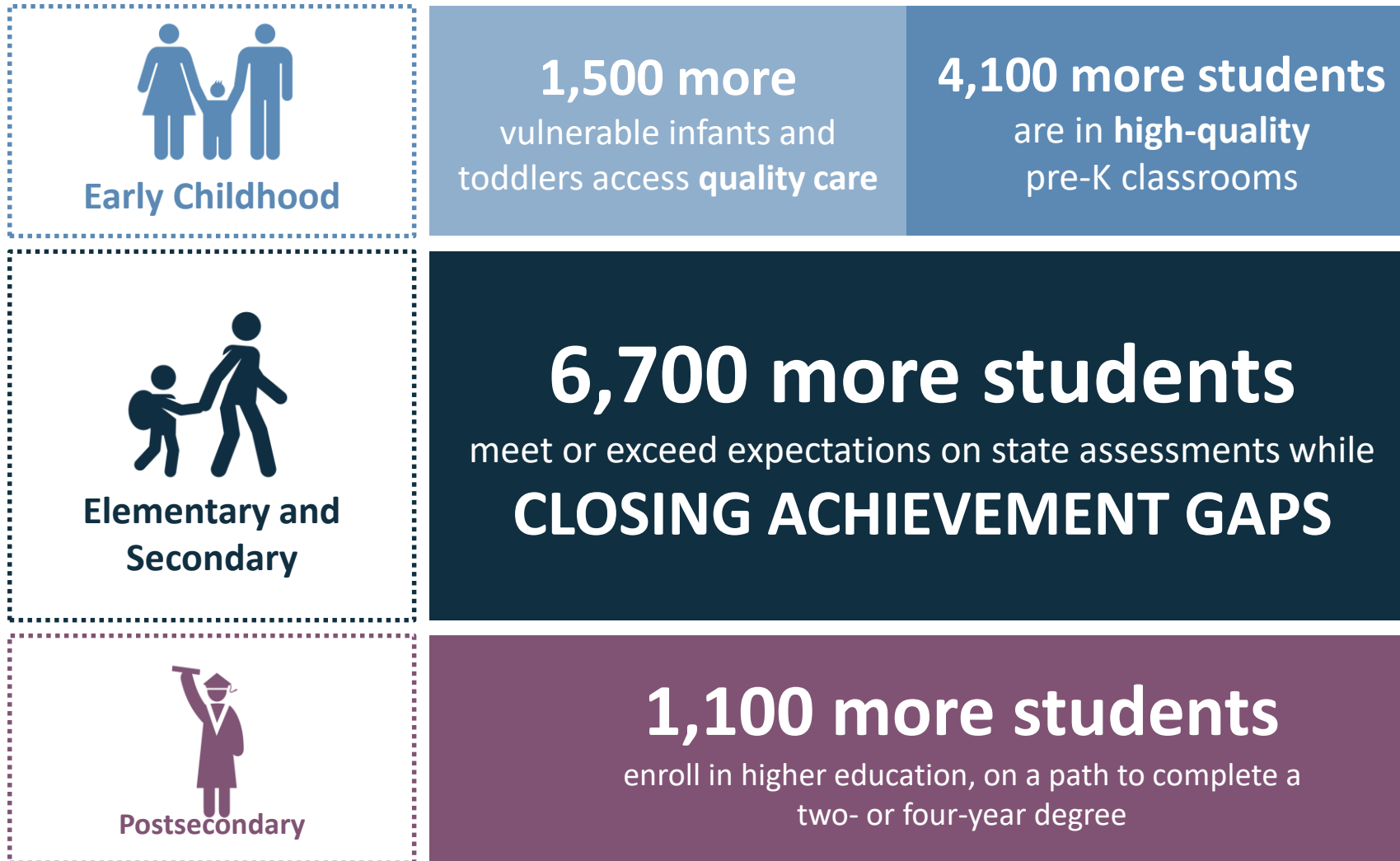


VISION: DC will close the achievement gap and ensure people of all ages and backgrounds are prepared to succeed in school and in life.



MISSION: As DC's state education agency, OSSE works urgently and purposefully, in partnership with education and related systems, to sustain, accelerate, and deepen progress for DC students.

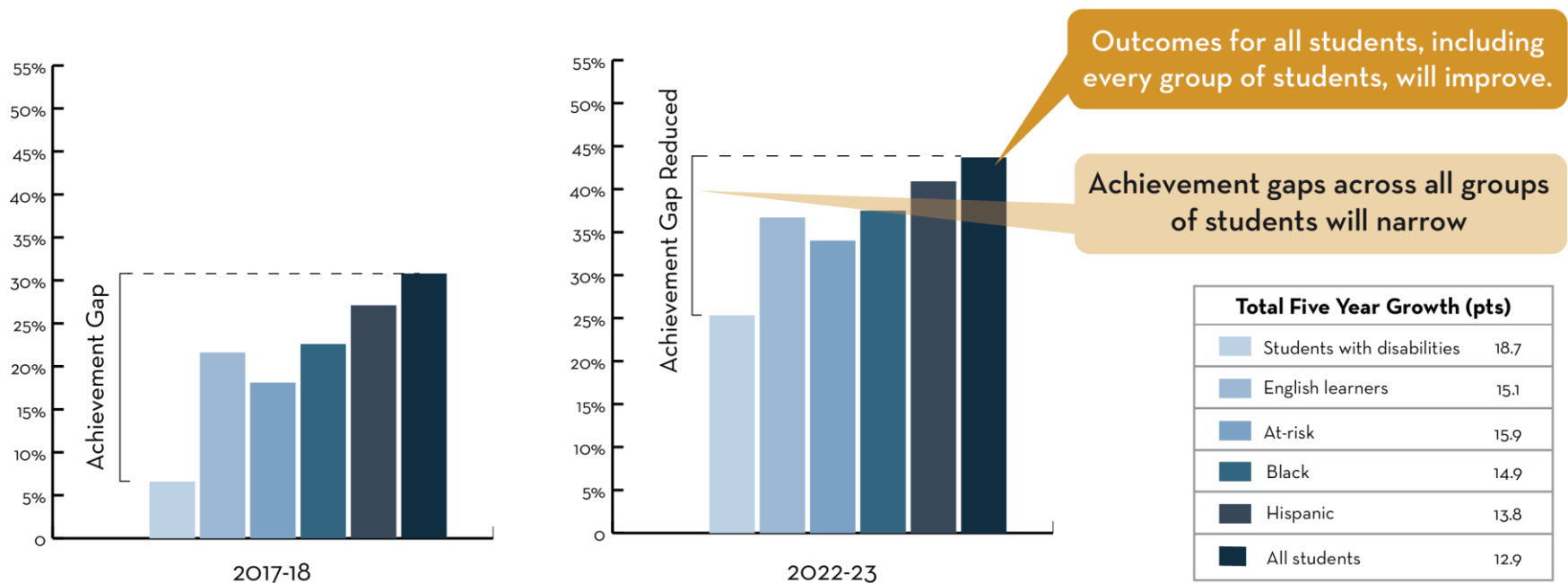
By 2023, OSSE aims to reach the following ambitious goals to advance outcomes for DC students:



By 2022-2023, OSSE will improve performance of all students while closing achievement gaps.

Example:

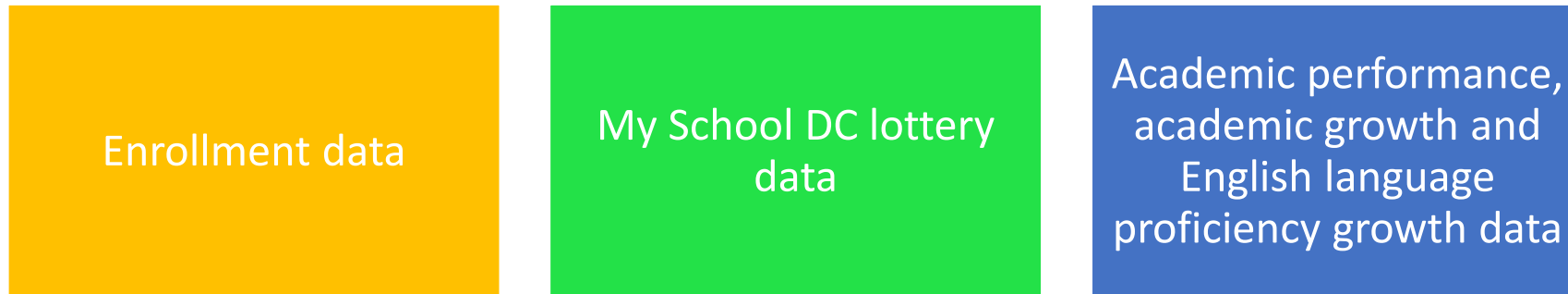
Percentage of students meeting or exceeding expectations in **grade 3 English language arts**



Note: State assessments include PARCC and MSAA. Target assumes projection to reach ESSA goal, with linear growth starting in 2017-18 to achieve 85% proficiency for all students by 2038-39. See appendix for additional grade and subject-level graphs.

The roadmap used multiple data sources to analyze the landscape of dual language options in DC and make recommendations for program implementation.

Key Data Sources (2015-16 to 2019-20 school years)



- The Office of Multilingual Education within OSSE is responsible for:
 - Providing policy and resources on educational services for ELs in DC;
 - Providing professional development and technical assistance for local education agencies, dual language programs, and educators serving ELs;
 - Engaging stakeholders on policy and supports for ELs and dual language programs

Key Findings

1. The District has grown its DL program options significantly in the past five years, and enrollment has nearly doubled in those programs.
2. DL programs tend to serve more students who are English learners, Hispanic / Latinx, two or more races, or White. Students who are at-risk , have disabilities, or are Black enroll at lower rates.
3. Academic outcomes in DL programs are positive overall but are uneven when examining improvements for students of underserved groups.
4. Data on attaining bilingualism in DL programs' languages (in addition to English) may be available at the local education agency level but are not available state-wide.
5. While demand for DL will likely continue to outpace supply by the 2024-25 school year, building program quality for all students in DL programs is paramount.

Recommendations

1. Examine and address barriers to equitable access, demand, and enrollment in dual language programs.
2. Evaluate outcomes for all student groups, not just the overall population, and seek to serve the most disadvantaged students successfully.
3. Consider ways to evaluate and recognize progress in students' proficiency in the partner language.
4. Monitor disaggregated student enrollment and demand data annually to detect changes in previous trends.

Outline

1. Background on Dual Language
2. Landscape of Dual Language in DC
3. Enrollment and Equitable Access to Dual Language in DC
4. Student Performance and Growth Outcomes in DC
5. Enrollment and Demand Projections in DC
6. Considerations for Implementation and Expansion



Background on Dual Language

Key Terms

- **Bilingualism:** The ability to read, write, listen, speak, and negotiate life in more than one language.
- **Dual language (DL):** a type of bilingual education in which students are taught literacy and academic content in English and a partner language; at least 50 percent of instruction takes place in the partner language throughout elementary school; and instruction in the partner language in English language arts and one more content area can be extended to middle and high school.
- **Partner language:** the language other than English which is the language of instruction in DL programs
- **Two-way immersion:** one type of DL program; this model serves both students who are English learners (ELs) and monolingual English speakers integrated in the same learning environment. It promotes student's first language and the acquisition of a second language.
- **One-way developmental:** one type of DL program; in this model students are predominately from the same language background. When a school consists of mostly English learners from the same language background, it promotes home language development, maintenance, and language restoration, in addition to developing English as a second language. It can also occur when most or all students are monolingual English speakers learning the partner language.
- **World language emphasis:** a program in which instruction is provided in English and the partner language, but there are not a sufficient number of content areas and/or courses offered in the partner language for students to receive at least 50% of instruction in the partner language.

See [Appendix A: Definitions](#) for additional terminology related to dual language programs.

Dual language programming is defined by three foundational goals.

The three pillars of DL programs are:

Bilingualism and biliteracy
(i.e., developing
proficiency and literacy in
both English and a partner
language)

Academic content
knowledge and
achievement

Cross-cultural awareness
including enhanced
awareness and
appreciation of linguistic
and cultural diversity

See [Appendix A: Definitions](#) for additional detail on various program models, types, and terminology related to dual language programs.

Previous research supports dual language as an effective instructional model for both EL and native English-speaking students.

- **Research on DL programming has been associated with higher levels of academic achievement**, particularly English language arts (ELA) performance, among both English learners (ELs) and native English speakers.
- Literacy in a student's native language **facilitates language development and literacy in a second language**
- DL programming is associated with a **reduction in the achievement gap** between ELs and their native English-speaking counterparts

See *Appendix B: Student Outcomes Associated with Dual Language Programming: Supplemental Literature Review* for additional detail on the research base on dual language and student outcomes.

Generally, dual language programming is implemented to achieve one or more of the three goals below.

- **To support higher levels of academic achievement**, particularly English language arts (ELA) performance, among both English learners (ELs) and native English speakers.
- **To support English language proficiency** for ELs as one model for providing required educational services to ELs under ESSA Title III
- **To help prepare youth to be competitive in an increasingly global economy** through multilingual communication skills and cross-cultural understanding

Dual language programs are increasingly common across the U.S., with a wide variety of implementation.

- Approximately **35 states and DC provide DL programming**, varying widely in implementation.
- Most states leave **decision-making regarding the specific implementation of dual language programs to LEAs and schools** with limited guidance around the use of specific program models, types, and other characteristics including instructional approach and curriculum.
- Nationally, **two-way immersion programs have shown the most promising student outcomes** for non-native English speakers and are most effective in supporting the reduction of achievement gaps between ELs and non-ELs.
- In recent years, **states have increasingly expanded DL programming through grade 12 and into post-secondary education**, with some states advocating for the importance of partnerships with post-secondary institutions and state workforce agencies to support bilingualism throughout a student's academic career.

See [Appendix I: State and LEA Resources](#) for profiles and resources from other states and cities.



Landscape of Dual Language in DC

Dual language programs in DC are offered in four languages.

Number of schools by languages of instruction (2019-2020 School Year)

- 22 English and Spanish
- 2 English and French
- 1 English and Chinese
- 1 English and Hebrew

See [Appendix E: Dual Language Program Characteristics](#) for additional detail on program locations, models, approaches, and language allocation.

Dual language programs are offered at 26 campuses in DC. (Grades Pre-K to 12, 2019-20 School Year)

Grades Served	Number of LEAs	Number of Schools	Number of Campuses
Pre-K to 5	9 (8 PCS; DCPS)	17 (10 PCS; 7 DCPS)	20 (13 PCS; 7 DCPS)
Pre-K to 8	1 (DCPS)	1 (1 DCPS)	2 (2 DCPS)
6 to 8	1 (DCPS)	1 (1 DCPS)	1 (1 DCPS)
9 to 12	1 (DCPS)	1 (1 DCPS)	1 (1 DCPS)
6 to 12	2 (1 PCS; 1 DCPS)	2 (1 PCS; 1 DCPS)	2 (1 PCS; 1 DCPS)
Total	10	22	26

Note: A “campus” is defined as a separate site or physical location for a school. A “school” is defined as an educational institution in DC that has been assigned a unique school ID by OSSE. For example, Oyster Adams Bilingual is a single school offering instruction to both elementary (grades pre-K to 3) and middle school students (grades 4 to 8) at two separate campuses.

See [Appendix C: District of Columbia Dual Language Program Detail](#) for additional information on the programs available in DC as of the 2019-20 school year.

Both public and public charter schools offer dual language, mainly in grades pre-K to 5.

DC Public Schools	
Grades	School Name
Pre-K to 5	Bancroft ES
Pre-K to 5	Bruce-Monroe ES @ Park View
Pre-K to 5	Cleveland ES
Pre-K to 5	Houston ES
Pre-K to 5	Marie Reed ES
Pre-K to 5	Powell ES
Pre-K to 5	Tyler ES
Pre-K to 8	Oyster-Adams Bilingual School
6 to 12	Columbia Heights Education Campus
6 to 8	MacFarland MS
9 to 12	Roosevelt HS

DC Charter Schools	
Grades	School Name
Pre-K to 5	DC Bilingual PCS
Pre-K to 5	Elsie Whitlow Stokes Community Freedom PCS – Brookland
Pre-K to 5	Elsie Whitlow Stokes Community Freedom PCS – East End
Pre-K to 5	Latin American Montessori Bilingual PCS
Pre-K to 2	Mary McLeod Bethune Academy PCS *
Pre-K3 to Pre-K4	Briya PCS
Pre-K to 5	Mundo Verde Bilingual PCS
Pre-K to 5	Mundo Verde Bilingual PCS 8 th Street
Pre-K to 5	Sela PCS *
Pre-K to 5	Washington Yu Ying PCS
6 to 12	DC International School

* Dual language instruction served differ from school's formal grade spans.

A program model is selected based on the languages spoken by the students and the program's goals. In DC, one-way and two-ways models are both common.

Dual Language Program Models	Number of Schools Providing Each Program Type (A school may provide more than one program type.)		
	Elementary	Middle	High
One-way Developmental (Mostly native English speakers)	9	2	0
Two-Way Immersion (Fairly equal number of native English and partner language speakers)	5	1	2
World Language Emphasis/One-Way World Language (25-40% of instruction in a partner language)	3	1	1

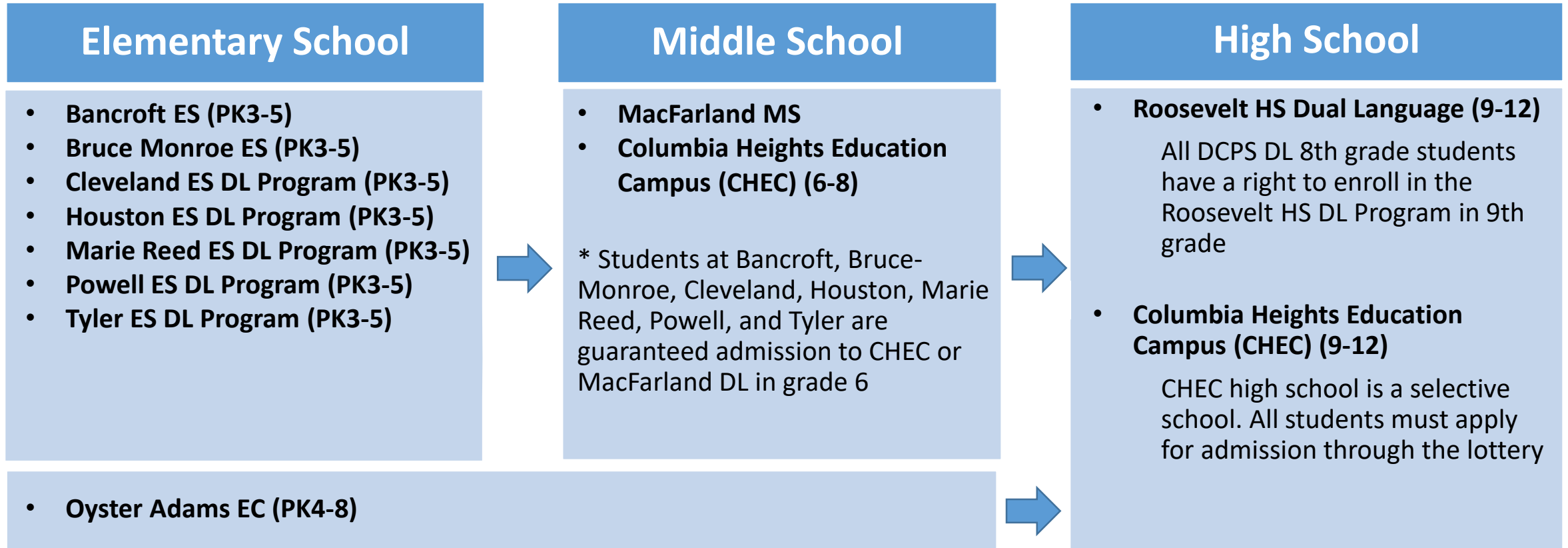
See [Appendix A: Definitions](#) and [Appendix C: District of Columbia Dual Language Program Detail](#) for additional information on program types.

Most dual language programs in DC are offered school-wide; some are for certain grades only or a subset of students as a curricular “strand”.

Program Offering	Percent of All DL Students
Whole School <i>All classrooms in the school provide dual language instruction. Individual classrooms may vary in the specific dual language program model or approaches used, but the entire student body participates in dual language programming.</i>	76%
Whole Grade <i>All students in a given grade participate in dual language instruction, however only certain grades at the school offer the dual language instruction.</i>	8%
Strand <i>Dual language instruction is provided across all grade levels served by the school, but only a subset of students in each grade level participates in dual language programming while other students in the same grade level do not participate.</i>	16%

See [Appendix E: Dual Language Program Characteristics](#) for additional detail on program locations, models, approaches, and language allocation.

DCPS has a dual language feeder pattern for grades pre-K to 12, though there are limited options for the upper grades.



For charter dual language students, there is a lottery preference for those who apply to DC International PCS.

Elementary School

Middle School

High School

- DC Bilingual PCS (PK3-5)
- Elsie Whitlow Stokes PCS (PK3-5)
- LAMB PCS (PK3-5)
- Mundo Verde PCS (PK3-5)
- Washington Yu Ying PCS (PK3-5)



District of Columbia International PCS (6-12)

Students attending DC Bilingual, Elsie Whitlow Stokes, LAMB, Mundo Verde Bilingual, and Washington Yu Ying receive lottery preference if they wish to transition to the dual language program at DCI. All students must apply for admission through the lottery.

- Briya PCS (PK3-PK4)
- Mary McLeod Bethune PCS (PK3-2)
- Sela PCS (PK3-5)



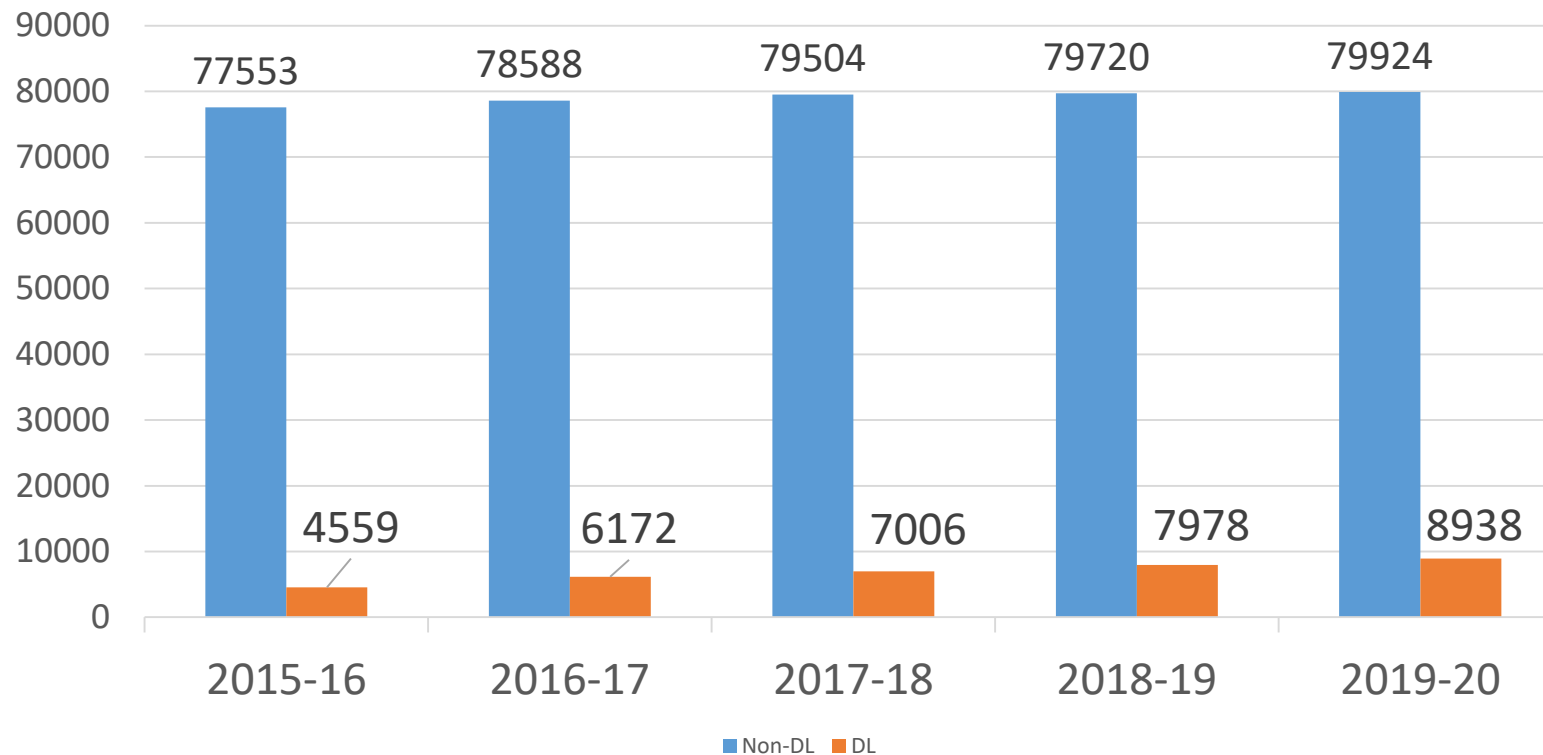
No lottery preference



Enrollment and Equitable Access to Dual Language in DC

Dual language enrollment has nearly doubled in the past five years.

Grades Pre-K to 12 Student Enrollment
(2015-16 to 2019-20 school years)



In the past five years:

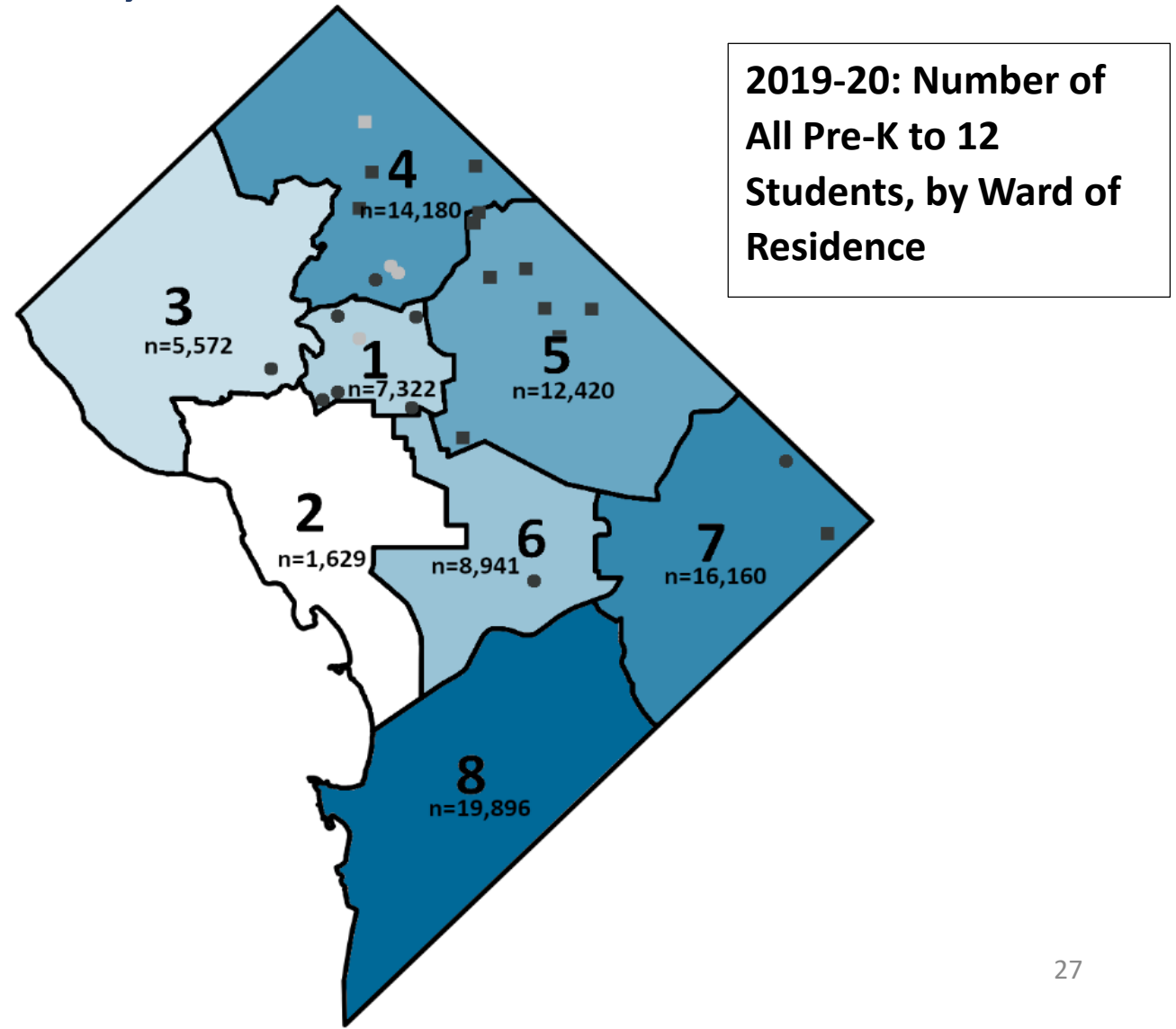
- Seven schools newly started offering DL programs.
- Four existing schools expanded DL programs to new grades.
- 64 percent of increased enrollment was in dual language programs.

In DC, students who are English learners, Hispanic or Latinx, two or more races, or White are more likely to enroll in dual language than students who are at-risk, have disabilities, or are Black/African-American.

Student Group	All Students		DL Students		Non-DL Students		Likelihood of Enrolling in DL v. non-DL Programs
	Number	Percent	Number	Percent	Number	Percent	
All Students	88,862		8,938		79,924		
English learners	10,997	12%	2,478	28%	8,519	11%	3.2x more likely
Students with disabilities	13,816	16%	1,086	12%	12,730	16%	1.4x less likely
Students who are at-risk	39,499	44%	1,897	21%	37,602	47%	3.3x less likely
Black/African American	58,357	66%	2,422	27%	55,935	70%	6.3x less likely
Hispanic/Latinx of any race	15,249	17%	3,958	44%	11,291	14%	4.8x more likely
Two or More Races	2,418	3%	541	6%	1,877	2%	2.7x more likely
White	11,215	13%	1,782	20%	9,433	12%	1.9x more likely

See [Appendix D: Dual Language Program Enrollment](#) for additional detail on enrollments student group and ward of residence, and at-risk definition.

Dual language programs are concentrated in wards 1, 4, and 5. Most students attending dual language programs also live in these wards. More students live in wards 7 and 8, but these wards have the fewest programs.

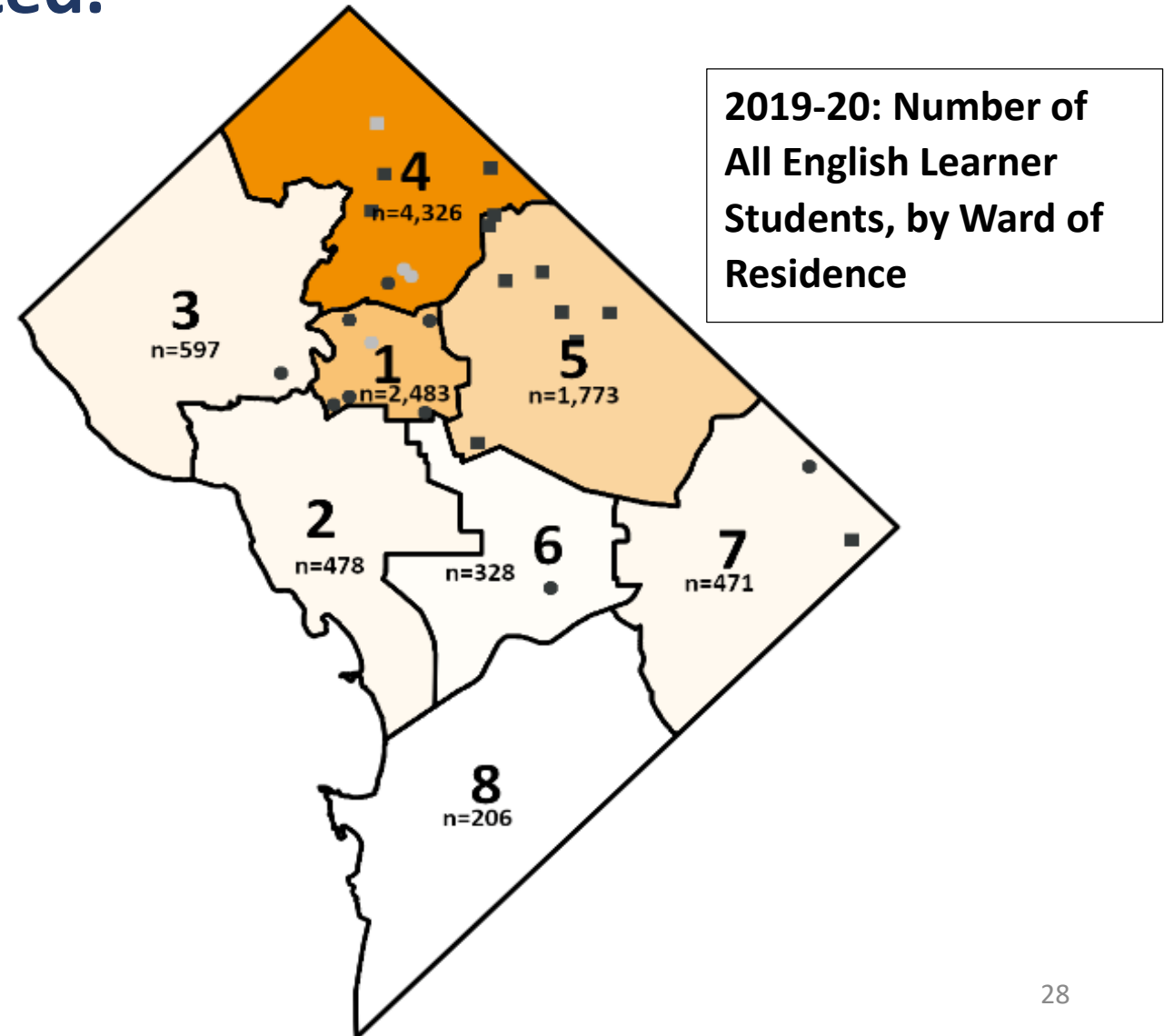
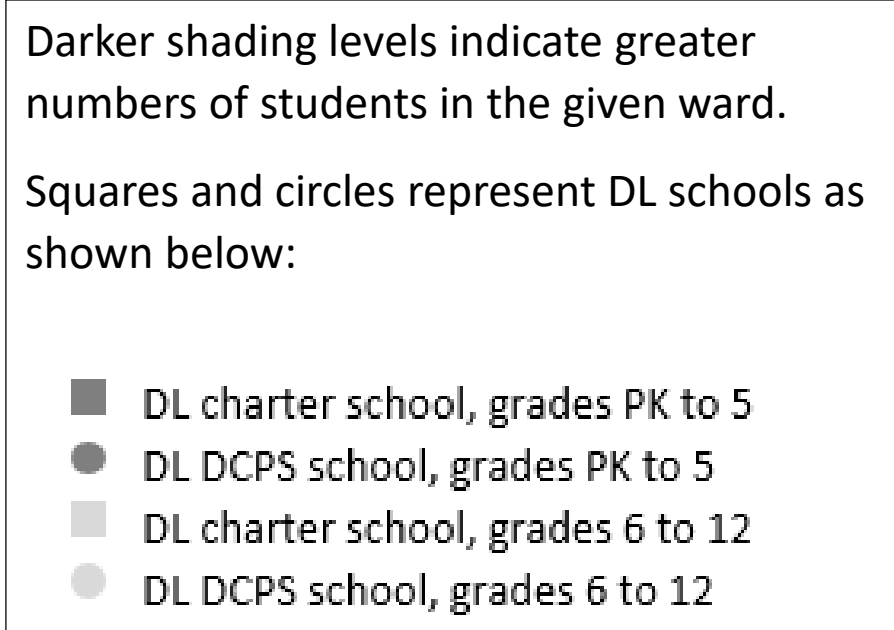


Darker shading levels indicate greater numbers of students in the given ward.

Squares and circles represent DL schools as shown below:

- DL charter school, grades PK to 5
- DL DCPS school, grades PK to 5
- DL charter school, grades 6 to 12
- DL DCPS school, grades 6 to 12

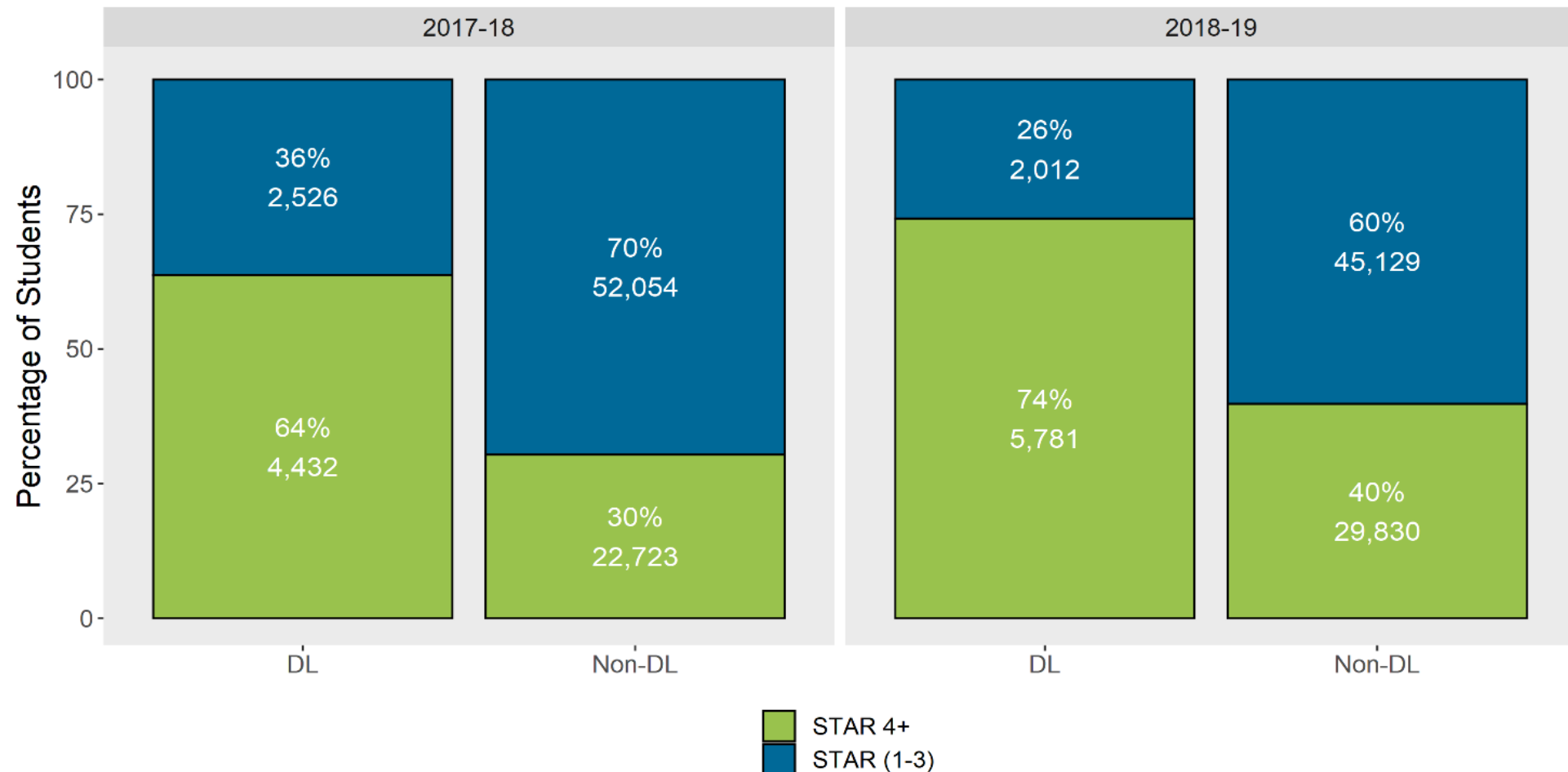
Most of DC's English learners reside in the wards where dual language programs are located.





Student Performance and Growth Outcomes in DC

74 percent of students in dual language programs were in a school that earned a 4-star or 5-star rating on the 2018-19 DC Report Card, compared to 40 percent of students in non-dual language programs.



Dual language program participation showed some limited, positive effects on student performance over time.

Multiple linear regression analyses of state ELA and math performance (2015-16 to 2018-19) examined whether differences in performance existed among students who ever participated in DL programs compared to non-participants. The findings indicated that:

- **Among students in grades pre-K to 5**, DL program participation was associated with **lower performance** on PARCC ELA and Math.
- **Among students in grades 6 to 12**, DL program participation was associated with **higher performance** on PARCC ELA and Math, but effects were small.
- One additional year of DL program participation was associated with a 0.8-point increase in students' PARCC ELA scale scores and a 0.6-point increase in students PARCC Math scale scores among students in grades 6 to 12, controlling for student characteristics
- **Note:** no District-wide measures of students' proficiency in partner languages are available.

See [Appendix F: Dual Language Student Academic Performance and Growth Outcomes \(Supplemental Analysis\)](#) for additional detail on methodology, analytical output from regression analysis, additional student group outcomes, and year over year comparisons.

Overall, state ELA assessment performance among students who ever participated in dual language was higher than those who had never done so, but results were less striking when examining how well these programs supported historically underserved student groups.

For example, in grades 3-5, 14% more DL students scored 4+ on PARCC ELA than students who were never in DL programs.

However, when disaggregating performance by student group, the increased performances in DL are not as strong.

Percent of DL students who scored 4+ on PARCC ELA (2015-16 to 2018-19) and difference compared to students who <u>never</u> participated in DL		
Student Group	Grades 3-5	
All	45%	+14%
English learner	18%	+1%
Students with disabilities	15%	+9%
At-risk	22%	+5%

State math assessment performance was overall higher among students who ever participated in dual language programs. Results showed slight gap closures for historically underserved student groups.

Percent of DL students who scored 4+ on PARCC Math (2015-16 to 2018-19) and difference compared to students who <u>never</u> participated in DL		
Student Group	Grades 3-5	
All	43%	+9%
English learner	21%	-3%
Students with disabilities	16%	+7%
At-risk	21%	+0%

When disaggregating performance by student group, performance of students in DL programs is not consistently higher than in non-DL programs.

See Appendix F: Dual Language Student Academic Performance and Growth Outcomes (Supplemental Analysis)

Participating in dual language programs does show promise in helping increase students' growth over time.

- Students who ever participated in DL programming demonstrated higher median levels of growth on PARCC ELA compared to non-participants across grade bands and years of testing.
- Among students enrolled in grades pre-K to 5, controlling for other student characteristics, more years of DL program participation was associated with small but statistically significant increases in student growth percentiles (SGPs):
 - 1.0-point increase in PARCC ELA SGPs
 - 0.4-point increase in PARCC Math SGPs
- **Note:** Growth in proficiency in the partner languages across DC's DL programs is not known at this time, though this may be collected through various assessments at the LEA-level.

See Appendix F: Dual Language Student Academic Performance and Growth Outcomes (Supplemental Analysis)

Growth among EL students varied across math, ELA and English language proficiency.

ELA

- **Higher median levels of growth in ELA** were found for EL students who participated in DL programs compared to non-participants who are *not* ELs, across all grade bands.

Math

- **Higher median levels of growth in math** were found for **EL students in grades 3 to 5** who participated in DL programs as compared to non-participants who are non-ELs (9 points higher) and similar levels of growth to participants who are non-ELs.
- **Similar levels of growth in math** were found for **ELs in grades 6 to 8 and 9 to 12** compared to non-participants – both students who are EL and those who are not EL.

English language proficiency

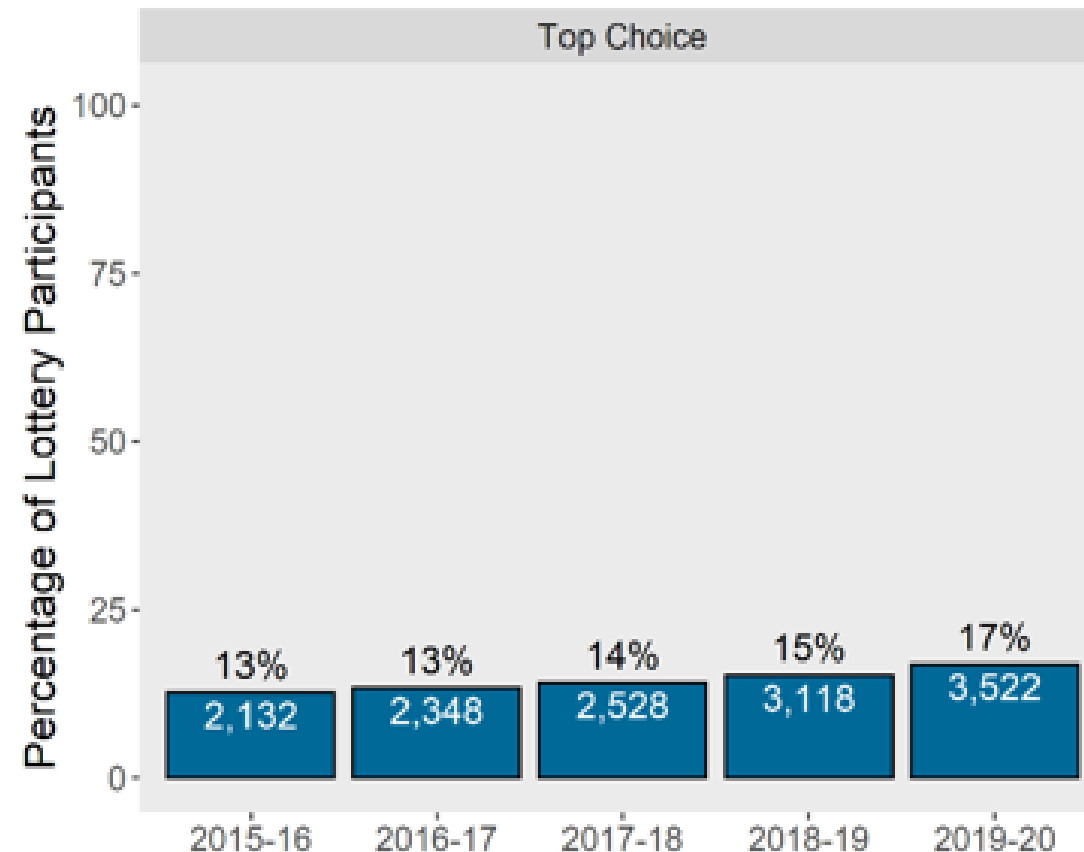
- Overall, more years of DL program participation was not associated with an increased likelihood of meeting ELP growth targets, except for students in grades 9 to 12 who ever participated in DL programming.



Enrollment and Demand Projections in DC

Overall demand for dual language programs has increased steadily since the 2015-16 school year.

In the 2019-20 lottery, 17 percent of all lottery applicants indicated a DL program as their top choice among the schools they ranked in the lottery.



Demand for dual language in the lottery varies across student groups.

	Lottery Participants		Demand for DL (DL selected as top choice in the lottery)		Likelihood of Demand for DL v. Non-DL
Student Group	Number	Percent	Number	Percent	
All Students	20,836	NA	3,522	NA	
English learners	2,094	10%	818	23%	3.8x more likely
Students with disabilities	2,658	13%	324	9%	1.5x less likely
Students who are at-risk	8,604	41%	735	21%	3.2x less likely
Asian	328	2%	92	3%	1.9x more likely
Black/African American	13,563	65%	1,157	33%	5.2x less likely
Hispanic/Latinx of any race	3,146	15%	1,255	36%	4.5x more likely
Two or More Races	676	3%	213	6%	2.3x more likely
White	3,077	15%	796	23%	1.9x more likely

See Appendix G: Demand and Equitable Access to DL Programs for year over year comparisons of student group demand for DL programs and results of logistic regressions examining student and school characteristics and demand for DL programs.

Most students continue to enroll in dual language programs year over year. This continuity likely helps increase students' bilingualism, but proficiency outcomes in partner languages are not available.

- The majority of students enrolled in DL programs in the 2018-19 and 2019-20 school years continued to be enrolled in DL programs from one year to the next:
 - 80 percent of students in grades pre-K to 5
 - 68 percent of students in grades 6 to 12
- **Note:** state-level data are not available on partner language outcomes, though this may be collected at the LEA-level.

See [*Appendix G: Demand and Equitable Access to DL Programs - Continuous Enrollment Demand*](#) for additional detail on the characteristics of students in each of the continued demand scenarios in the 2015-16 through 2018-19 school years.

Students who are at-risk, Black, and/or male are less likely to re-enroll in DL programs.

- LEAs and schools should examine re-enrollment data to ensure that they have equitable practices and remove barriers to re-enrollment.

Re-enrollment in DL is <u>more</u> likely for students who:	Re-enrollment in DL is <u>less</u> likely for students who:
<ul style="list-style-type: none">• Have English learner status;• Identify as Latinx;• Identify as two or more races; and/or• Attend a school receiving a 4- or 5-star rating	<ul style="list-style-type: none">• Are at-risk;• Identify as Black/African-American; and/or• Identify as male

See [Appendix G: Continuous Enrollment Demand: Logistic Regression Analysis](#) for detailed regression results.

In addition to the past five years of expansion, 2,557 more seats are already planned to be added to dual language programs.

Dual Language Program	2019-20		2024-25		
	Grades Served	Enrollment Capacity	Grades Served	Planned Enrollment Capacity	Expected Increase
Houston Elementary School (DCPS)	P3-1	~200	P3-5	400	+200
Powell Elementary School (DCPS)	P3-2 3-5 (strand)	~300	P3-5 (whole)	480	+180
Columbia Heights EC (DCPS)	6-12	~830	6-12	~860	+30
Roosevelt High School (DCPS)	9-12	~120	9-12	~220	+100
Mundo Verde PCS – Calle Ocho	P3-1	270	P3-5	630	+350
DC Bilingual PCS	P3-5	475	P3-5	500	+25
Elsie Whitlow Stokes PCS – East End	P3-5	234	P3-5	400	+166
LAMB PCS	P3-5	565	P3-5	602	+37
Sela PCS	P3-5	320	P3-5	372	+52
Washington Yu Ying PCS	P3-5	601	P3-5	630	+29
District of Columbia International PCS	6-12	1043	6-12	2156	+1113
Global Citizens PCS (new)	n/a	0	P3-2	275	+275
Total Expected Increase					2,557

- Enrollment capacity for DCPS schools is estimated based on expansion of grades served by these DL programs from the 2015-16 to 2019-20 school year and the number of open lottery seats for the DL programs each year. Enrollment capacity for charter schools is based on 2018-19 and 2024-25 enrollment caps reported by PCSB; schools may request and be approved for additional increases to enrollment caps after March 2020 that would increase these estimates.

Enrollment in dual language nearly doubled in the past five years and demand increased by 36 percent for elementary and 84 percent for grades 6-12.

- Enrollment projections used annual enrollment audit data from the 2015-16 through 2019-20 school years:

	2015-16	2019-20	Change
Audited Student Enrollment (all schools)	82,111	88,862	+6,751 (+8%)
DL Student Enrollment	4,559	8,898	+4,339 (+95%)

- Demand projections used the numbers of students who selected DL programs as a top choice but did not receive a match or enroll, from the 2015-16 through 2019-20 school years, as well as enrollment rates for those who matched:

Grade Bands	2015-16	2019-20	Change
Pre-K to 5	930	1470	+540 (+36%)
6 to 12	50	320	+270 (84%)

See [Appendix H: Enrollment and Demand Projections Supplemental Analysis](#) for additional detail on projection methodology. This projection was conducted by a contractor and is not an official DC government enrollment projection.

Projections for the next five years assume that trends of the previous five years will continue, and do not account for external factors that may affect actual enrollment and demand in the coming years.

Assumptions:

- Overall enrollment will continue to increase at the same rate.
- DL program enrollment will continue to double, as in the past five years.
- Overall enrollment and DL program enrollment are not constrained by the planned supply of seats in DL programs available the past five years.
- Unmet demand, or the number of students who selected a DL program as their top choice in the lottery but did not match, will continue to increase at the same rate as the past five years.

These projections have not accounted for the following external factors:

- COVID-19 public health emergency
- 5 new charter LEAs opened in the 2020-21 school year
- Potential market saturation of DL programs
- Not all DL programs are viewed the same by parents entering the lottery
- Prospective approval of additional DL programs

Note: Given the rapid expansion of DL programs over the past five years, it is difficult to determine whether demand for DL program seats has driven increased supply or whether increased supply has driven demand and at what point, if any, demand for DL programs may decrease.

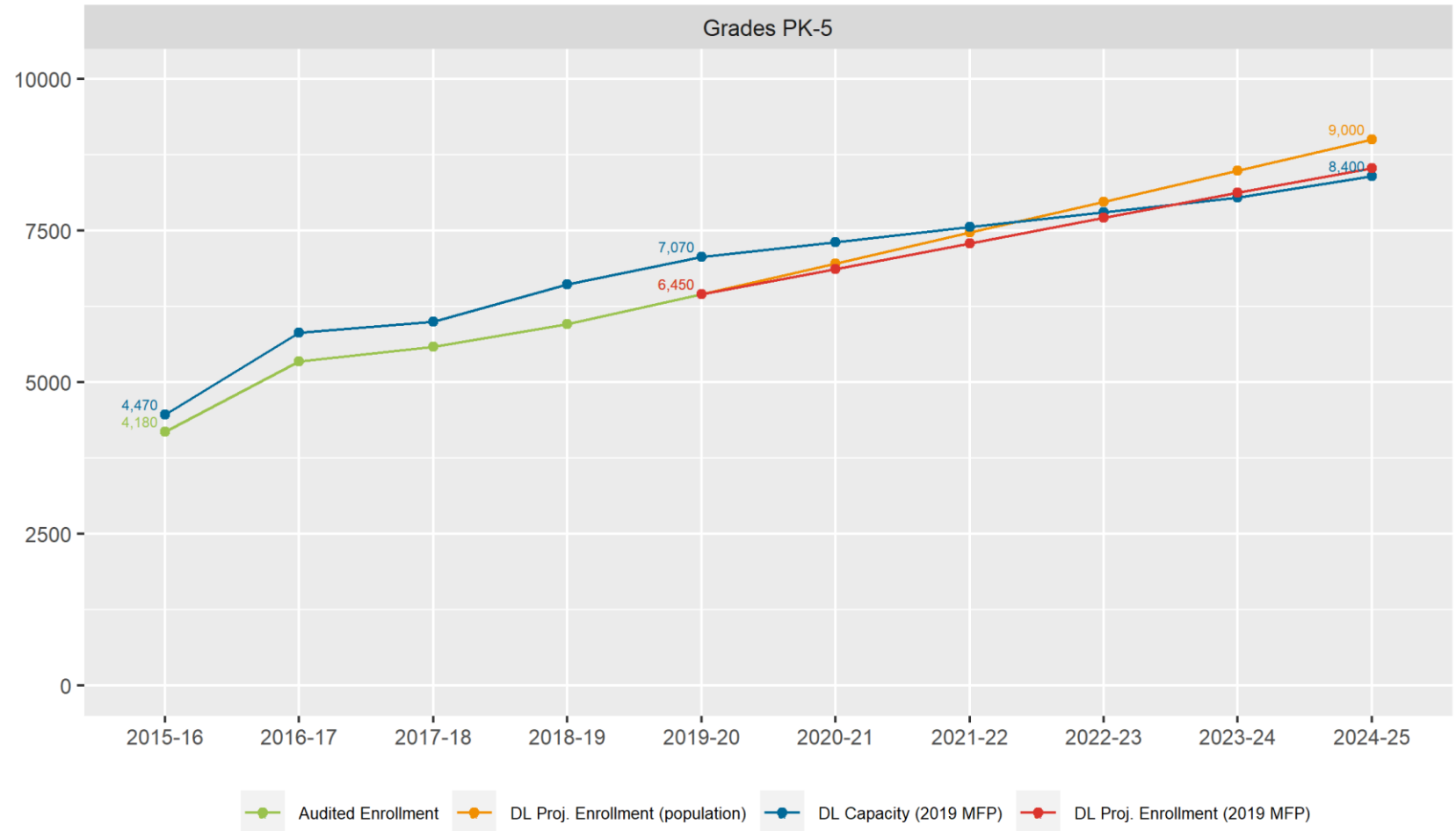
See [Appendix H: Enrollment and Demand Projections Supplemental Analysis](#) for additional detail on projection methodology. This projection was conducted by a contractor and is not an official DC government enrollment projection.

Based on the stated assumptions, an increase of 4,600 students can be projected to enroll in DL programs by the 2024-25 school year.

Grades	Student Group	2019-20	2024-25	Change
All	All Students	9,100	13,700	+4,600 (+50%)
Pre-K to 5	All Pre-K to 5 Students	6,450	9,000	+2,550 (+40%)
	English Learners	1,940	3,240	+1,300 (+65%)
	Students with Disabilities	730	1,220	+4,90 (+65%)
	Students who are At-Risk	1,090	1,300	+110 (+10%)
	Not EL, Not SWD, Not At-Risk	3,590	4,630	+1,040 (+30%)
6 to 12	All 6 to 12 Students	2,650	4,700	+2,050 (+75%)
	English Learners	600	1,030	+430 (+70%)
	Students with Disabilities	370	660	+290 (+80%)
	Students who are At-Risk	800	1410	+610 (+80%)
	Not EL, Not SWD, Not At-Risk	1,350	2,450	+1100 (+80%)

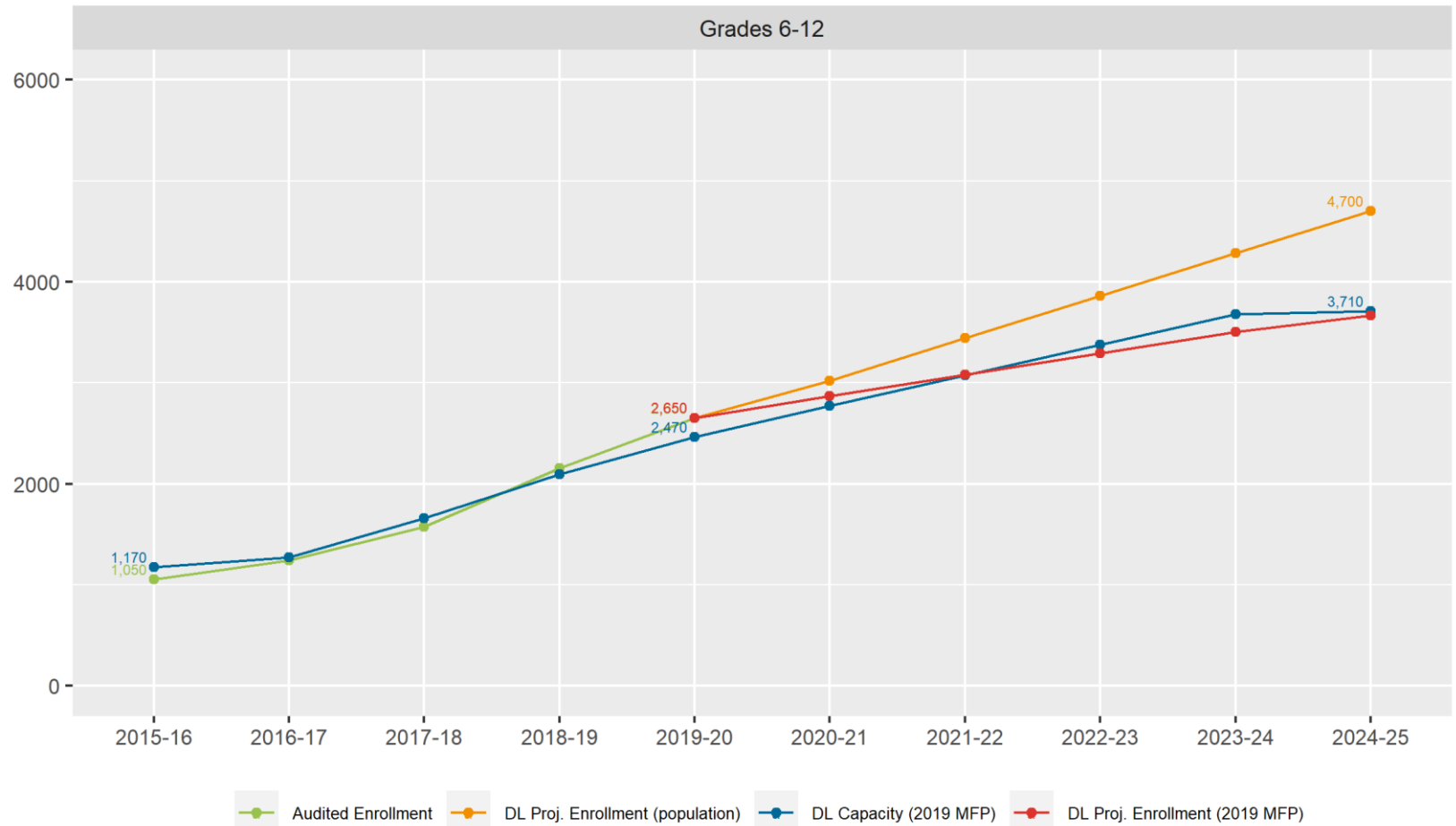
Based on the stated assumptions and planned expansion, DL enrollment in grades pre-K to 5 will surpass supply by about 600 seats by the 2024-25 school year.

- Audited Enrollment Population
- Projected Enrollment Population (assuming same rate of growth over the next five years)
- Capacity of DL Programs (Actual and Planned as reported on Master Facilities Plan)
- Projected Enrollment within current DL programs



Based on the stated assumptions and planned expansion, DL enrollment in grades 6 to 12 will surpass supply by about 990 seats by the 2024-25 school year.

- Audited Enrollment Population
- Projected Enrollment Population (assuming same rate of growth over the next five years)
- Capacity of DL Programs (Actual and Planned as reported on Master Facilities Plan)
- Projected Enrollment within current DL programs



Assuming consistent increase in demand continues, a greater number of students would not be matched to a DL program in the 2024-25 school year lottery. This does not account for other factors that affect actual lottery selections and enrollment.

- Projected unmet demand was estimated using enrollment rates from 2015-2020 lottery data and the number of students who selected a DL program as their top choice but were not matched to a DL program.
- Unmet demand for DL programs is highest among students who are not English learners, not students with disabilities, and not students who are at-risk.

Potential unmet demand by the 2024-2025 school year	
Grades Pre-K to 5	Grades 6 to 12
2,190	680*

*Most students included in the unmet demand projections for grades 6 to 12 were seeking enrollment at DCI. Students who live in-boundary for MacFarland Middle School and CHEC (grades 6 to 8) or are matriculating directly from another DCPS DL program can enroll without the lottery.



Considerations for Implementation and Expansion in DC

Key Findings

1. The District has grown its DL program options significantly in the past five years, and enrollment has nearly doubled in those programs.
2. DL programs tend to serve more students who are English learners, Hispanic / Latinx, two or more races, or White. Students who are at-risk, have disabilities, or are Black currently enroll at lower rates.
3. Academic outcomes in DL programs are positive overall but are uneven when examining improvements for students of underserved groups.
4. Data on attaining bilingualism in DL programs' languages (in addition to English) may be available at the local-level but are not state-wide.
5. While demand for DL will likely outpace supply by the 2024-25 school year, building program quality for all students in DL programs is paramount.

Recommendations

1. Examine and address barriers to equitable access, demand, and enrollment in dual language programs.
2. Evaluate outcomes for all student groups, not just the overall population, and seek to serve the most disadvantaged students successfully.
3. Consider ways to evaluate and recognize progress in students' proficiency in the partner language.
4. Monitor disaggregated student enrollment and demand data annually to detect changes in previous trends.

1. Examine and address barriers to equitable access, demand, and enrollment in dual language programs.

- Outreach to under-represented groups may help understand reasons for lower levels of demand and enrollment.
- A lottery preference for ELs seeking DL programs, in addition to the new preference option for students who are at-risk, may help increase access.
- Enrollment and demand patterns among English learners, students who are at-risk, and students with disabilities should be disaggregated to help ensure continued access for these populations.
- It is important to seek ways to create an inclusive school community that empowers the voices of families from historically underserved populations.

2. Evaluate outcomes for all student groups, not just the overall population, and seek to serve the most disadvantaged students successfully.

- DL programs should examine disaggregated data to evaluate their effectiveness serving student groups, not just their overall student population.
- DL programs should ensure they identify ways to support historically underserved student groups effectively.
- Future research should explore EL students' time to proficiency/exiting EL status and performance for former EL students who have exited EL status.

3. Consider ways to evaluate and recognize progress in students' proficiency in the partner language.

California, Illinois, New York, Texas, and Wisconsin have developed ELA standards in Spanish to guide instruction.

Only California and Texas have developed Spanish language versions of state standards in content areas other than ELA.

Only five states (Delaware, Kentucky, New Mexico, Oregon, and Utah) require state-funded DL programs to assess students' annual progress developing partner language proficiency.

- Student assessments should be aligned with state content and language standards, as well as program goals, and be used to evaluate programming and instruction.
- Most states oversee assessments of partner language proficiency to determine eligibility for the Seal of Biliteracy, although specific criteria for award are often controlled at the local level.

See [Appendix K: Performance Measurement and Expectations](#) for additional detail on pre-K to 12 language assessments and the Seal of Biliteracy.

4. Monitor disaggregated student enrollment and demand data annually to detect changes in previous trends.

- The most desirable policy is to improve the quality of instruction in DL programs while more seats are offered to meet demand.
- DL programs can consider collecting additional data to understand specific school-, classroom-, and student-level factors associated with student outcomes among DL participants.
- The District could consider collecting in-boundary and out-of-boundary enrollment data to gain a more complete picture of demand and enrollment patterns.
- DL programs should consider the effects of non-DL charter expansion on future DL demand.

See [Appendix L: Current Policies and Initiatives Related to Dual Language Programming](#) for DC policy, programs, and supports.

For state-level policy, professional development and technical assistance on dual language programming, please refer to the resources below.

- [OSSE Dual Language](#)
- [OSSE English Learner Policy and Programs](#)
- [OSSE English Learner Instructional Resources](#)