

# Dual Language Immersion Demand

Posted: February 2020



# Summary

- Application growth for dual language immersion (DL) schools **overall has outpaced general My School DC application growth, but demand varies greatly** by school, location, and grade level.
- Given the range demand among DL schools, the programmatic offering of DL immersion influences demand but it **can't be concluded as the primary driver of most DL applications**. According the My School DC surveys, proximity to home, school reputation, and standardized test scores are also important.
- The number of students matched and waitlisted at DL schools has grown. Supply of DL schools has also grown so **the percentage of students without a match or waitlist offer has remained constant and similar to the general application pool**.
- For some DL schools, only students with a lottery preference (such as sibling or in-boundary) at that DL school are matched on the day of lottery results.
- There is not a significant difference in likelihood to enroll at a DL matched school between students who meet special populations criteria (at-risk, LEP, SPED) and those who do not.

# My School DC: Context

## Lottery Overview

- In the lottery period, applicants apply to **up to 12 schools** and rank them in the order they like those schools
- Applicants can **receive at most, one match** and then remain on the waitlist for schools they rank more highly
- Applicants can **receive waitlist offers throughout the spring and summer** to schools that they've ranked higher than their match (or enrolled school)

## Applications to Enrollment

For school year (SY) 18-19, ~84% of lottery applicants received either a match and/or waitlist offer and **~57 percent accepted an offer** to enroll

~25,000 students **APPLY**

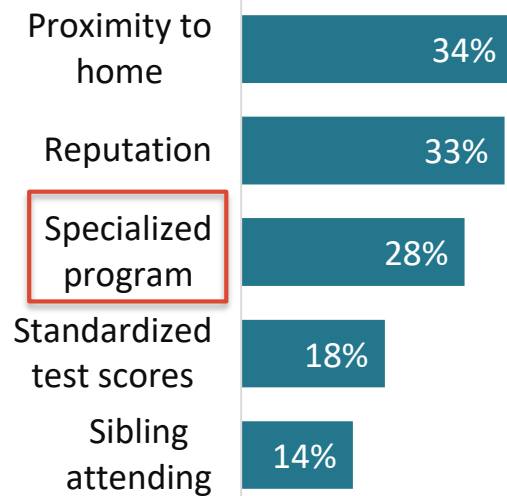
~21,000 applicants receive **OFFERS**

~12,000 applicants  
**ENROLL**

# My School DC: Context

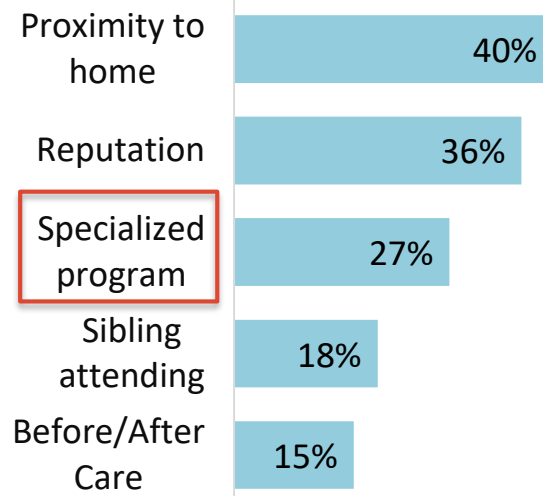
## Factors in applying

(n=4,095)



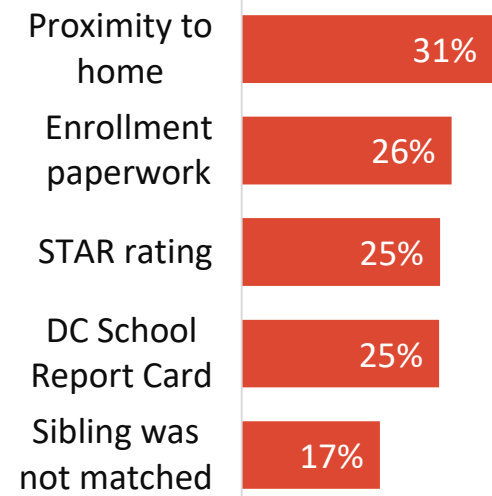
## Factors in enrolling

(n=2,500)



## Factors in not enrolling

(n=341)



MSDC applicants were asked to rank the top three factors in their decisions. It was a required question with no “Other” option.

# Dual Language Analysis: Context

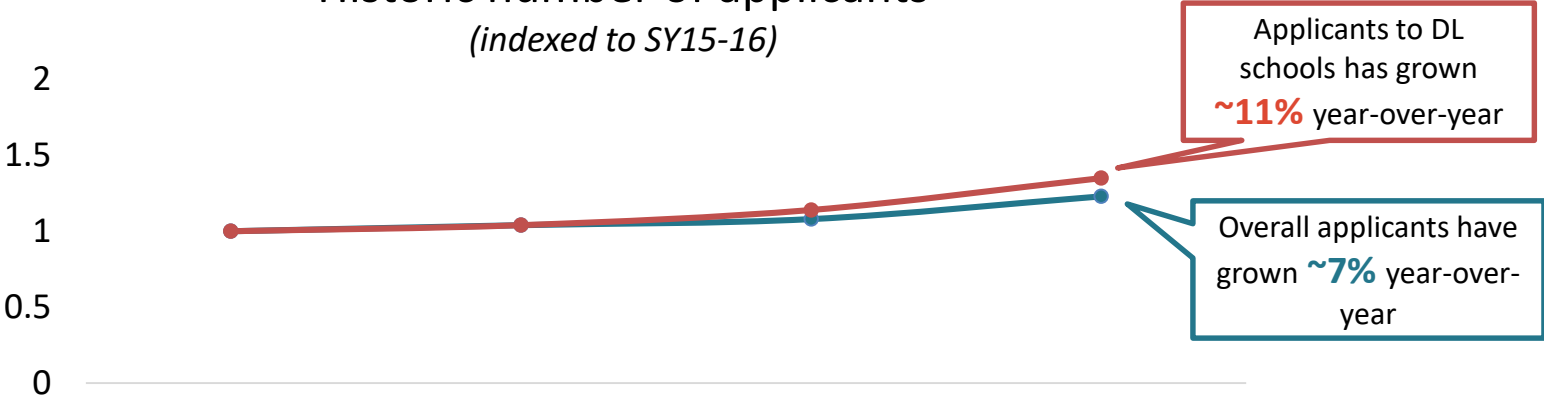
- **20 schools identify themselves as dual language (DL) immersion** defined as *“Students learn a second language beyond dedicated language periods, with the second language often serving as the medium of instruction in core academic subjects.”*
  - DC Public Charter School Board and DC Public Schools agreed on this definition to display on My School DC’s website and materials. See Appendix for each school’s own web description of their DL program.
- The following analysis explores historic lottery results for the 18 DL immersion schools participating in My School DC, with a focus on the lottery for SY18-19
  - Some schools offer multiple enrollment tracks based on language offered or language dominance. Public charter schools do not assess applicant language ability of applicants. DCPS does separate applicant pools by language dominance and is permitted to assess that dominance.

*NOTE: Latin American Montessori Bilingual (LAMB) and Mary McLeod Bethune PCS did not participate in My School DC during the lottery for the SY18-19 lottery, but do identify as DL schools.*

# Historic Demand for DL schools

*Dual language application growth has slightly outpaced overall application growth*

Historic number of applicants  
(indexed to SY15-16)



Total Applicants

Applicants to 1+ dual language school

20,349

21,208

22,050

24,996

6,209

6,464

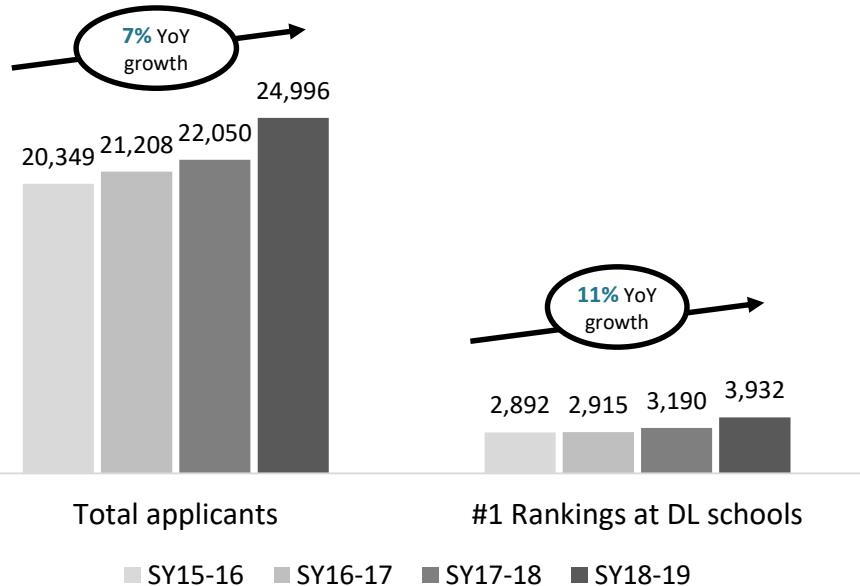
7,098

8,368

# Historic Demand for DL schools

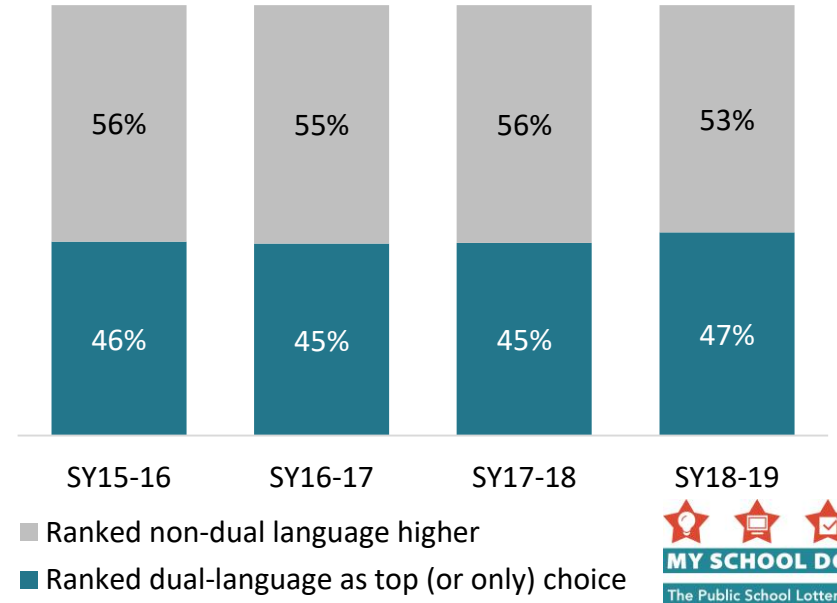
*While #1 rankings at dual language schools has outpaced the growth of overall lottery applications...*

Historic application growth



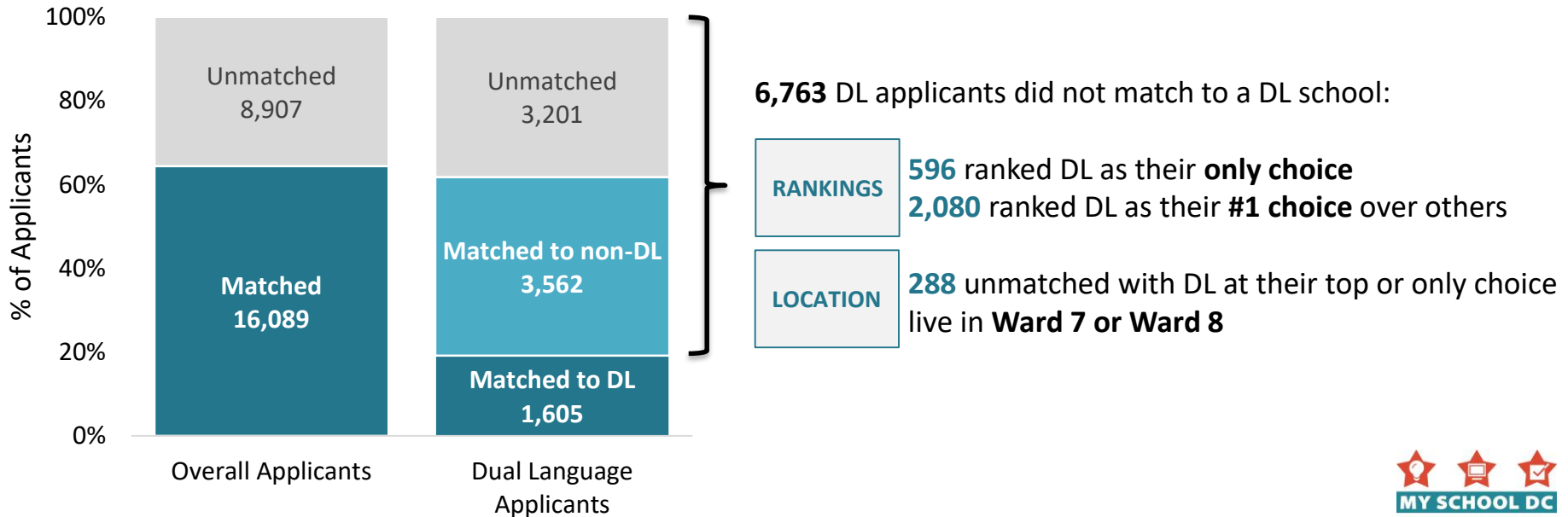
*...over half of dual-language applicants are ranking a non-DL school more highly*

Dual language applicants by ranking



# Dual Language Match Rate: SY18-19

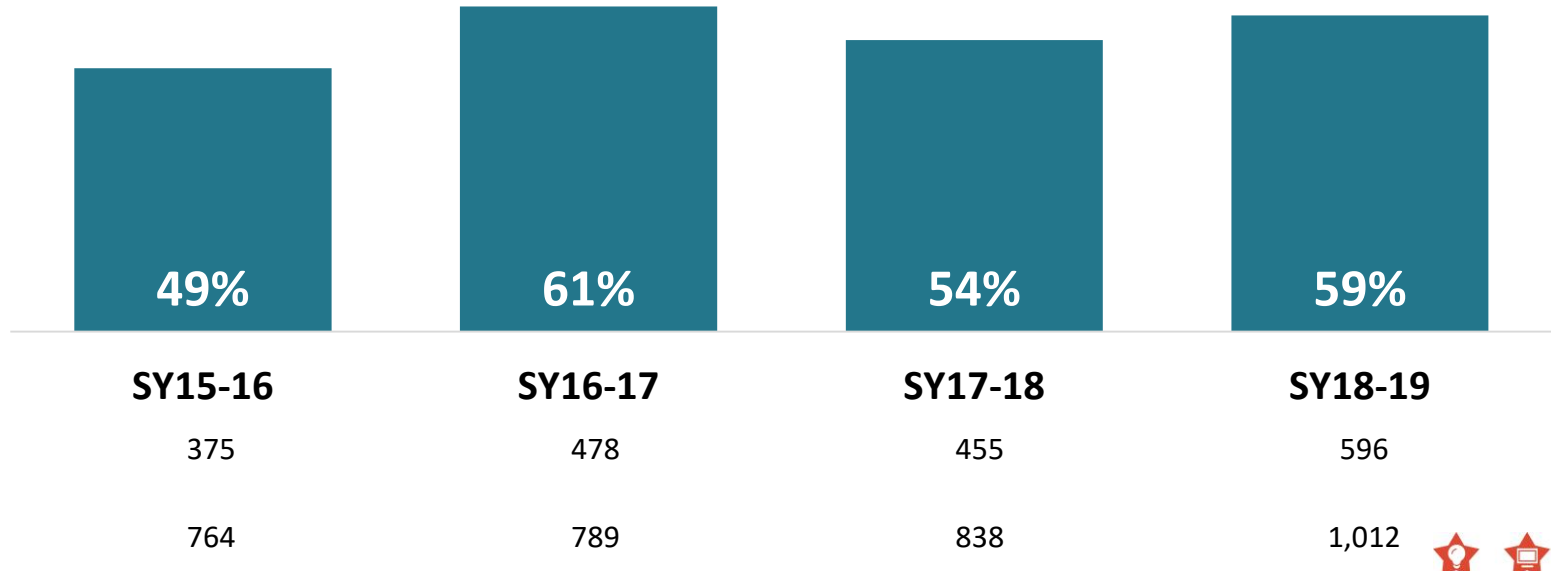
*Unmet demand could mean those who applied to DL schools and did not match, but consider that some DL applicants matched elsewhere to a non-DL school they ranked higher, so unmet demand can be narrowed even further to those unmatched who ranked a DL school as their top or only choice.*





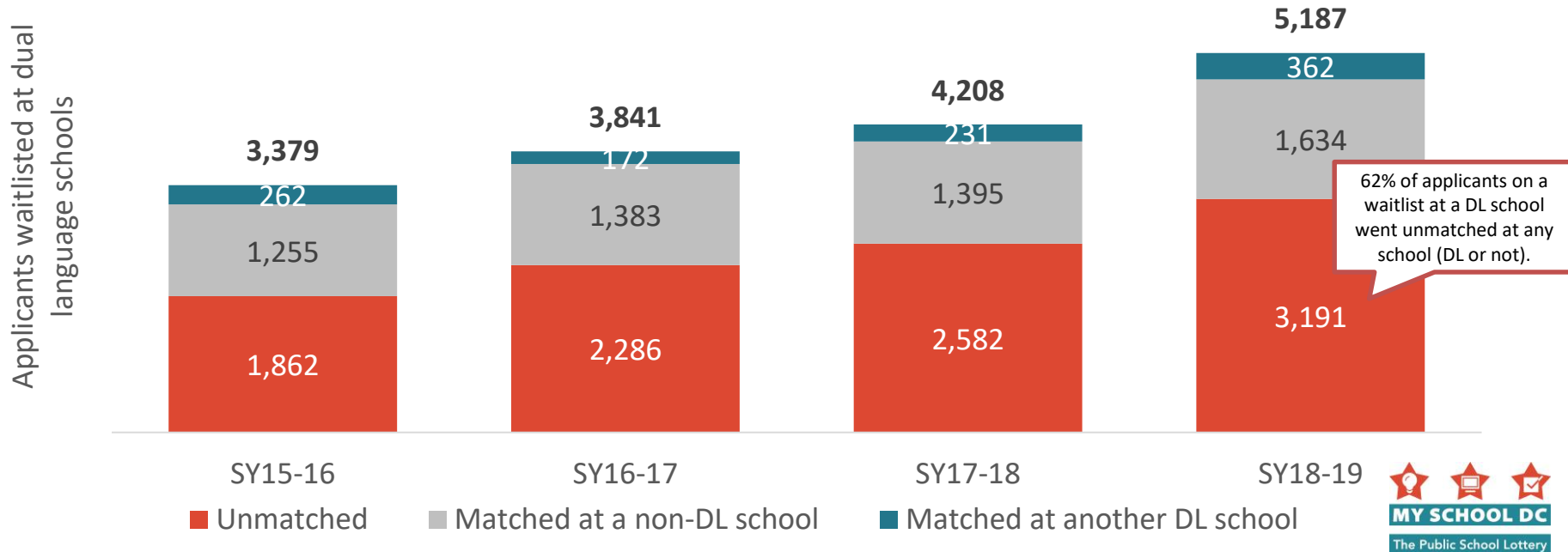
# Historic Demand for Dual Language

*Historically, 40-60% of applicants who applied only to DL schools go unmatched*



# Waitlisted Applicants at DL Schools

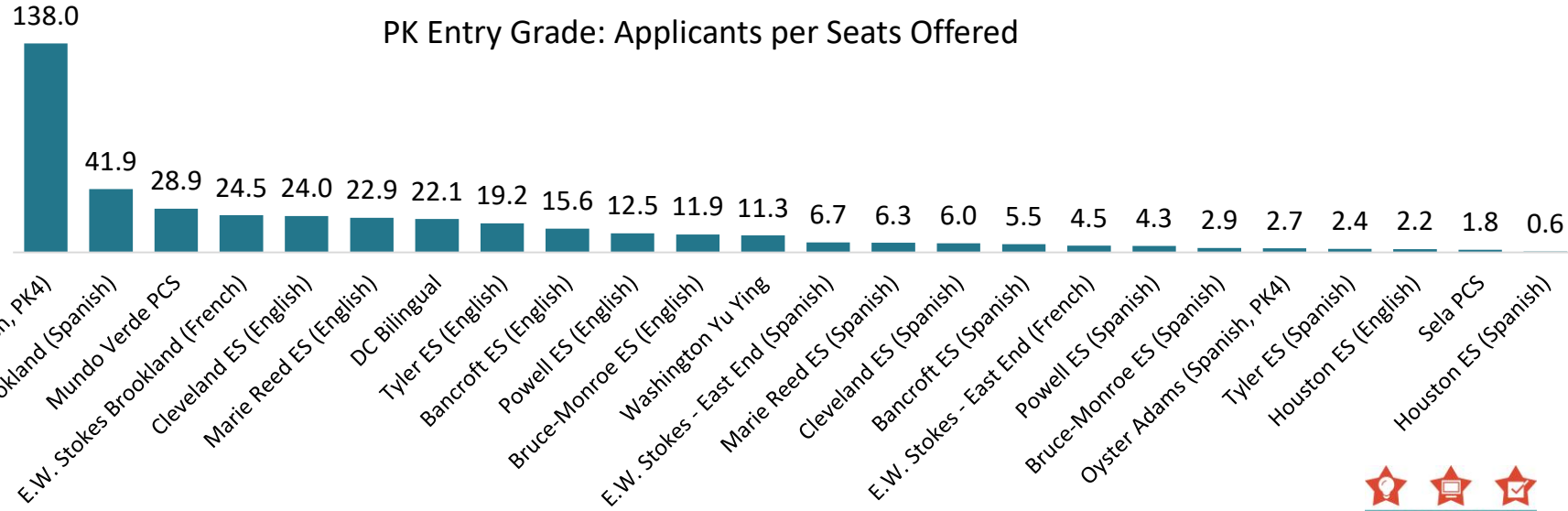
*The number of applicants waitlisted and matched at dual language schools has grown steadily (~15% year over year); the percent that have gone unmatched has remained stable at ~60%*



# School-level Demand: Entry Grade

***There is wide variance in the applicant to seats offered ratio in the SY18-19 application season for entry grades in DL elementary schools***

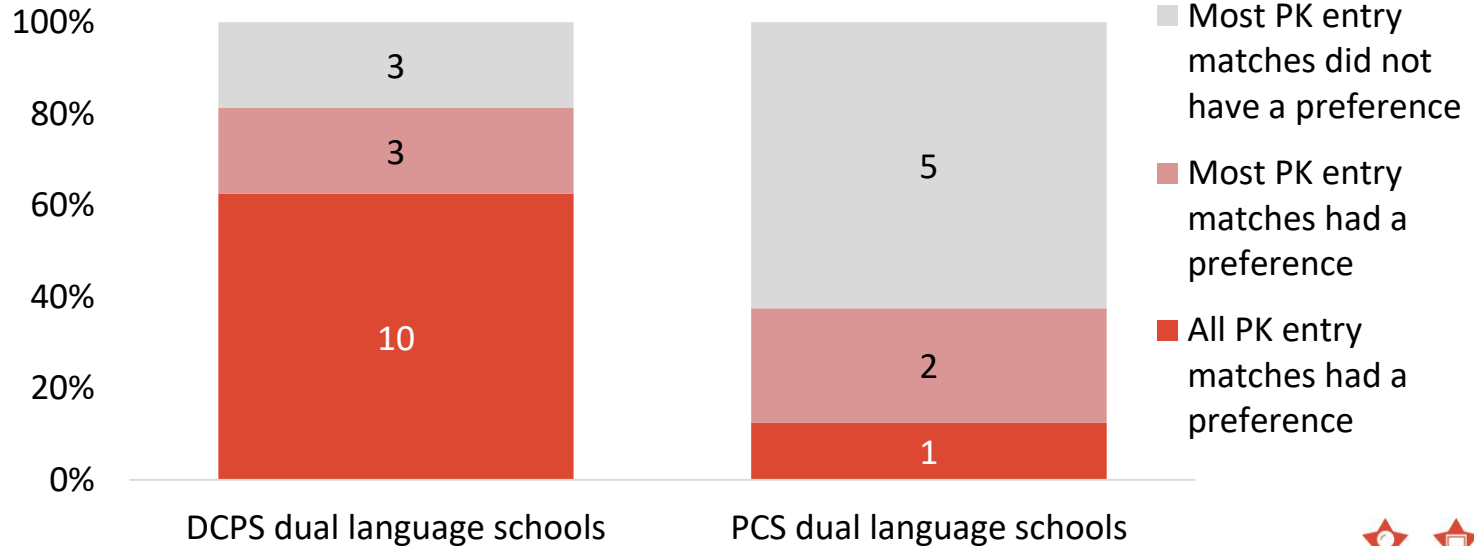
*Example: for every one seat offered in PK3 at Cleveland's English-dominant track, there were 24 applicants.*



Notes: All dual language elementary schools start at PK3 with the exception of Oyster-Adams, which starts at PK4  
 DCPS only offers Spanish DL options. The language in parenthesis refers to the dominant language of the applicant.

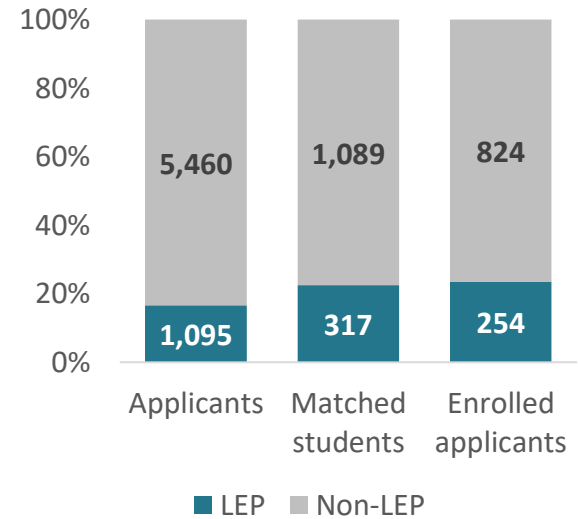
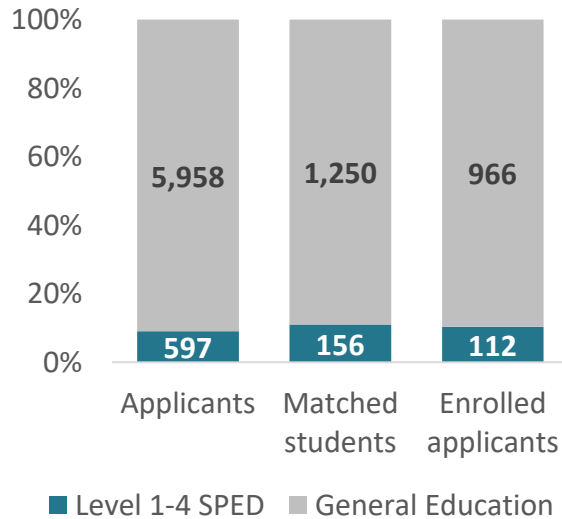
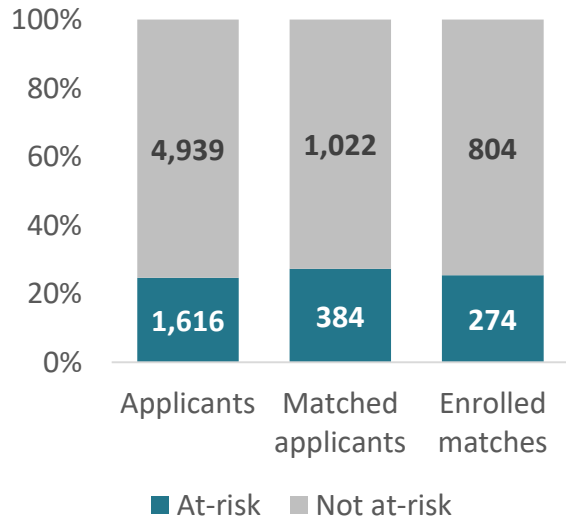
# School-level Seats and Preferences

*For some DL elementary schools, only students who have a lottery preference at that DL school are matched on the day of lottery results*



# Special Population Applicants

*There is not a significant difference in likelihood to enroll at a dual-language match between students who meet the criteria of special populations and those who do not*



# Appendix

# Dual Language Schools (1/5)

School	Grades Served	Immersion Model Described on School Website as of June 2019	% of Non English Academic Time	Model	Sector
<b>Bancroft Elementary School</b>	PK3 to 5	Bancroft is a dual language (Spanish/English) elementary school. Starting in Kindergarten students spend half of their academic class time each day working in English with one teacher and the other half working in Spanish with another teacher. From first grade to fifth grade students spend two thirds of their day receiving content instruction in Spanish. Each grade level team is composed of two lead teachers for literacy (one for English and one for Spanish), one math lead teacher, one special education teacher and interventionists who support in both languages and/or in both content areas. A majority of Bancroft's students are native Spanish speakers, and its student body as a whole includes children from many nationalities.	50	Whole School	DCPS
<b>Bruce-Monroe Elementary School @ Park View</b>	PK3 to 5	The dual language program follows the 50/50 dual immersion model, organizing homerooms into pairs, with one teacher offering instruction in English and one in Spanish. English and Spanish teachers deliver the same lessons each day, while the students rotate between the other classroom, using what they learned in one language to apply that to the next day's lessons in the other language. To help students reach this goal, they are immersed equally in both languages in all content areas starting in Head Start or Pre-Kindergarten and moving through the 5th Grade. The dual language program follows the 50/50 dual immersion model, organizing homerooms into pairs, with one teacher offering instruction in English and one in Spanish. English and Spanish teachers deliver the same lessons each day, while the students rotate between the other classroom, using what they learned in one language to apply that to the next day's lessons in the other language.	50	Whole School	DCPS

# Dual Language Schools (2/5)

School	Grades Served	Immersion Model Described on School Website as of June 2019	% of Non English Academic Time	Model	Sector
<b>Cleveland Elementary School</b>	PK3 to 5	Cleveland Elementary School has an English and Spanish Dual Language program. Dual Language Education is an educational program in which students study grade level content in two languages. Students typically enter the program in the early years and develop reading, writing, listening, and speaking skills in a second language over the course of a number of years.	Unlisted	Strand Program	DCPS
<b>Columbia Heights Education Campus 6-8 (CHEC)</b>	6 to 8	Students will take Spanish Language Arts and further develop their language skills while taking key content courses in Spanish (currently science and social studies).	Unlisted	Whole School	DCPS
<b>Columbia Heights Education Campus 9-12 (CHEC)</b>	9 to 12	Students can opt into our dual language program at the high school.	Unlisted	Strand Program	DCPS
<b>DC Bilingual PCS</b>	PK3 to 5	Bilingual Pre-K 3-5 Math, Science, and Language Arts Programs - Bilingual education begins at age 3 at DC Bilingual. The DC Bilingual Pre-K classroom philosophy, schedule, and instructional model promote play and exploration in a variety of interest centers, emphasizing learning in small group settings alongside our targeted classroom instruction.	50	Whole School	PCS
<b>DC International School</b>	6 to 11	At DCI students take their language class every day. With electives and other classes offered in the target language DC International School offers from 25-50% language-immersion in Spanish, French, and Chinese.	25-50	Whole School	PCS



# Dual Language Schools (3/5)

School	Grades Served	Immersion Model Described on School Website as of June 2019	% of Non English Academic Time	Model	Sector
<b>E.W Stokes PCS - Brookland</b>	PK3 to 5	Students learn to speak, read, write, and think in two languages: English and French, or English and Spanish. Literacy instruction and content instruction are delivered in both languages. Students in Pre-Kindergarten spend 90 percent of their day immersed in Spanish or French while Kindergarten through fifth grade spend 50 percent of their instructional time learning in each language.	50-90	Whole School	PCS
<b>E.W Stokes PCS – East End</b>	PK3 to K	Students learn to speak, read, write, and think in two languages: English and French, or English and Spanish. Literacy instruction and content instruction are delivered in both languages. Students in Pre-Kindergarten spend 90 percent of their day immersed in Spanish or French while Kindergarten through fifth grade spend 50 percent of their instructional time learning in each language.	50-90	Whole School	PCS
<b>Houston Elementary School</b>	PK3 to 5	Dual Language Education is an educational program in which students study grade level content in two languages. Students typically enter the program in the early years and develop reading, writing, listening, and speaking skills in a second language over the course of a number of years.	Unlisted	Whole School (PK-2 Only)	DCPS
<b>MacFarland Middle School</b>	6 to 8	MacFarland Middle School offers an English/Spanish Dual Language Education program. Dual Language Education is an educational program in which students study grade level content in two languages. Students typically enter the program in the early years and develop reading, writing, listening, and speaking skills in a second language over the course of a number of years.	Unlisted	Strand Program	DCPS

*NOTE: Latin American Montessori Bilingual (LAMB) and Mary McLeod Bethune did not participate in My School DC during the lottery for the 18-19 school year, but do identify as dual language schools.*

# Dual Language Schools (4/5)

School	Grades Served	Immersion Model Described on School Website as of June 2019	% of Non English Academic Time	Model	Sector
<b>Marie Reed Elementary School</b>	PK3 to 5	Our Dual Language classrooms contain roughly half English-native speakers and half Spanish-native speakers. This composition is referred to as a Two-Way Immersion classroom. The societal and educational aim of our dual language classrooms is maintenance and enrichment of both languages, with bilingualism and biliteracy as the ultimate language aim. Bilingualism is the ability to proficiently speak and understand two languages. Biliteracy is the ability to proficiently read and write in two languages.	50-90	Strand Program	DCPS
<b>Mundo Verde Bilingual PCS</b>	PK3 to 5	At Mundo Verde we offer two bilingualism models. Grades PreK 3/4 and Kinder are full immersion in Spanish. This means that at least 90% of their instruction, exploration and play time is spent immersed in Spanish. Grades 1st to 5th are dual immersion in English and Spanish. This means that students spend half their time learning in English and half in Spanish. In our dual immersion grades, reading and writing in both languages is integrated into all projects and across all subject matters. Students develop a love of reading and writing through exposure to the wonders and pleasures of literature and through positive, authentic experiences as readers and writers.	50-90	Whole School	PCS
<b>Oyster-Adams Bilingual School (Adams)</b>	4 to 8	Students will receive Spanish humanities and English humanities every year and will have math and science in either English or Spanish, depending on the grade level.	Unlisted	Whole School	DCPS
<b>Oyster-Adams Bilingual School (Oyster)</b>	PK4 to 3	We believe that any content can be taught effectively in any language and we are confident in our experience and capabilities to adapt our instruction style, applying the appropriate strategies to make content comprehensible to all of our students in order to achieve our goals.	50	Whole School	DCPS

# Dual Language Schools (5/5)

School	Grades Served	Immersion Model Described on School Website as of June 2019	% of Non English Academic Time	Model	Sector
Powell Elementary School	PK3 to 5	Powell's Dual Language program is a 50/50 program. Beginning in Kindergarten, scholars receive 50% of all content instruction in Spanish and 50% in English. PS/ PK scholars will benefit from a Spanish language arts block which will introduce them to Spanish reading concepts and a 60% (English)-40%(Spanish) model according to current best practice for PS/PK.	50	Whole School (PK-2) Strand (3-5)	DCPS
Roosevelt High School	9 to 12		Unlisted	Strand Program	DCPS
Sela PCS	PK3 to 4	In the pre-kindergarten classrooms, Sela PCS uses a majority immersion model, meaning that the majority of the activities will take place in Hebrew. In Kindergarten through 5th grade students study both languages (Hebrew and English) in an immersion framework. The language instruction will be taught in that language.	25-50	Whole School	PCS
Tyler Elementary School	PK3 to 5	In Pre-K, students experience a 90/10 Spanish immersion model where the majority of instruction occurs in Spanish with the exception of Special classes (Art, PE, Music, Media, and Health). In grades K-2 student receive all content in both languages in a 50/50 dual language model. In grades 3-5 instruction is departmentalized.	50-90	Strand Program	DCPS
Washington Yu Ying PCS	PK3 to 5	At Yu Ying, full immersion means that pre-k students are fully immersed in Chinese all day—5 days per week. Students in kindergarten through 5th grade learn all subjects in both Chinese and English. To do this, students are split into two small, paired classes, and alternate between their English and Chinese classroom each day, so that in a two-week period students had equal time with their Chinese and English teachers.	50-90	Whole School	PCS