

**Dave Porter
1113 SE Cora Street
Portland, OR 97202
palabras@easystreet.net**

5/24/18

Dear Co-Chair Roblan, Co-Chair Smith Warner and members of the Joint Committee on Student Success,

In your hearing and local discussions in Woodburn, please find out how well the local school districts are serving their Hispanic students and what could be done to improve those services. Please ask the following questions.

1. How successful are the current, existing Spanish dual language immersion programs? Where are more Spanish dual language immersion programs needed?
2. What efforts are they making to get more Hispanic teachers? And to get Spanish bilingual teachers? Both Woodburn and Salem-Keizer school districts have “pipeline” programs with local colleges to develop Hispanic high school students into teachers. How well are these programs working? How many Hispanics teachers are these efforts producing? What could be done to increase the numbers of Hispanic teachers these programs produce?

(A) Hispanics in Marion County schools

Hispanic students comprised 39.1% of students in Marion County in 2015-16. Statewide in 2015-16, Hispanic students comprised 22.5% of students.

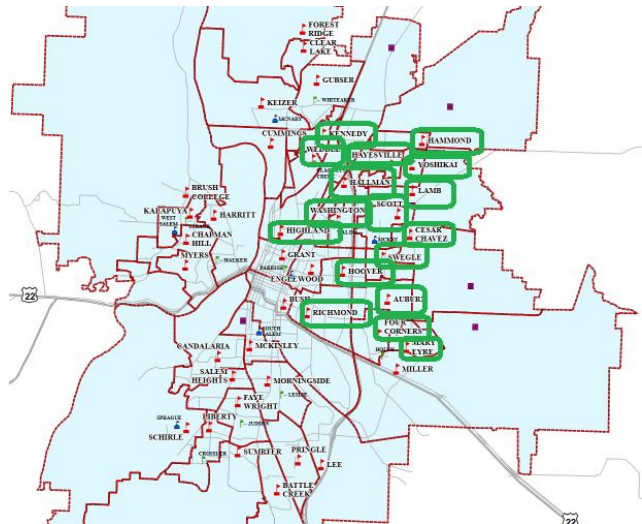
There are three school districts in Marion County with majorities of Hispanic students (Woodburn, 80.2%; Gervais, 67.8%; and Mt. Angel, 51.8%). There are 24 elementary schools (17 in Salem-Keizer) with majorities of Hispanic students or, in the case of St Marys in Mt. Angel, more Hispanic students than White students.

The Hispanic students in Marion County (2015-16) comprised 18.2% of statewide Hispanic students (23,527 of 129,410).

% Enrollment Hispanic Marion County Schools Oregon Department of Education, Rpt #67 2015-16 Enrollment			
	Total	Hispanic	% Hispanic
Cascade School District	2,282	387	17.0%
Jefferson School District	892	215	24.1%
North Marion School District	1,979	928	46.9%
Salem-Keiser Public Schools	41,100	15,273	37.2%
St. Paul School District	259	89	34.4%
Gervais School District	1,068	724	67.8%
Mt. Angel School District	707	366	51.8%
North Santiam School District	2,295	376	16.4%
Silver Falls School District	3,837	585	15.2%
Woodburn School District	5,716	4,584	80.2%
Total	60,135	23,527	39.1%

Map: Salem-Keizer School District: Majority Hispanic elementary schools in green

Majority Hispanic Elementary Schools Marion County Schools Oregon Department of Education "Student Ethnicity" report, 2015-16					
	School	% Hispanic		School	% Hispanic
North Marion SD					
	North Marion	51.3%			
Salem-Keizer SD					
	Auburn	59.7%		Kennedy	63.2%
	Cesar Chavez	58.6%		Lamb	65.5%
	Eyre	65.5%		Richmond	52.9%
	Four Corners	58.7%		Scott	65.1%
	Hallman	67.1%		Swegle	57.2%
	Hammond	53.3%		Washington	73.4%
	Haysville	63.1%		Weddle	58.9%
	Highland	51.8%		Yoshikai	65.0%
	Hoover	68.0%			
Gervais SD					
	Gervais	68.7%			
Mt Angel SD					
	St Marys	49.2%			
Woodburn					
	Heritage	65.9%		Nellie Muir	83.8%
	Lincoln	86.6%		Washington	97.5%



(B) More Spanish Dual Language Immersion programs needed in Marion County schools

Note that two school districts had Hispanic majorities and no Spanish dual language immersion programs (Gervais, 67.8%, Mt. Angel, 51.8%). And the North Marion School District had one school (North Marion, 51.3%) with a Hispanic majority and no Spanish dual language immersion program.

The two largest school districts in Marion County have Spanish dual language immersions programs. In my 2013-14 statewide count, 71.1% (386) of kindergarteners in the Woodburn School District were in Spanish dual language immersion programs (and another 9.4% in a Russian dual language immersion program).

Woodburn		
Heritage	Russian	51
	Spanish	101
Lincoln	Spanish	123
Nellie Muir	Spanish	56
Washington	Spanish	106
Total		437
Total Kindergarteners	543	80.5%

Salem-Keizer had bilingual programs in 20 elementary schools that served 25.6% of its kindergarteners in 2013-14. Three were standard Spanish dual language immersion program with a mix of English-native and Spanish-native students. 4.4% of Salem-Keizer's kindergarteners were in these dual language immersion

programs in 2013-14. And additional 17 elementary schools had “Literacy Squared” bilingual programs for Spanish-native, English-learning students. 21.2% of Salem-Keizer’s students were in these “Literacy Squared” programs in 2013-14. Salem-Keizer’s “Literacy Squared” kindergarteners were 1.6% of statewide kindergarteners and 22.3% of statewide kindergarteners in Spanish bilingual immersion programs.

Salem-Keizer School District Kindergarteners 2013-14 Spanish Immersion & Literacy Squared			
Immersion		141	4.4%
Literacy Squared		685	21.2%
Total		826	25.6%
Total Kindergarteners	3,226		

Salem-Keizer		
Grant	Spanish	54
Harritt	Spanish	61
Myers	Spanish	26
Total		141
Total Kindergarteners	3,226	4.4%

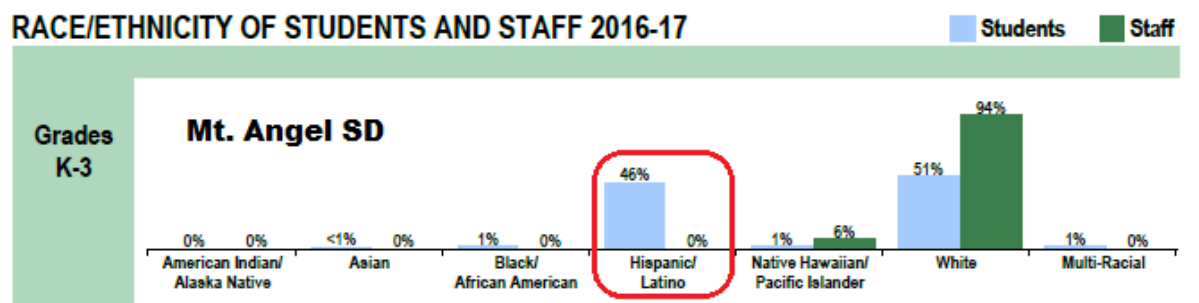
Salem-Keizer School District Kindergarteners 2013-14 Enrolled in Literacy Squared		
School		
Auburn		58
Bush		15
Chavez		48
Eyre		51
Four Corners		50
Hallman		57
Highland		24
Hoover		53
Lamb		57
Lee		23
Richmond		20
Swegle		25
Kennedy		22
Yoshikai		31
Weddle		20
Scott		25
Washiungton		24
Hayesville		34
Keizer		32
Hammond		16
Total		685
Total Kindergarteners	3,226	21.2%

Oregon, Statewide 2013-14			
Immersion and Literacy Squared			
Kindergarteners			
Spanish		2,384	5.6%
Literacy Squared		685	1.6%
	subtotal	3,069	7.2%
Japanese		165	0.4%
Mandarin		76	0.2%
French		100	0.2%
Russian		90	0.2%
Total		3,500	8.2%
All Kinders	42,728		100.0%

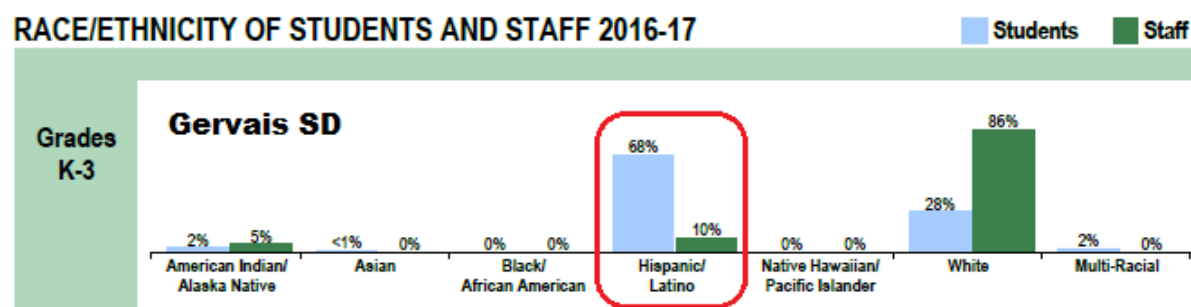
(C) More Hispanic teachers needed in Marion County schools

School districts in Marion County lack significant numbers of Hispanic teachers. The percentages of Hispanic teachers is far lower than the percentages of Hispanic students. In Mt. Angel's K-3 grades, 46% of the students are Hispanic and there are no Hispanic teachers. In Gervais, there are 68% Hispanic students, 10% Hispanic teachers. In Salem-Keizer, it is 40% Hispanic students, 8% Hispanic teachers. And in Woodburn, it is 79% Hispanic students, 29% Hispanic teachers.

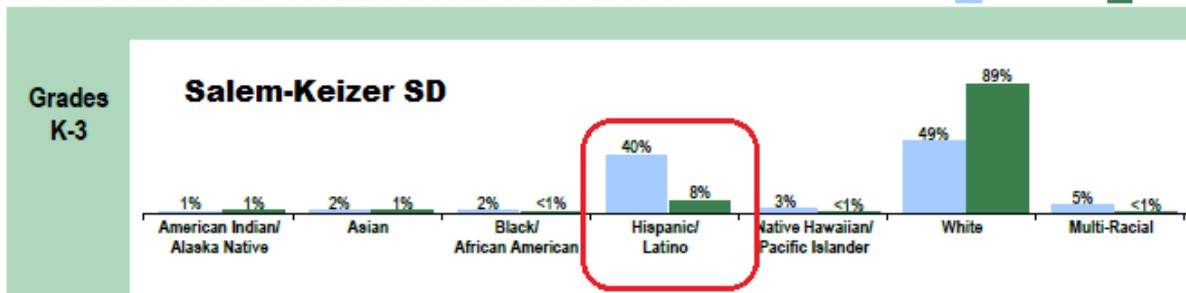
RACE/ETHNICITY OF STUDENTS AND STAFF 2016-17



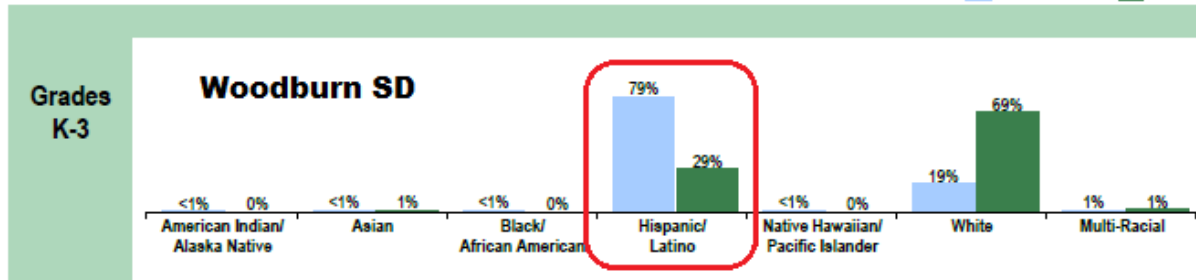
RACE/ETHNICITY OF STUDENTS AND STAFF 2016-17



RACE/ETHNICITY OF STUDENTS AND STAFF 2016-17



RACE/ETHNICITY OF STUDENTS AND STAFF 2016-17



(D) More Hispanic teachers needed statewide

The shortage of Hispanic teachers in Marion County is part of a statewide shortage of Hispanic teachers.

According to the “2017 Oregon Educator Equity Report,” 38.9% of Oregon students are “culturally and linguistically diverse” and 10.1% of current Oregon teachers are “culturally and linguistically diverse.” For Oregon to have a teacher workforce equal in diversity to its students, an additional 28.8% of teachers need to be “culturally and linguistically diverse.” Given a teacher workforce of about 31,040, an additional 8,934 “culturally and linguistically diverse” teachers are needed (and, correspondently, 8,934 fewer monolingual, White teachers).

Table 1: Summary of 2016-17 Key Data Points

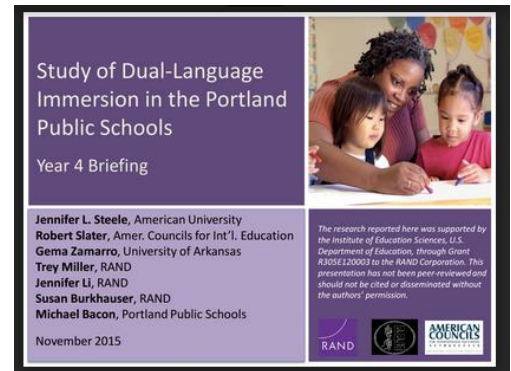
2016-17	Number	Percent
Culturally and Linguistically Diverse Students	221,743	38.9 %
Culturally Diverse Teacher Candidates Enrolled	578	25.24%
Culturally Diverse Teacher Program Completers	245	13.7%
Culturally and Linguistically Diverse Teachers Employed	3133	10.1%
Culturally Diverse Administrator Candidates Enrolled	44	9.6%
Culturally Diverse Administrator Program Completers	21	7.6%
Culturally and Linguistically Diverse Administrators	258	11.4 %
Culturally Diverse Guidance Counselors	165	13.3%
Culturally Diverse Educational Assistants	2580	17.5%

Source: ODE Fall Staff Position Collection and Oregon Teacher Standards and Practices Commission

(B) More Spanish Dual Language Immersion programs will produce the most academic gains for Hispanics (and for English native students):

The lack of Spanish dual language immersion programs in parts of Marion County is holding back the academic development of many students.

The 2015 RAND-PPS report of the “Study of Dual-Language Immersion in the Portland Public Schools” confirmed that Spanish DLI programs produce the most academic gains for Spanish native and English native students. The study includes 27,741 students who enrolled in kindergarten in Portland Public Schools in 2004-05 through 2010-11. These students’ academic performance on the Oregon Assessment of Knowledge and Skills (OAKS) was tracked in reading, mathematics, and science through 2013-14, meaning that the youngest cohort was tracked through grade 3, and the oldest two cohorts through grade 8. Within the sample, the main focus was on 1,625 students were randomized to immersion or a control group via Portland’s immersion pre-K and kindergarten immersion lotteries in 2004-05 through 2010-11. The study found:



Summary

- Students randomly assigned to immersion outperformed their peers in English reading by about 7 months in grade 5 and 9 months in grade 8
- No significant benefit, but also no detriment, for math and science performance
- Immersion students have 3-point lower ELL classification rates by 6th grade (14 points if native language matches partner languages)
- Immersion students reach intermediate levels of partner-language proficiency by grade 8, with some variation by partner language
- No evidence that peer, teacher, or class size characteristics drive immersion effects

The nine month gains in English reading applied to both Spanish native and English native students. Switching to Spanish dual language immersion programs in all schools for all students could raise the English reading level of all students by a full school year at eighth grade, plus making all students bilingual in Spanish and English.

Thank you – Dave Porter

Estimate of the Number of Months Students in Dual-Language Immersion Classes are Ahead of their Peers in Monolingual Classrooms in English Reading Skills, 2012–2015

