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2/26/18

Public testimony on HB 4044.

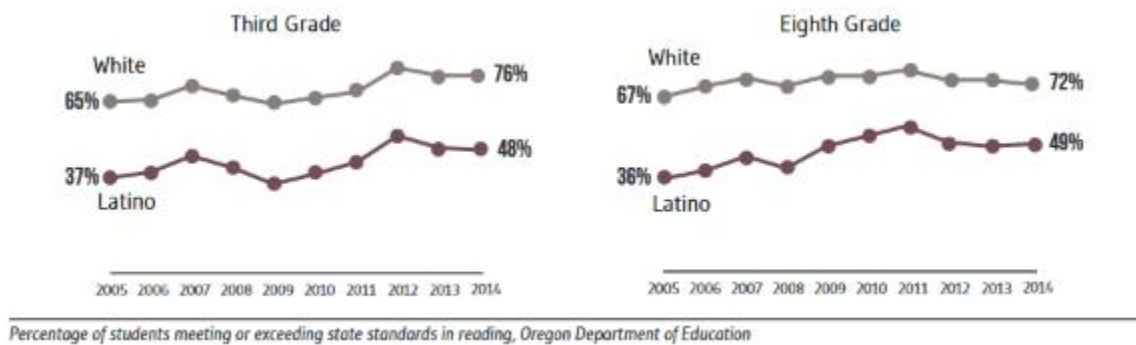
Chair Roblan and members of the Senate Committee on Education. My name is Dave Porter. I live in SE Portland.

I support HB 4044. Oregon should expand Spanish dual language immersion programs to all Hispanics in Oregon and will need many more Spanish immersion teachers.

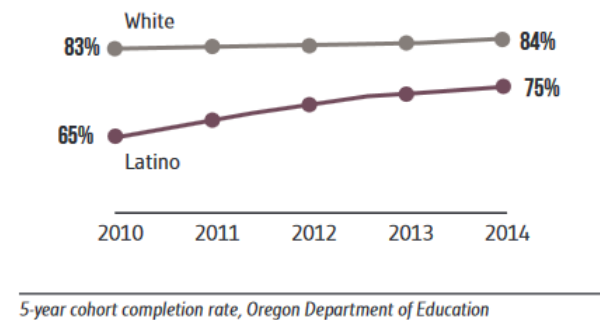
(1) In 2017-18 Hispanics students constituted 23.05% (133,822 of 580,684) of all Oregon K-12 students. That was up 0.41% (2,733 students) from 2016-17.

(2) Hispanic (also called Latino) students on average are behind White students. Two charts from the Oregon Community Foundation 2016 report “Latinos in Oregon; Trends and Opportunities in a Changing State:”

(a) Percentage of students meeting or exceeding state standards in reading, Oregon Department of Education:



(b) 5 year high school completion rate, Oregon Department of Education:

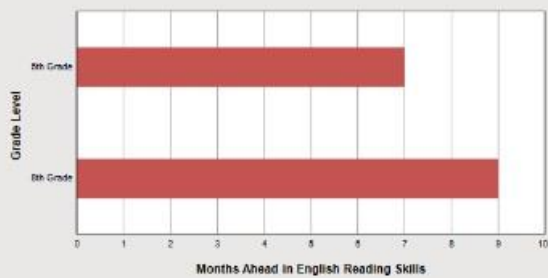


(3) Spanish dual language immersion programs, according the 2015 Rand-PPS study, raised student English reading skills by 7 months in grade 5 and 9 months in grade 8. From the report summary:

## 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 6<sup>th</sup> 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

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



(4) In 2013-14, I surveyed all immersion programs in Oregon. 7.2% of kindergarteners were in Spanish immersion programs. Substantial numbers of non-Hispanic kindergarteners were in those programs (half in many cases) and a few new Spanish immersion programs have been added since (it would be nice if the Department of Education did an annual survey). But, if 22.7% of kindergarteners in Oregon schools are Hispanic, and if only 7.2% of Oregon kindergarteners are in Spanish dual language immersion programs (an obvious over estimate given that two-way programs seek to have 50% English native students) there are 15.5% of Oregon kindergarteners (all Hispanics, an underestimate) who would clearly and substantial benefit from additional Spanish dual language immersion programs.

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%

(5) A rough estimate of the number of additional Spanish dual language immersion teachers needed to expand Spanish immersion program to all K-5 Hispanics over the next six years would be 1,554 (based on 6,492 Hispanic kindergarteners without immersion programs per year, based on 1 Spanish immersion teacher per 25 students (splitting one Spanish immersion teacher between two two-way classes, otherwise double the number needed), yielding 259 needed per year for six years).

According to the 2017 Oregon Educator Equity Report, Oregon schools of education, both public and private together, had only 68 Hispanic “program completers” between 9/1/15 and 8/31/16 (with no indication if they were bilingual in Spanish).

Thank you.

Sincerely - Dave Porter