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4/25/18

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

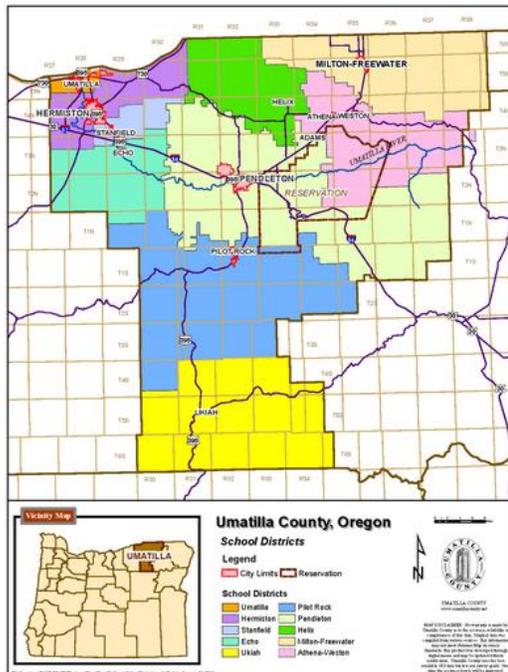
In your hearing and local discussions in Hermiston, please find out how well the local school district are serving their Hispanic students in Morrow and Umatilla counties and whether their English native students and their local communities would benefit from more English native students learning Spanish. Please ask them the following:

1. What opportunities do large Hispanic student populations present for English native students? Can local communities benefit as more English native students become bilingual in Spanish and English?
2. Are there any plans to add Spanish dual language immersion programs?
3. Are they familiar with the RAND-PPS study of dual language immersion programs? Of the benefits of dual language immersion to English native students? Of the benefits to Spanish native students?
4. What efforts are they making to get more Hispanic teachers? To get Spanish bilingual teachers? How many Hispanics teachers will these efforts produce?

(A) Hispanics in Morrow and Umatilla counties:

In the four school district in Morrow and Umatilla counties with more Hispanic students than White students, Hispanics constitute 54.4% of total student enrollment. Across all school districts in both counties, Hispanics constitute 41.9% of total student enrollment. In the Hermiston School District, there are two elementary school with over 60% Hispanic enrollments.

<b>% Enrollment Hispanic</b>			
<b>Morrow &amp; Umatilla School Districts</b>			
<b>Oregon Department of Education, Rpt #67</b>			
<b>2015-16 Enrollment</b>			
	<b>Total</b>	<b>Hispanic</b>	<b>% Hispanic</b>
<b>Hermiston</b>	<b>5,501</b>	<b>2,732</b>	<b>49.7%</b>
<b>Milton Freewater</b>	<b>1,733</b>	<b>974</b>	<b>56.2%</b>
<b>Umatilla SD</b>	<b>1,372</b>	<b>935</b>	<b>68.1%</b>
<b>Morrow SD 1</b>	<b>2,171</b>	<b>1,223</b>	<b>56.3%</b>
<b>Stanfield</b>	<b>491</b>	<b>211</b>	<b>43.0%</b>
<b>Ione</b>	<b>202</b>	<b>57</b>	<b>28.2%</b>
<b>Ukiah</b>	<b>31</b>	<b>6</b>	<b>19.4%</b>
<b>Pendleton</b>	<b>2,998</b>	<b>404</b>	<b>13.5%</b>
<b>Echo</b>	<b>271</b>	<b>35</b>	<b>12.9%</b>
<b>Athena-Weston</b>	<b>551</b>	<b>41</b>	<b>7.4%</b>
<b>Helix</b>	<b>184</b>	<b>13</b>	<b>7.1%</b>
<b>Pilot Rock</b>	<b>375</b>	<b>22</b>	<b>5.9%</b>
<b>Total</b>	<b>15,880</b>	<b>6,653</b>	<b>41.9%</b>



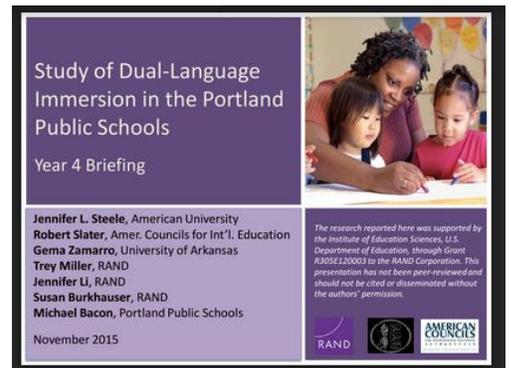
Top four school districts in % Hispanic Morrow & Umatilla School Districts Oregon Department of Education, Rpt #67 2015-16 Enrollment			
School district	Total	Hispanic	% Hispanic
Hermiston	5,501	2,732	49.7%
Morrow SD 1	2,171	1,223	56.3%
Milton Freewater	1,733	974	56.2%
Umatilla SD	1,372	935	68.1%
<b>Total</b>	<b>10,777</b>	<b>5,864</b>	<b>54.4%</b>

% Enrollment Hispanic Hermiston Elementary Schools Oregon Department of Education 2015-16, report #67	
School	% Hispanic
Desert View	44.7%
Highland Hills	34.7%
Rocky Heights	51.1%
Sunset	65.8%
West Park	66.6%

I am not aware of even one Spanish dual language immersion program in either Morrow or Umatilla counties.

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

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.

(C) More Hispanic teachers needed statewide and in Morrow and Umatilla counties:

Statewide:

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%

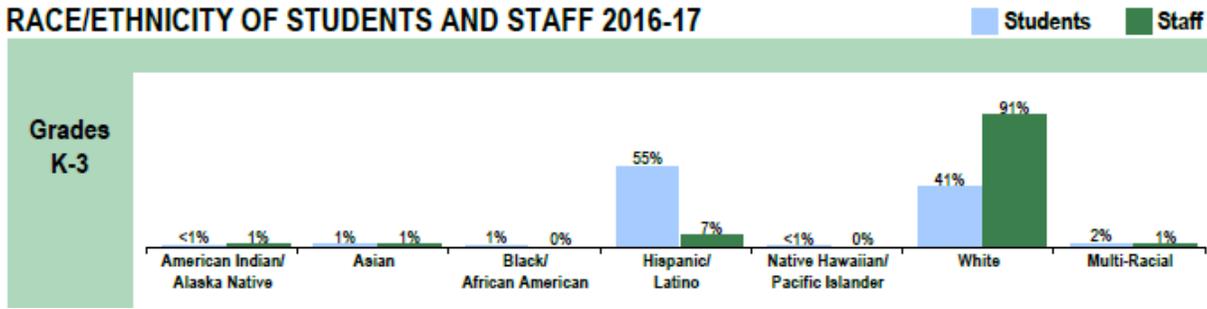
Source: ODE Fall Staff Position Collection and Oregon Teacher Standards and Practices Commission

Morrow and Umatilla counties:

There are imbalances between the percentages of Hispanic students and the percentages of Hispanic teachers across school districts in Morrow and Umatilla counties. From their Oregon report cards, here are race/ethnicity charts for grades K-3 students/teachers for the four school districts with high Hispanic percentages. The percentages of Hispanic K-3 students range from 55% to 74%. The range for the percentages of Hispanic K-3 teachers range from 7% to 15%. Hermiston has 55% K-3 Hispanic students and 7% K-3 Hispanic teachers. Umatilla has 74% K-3 Hispanic students and 15% K-3 Hispanic teachers. Morrow has 59% K-3 Hispanic students and 8% K-3 Hispanic teachers. And Milton-Freewater has 57% K-3 Hispanic students and 11% K-3 Hispanic teachers.

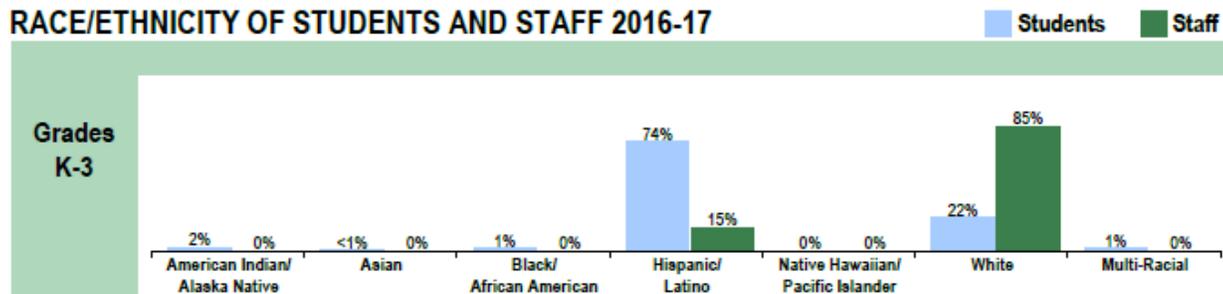
Hermiston SD 8

RACE/ETHNICITY OF STUDENTS AND STAFF 2016-17



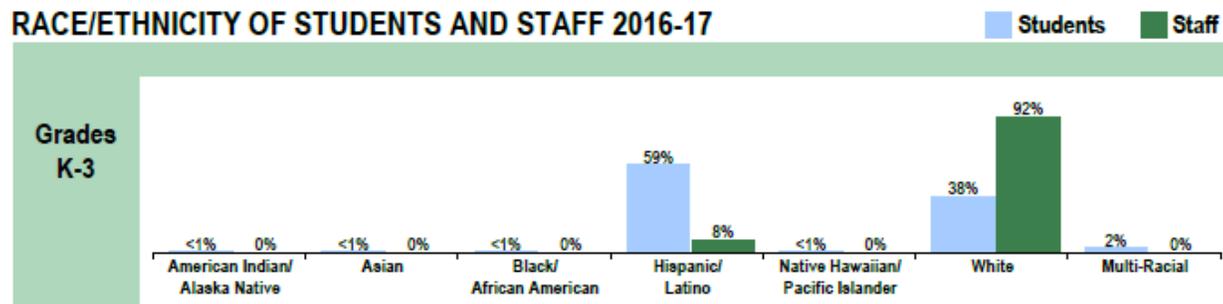
Umatilla SD 6

RACE/ETHNICITY OF STUDENTS AND STAFF 2016-17



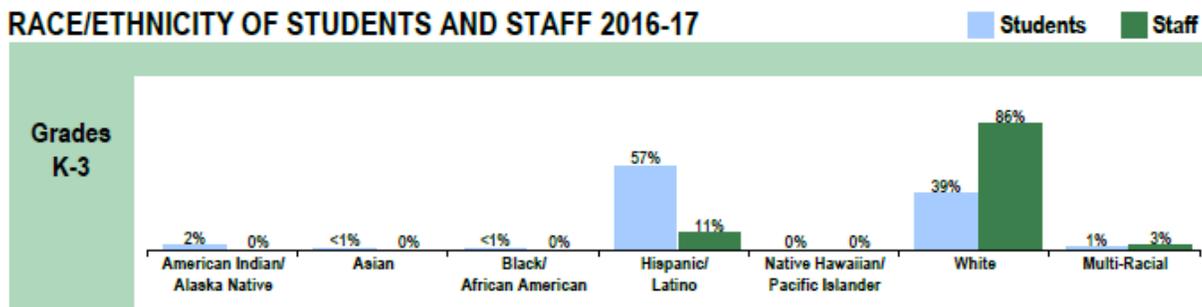
Morrow SD 1

RACE/ETHNICITY OF STUDENTS AND STAFF 2016-17



Milton-Freewater Unified SD 7

RACE/ETHNICITY OF STUDENTS AND STAFF 2016-17



Please have broad discussions of how to improve student education in Morrow and Umatilla counties. Many changes are needed now.

Thank you – Dave Porter