



Context

While the total number of EL students in Oregon continues to rise, so does the percentage of EL students within the total student population. Although achievement for EL students in Oregon reflects isolated pockets of success and promise in schools and classrooms across the state, overall achievement for this subgroup continues to lag behind their peers. We continue to see a significant gap between achievement, graduation rates and college completion, specifically as related to EL students. As we transition to Common Core State Standards (CCSS), the predictions as to the success of ELs as measured by the Smarter Balance Assessment are even more dismal. A sense of urgency is heightened as we reflect on these statistics and hear our communities calling for action to address these disparities.

Significant research exists that defines the most effective practices and models for serving our EL students. The Oregon Department of Education (ODE) is calling for all stakeholders to work collaboratively to meet the needs of our English Learner students. As we transition to Common Core State Standards (CCSS) and focus on a world-class education we have a perfect opportunity to consider how we position ourselves as a state to ensure that EL student success is represented equitably when we achieve our 40-40-20 goal.

Current Data & Overview

Total English Learners in Oregon	57,158
ELs Receiving Service	54,876
Students Waived Services	2,282
1st & 2nd year Monitored EL students	17,265
ELs in Elementary School	43,710
ELs in Middle School	7,780
ELs in High School	5,668
ELSWD* – Elementary	6,376
ELSWD* – Middle	2,680
ELSWD* – High	1,553

*ELSWD - English Learner Students with Disabilities

One in five students in Oregon is a current or former English Learner.

EL Strategic Plan

Goal #1: Develop tools and resources in order to support implementation, benchmarking and continuous improvement of instructional programs for English Learners

Goal #2: Systemic Approaches to “capacity building” for all stakeholders will occur and will positively impact academic achievement for English Learners.

Goal #3: School Districts engage and involve families and communities as equal partners in order to support and enhance programs designed for English Learners.

Goal #4: Develop a team of expert practitioners and researchers to guide the development, improvement, and accountability for English Learner program models and practices.

Goal #5: Develop a process for replicating exemplar programs across the state.



Oregon Department of Education – Office of Learning – Equity Unit English Learner Status Update

Goal #6: Create and align assessment systems to support all English Learner Program Models that include the performance of both current and former English Learners.

Goal #7: Oregon provides support to provide all educators the knowledge and skills they need in their positions to better serve English Learners.

Goal #8: The Universal Preschool Program will ensure that English Learners receive a quality early learning experience that provides a powerful foundation for their education.



Equity Unit

Title	Name
Assistant Superintendent	David Bautista, Ed. S
Equity Education Director	Markisha Smith, Ed.D.
Executive Support Specialist	Victoria Garcia
Indian Education Specialist	April Campbell
Equity & EL Education Specialist	Rudyane Rivera-Lindstrom
Equity & EL Education Specialist	Taffy Carlisle
EL Education Specialist	Martha Martinez, Ph.D.
Education & Equity Specialist	Dawnnesha Lasuncet
Civil Rights Specialist	Winston Cornwall
Civil Rights Specialist	Karin Moscon
Title III Education Specialist	Kim Miller
Title IC Migrant Education	Jonathan Fernow
Title III/IC Support Specialist	Leslie Casebeer
Black African American Student Success	Kendra Hughes

<http://www.ode.state.or.us/search/staff/staff.aspx?Sort=Name&office=26>