

Calling all Oregon elected leaders:

# ADDRESS THE INEQUITIES FACING STUDENTS OF COLOR AND ENGLISH LANGUAGE LEARNERS

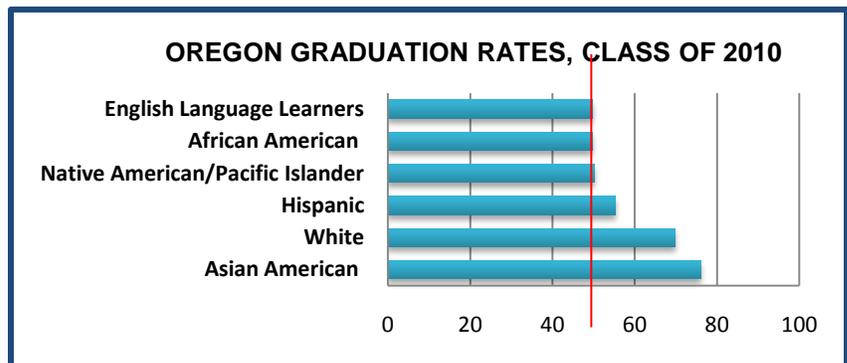
*“...close to half of our Native American, African American, and Hispanic students aren’t graduating on time. These results are a clear reminder of the work left to be done to ensure that all of our students graduate from high school ready for college and career.”*  
*State Sup. Susan Castillo*

## OREGON’S STUDENTS BODY IS CHANGING:

- Students of color comprised 18% public school enrollment in 1997. Today, students of color make up about 1/3 of enrollment.
- Half of Oregon’s 561,000 public school students qualify for free and reduced lunch, compared to 30% in 1997.

## OREGON STUDENTS ARE NOT GRADUATING FROM HIGH SCHOOL PREPARED OR WITH ACCESS TO COLLEGE

- Among African American, Native American and ELL students, only half graduated on time with a regular diploma in 2010.



## OREGON IS BEHIND OTHER STATES

- *Oregon is one of seven states where the score gap between higher- and lower-income students widened from 2003 to 2011.* (Based on 2011 NAEP scores)

## We’ll feel confident That elected leaders Are Addressing these important issues when We See:

- **A CONSISTENT EFFORT TO CLOSE THE ACHIEVEMENT GAP.** English Language Learners, students of color, and low-income students account for an increasing share of Oregon children. Therefore, Oregon needs a targeted strategy to reach these students by having a cohesive early learning opportunities, a plan for closing the achievement gap in k-12 schools and improving college access and completion.
- **A CLEAR PLAN FOR IDENTIFYING AND AIDING THE LOWEST PERFORMING SCHOOLS AND DISTRICTS.** By having comprehensive information about low performing schools, community members, organizations and partners can play a critical role in helping to make improvements and engaging in turnaround plans and action.
- **AN EXCELLENT SYSTEM OF SUPPORT FOR PRINCIPALS AND TEACHERS.** Any effort to better prepare students for college will depend on the interactions teachers and principals have with students on a daily basis. Teachers who work with historically underserved children will need additional time and resources to help their students make the significant learning gains they need.



## WE, THE SIGNING MINORITY AND ADVOCACY ORGANIZATIONS BELOW, ARE READY TO HELP AND BE COUNTED AS MEANINGFUL PARTNERS IN ACKNOWLEDGING INEQUALITIES

*Stand for Children, the Salem/Keizer Coalition for Equality, Black Parents Initiative (BPI), Self Enhancement Inc., CAUSA, Chalkboard Project, Oregon Commission on Hispanic Affairs, Unete from Medford & Una Voz Coalition from Jackson County, Oregon ACLU, Portland Parent Union, Latino Network of Portland, Casa Cultural of Washington County, Casa Latinos Unidos of Corvallis, Latinos en Liderazgo from Reynolds, NAACP Branches from Portland, Salem, Corvallis, & Eugene, the Oregon Native American Community Organizations, APANO, Portland Urban League, Partnership for Safety and Justice, Mano a Mano Family Center, Latinos Unidos Siempre, PCUN, Siwash Resources, Oregon Diversity Institute;*