Testimony for the Oregon Education Investment Board

Oregon Association for Talented and Gifted
Tuesday, February 7, 2012

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Dear members of the OEIB:

The Oregon Association for Talented and Gifted would like to comment on the proposed Achievement Compacts. OATAG is concerned that the Compacts do not include data for high-achieving or highly-capable students. We hope that you ensure that the final Compacts include recognition of these students.

The use of "growth" targets in the proposed Compacts in addition to average test scores is a big step forward, but this is effectively negated by the use of a single "growth" score for every district. High growth by one group will mask low growth by another group.

http://governor.oregon.gov/Gov/OEIB/Docs/PFDraftMergedCompacts.pdf

This means that it will be impossible to use these compacts to verify whether students are actually on track to reach the 40-40-20 goal.

The other half of the Compacts is a measure of the percentage of students who meet "proficiency" which is a minimum standard that does not address the status of students who exceed and is not adequate to ensure that students are prepared for success in a four-year college. The Common Core Standards will not solve the excellence problem.

Furthermore, "historically underserved student groups" is defined as consisting of "English language learners, students in special education, economically disadvantaged students, and students from underserved minorities or Hispanic heritage". OATAG believes that there is an abundance of evidence to show that Talented and Gifted (TAG) students have also been historically underserved in Oregon and should be included in this list.

Indeed, they are so underserved that the OEIB forgot about them completely: the list of student populations in your report omits all mention of TAG students although the *Oregon Report Card* includes TAG students and last year reported that Oregon currently

has 41,698 identified TAG students. (page 67 of the *Report Card*).

Many of these students are "twice-identified:" about one-quarter of them list a race/ethnicity other than white, about one quarter are low income, and about 1,600 are also special education students. All these students need appropriate services for their abilities, not just their status. Indeed, such students need more, not less, from their schools and teachers. In the absence of all state and federal support, these students are entirely dependent on their districts for services.

In short, the Achievement Compacts, by ignoring TAG and high-achieving students, fail to provide any incentive to districts to maintain and improve services for highly able and high achieving students, undermining the goal of 40-40-20.

We believe that the Compacts would be greatly improved if the following changes were made:

--Reports for student growth should be growth BY QUINTILE or DECILE of achievement.

--Reports for percentages who "meet and exceed" should be reported separately (the state already collects and reports this data online)

--Reports for "underserved populations" should be renamed "special populations" and should include students identified for TAG.

Attached:

Table 1: Data and Charts for a big district in Oregon comparing the percentage of its students who "meet AND exceed" with the same data statewide, 2010-11. These show that "big district" compares very well with students across the state when we compare rates for "meet and exceed" together.

Table 2: Data and Charts for the same big district in Oregon comparing the percentage of its students who exceed ONLY with the same state statewide 2010-11. This shows that in fact big district lags well behind students in the rest of the state in the percentage of students who exceed—a problem that combining data for "meet and exceeds" together had concealed.

Table 3: Data and Charts comparing the percentage of students who exceed in the same big district in Oregon with the percentage of students who exceed in another big district 2010-11. This shows that there may be very large variations among districts in the percentage of students who are exceeding.

Table 4: Charts showing differences in student growth by ability level for Portland Public Schools, 2010-11. This shows how important it is to report growth by ability

level, not just average growth. Otherwise, the higher growth rates of low-performing students will completely mask the very low growth rates of high-performing students.

Table 5: NAEP Students performing at the advanced level: Oregon compared to U.S., 2003-2011, 4th. grade and 8th. grade reading and mathematics. Small differences in percentages may not be statistically significant, but Oregon is not outperforming the rest of the country in its percentage of advanced students and the trends are not favorable.

Data Sources:
Oregon State Department of Education website:
http://www.ode.state.or.us/data/schoolanddistrict/testresults/reporting/pagrsurpressed.aspx
Portland Public Schools, Assessment Overviews
http://inside.pps.k12.or.us/depts-c/rne/results/2010/index.php?school=distr&resultYear=2011
NAEP reports for states
http://nces.ed.gov/nationsreportcard/states/

Excerpt from the National Association for Gifted Children (NAGC)
statement on
The Common Core State Standards and Gifted Education

The adoption of the Common Core State Standards (CCSS) will have significant implications for teachers. The CCSS calls for general education teachers to recognize and address student learning differences, and incorporate rigorous content and application of knowledge through higher-order thinking skills. Despite the obvious connection to the field of gifted education, the nature of advanced work beyond the CCSS is not addressed. In fact, the authors of the CCSS state, "The Standards do not define the nature of advanced work for students who meet the Standards prior to the end of high school" (English Language Arts Standards, p. 6).

Although the CCSS are considered to be more rigorous than most current state standards, **they fall short in meeting the specific needs of gifted learners, and if held strictly to the standard, could actually limit learning.** To overcome this pitfall, it is imperative that gifted educators create a full range of supports for high-ability learners through differentiated curriculum, instruction, and assessments.

In addition, it will become increasingly more important for gifted education coordinators, facilitators, and teachers to reaffirm and advocate for the need for specialized services for academically advanced and high-potential students. Beyond providing direct student services, gifted education professionals play an important role in the translation of the CCSS to the classroom by collaborating with other teachers and serving as a valuable resource for implementing differentiated curriculum and assessment. Gifted education professionals may also need to expand their role and act as a mentor/peer coach in providing sustained, job-embedded professional development to school personnel to ease implementation issues. Moreover, the research base from gifted education can contribute to the professional development that school administrators may need to support complex curriculum and deep student learning.

Tables and Charts Showing Comparisons between Meets and Exceeds and "Exceeds" Reports

Percentage of students **meeting or exceeding**
by grade and subject, 2010-11
Big District Compared to Oregon

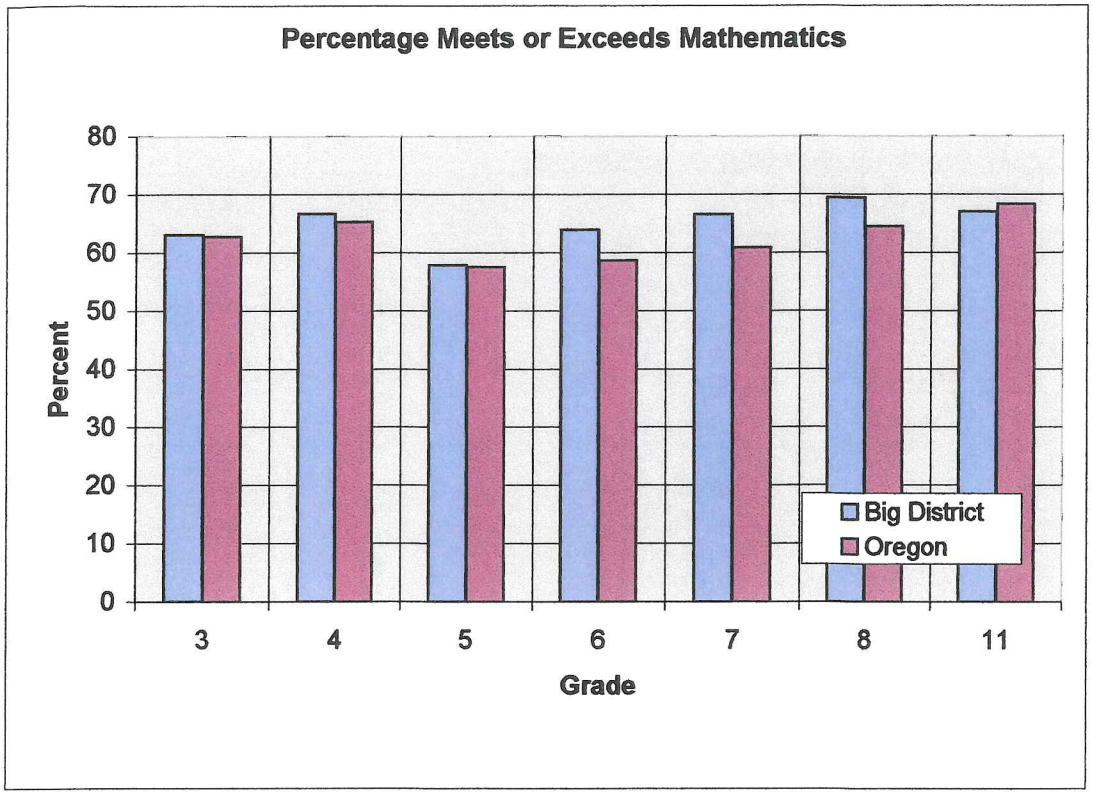
MATHEMATICS

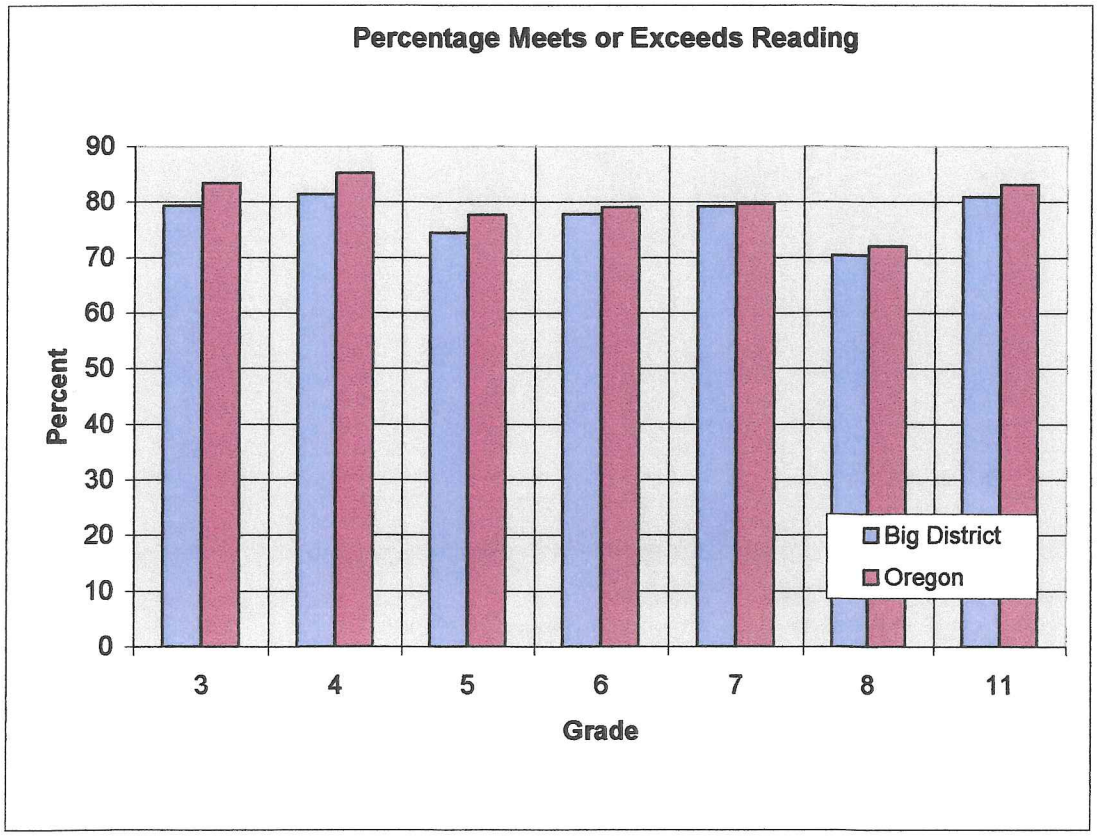
Grade	Percent District	Percent Oregon
3	63	62.7
4	66.7	65.3
5	57.9	57.5
6	63.9	58.6
7	66.6	60.8
8	69.4	64.5
11	67	68.3

READING

Grade	Percent District	Percent Oregon
3	79.4	83.4
4	81.4	85.3
5	74.5	77.7
6	77.8	79.1
7	79.2	79.7
8	70.4	72
11	81	83.2

Prepared by Margaret DeLacy, Oregon Association for Talented and Gifted
for the Senate Education and
Workforce Development Committee,
From Data on the Oregon Department of Education Website
2 February, 2012


Percentage Meets or Exceeds Mathematics
Percent
80
70
60
50
40
30
20
10
0
3
4
5
6
7
8
11
Grade
Big District
Oregon


Percentage Meets or Exceeds Reading
Percent
90
80
70
60
50
40
30
20
10
0
3
4
5
6
7
8
11
Grade
Big District
Oregon

Tables and Charts Showing Comparisons between Meets and Exceeds and "Exceeds" Reports

Percentage of students exceeding
by grade and subject, 2010-11
Big District Compared to Oregon

MATHEMATICS

Grade	Percent District	Percent Oregon
3	26.4	27.8
4	27.1	31.2
5	17.4	22.1
6	17.4	19.9
7	16.3	19.4
8	17.7	21
11	10.5	14.4

READING

Grade	Percent District	Percent Oregon
3	29.9	37.3
4	33.5	41.2
5	21.2	27.6
6	20.1	27.4
7	25	30.8
8	17.5	23
11	11.2	17.1

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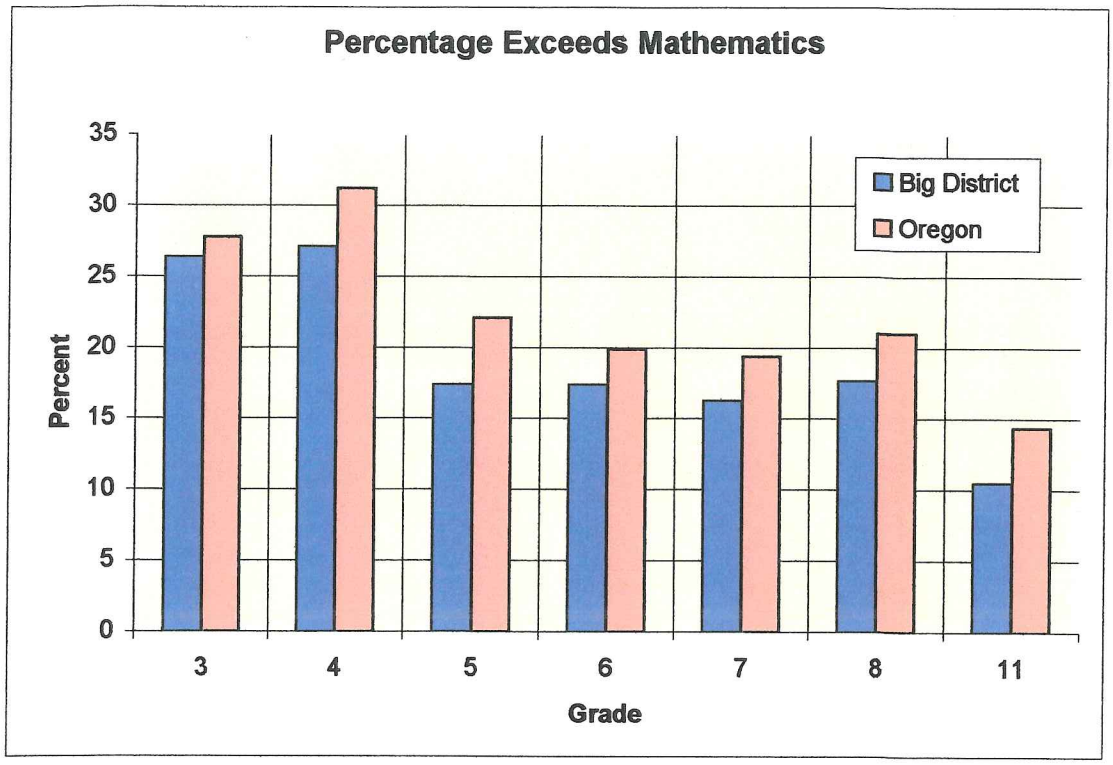
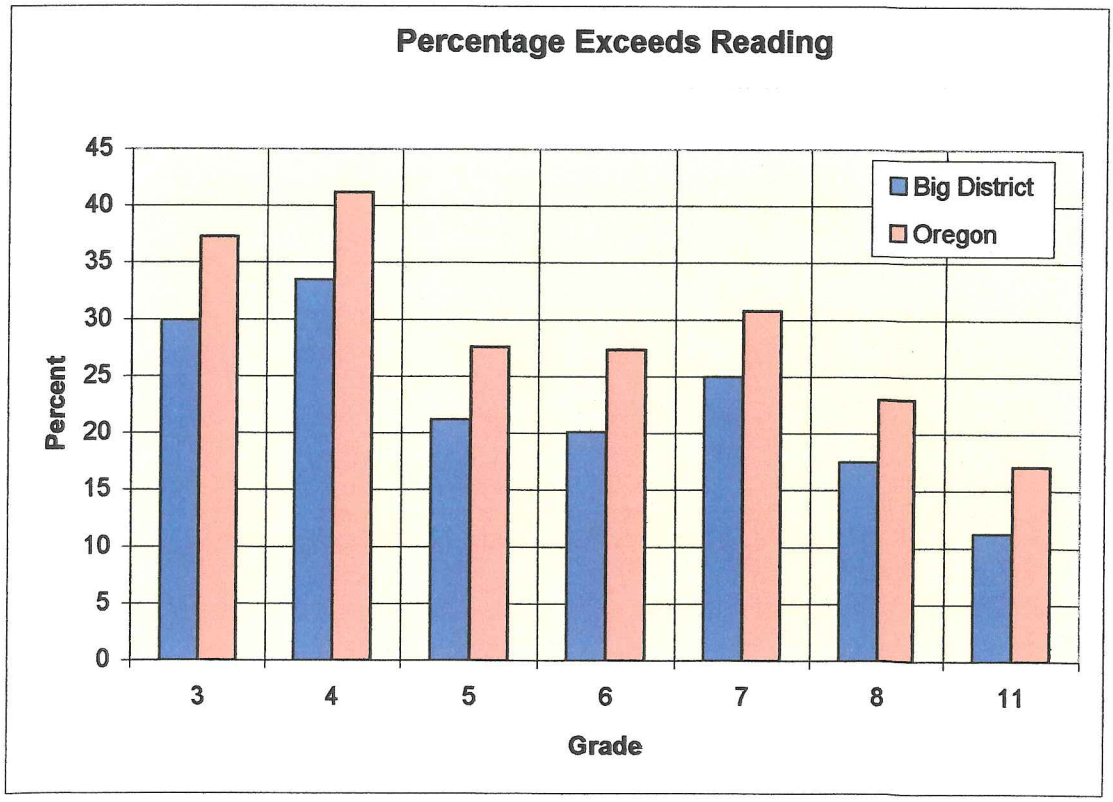

Percentage Exceeds Mathematics
35
30
25
20
15
10
5
0
Percent
Big District
Oregon
3
4
5
6
7
8
11
Grade


Percentage Exceeds Reading
45
40
35
30
25
20
15
10
5
0
Percent
Big District
Oregon
3
4
5
6
7
8
11
Grade

Tables and Charts Showing Comparisons between Percentage of Students Exceeding in Two Big Oregon Districts

Percentage of students **exceeding**
by grade and subject, 2010-11
Big District One Compared to Big District Two

MATHEMATICS

Grade	Percent District 1	Percent District 2
3	26.4	33.8
4	27.1	43.2
5	17.4	29.3
6	17.4	23.7
7	16.3	26.5
8	17.7	27.3
11	10.5	16.2

READING

Grade	Percent District 1	Percent District 2
3	29.9	50.9
4	33.5	52.1
5	21.2	38.7
6	20.1	39.3
7	25	44.2
8	17.5	32.5
11	11.2	21.4

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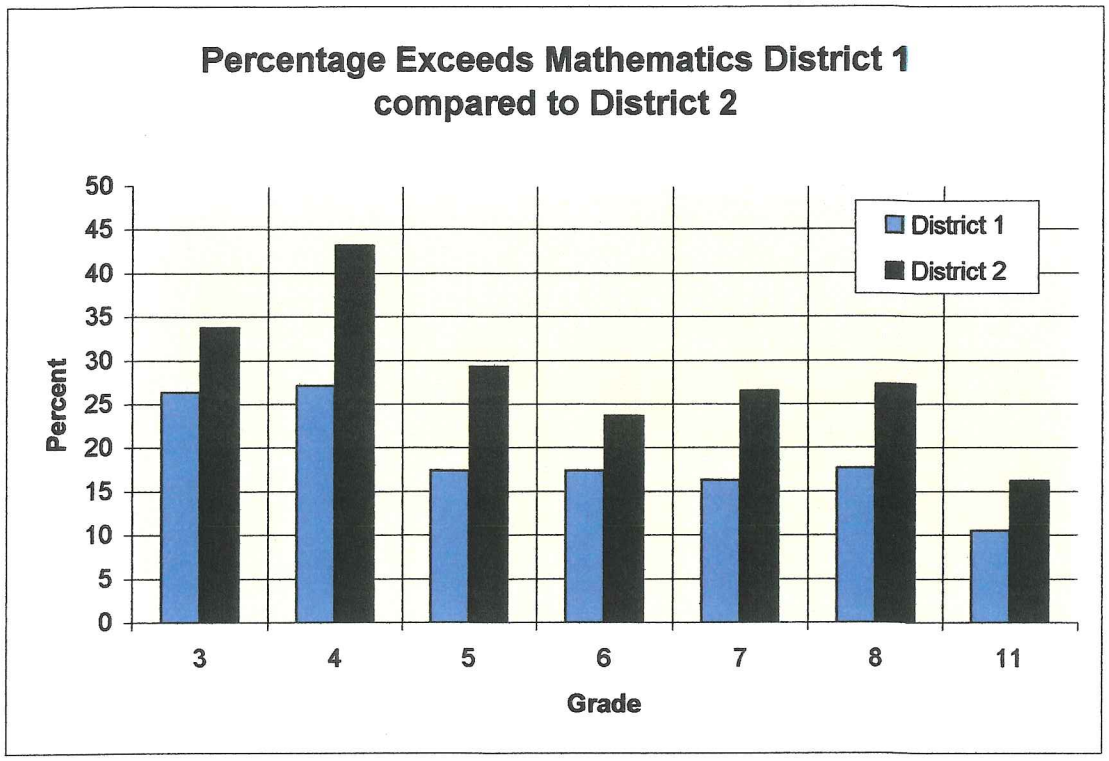
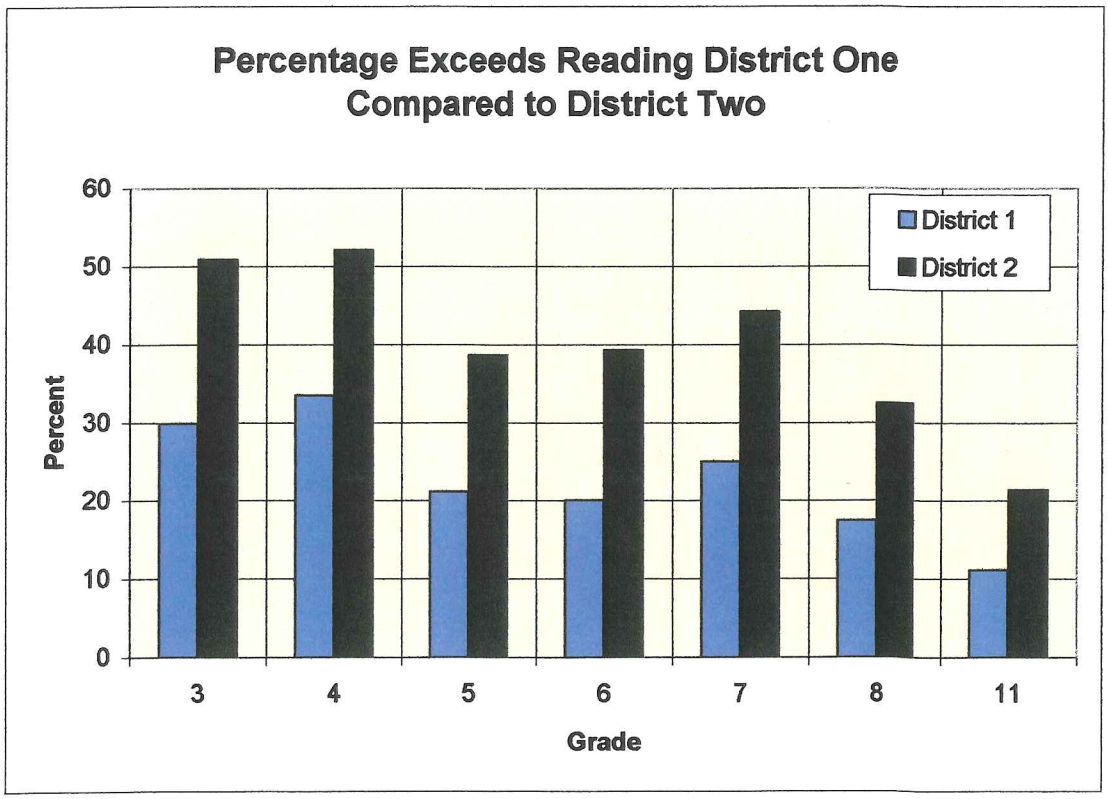
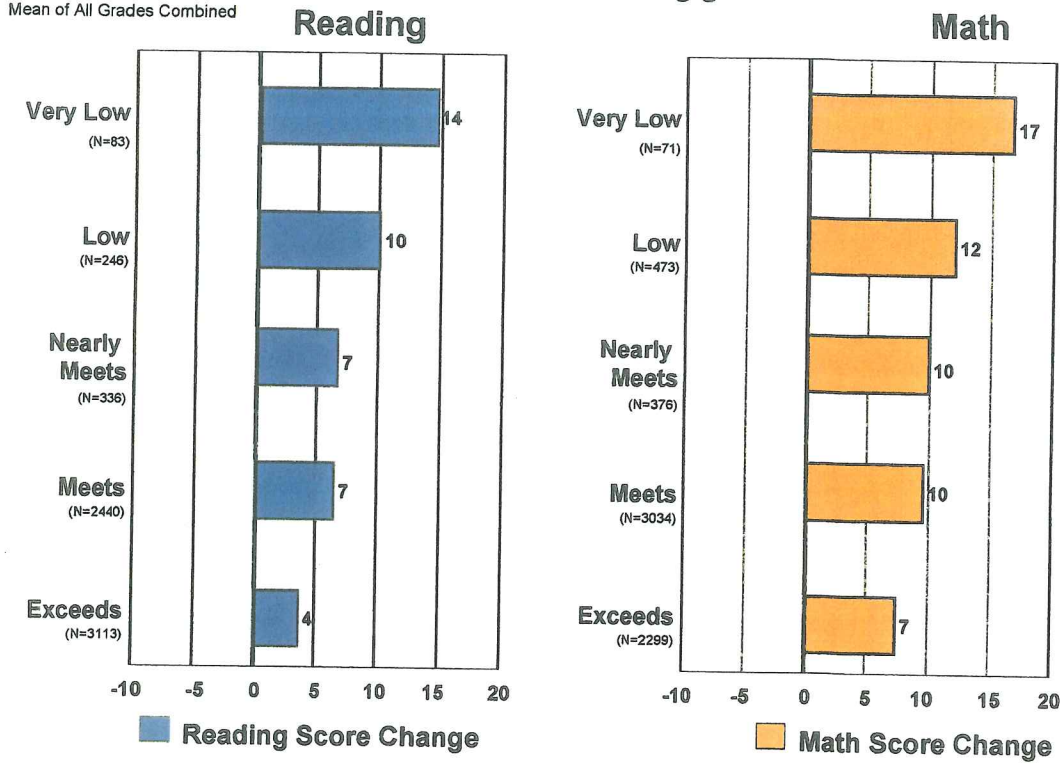

Percentage Exceeds Mathematics District 1
compared to District 2
Percent
50
45
40
35
30
25
20
15
10
5
0
3
4
5
6
7
8
11
Grade
District 1
District 2


Percentage Exceeds Reading District One
Compared to District Two
Percent
60
50
40
30
20
10
0
3
4
5
6
7
8
11
Grade
District 1
District 2

Are students at all performance levels showing growth?

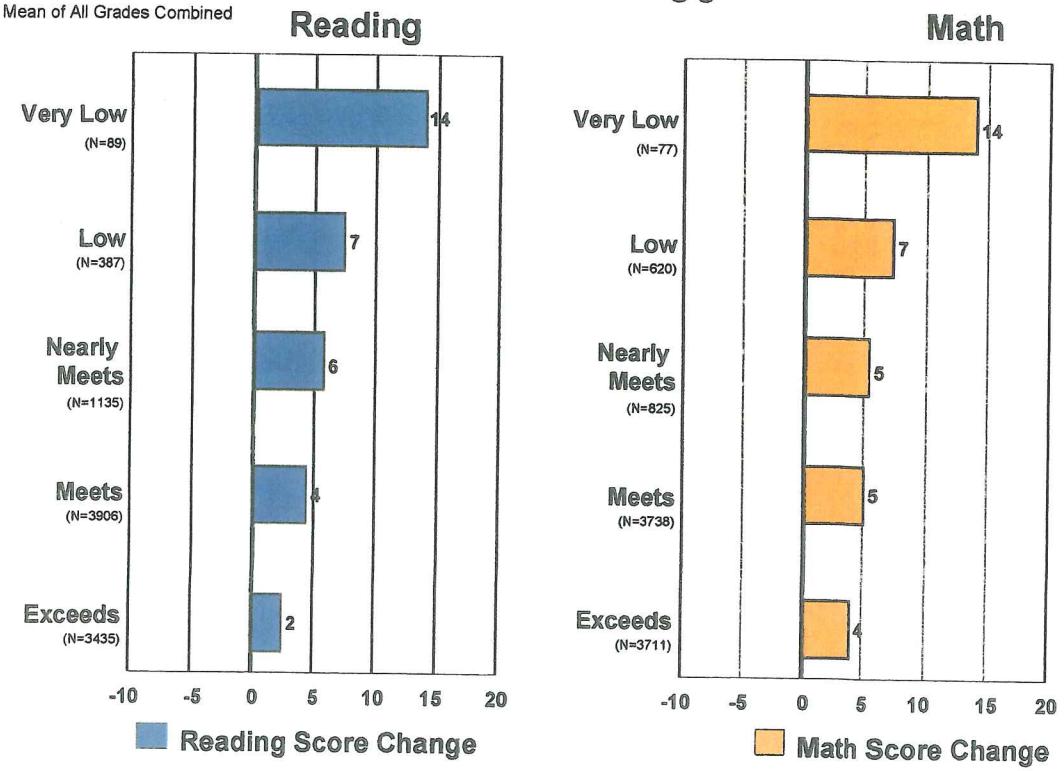
Mean of All Grades Combined



Change in Mean Test Scores by Prior Performance Level

Are students at all performance levels showing growth?

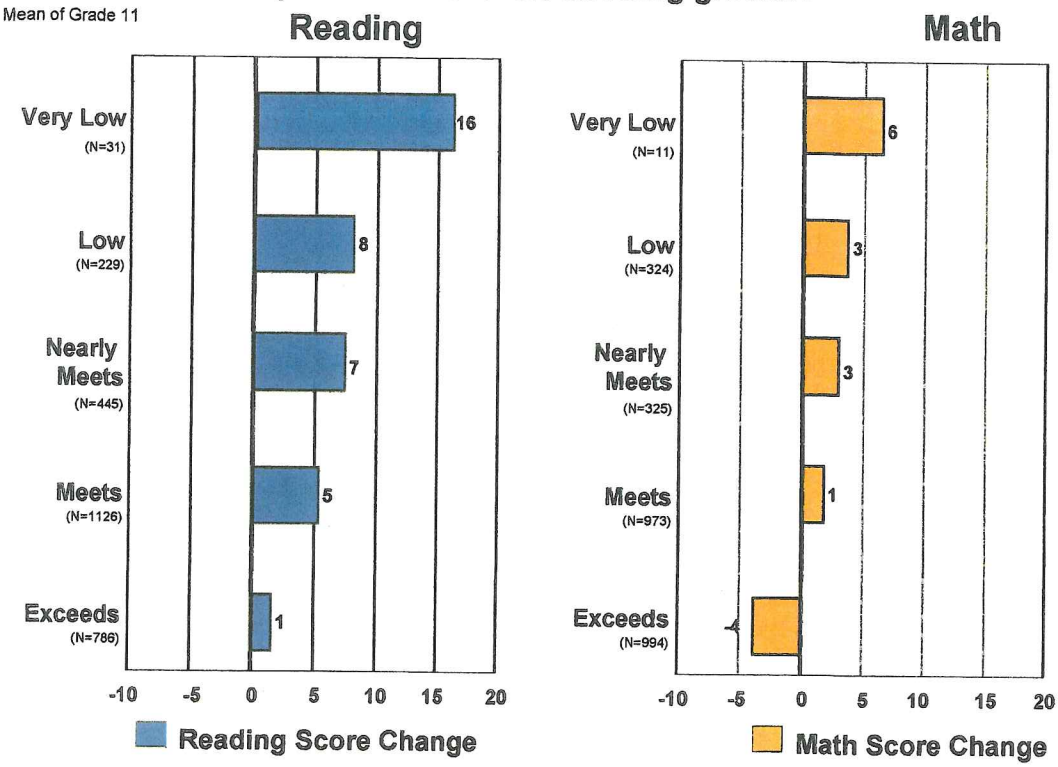
Mean of All Grades Combined



Change in Mean Test Scores by Prior Performance Level

Are students at all performance levels showing growth?

Mean of Grade 11



Change in Mean Test Scores by Prior Performance Level

4-2

National Assessment of Educational Progress (NAEP)

Students performing at the advanced level: Oregon compared to U.S.

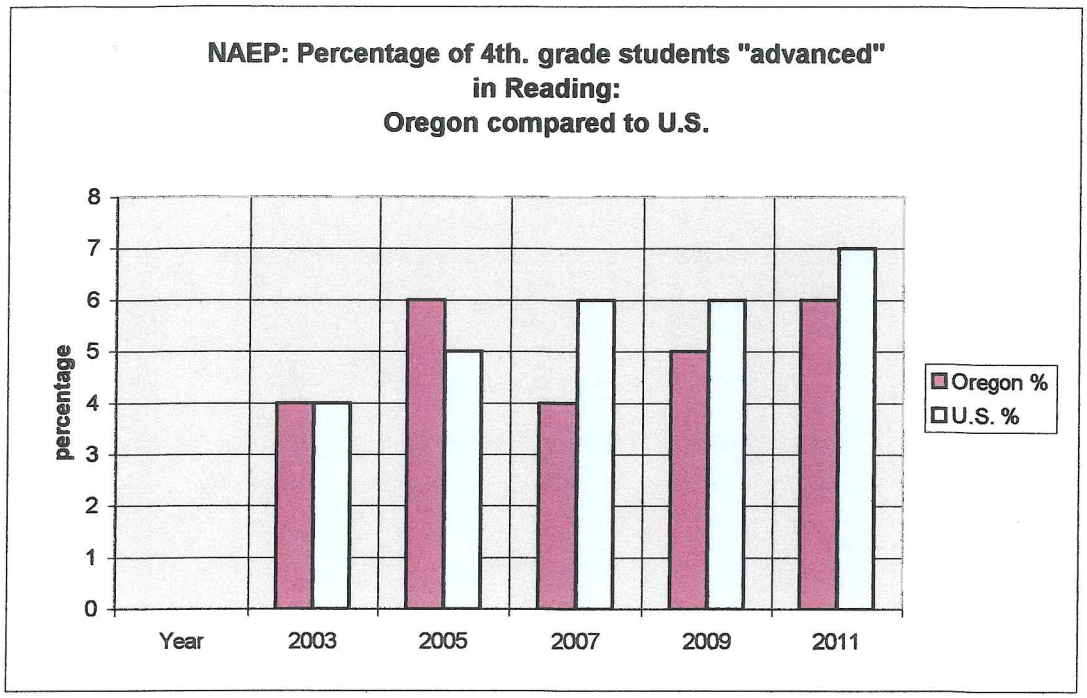
Fourth Grade

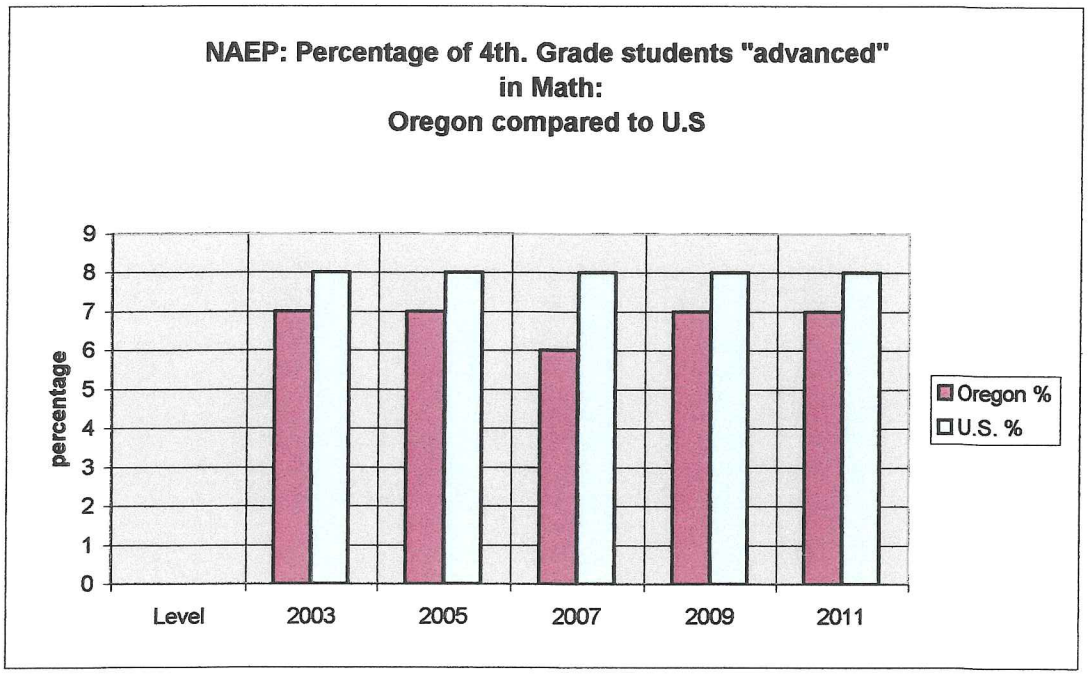
READING

Year	Oregon % Advanced	U.S. % Advanced
2003	4	4
2005	6	5
2007	4	6
2009	5	6
2011	6	7

MATHEMATICS

Year	Oregon % Advanced	U.S. % Advanced
2003	7	8
2005	7	8
2007	6	8
2009	7	8
2011	7	8


NAEP: Percentage of 4th. grade students "advanced"
in Reading:
Oregon compared to U.S.
percentage
0
1
2
3
4
5
6
7
8
Year
2003
2005
2007
2009
2011
Oregon %
U.S. %


NAEP: Percentage of 4th. Grade students "advanced"
in Math:
Oregon compared to U.S
percentage
0
1
2
3
4
5
6
7
8
9
Level
2003
2005
2007
2009
2011
Oregon %
U.S. %

National Assessment of Educational Progress

Students performing at the advanced level: Oregon compared to U.S.

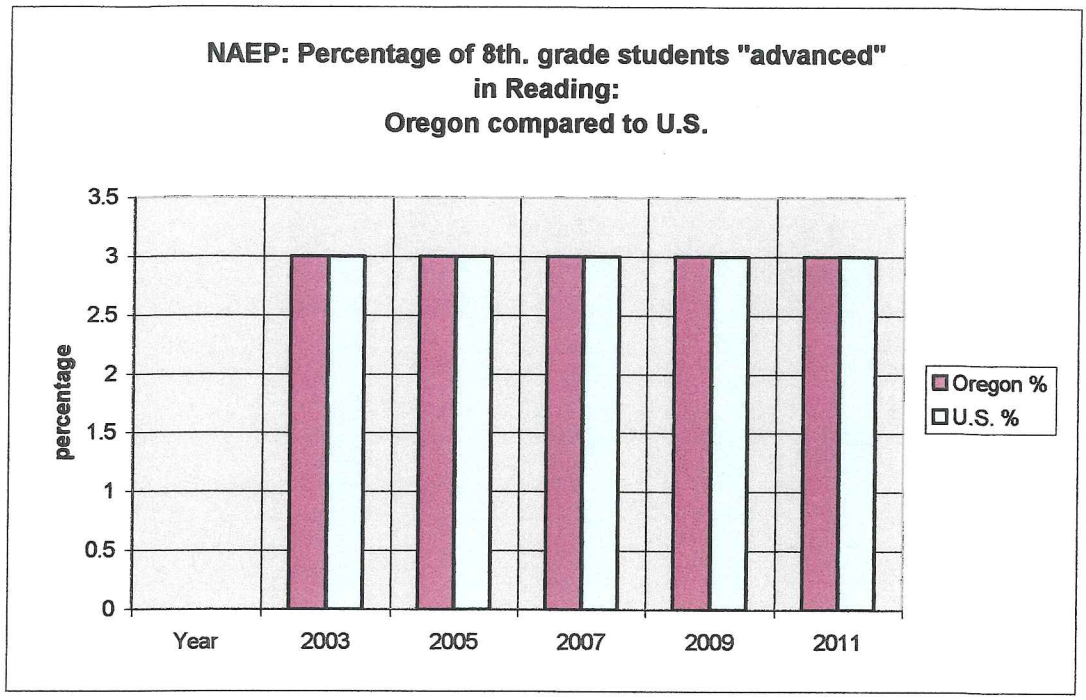
Eighth Grade

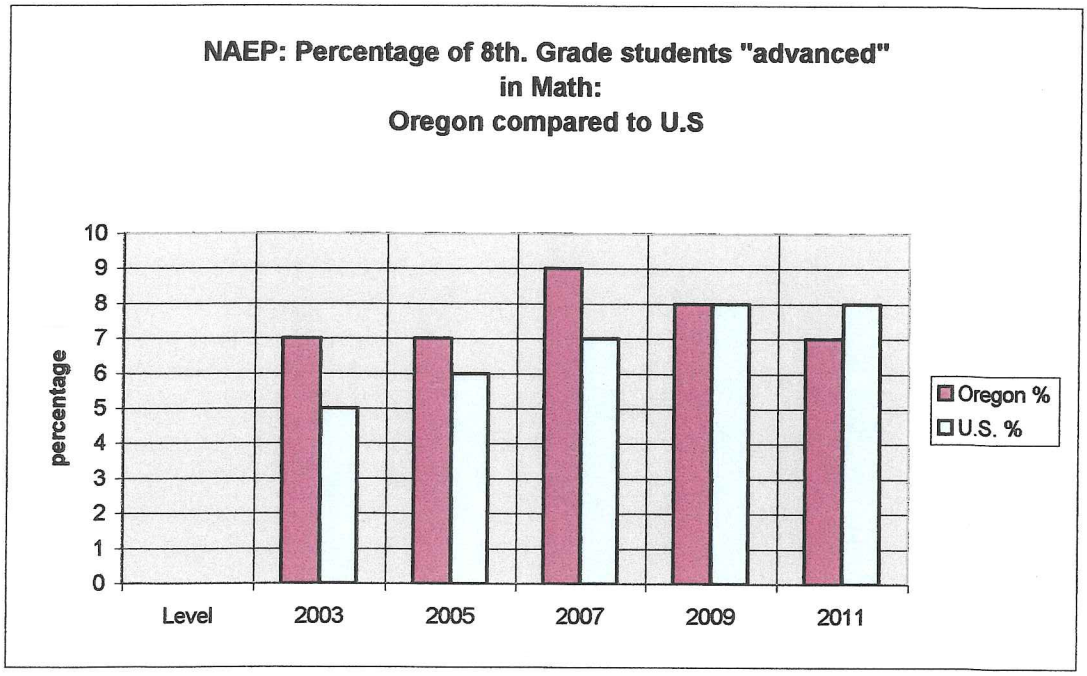
READING

Year	Oregon % Advanced	U.S. % Advanced
2003	3	3
2005	3	3
2007	3	3
2009	3	3
2011	3	3

MATHEMATICS

Year	Oregon % Advanced	U.S. % Advanced
2003	7	5
2005	7	6
2007	9	7
2009	8	8
2011	7	8


NAEP: Percentage of 8th. grade students "advanced"
in Reading:
Oregon compared to U.S.
percentage
3.5
3
2.5
2
1.5
1
0.5
0
Year
2003
2005
2007
2009
2011
Oregon %
U.S. %


NAEP: Percentage of 8th. Grade students "advanced"
in Math:
Oregon compared to U.S
percentage
10
9
8
7
6
5
4
3
2
1
0
Level
2003
2005
2007
2009
2011
Oregon %
U.S. %