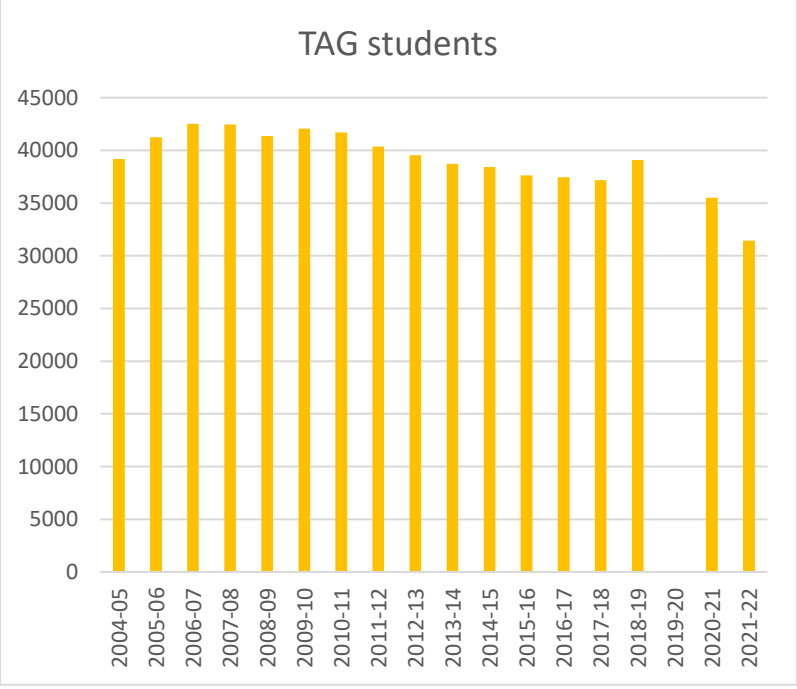
Report submitted to the Joint Ways and Means Committee, May 3, 2023, by the Oregon Association for Talented and Gifted (OATAG)

ARE WE LOSING OUR MINDS?

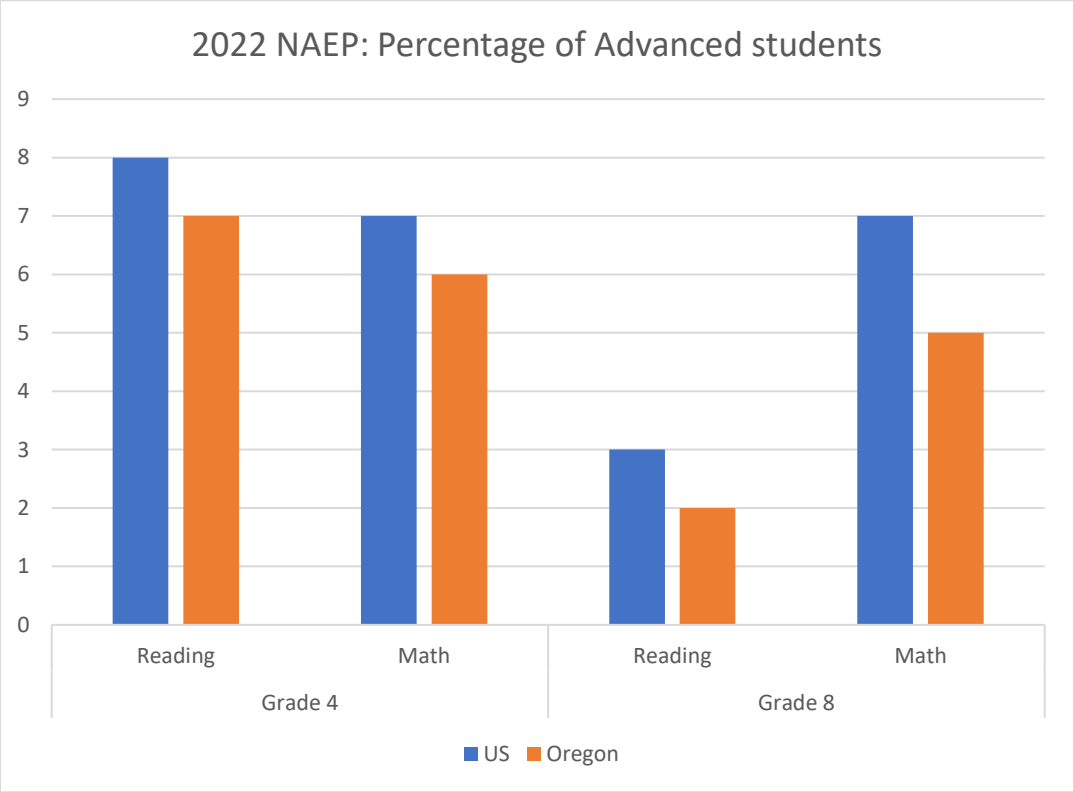
Oregon TAG spending has been falling for decades and fewer TAG students are being identified today. The lack of support for high-achieving students has produced statewide inequities and reduced the educational attainment of our workforce

In 2021-22 we had just 31,000 TAG students compared to 40,375 in 2010-11. There was no report in 2019-20. (Solid counts began in 2004).

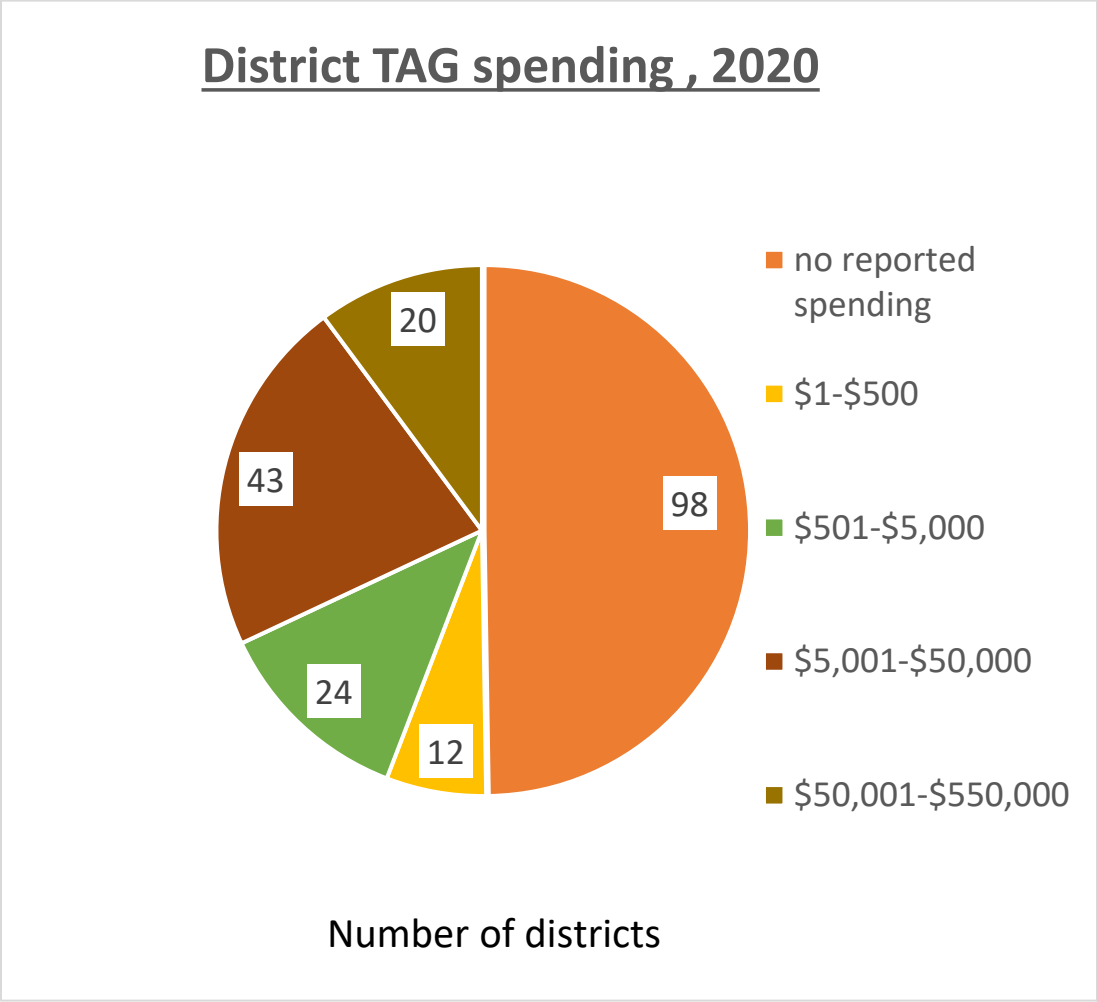


year	TAG students
2004-05	*39182*
2005-06	*41231*
2006-07	*42517*
2007-08	*42463*
2008-09	*41374*
2009-10	*42065*
2010-11	*41698*
2011-12	*40375*
2012-13	*39534*
2013-14	*38720*
2014-15	*38417*
2015-16	*37640*
2016-17	*37462*
2017-18	*37173*
2018-19	*39097*
2019-20	*n/a*
2020-21	*35509*
2021-22	*31428*

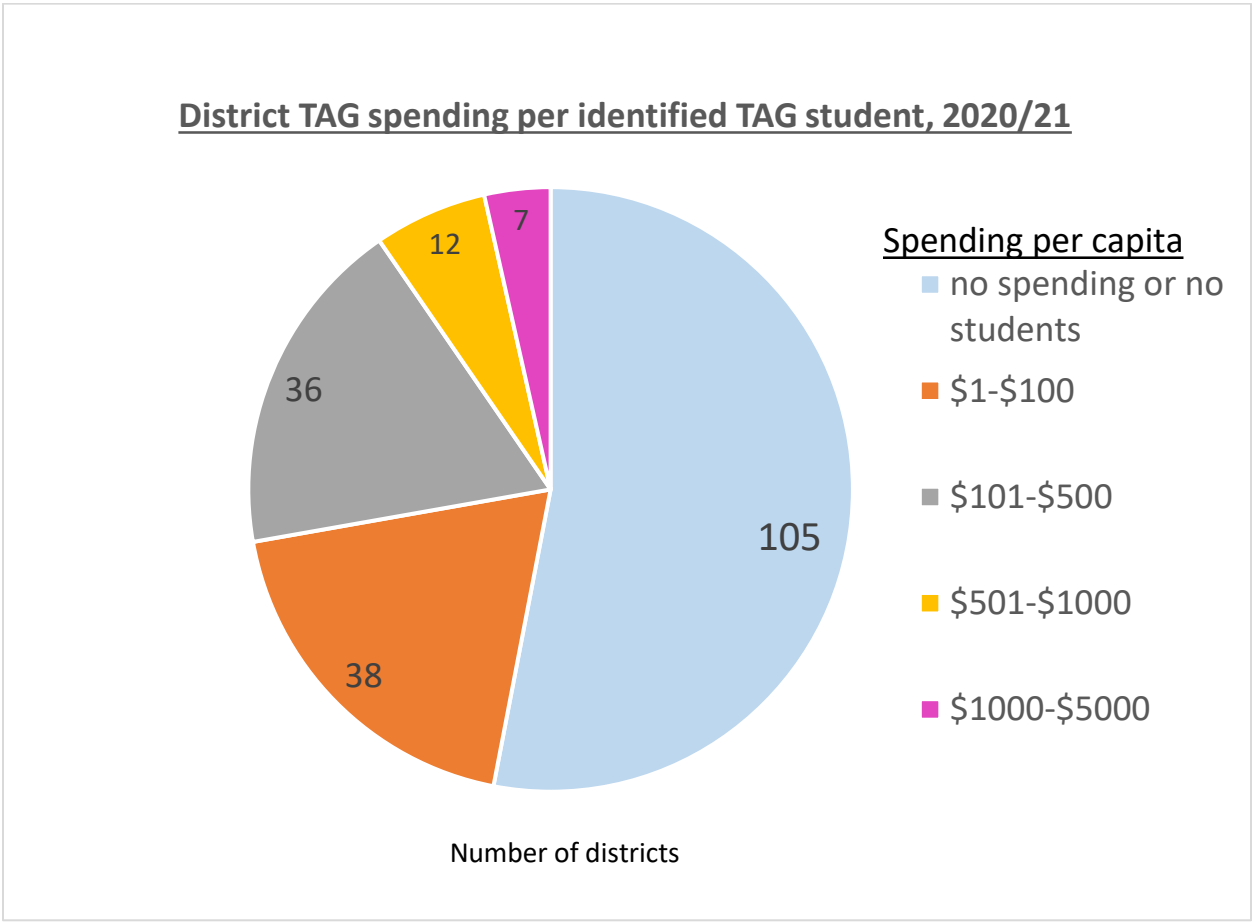
Results from the National Assessment of Educational Progress (NAEP) show Oregon has begun to trail the rest of the country in the percentage of advanced students



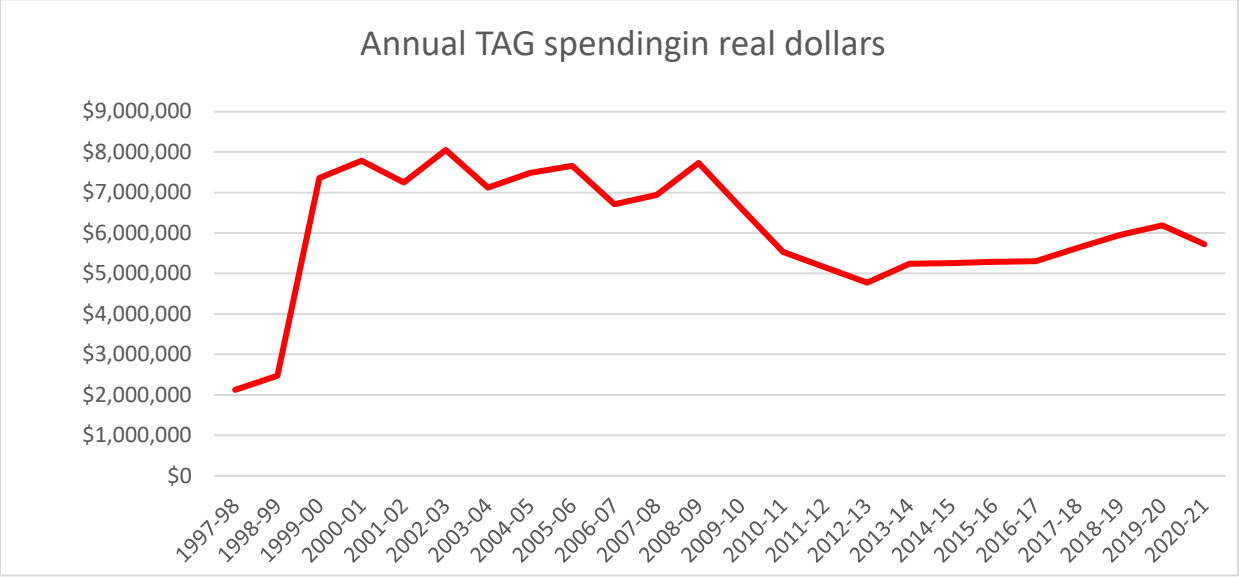
Half of all Oregon districts reported no spending on Talented and Gifted services:



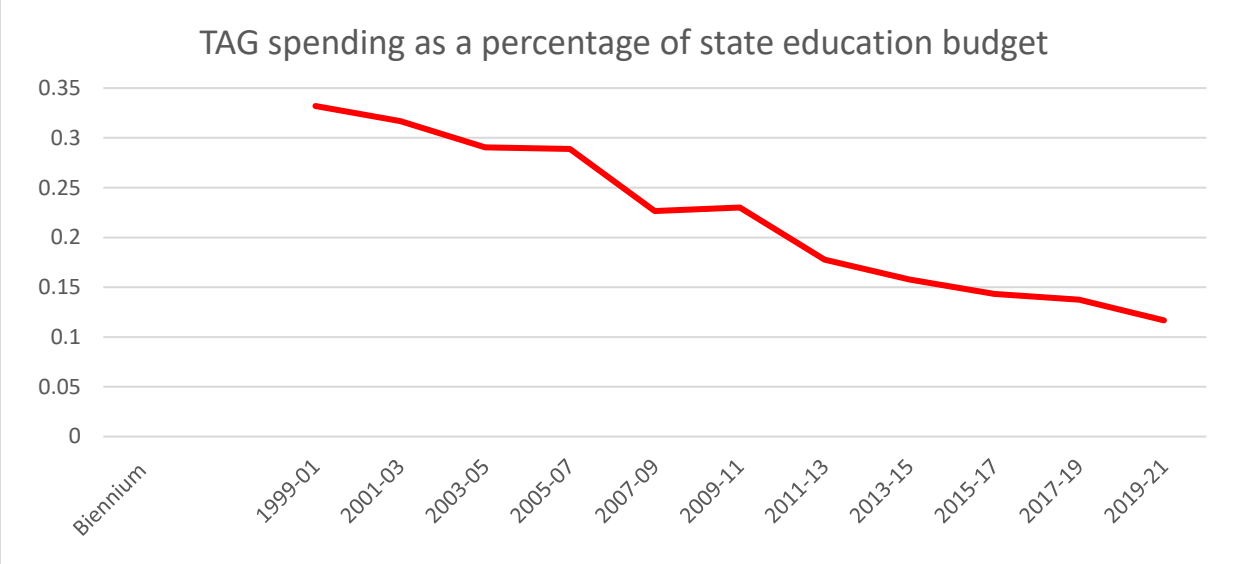
Per-capita spending varies greatly from district to district, causing inequities in services. A few districts report spending although they identified no students.



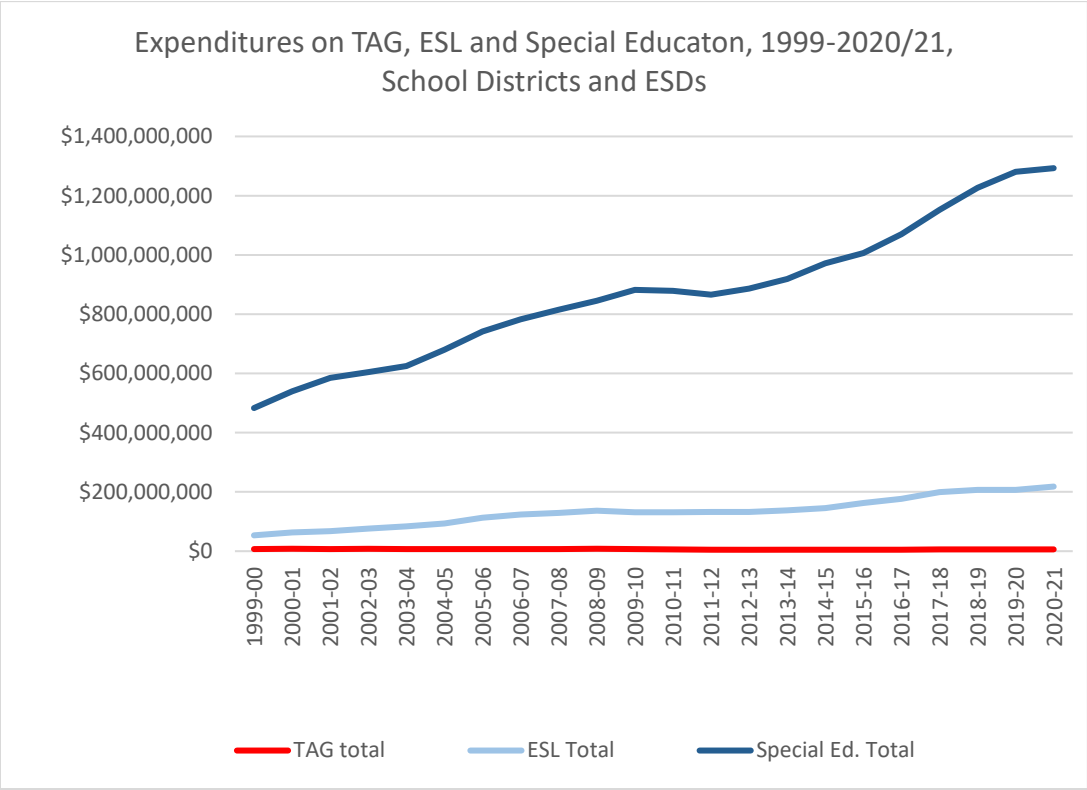
Tag spending *in real dollars* not adjusted for inflation is lower than it was in 2010 and even in 2000



TAG spending as a percentage of the entire state education budget has fallen steadily from about one-third of one percent in 2000 to about one-tenth of one percent today



Spending on other special needs students has grown steadily, while TAG spending has remained insignificant, falling from 2.33% of special population spending (TAG, ESL and Special Education) to 0.38%



TAG spending data, graphs compiled from data supplied by the Oregon Department of Education, September 30, 2022

Student groups are disproportionately identified for TAG services

2020-21 report card

Oregon Talented and Gifted Students Statewide

State-defined:

- **Intellectually Gifted**: 13,974
- **Academically Talented**:
  - Reading: 14,426
  - Math: 14,685

District-defined:

- **Potential to Perform at the 97th Percentile**: 6,834

District Option to Identify:

- **Creativity**: 31
- **Leadership**: 13
- **Visual and Performing Arts**: 18

Student Group	Number of TAG Students	Percent of TAG Students	Percent of Student Group Identified as TAG
Total	35,509	100.0%	6.8%
Female	16,331	46.0%	6.1%
Male	19,014	53.5%	6.6%
Non-Binary	164	0.5%	14.5%
American Indian/Alaska Native	111	0.3%	1.7%
Asian	3,864	10.9%	17%
Black/African American	402	1.1%	3.1%
Hispanic/Latino	4,019	11.3%	2.9%
Multiracial	3,147	8.9%	8.1%
Native Hawaiian/Pacific Islander	106	0.3%	2.4%
White	23,860	67.2%	7.1%
Economically Disadvantaged	14,661	41.3%	4.2%
Not Economically Disadvantaged	20,848	58.7%	10.2%
Special Education	1,454	4.1%	1.7%
Not Special Education	34,055	95.9%	7.2%

Source: Spring Membership 2020-21

2021-22 report card:

Student Group	Number of TAG Students	Percent of TAG Students	Percent of Student Group Identified as TAG
Total	31,428	100.0%	5.7%
Female	14,265	45.4%	5.4%
Male	16,861	53.6%	6.0%
Non-Binary	302	1.0%	13.3%
American Indian/Alaska Native	114	0.4%	1.8%
Asian	3,843	12.2%	17.3%
Black/African American	378	1.2%	3.0%
Hispanic/Latino	3,171	10.1%	2.3%
Multiracial	2,891	9.2%	7.4%
Native Hawaiian/Pacific Islander	87	0.3%	1.9%
White	20,944	66.6%	6.4%
Economically Disadvantaged[1]	20,303	64.6%	5.0%
Not Economically Disadvantaged	11,125	35.4%	7.7%
Special Education	1,318	4.2%	1.6%
Not Special Education	30,110	95.8%	6.5%

Source: Spring Membership 2021-22

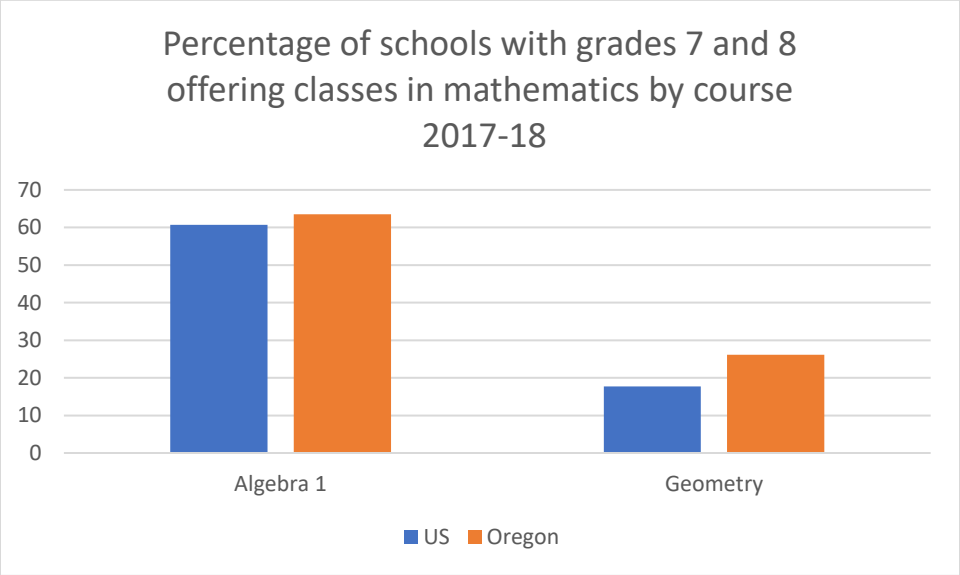
[1]The Economically Disadvantaged student group is larger than in prior years due to an expansion of the criteria for student eligibility for free or reduced-price meals. See Free and Reduced Price Lunch Eligibility for details.

Oregon Talented and Gifted Students Statewide

TAG Category	Number of Students
State Defined	
Intellectually Gifted	12,336
Academically Talented Reading	13,117
Academically Talented Math	13,095
District Defined	
Potential to Perform at the 97th Percentile	6,254
District Option to Identify	
Creativity	32
Leadership	23
Visual and Performing Arts	13

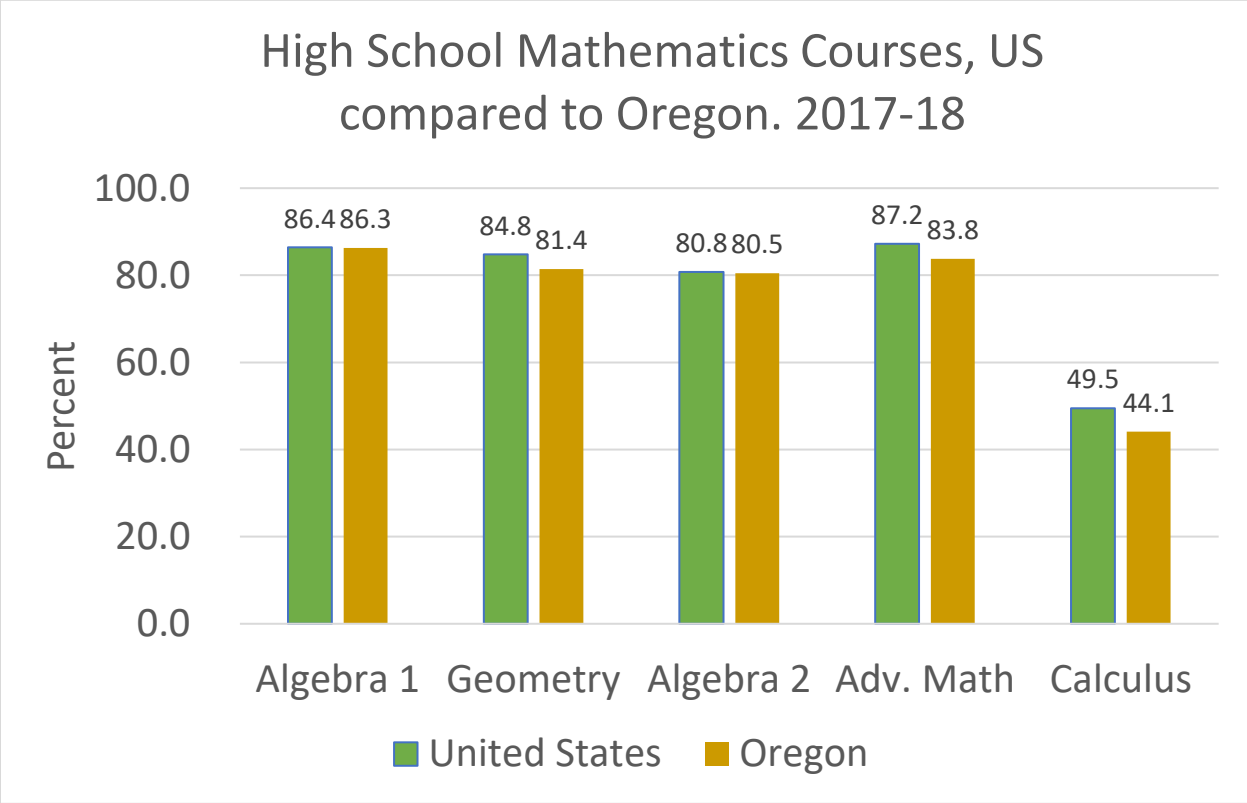
Source: Spring Membership 2021-22

In 2017-18, more Oregon schools offered algebra and geometry classes in grades 7 and 8 than the rest of the US



Source: US Office of Civil Rights Civil Rights Data Collection 2017-18, available at http://ocrdata.ed.gov

BUT In 2017-18, fewer Oregon high schools offered advanced mathematics and Calculus courses than the rest of the US



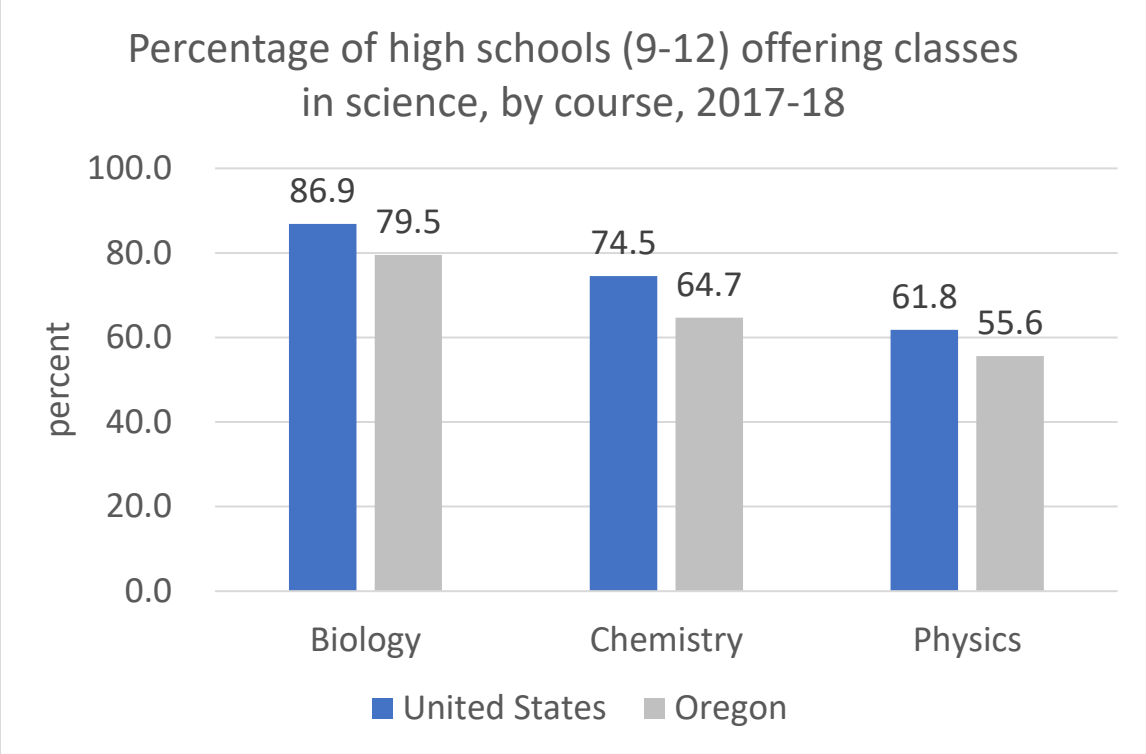
[1] Advanced mathematics includes: trigonometry, trigonometry/algebra, trigonometry/analytic geometry, trigonometry/math analysis, analytic geometry, math analysis, math analysis/analytic geometry, probability and statistics, and precalculus.

NOTE: Table reads (for US Totals): Of all 26,310 public schools with any grade 9-12 (or ungraded) reporting data, 22,644 (86.4%) offered Algebra I classes.

Data reported in this table represent 100.0% of responding schools.

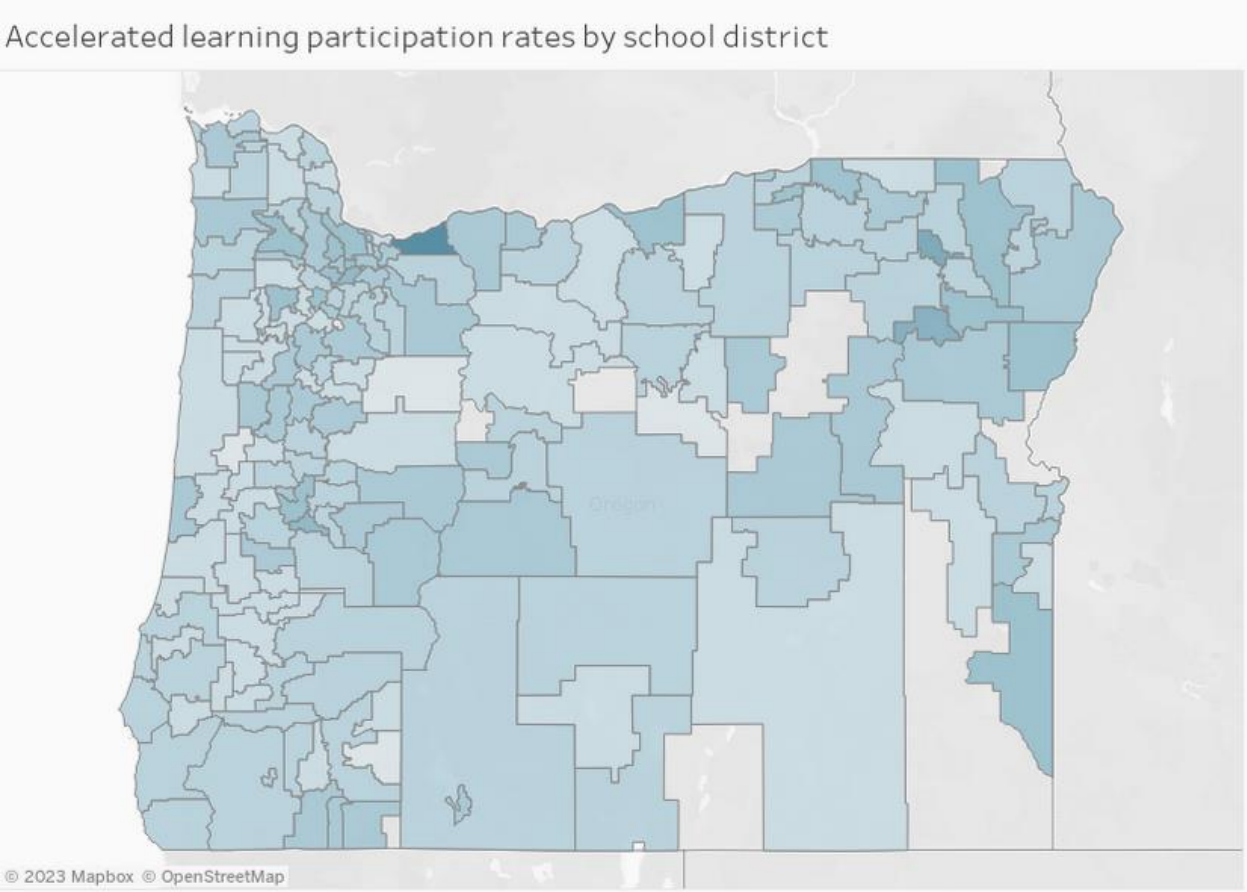
Source: US Office of Civil Rights Civil Rights Data Collection 2017-18, available at http://ocrdata.ed.gov

AND In 2017-18, Oregon High Schools also offered fewer science courses than those in in the rest of the US



NOTE: Table reads (for US Totals): Of all 47,796 public schools with any grade 9-12 (or ungraded), 22,597 (86.9%) offered biology classes.
Data reported in this table represent 100.0% of responding schools.
SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection , 2017-18, available at http://ocrdata.ed.gov.

There are Regional, Status, and Income-based Disparities in Access to Accelerated Learning Opportunities



Caption: Map of Oregon showing participation in any type of accelerated learning (including Advanced Placement, direct enrollment, dual credit, and International Baccalaureate) by school district among students in grades 9–12 during academic years 2017/18 through 2019/21.

Education Northwest: Accelerated Learning and Career and Technical Education in Oregon May 2022

http://apps.educationnorthwest.org/or-accelerated-learning-dashboard/

According to Education Northwest in 2015-16:

“Students who were economically disadvantaged were less likely to participate in accelerated learning compared to their peers who were not economically disadvantaged. Similarly, schools with a higher percentage of economically disadvantaged students had lower participation rates in accelerated learning.”

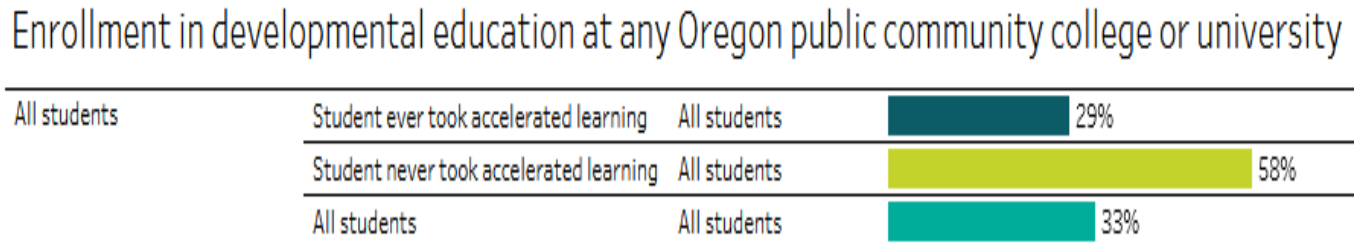
“Predictors of participation in accelerated learning were the same as predictors of graduating from high school—and they can be traced to middle school. Specifically, malleable measures of achievement and engagement in middle school (assessment scores, attendance, discipline, and school mobility) were consistently related to accelerated learning participation.”

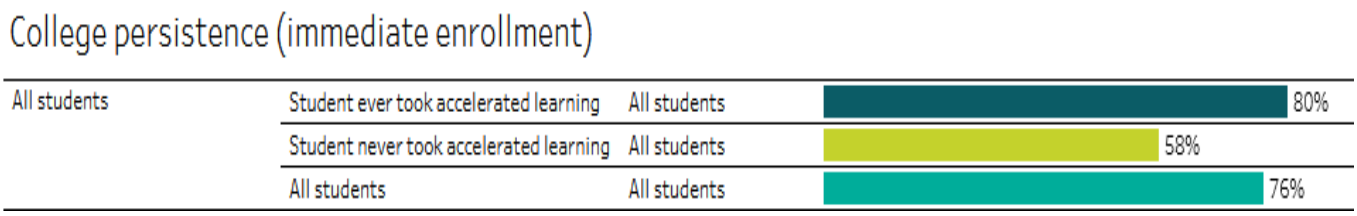
“ In the class of 2014/15, accelerated learning participants were 30 percentage points more likely to graduate from high school, 25 percentage points more likely to enroll in college, and 22 percentage points more likely to persist in college than similar peers who did not take accelerated learning in high school. Findings were consistent for Black, Latino/Hispanic, and American Indian/Alaska Native students.”

“ The positive association between accelerated learning and education outcomes varied in magnitude based on accelerated learning mode.”

Source: SUPPORTING THE TRANSITION TO COLLEGE: Accelerated learning access, outcomes, and credit transfer in Oregon November 2018 Michelle Hodara, Ashley Pierson

Students who participate in accelerated classes are less likely to need “developmental” courses and more likely to graduate from college





Students enrolled in 12 grade in 2015-16 and 2017-18

Source: http://apps.educationnorthwest.org/or-accelerated-learning-dashboard/