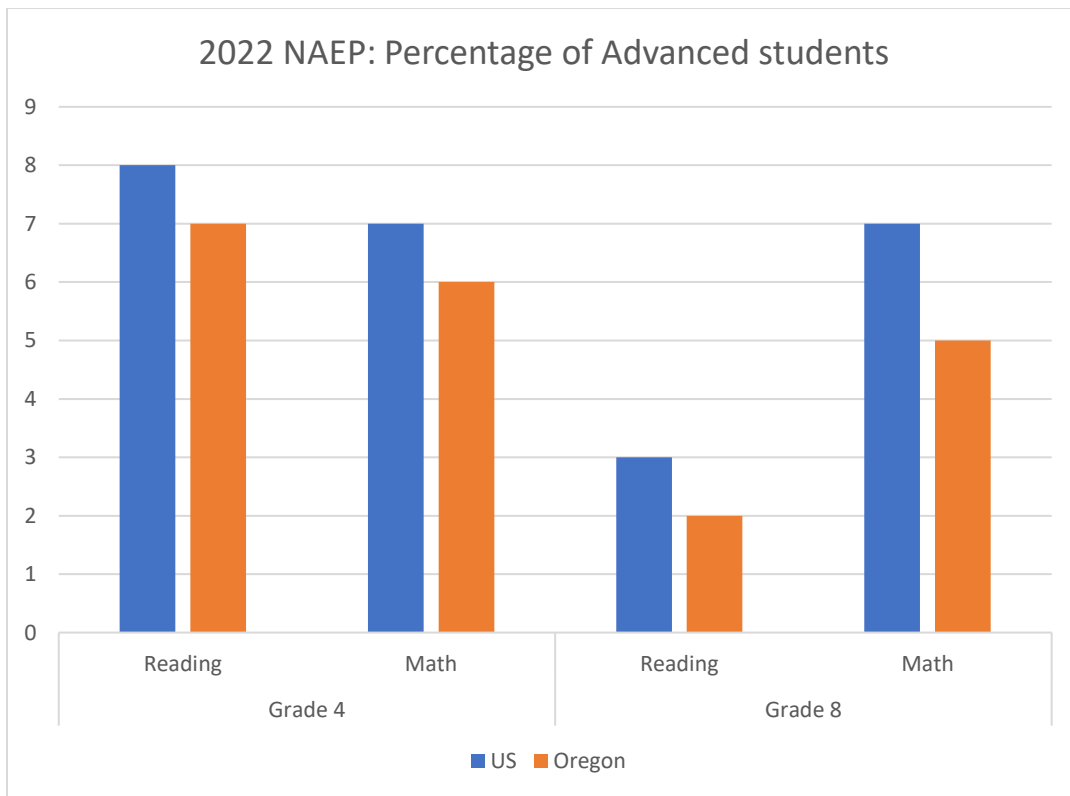


Data submitted to the House Education Committee concerning SB 736, May 10, 2023, by the Oregon Association for Talented and Gifted (OATAG)

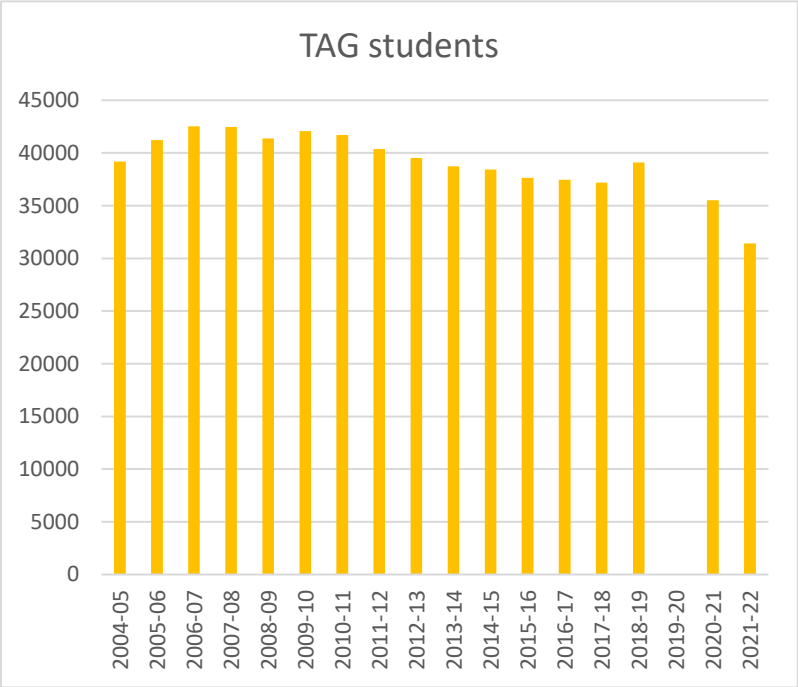
ACCELERATION MATTERS: BUT OREGON IS FAILING TO OFFER CONSISTENT ACCESS OR TO SUPPORT HIGH-ACHIEVING STUDENTS

Results from the National Assessment of Educational Progress (NAEP) show that Oregon trails the rest of the country in the percentage of advanced students.



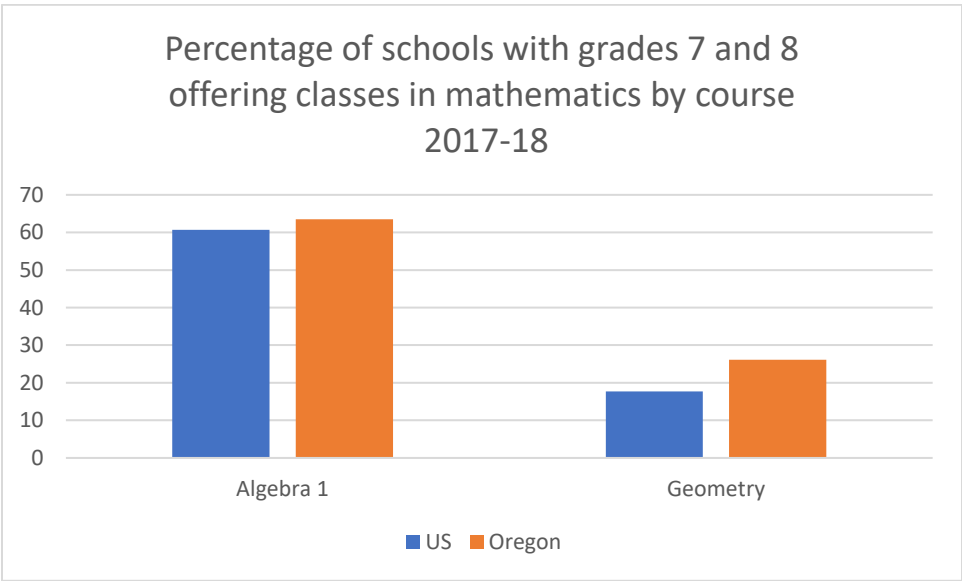
Fewer TAG students are being identified today.

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).



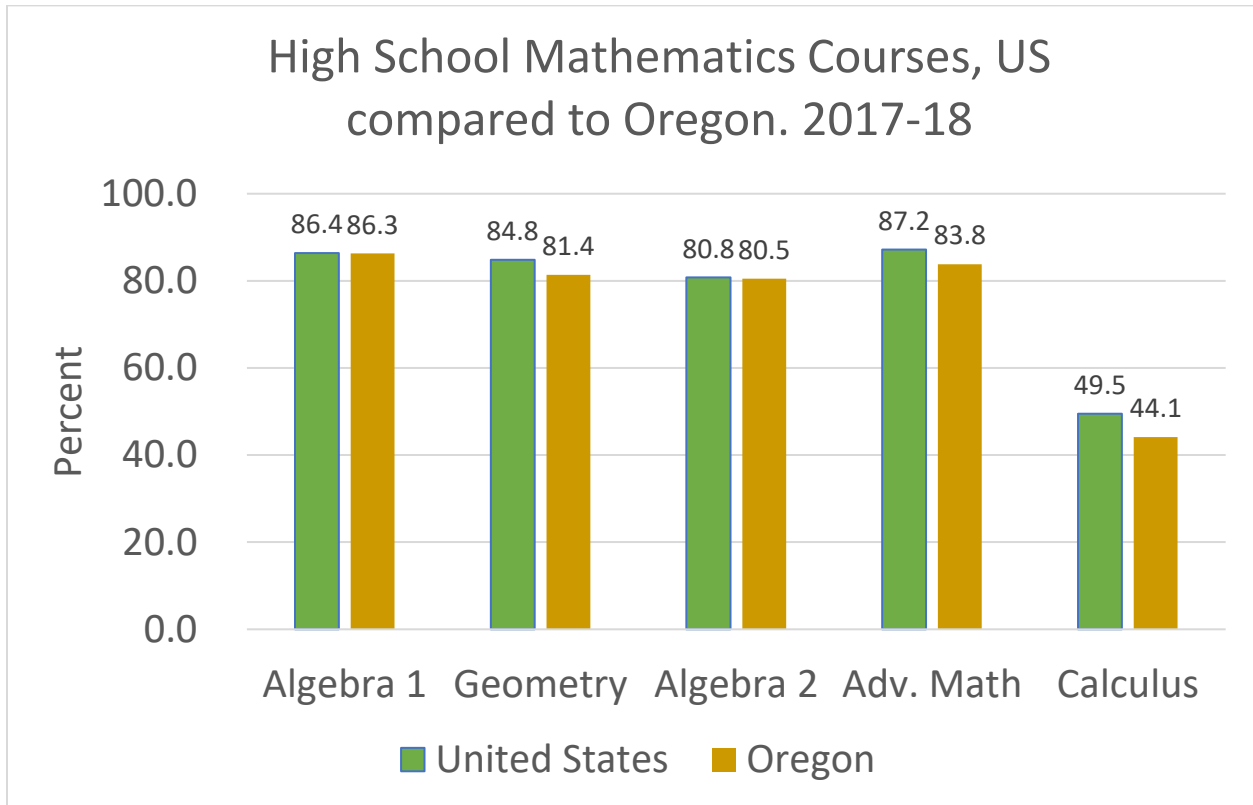
year	TAG students
2004-05	39182
2005-06	41231
2006-07	42517
2007-08	42463
2008-09	41374
2009-10	42065
2010-11	41698
2011-12	40375
2012-13	39534
2013-14	38720
2014-15	38417
2015-16	37640
2016-17	37462
2017-18	37173
2018-19	39097
2019-20	n/a
2020-21	35509
2021-22	31428

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 fewer advanced mathematics and Calculus courses than the rest of the US



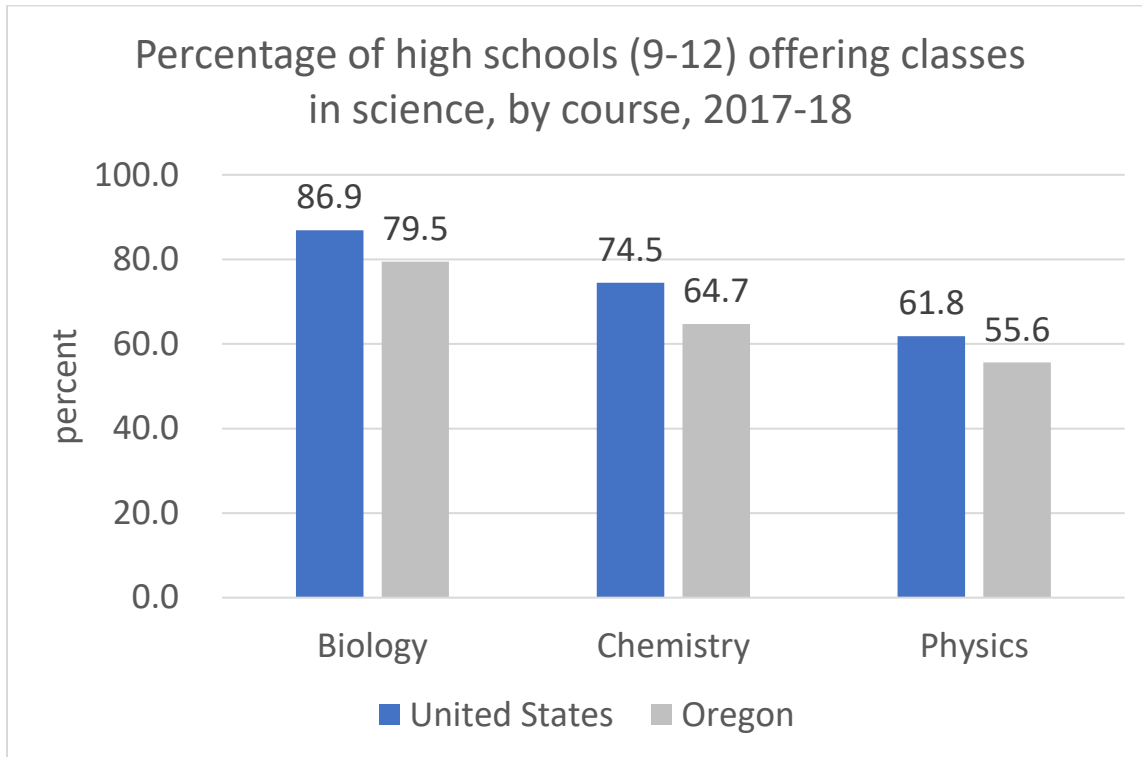
¹ Advanced mathematics includes: trigonometry, trigonometry/algebra, trigonometry/analytic geometry, trigonometry/math analysis, analytic geometry, math analysis, math analysis/analytic geometry, probability and statistics, and precalculus.

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



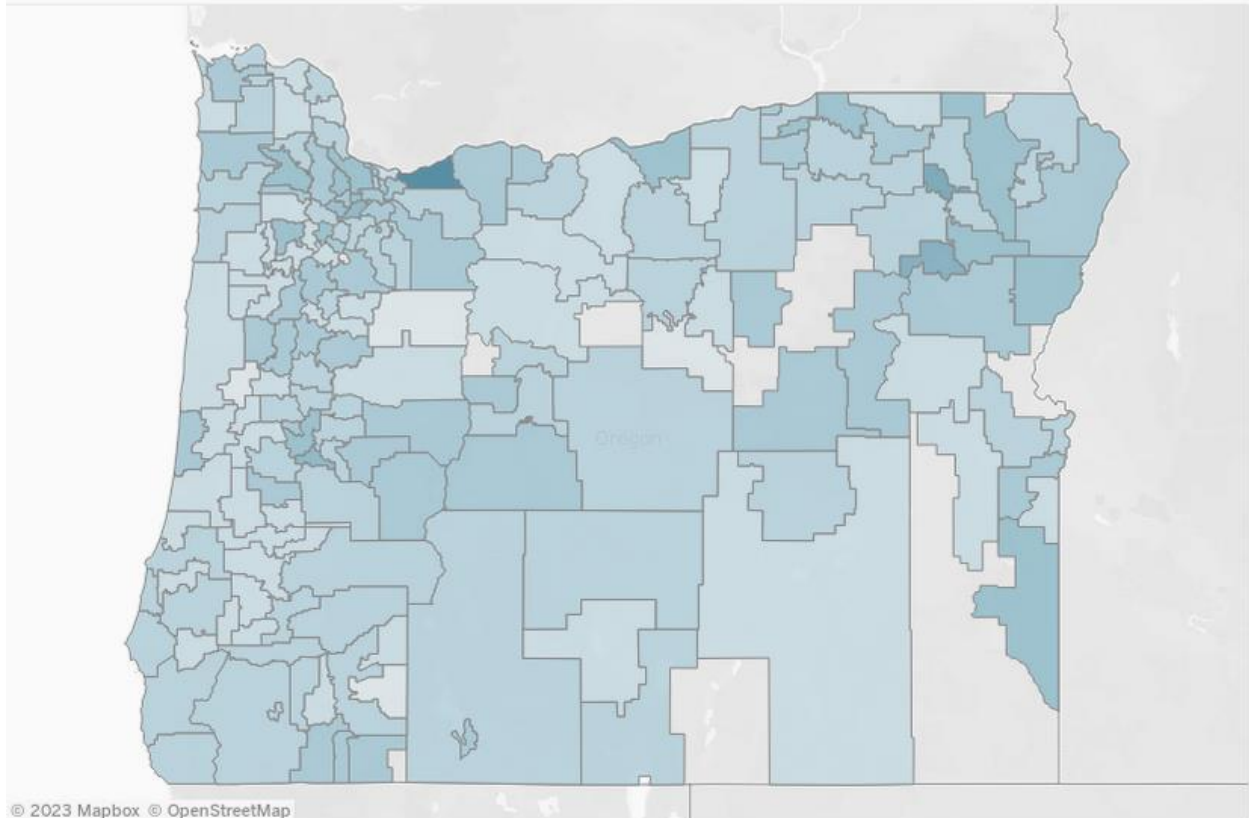
NOTE: Table reads (for US Totals): Of all 47,796 public schools with any grade 9-12 (or ungraded), 22,597 (86.9%) offered biology classes.

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

Accelerated learning participation rates by school district



© 2023 Mapbox © OpenStreetMap

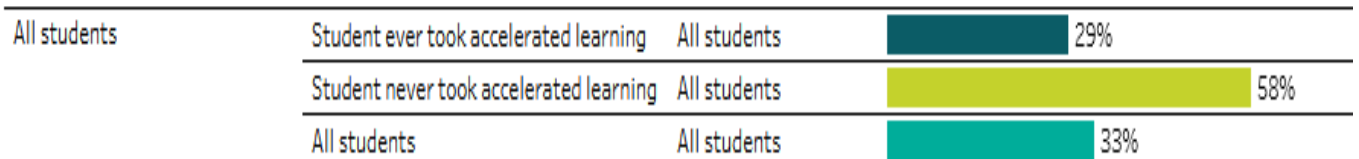
Caption: Map of Oregon showing participation in any type of accelerated learning (including Advanced Placement, direct enrollment, dual credit, and International Baccalaureate) by school district among students in grades 9–12 during academic years 2017/18 through 2019/21.

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

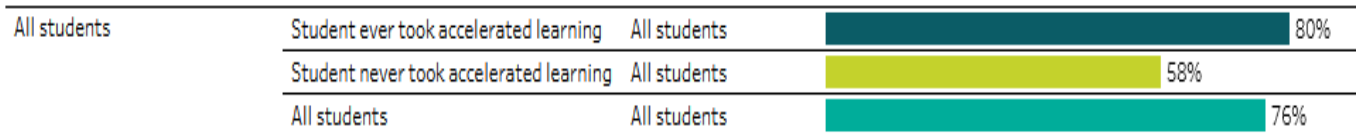
<http://apps.educationnorthwest.org/or-accelerated-learning-dashboard/>

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

Enrollment in developmental education at any Oregon public community college or university



College persistence (immediate enrollment)



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

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

According to the Higher Education Coordinating Commission in 2017

“There is a strong connection between math course-taking in college and the K-12 sector. Students who become math majors generally develop their identity as STEM or math students in middle school or high school. It is unusual for a student who struggles with math early in their education to become successful enough to attain a degree in math in college.”

Higher Education Coordinating Commission, [Report to Oregon Legislature: Methods to Increase Math Degree Attainment at Oregon Public Universities](#) (2017)

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: Michelle Hodara, Ashley Pierson, “ Supporting the Transition to College: Accelerated learning access, outcomes, and credit transfer in Oregon,” Education Northwest, November 2018,

According to the Oregon Department of Education in 2022

“ODE, HECC, and our program partners believe in the mission ... represented by the passage of HB 2263 (2019). Unfortunately, the lack of funding has prevented the intended implementation of many of the goals of this legislation. Creating opportunities for all students to access Accelerated Learning is critical to supporting and preparing students for their transition into career and college.”

Source: “Accelerated College Credit Grant Programs, Results of Grant Implementation,” December 2022