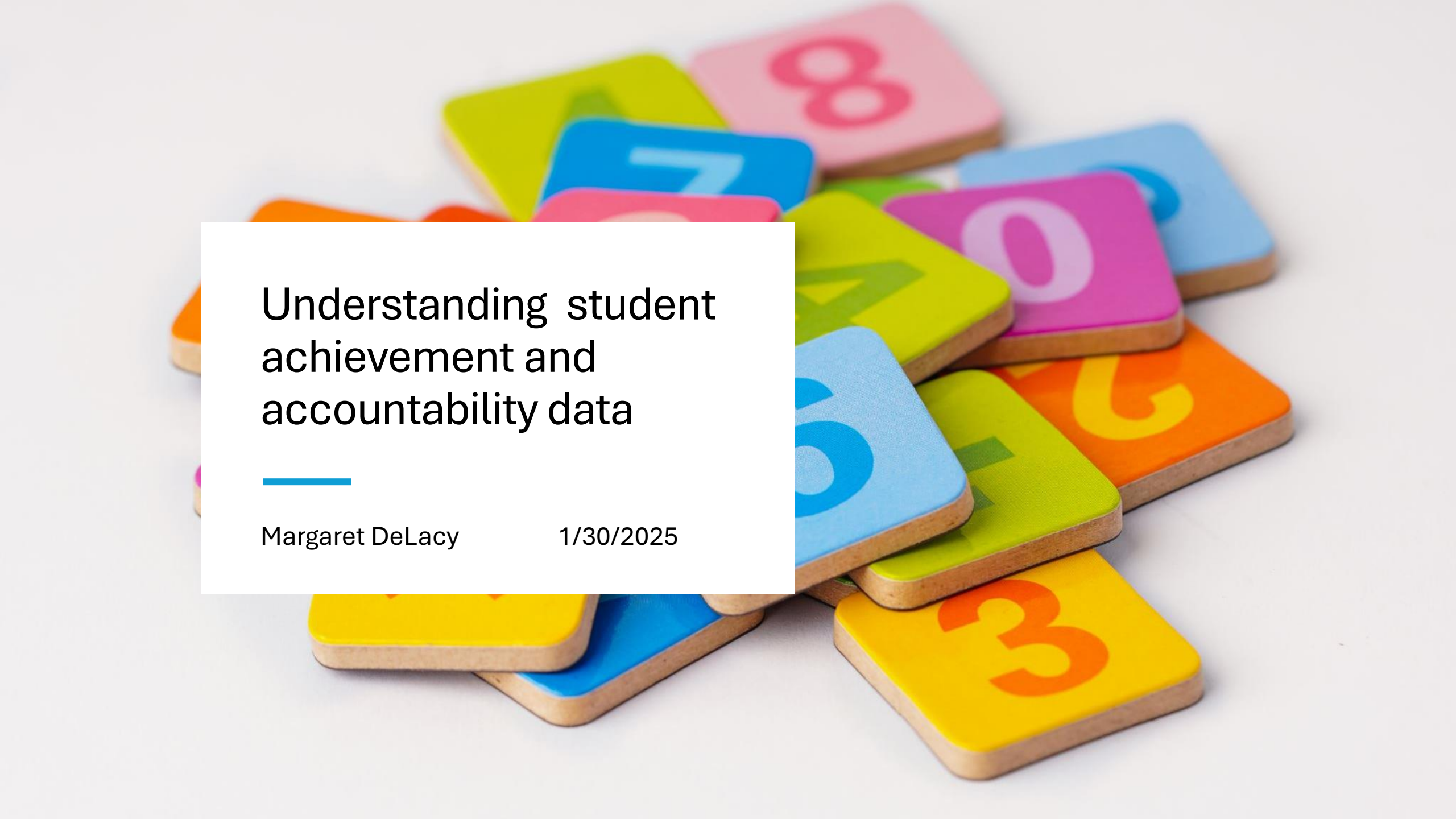


Testimony on behalf of the Oregon Association for Talented and Gifted for SB 933

Senate Bill 933

- Adds reports on Talented and Gifted students at a state and district level
- Requires reports on student gains by ability, not just student achievement test scores
- Scores are a single point in time with no context
- Gains show student growth over the time students spend in the classroom





Understanding student achievement and accountability data

Margaret DeLacy

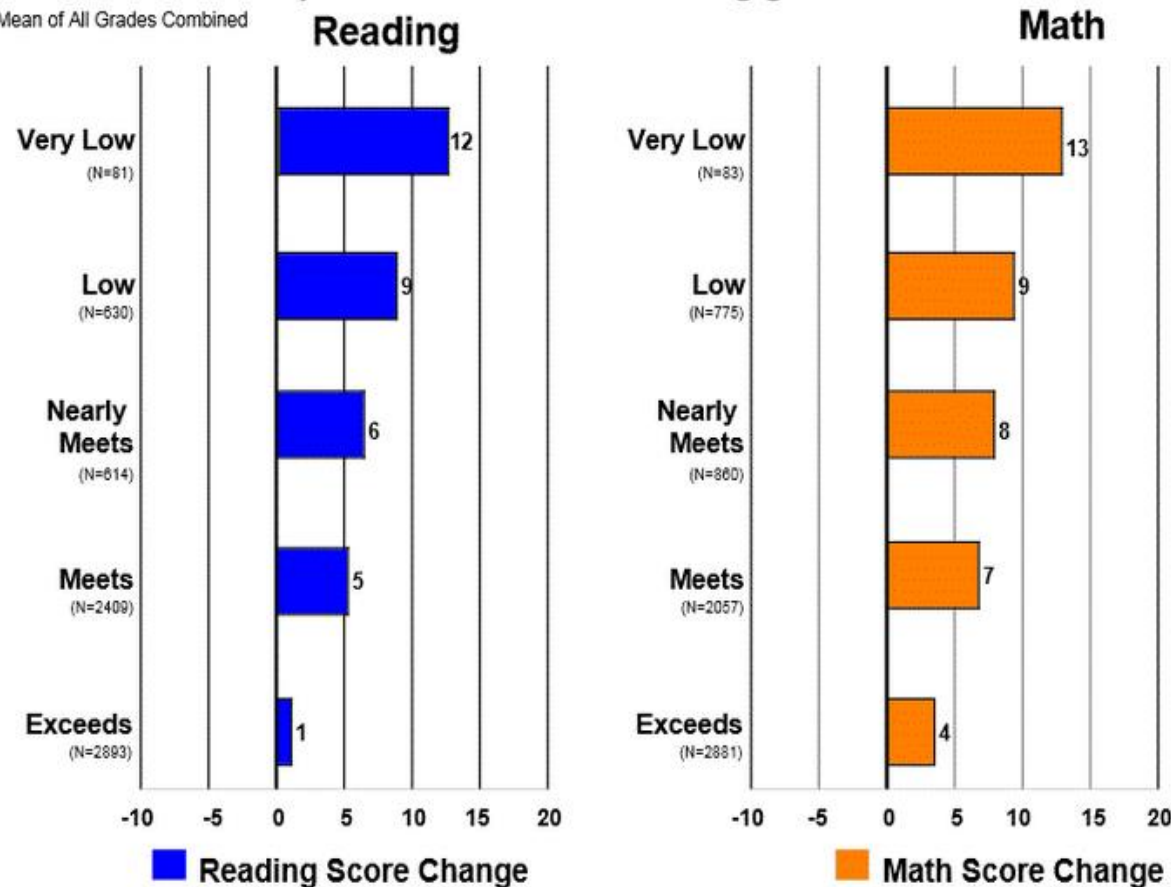
1/30/2025

Why does reporting Achievement Gains Matter?

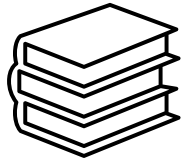
Before the new statewide assessments (OSAS) were introduced, we used to see reports on student learning gains by ability level. For example, Portland produced summary reports every year that looked like this

Are students at all performance levels showing growth?

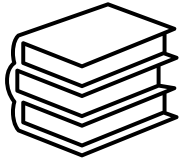
Mean of All Grades Combined



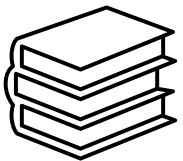
Change in Mean Test Scores by Prior Performance Level



These reports compared like with like: they compared students in the same grade who had performed *at the same benchmark level* in the same subject on the same assessment at the same time in the previous year.



These reports were easy to understand, did not involve complex and unknown equations, and did not assume that high-achieving students should be *expected* to make lower gains than other students.... Although that is often what they demonstrated.



They also showed that there were achievement gaps by ethnicity and income between students who had started at the same level in the same subject. These gaps were usually greatest among the highest-achieving students.

Portland Public Schools 2012-13 Achievement Gains

My comment: “The tables below break out the “exceeds” portion of the “Overview” graph by grade level, income and ethnicity. The students who exceeded make much smaller gains than students in other groups; in addition, there is a much greater difference between the gains among the groups of “exceeded” students than there is among the students in other ability groups. For example, if you look at the bar chart for students who were “low-performing” you will see that the bars for all students, Hispanic, Black, and Free-Reduced Meals are nearly the same length whereas among Exceeded students the bars for the final three groups are much shorter than the bars for all students.”

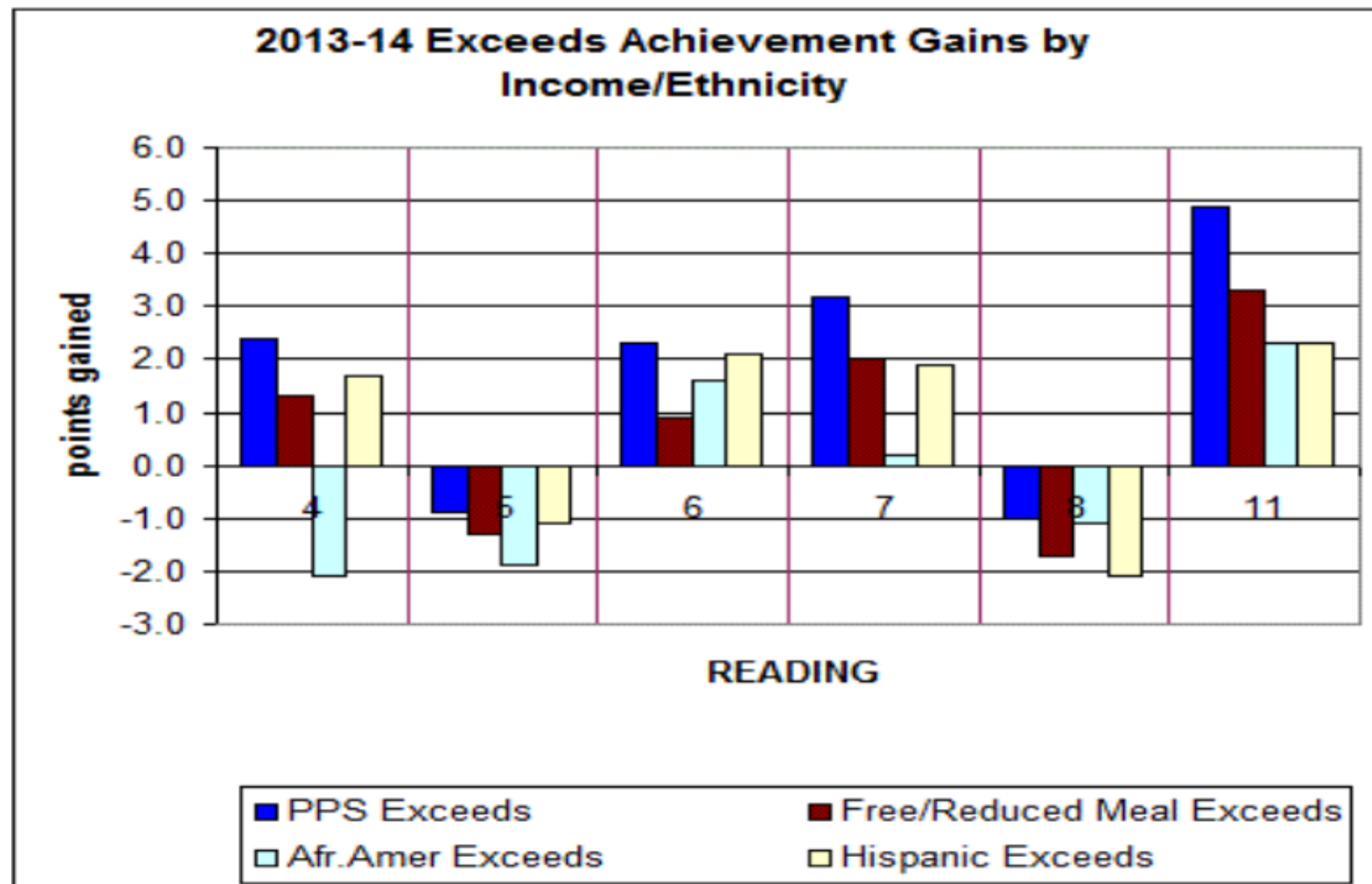
Exceeds broken out by income and ethnicity

READING

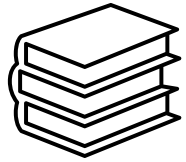
| Grade | PPS exceeds | F/R Meal exceeds | Afr. Amer exceeds | Hispanic exceeds |
|-------|-------------|------------------|-------------------|------------------|
| 4 | 3.1 | 0.8 | -0.6 | 1.7 |
| 5 | -0.5 | -1.3 | -1.6 | -1.2 |
| 6 | 0.8 | -0.7 | -1.7 | 0.3 |
| 7 | 3.4 | 1.9 | -2.4 | 3.3 |
| 8 | -2.9 | -3.1 | -3.4 | -3.6 |
| 11 | 3.5 | 3.1 | 3.1 | 4.7 |

Reading gains by "Exceeds" students by income/ethnicity

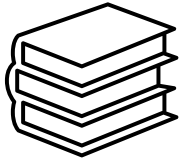
Here is a graph of the same data



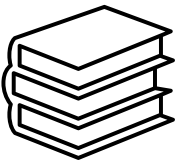
Looking just at scores can create misunderstandings.....



In 2001-3 most students at Jefferson HS were learning. The lowest achieving students were making extraordinary gains.



But Jefferson was criticized for poor performance and subjected to wave after wave of “reform.”



No one noticed its real achievements with the students most at risk because they looked at **scores**, not **gains**.

Jefferson High School Portland

Student **Gains** 2001-3

| Reading Status | <i>Jefferson Gain</i> | <i>PPS Gain</i> | Mathematics Status | <i>Jefferson Gain</i> | <i>PPS Gain</i> |
|---------------------------------|-----------------------|-----------------|---------------------------------|-----------------------|-----------------|
| Very Low | 27.0 | 19.8 | Very Low | 13.5 | 8.4 |
| Low | 9.2 | 7.8 | Low | 6.8 | 4.7 |
| Nearly Meets | 7.3 | 5.4 | Nearly Meets | 4.7 | 3.3 |
| Meets | 5.6 | 4.4 | Meets | 1.7 | 1.7 |
| Exceeds | 2.0 | 2.2 | Exceeds | -3.3 | -2.2 |
| Average for all levels combined | 7.4 | 4.1 | Average for all levels combined | 4.9 | 0.8 |

The new state dashboard is confusing

- The dashboard only shows student achievement test **scores**
- It is not clear about what level really represents “proficiency” or how that relates to our state standards
- It does not show student growth
- It can’t compare students at the same learning level
- It includes Students with Disabilities and ELL students but not TAG students

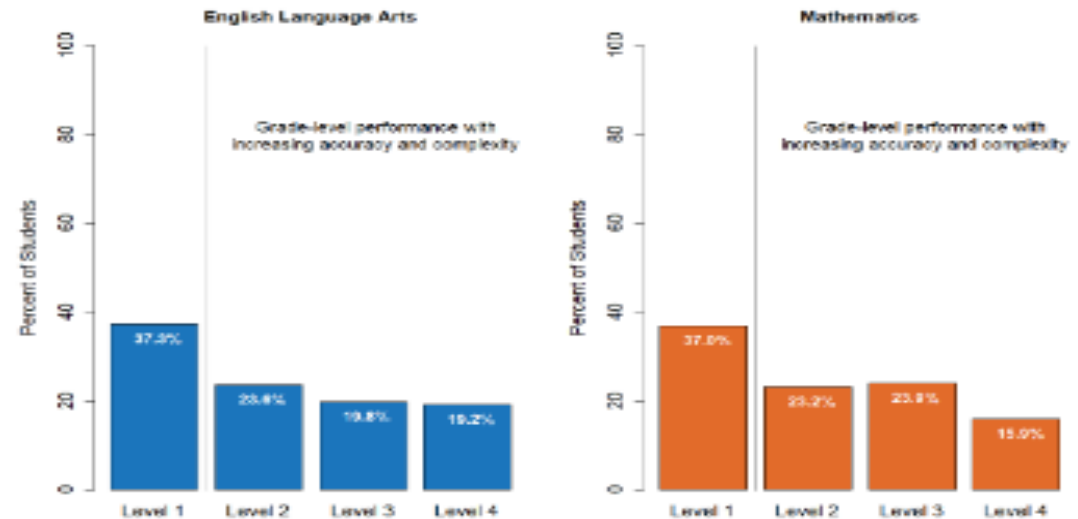
New state “dashboard” for student achievement:

<https://www.ode.state.or.us/apps/OregonReportCard/Dashboard/Institution/2180>

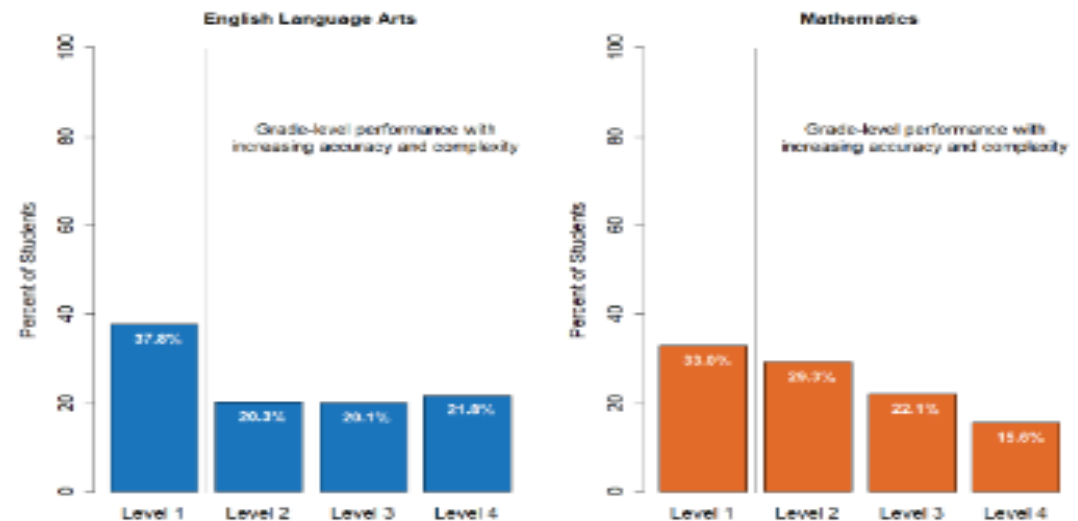
Is “level one” now “*grade level* performance with increasing accuracy and complexity”?

Achievement by Performance Level by Grade - All Students

3rd Grade Achievement by Performance Level

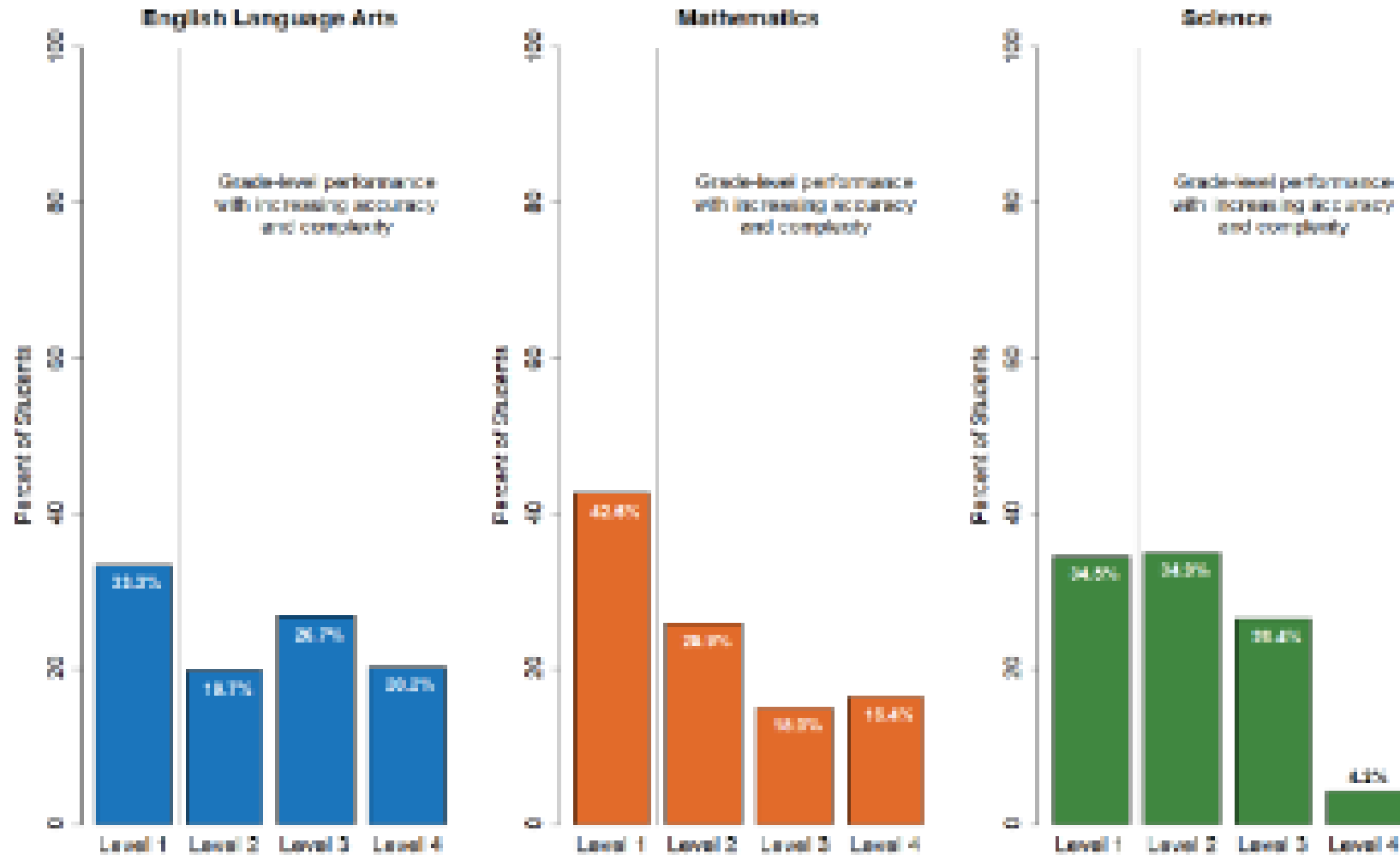


4th Grade Achievement by Performance Level



Has proficiency moved down a level?

5th Grade Achievement by Performance Level



Performance by level—doesn't show growth

Math Performance by Level

Download as Spreadsheet

| Student Group | Percent Level 1 | Percent Level 2 | Percent Level 3 | Percent Level 4 |
|----------------------------------|-----------------|-----------------|-----------------|-----------------|
| All Students | 31.8% | 21.8% | 20.9% | 25.5% |
| American Indian/Alaska Native | 70.8% | 19.1% | 6.7% | 3.4% |
| Asian | 27.5% | 24.5% | 20.9% | 27.0% |
| Black/African American | 71.7% | 19.1% | 6.6% | 2.6% |
| Hispanic/Latino | 54.2% | 21.8% | 14.0% | 9.9% |
| Multiracial | 30.5% | 22.3% | 20.3% | 26.9% |
| Native Hawaiian/Pacific Islander | 70.7% | 19.5% | 7.5% | 2.3% |
| White | 19.9% | 21.8% | 25.2% | 33.0% |



Who Counts in the
New Dashboard?

- Students experiencing poverty
- English Learners
- Student with IEPs....

But not

- Talented and Gifted students?

| | |
|---|----|
| Achievement by Performance Level by Grade - All Students | 52 |
| 3rd Grade Achievement by Performance Level | 52 |
| 4th Grade Achievement by Performance Level | 52 |
| 5th Grade Achievement by Performance Level | 53 |
| 6th Grade Achievement by Performance Level | 53 |
| 7th Grade Achievement by Performance Level | 54 |
| 8th Grade Achievement by Performance Level | 54 |
| 11th Grade Achievement by Performance Level | 55 |
| | 55 |
| Supplemental Data Tables | 56 |
| American Indian/Alaska Native Students - All Grades, All Content Areas | 56 |
| Asian Students - All Grades, All Content Areas | 56 |
| Black/African American Students - All Grades, All Content Areas | 57 |
| Hispanic/Latino/a/x Students - All Grades, All Content Areas | 57 |
| Multi-Racial Students - All Grades, All Content Areas | 58 |
| Native Hawaiian/Pacific Islander Students - All Grades, All Content Areas | 58 |
| White Students - All Grades, All Content Areas | 59 |
| | |
| English Learners - All Grades, All Content Areas | 59 |
| Students with IEPs - All Grades, All Content Areas | 60 |
| Students Experiencing Poverty - All Grades, All Content Areas | 60 |

Achievement Rates by Student Group

| Student Group | ELA | | | |
|----------------------------------|-------|-------|-------|------------|
| | 21-22 | 22-23 | 23-24 | 23/24 Chng |
| Students Experiencing Poverty | | | 25.1 | |
| English Learners | 5.5 | 5.4 | 5.2 | -0.2 |
| Students with IEPs | 16.3 | 16.0 | 16.2 | +0.2 |
| American Indian/Alaska Native | 26.4 | 25.6 | 25.2 | -0.4 |
| Asian | 63.6 | 62.5 | 61.8 | -0.7 |
| Black/African American | 24.3 | 24.0 | 24.1 | +0.1 |
| Hispanic/Latino | 26.9 | 26.5 | 25.8 | -0.7 |
| Multiracial | 48.5 | 48.1 | 47.7 | -0.4 |
| Native Hawaiian/Pacific Islander | 25.1 | 22.9 | 21.0 | -1.9 |
| White | 50.3 | 49.7 | 49.3 | -0.4 |

The existing “at a glance” (!) district profile does include limited TAG information... but it doesn't show whether **any** student is learning



Our Staff (rounded FTE)



198
Administrators



2,695
Teachers



673
Educational assistants



164
Counselors



45
Social Workers



63
Licensed Librarians

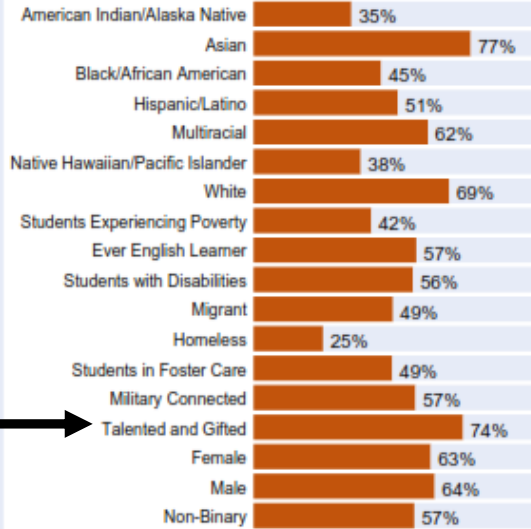


59
Psychologists

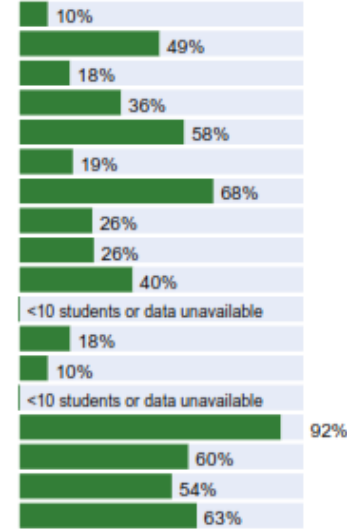


80%
% of licensed teachers with more than 3 years of experience

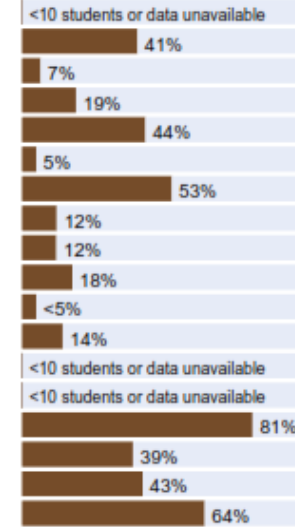
REGULAR ATTENDERS



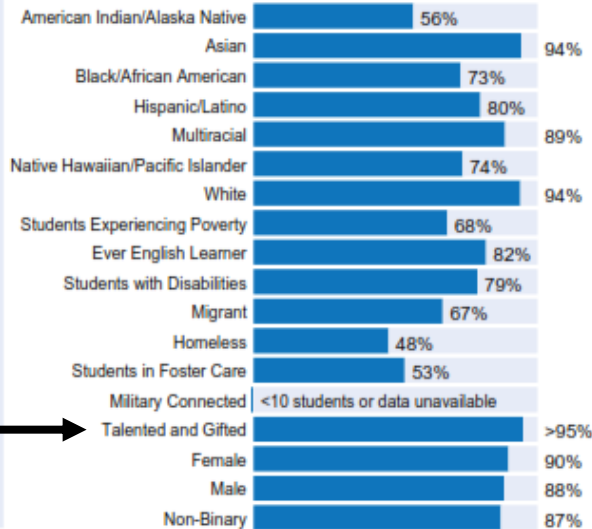
Grade 3 ENGLISH LANGUAGE ARTS



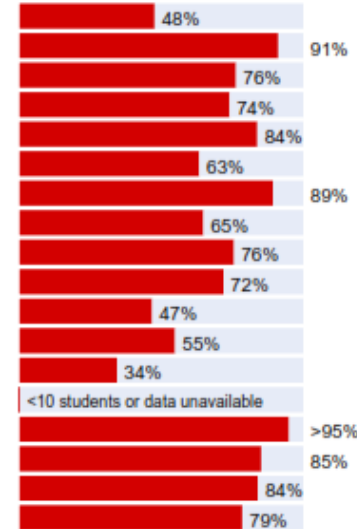
Grade 8 MATHEMATICS



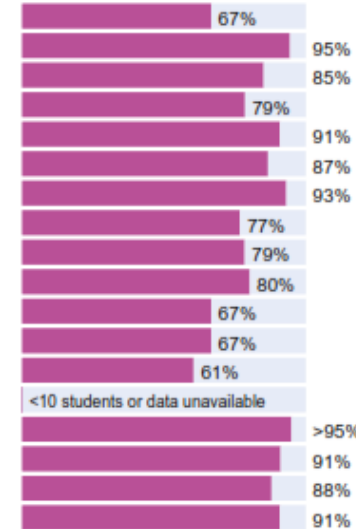
ON-TRACK TO GRADUATE



ON-TIME GRADUATION



FIVE-YEAR COMPLETION



Data are suppressed to protect confidential student information.

Seismic Safety: <http://www.oregongeology.org/sub/projects/rvs/activity-updates/status.html>

Thank
you!



Margaret DeLacy, 2/3/2025