A pile of colorful wooden number tiles (0-9) scattered on a white surface. The tiles are in various colors including pink, blue, yellow, green, and orange. The numbers are printed in a bold, sans-serif font. The tiles are slightly overlapping and have a natural wood grain visible around the edges.

Understanding student achievement, spending, and accountability

1/24/2025

OATAG sponsored three bills for the 2025 session:

HB 3420

sets aside one percent of the state school fund for TAG programs and services. Half of that money goes directly to school districts based on their enrollment, one-quarter goes to the State Department of Education and the final quarter goes to Education Service Districts for support, programs and services to small and rural districts.

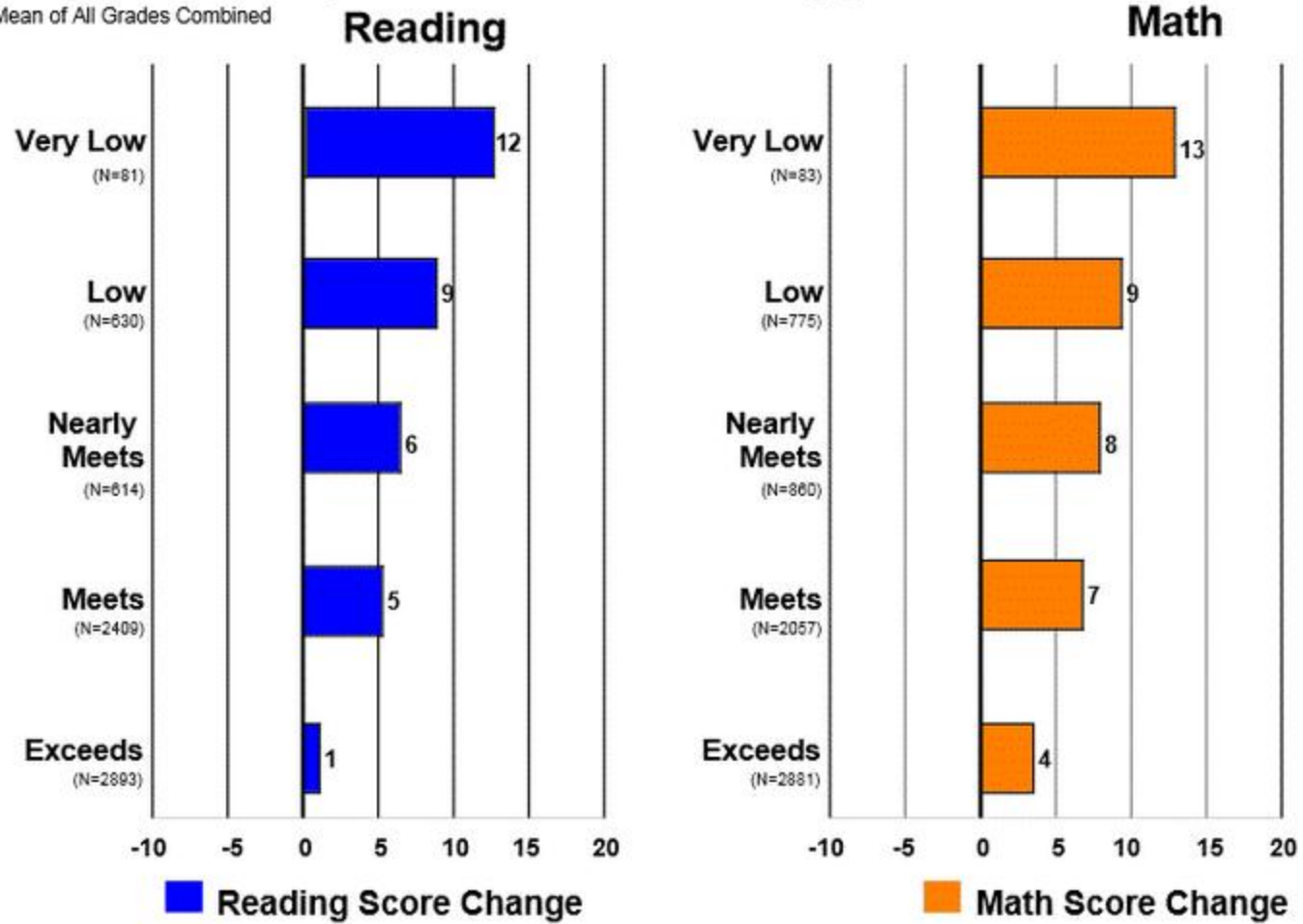
SB 933 and SB 934

Scheduled for a public hearing and testimony MONDAY morning at 8:00 AM.

SB 933 is important because it requires the Oregon Department of Education to report student achievement GAINS broken down by grade level, ability level, and income/ethnicity.

Are students at all performance levels showing growth?

Mean of All Grades Combined

*Change in Mean Test Scores by Prior Performance Level*

Portland Public Schools 2012-13 Achievement Gains

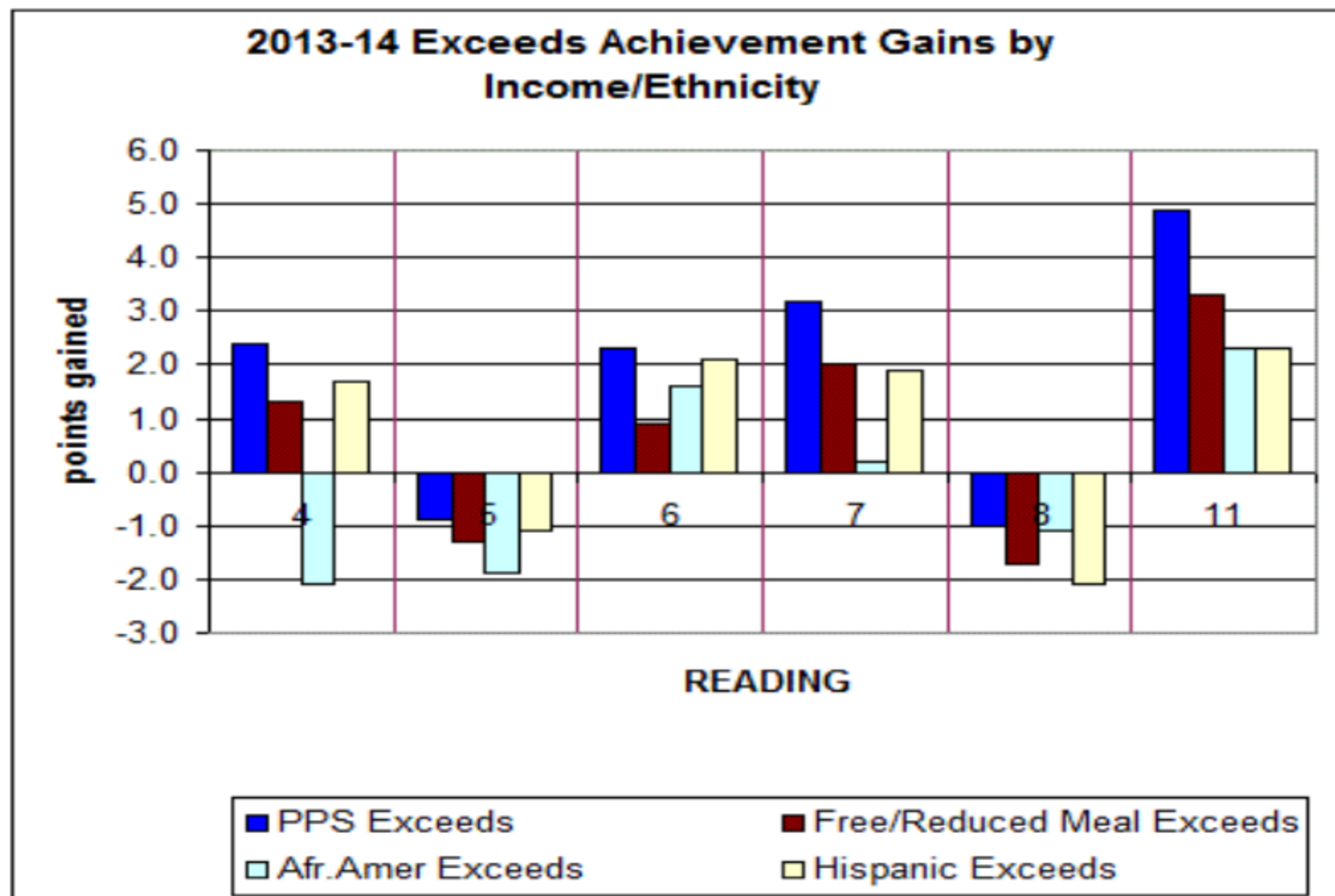
The tables below break out the "exceeds" portion of the "Overview" graph by grade level, income and ethnicity. The students who exceeded make much smaller gains than students in other groups; in addition, there is a much greater difference between the gains among the groups of "exceeded" students than 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



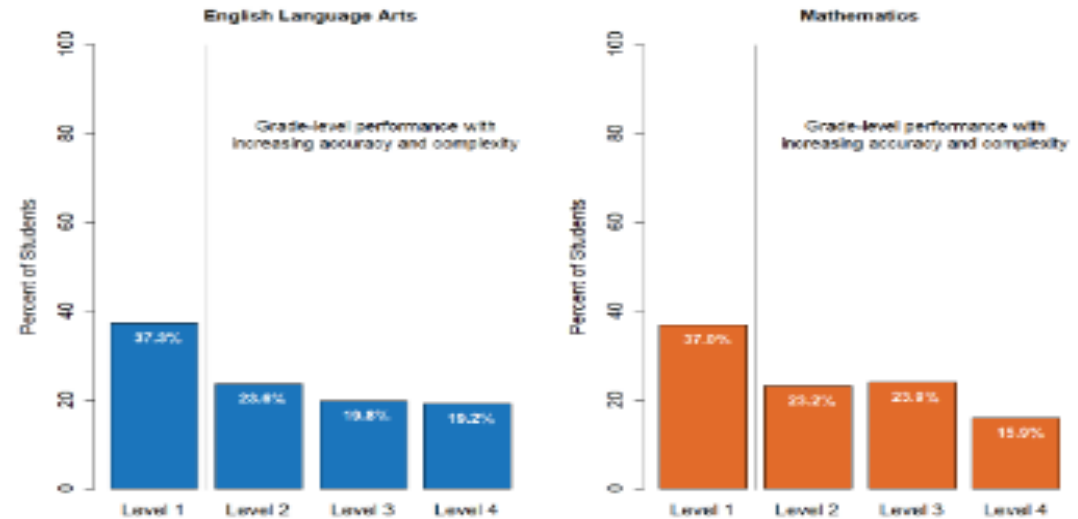
New state “dashboard” for student achievement:

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

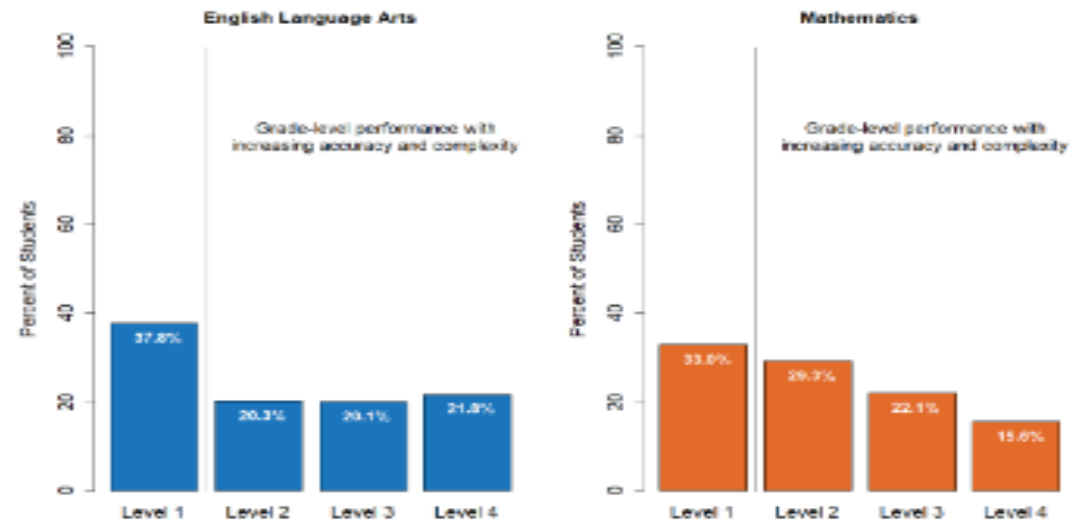
Is “level one” “*grade level performance with increasing accuracy and complexity*”?

Achievement by Performance Level by Grade - All Students

3rd Grade Achievement by Performance Level

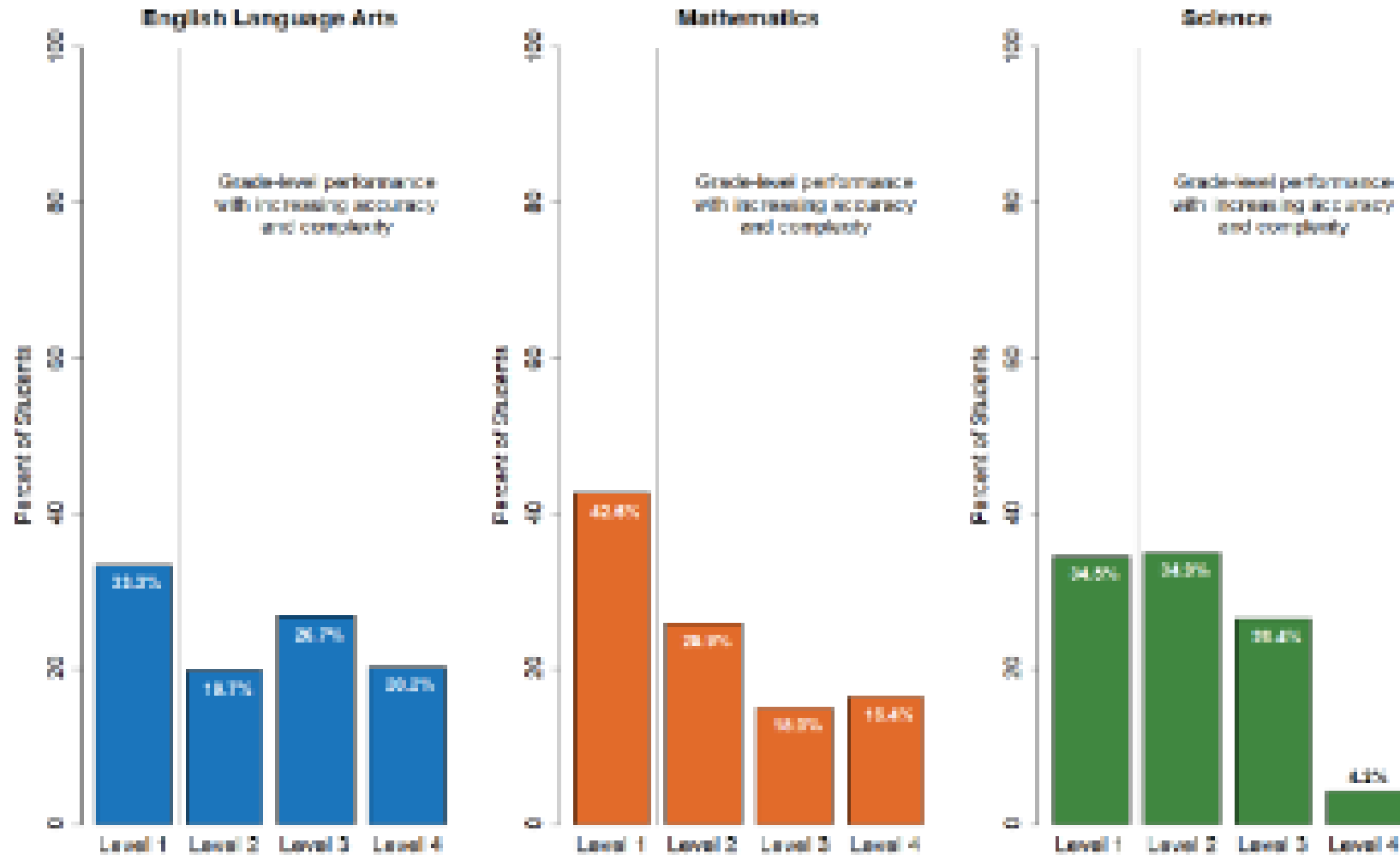


4th Grade Achievement by Performance Level



Has proficiency moved down a level?

5th Grade Achievement by Performance Level



Performance by
level—doesn't
show gains;
omits TAG

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
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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

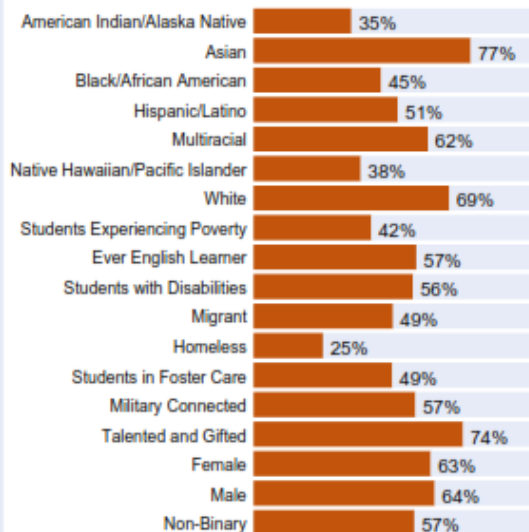
Psychologists



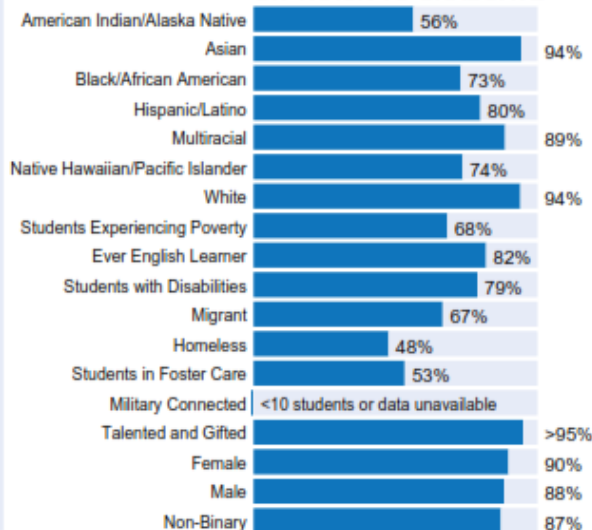
80%

% of licensed teachers
with more than 3 years
of experience

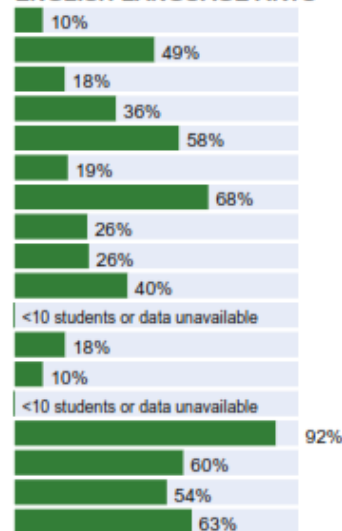
REGULAR ATTENDERS



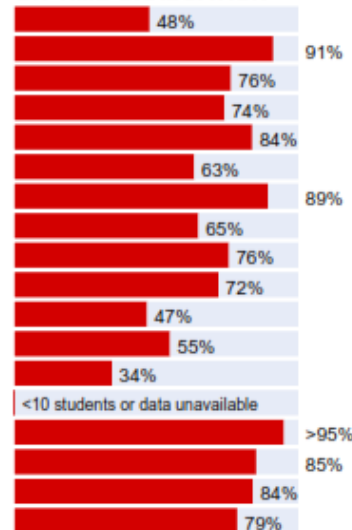
ON-TRACK TO GRADUATE



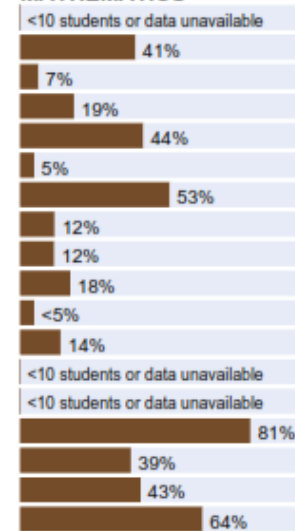
Grade 3 ENGLISH LANGUAGE ARTS



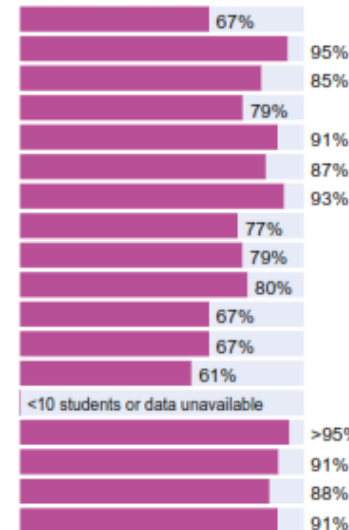
ON-TIME GRADUATION



Grade 8 MATHEMATICS



FIVE-YEAR COMPLETION





Oregon's funding for TAG doesn't honor our state mandate

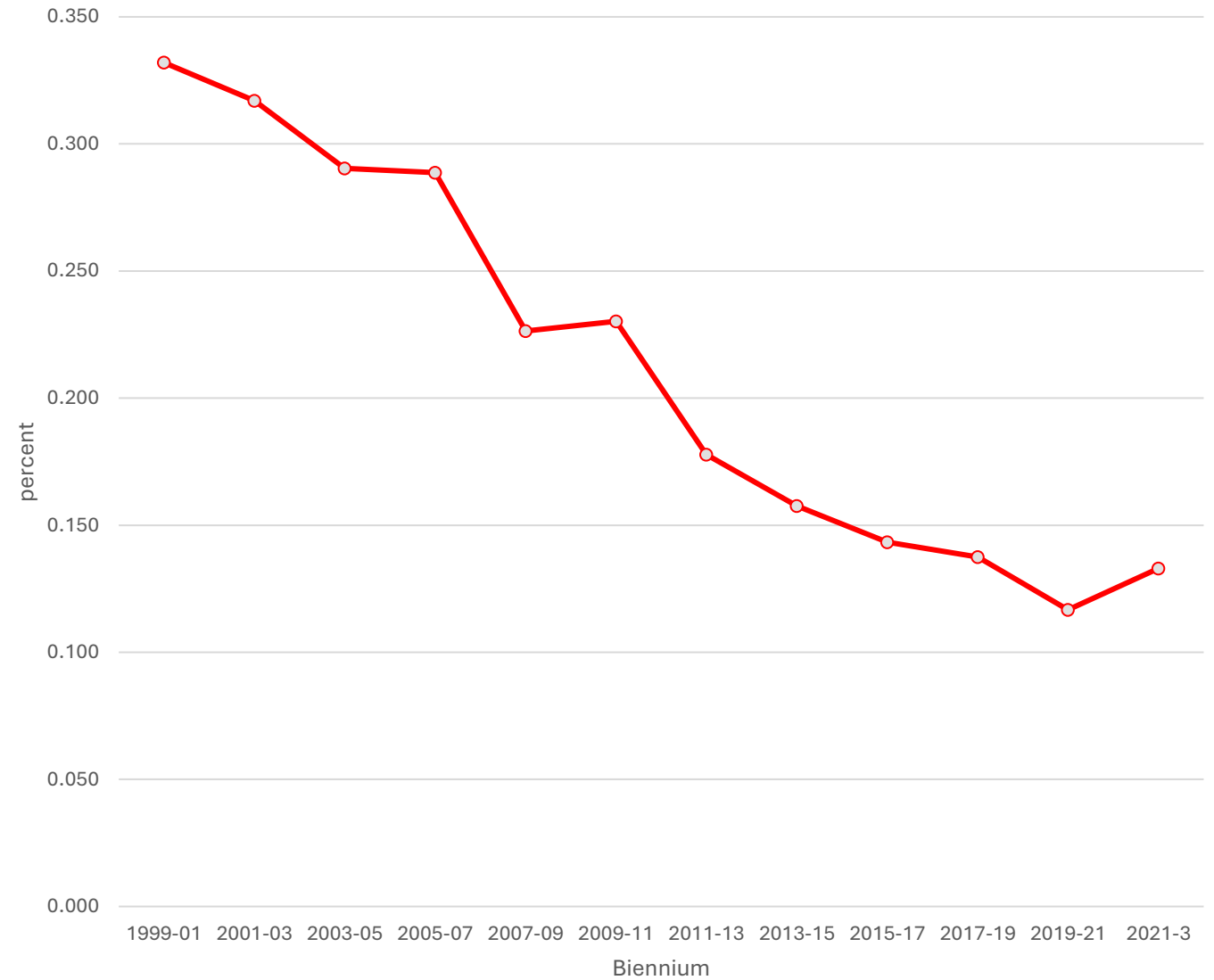
- Spending on TAG is entirely up to our school districts
- More than half of all Oregon districts either do not identify students or do not fund TAG services (at all).

In the current system, both TAG and high – achieving students have been forgotten:

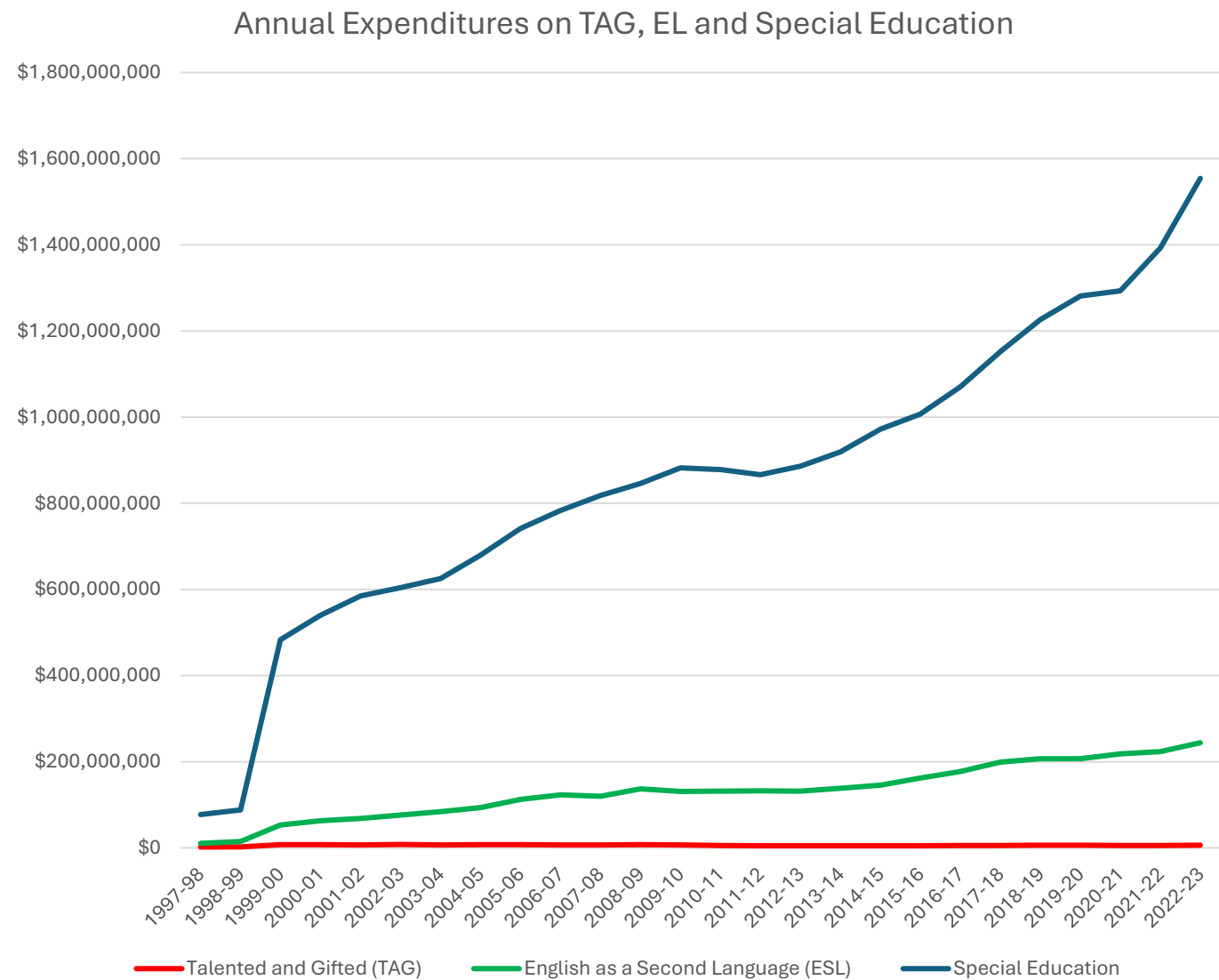
- Accountability reports do not show student learning
- TAG students lack funding and adequate accountability for services
- The result has been big disparities and poor outcomes for all students



TAG spending as a percent of our education budget has dropped from 1/3 of 1% to 1/10 of 1%



TAG spending as a portion of special population spending (TAG, ESL and Special Education) has plummeted, falling from 2.33% to 0.36% in 2022/3



PORTLAND: where is the accountability?

- Appeals to Department of Education in 1997 and 2019 did not result in any improvement in services
- Appeal in 2019 produced a “conciliation agreement”
- Portland failed to implement the agreement
- The Department has removed the compliance process from its procedure for Division 22 appeals
- Portland is still out of compliance: claims it is bound by an agreement it has never implemented
- State law requires districts to return to compliance by the school year following the year they were out of compliance.

Portland's Division 22 compliance report TAG

- **● 581-022-2500: Programs and Services for TAG Students**
- ○ **During the 2022-23 school year, the district was unable to verify that every TAG student in every PPS classroom had their rate and level of learning addressed.**
- ■ As is done every year, building administrators and site based TAG facilitators led a rate and level PD during a staff meeting. Additionally, an asynchronous course was provided to educators through our online learning platform Pepper.
- ■ Attached to this memorandum is the PPS **TAG Conciliation Plan** for how we address programs and services for TAG students.
- ○ **581-022-2330 Rights of Parents of TAG Students, and 581-022-2325**
- Identification of Academically Talented and Intellectually Gifted Students
- ■ PPS is **bound to the Conciliation Agreement**, attached to this memorandum, for how we address programs and services for TAG students including these two OARs.

Portland metro per capita TAG spending 2022

