

# Oregon

NAEP proficiency level and percentile data as well as results from state assessments demonstrate the existence of substantial excellence gaps for Black, Hispanic, and Free and Reduced Lunch Eligible students on most exams. White students had higher average AP scores than Black and Hispanic students on AP tests and were more likely to make a “5” on an AP exam or take an AP exam.

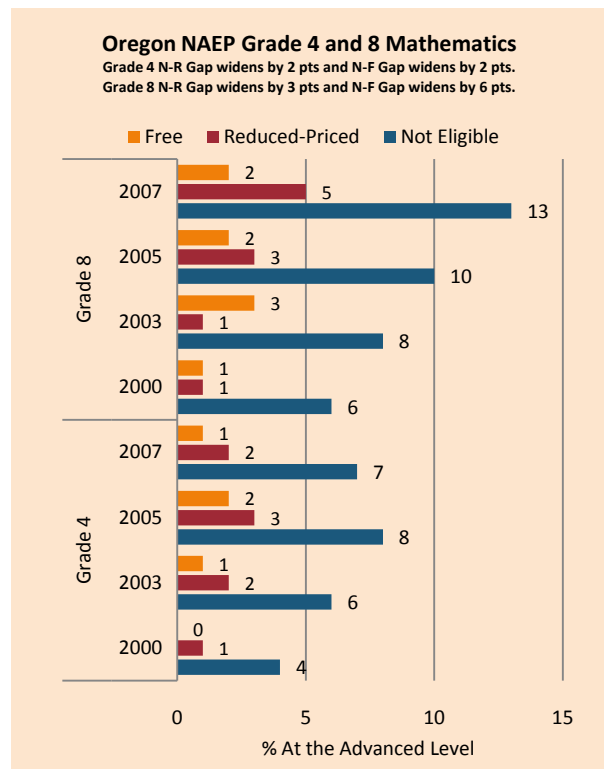
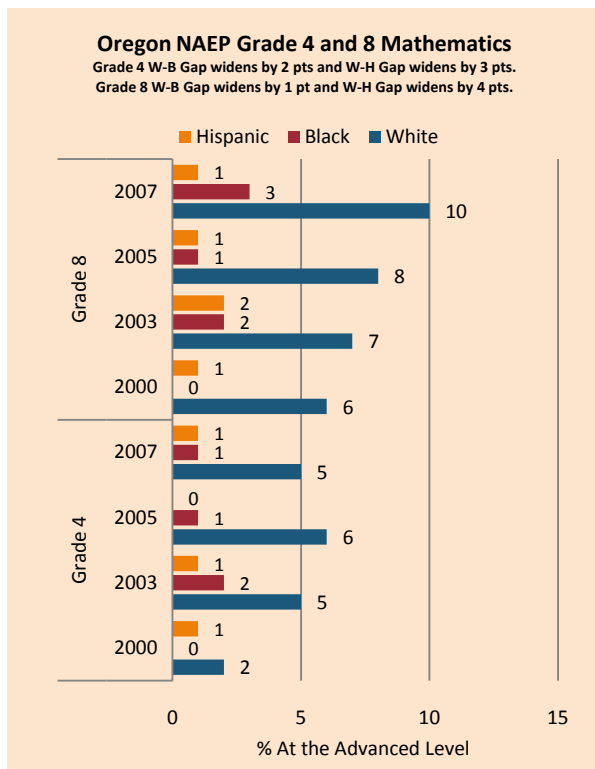
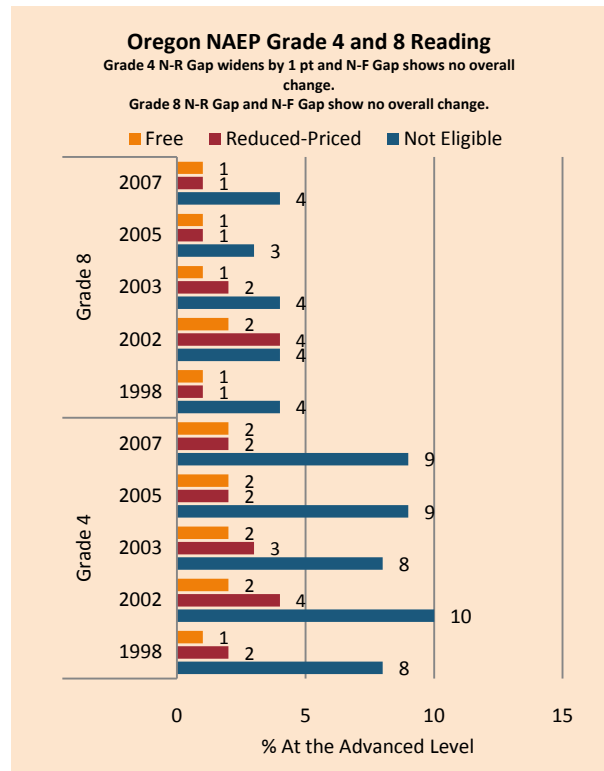
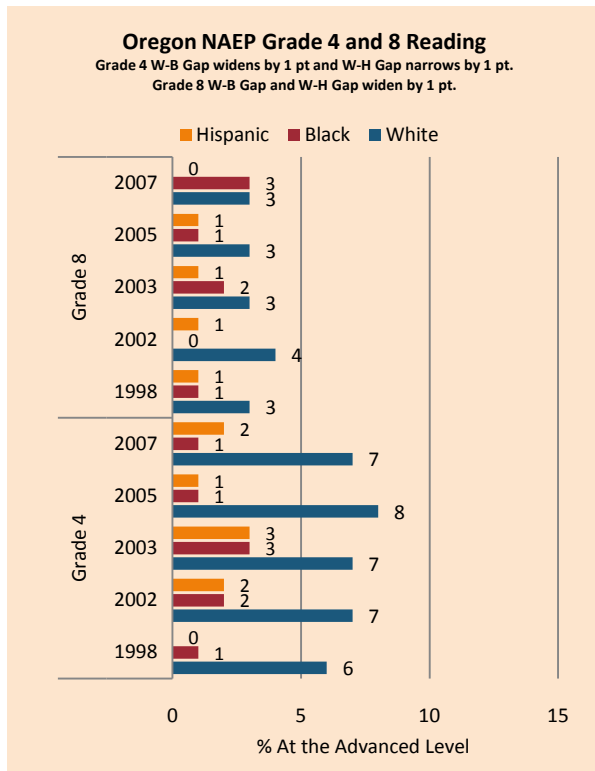
According to NAEP proficiency data, the percentage of students at the advanced level increased in Math Grade 8 for all but Hispanic students, as well as for non-FARM students in Grade 4 (both subjects) and Blacks in Grade 8 Reading. Excellence gaps widened in Math Grade 8 and Reading Grade 4, as well as among FARM students in Reading Grade 8, but declined for Black students in Math Grade 8.

NAEP scale scores at the 90<sup>th</sup> percentile increased in Math except for a decline among Hispanic students in Grade 8, with Black students improving more rapidly than white students in both grades and Hispanic students in Grade 4. Although non-FARM and white students’ performances were stable in Reading, under-represented groups generally declined, leading to a widening of achievement gaps (the sole exception was for Black students in Grade 8). The excellence gap expanded for FARM students across assessments.

The percentage of high-achieving students according to state-assessments rose only in Grade 4 Reading and Grade 10 Math tests. Student performance declined across income and ethnic subgroups in Grade 4 and 7 Reading and Grade 7 Math and was flat in Grade 10 Reading. Achievement gaps narrowed in Grade 4 Math as white and affluent students’ achievement declined more rapidly. Black and Hispanic students improved more rapidly than white students to narrow the excellence gap in Grade 10 Math.

On the AP exams, there were increases in achievement gaps in mean AP scores, the percentage of tests that scored a 5 (weighted), and in the number of tests taken, weighted by enrollment. There was an increase in the gap between white and Black students, as well as a decrease in the gap between white and Hispanic students in the percentage of tests that scored a 5 (unweighted).

Summary of State Policy as of 2006-2007							
State	Mandate Identify	Mandate Services	Gifted Identified	Identified by Gender	Identified by Ethnicity	GT Funding	GT Funding per Identified
Oregon	yes	yes	NA	no	no	\$0	N/A



NAEP Scores at the 90 <sup>th</sup> Percentile				
Subject, Grade, Group	2003	2007	2003 Gap	2007 Gap
Math 4 Male	273	275	4	7
Math 4 Female	269	268		
Math 8 Male	328	333	4	7
Math 8 Female	324	326		
Reading 4 Male	256	256	10	7
Reading 4 Female	266	263		
Reading 8 Male	301	301	10	9
Reading 8 Female	311	310		
Math 4 ELL	248	244	25	30
Math 4 NonELL	272	273		
Math 8 ELL	285	289	42	42
Math 8 NonELL	327	331		
Reading 4 ELL	232	223	30	40
Reading 4 NonELL	263	262		
Reading 8 ELL	276	262	31	45
Reading 8 NonELL	307	307		
Math 4 FARM	259	261	16	17
Math 4 NonFARM	275	278		
Math 8 FARM	310	314	20	23
Math 8 NonFARM	330	337		
Reading 4 FARM	249	244	16	22
Reading 4 NonFARM	265	267		
Reading 8 FARM	296	295	13	16
Reading 8 NonFARM	310	311		
Math 4 White	264	271		
Math 4 Black	241	249	23	22
Math 4 Hispanic	250	258	15	13
Math 8 White	327	333		
Math 8 Black	310	318	17	15
Math 8 Hispanic	306	304	21	29
Reading 4 White	263	263		
Reading 4 Black	248	236	14	27
Reading 4 Hispanic	248	238	15	25
Reading 8 White	308	307		
Reading 8 Black	293	296	15	11
Reading 8 Hispanic	294	286	14	21

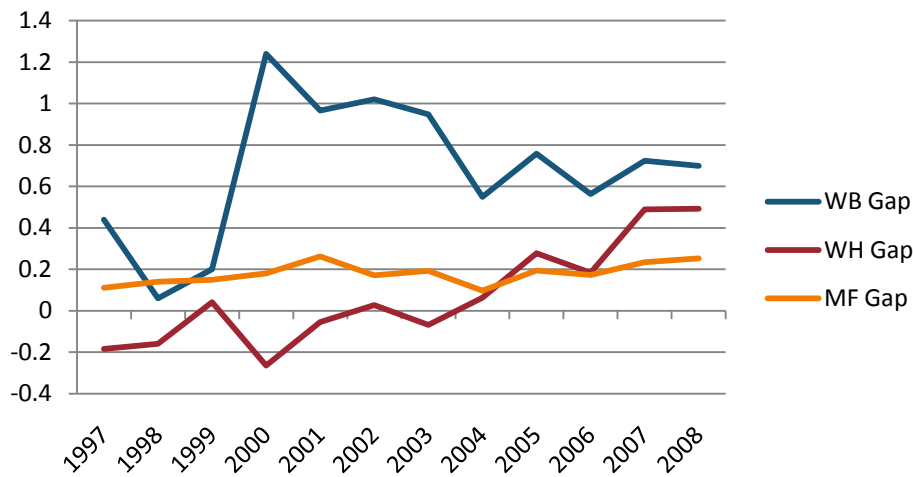
Oregon Assessment of Knowledge and Skills (OAKS) Grade 4, 7, 10 English/Language Arts Excellence Achievement Gaps on Race															
% At the Advanced Level	Grade 4					Grade 7					Grade 10				
	W	B	H	W-B	W-H	W	B	H	W-B	W-H	W	B	H	W-B	W-H
<b>2006</b>	39	21	12	<b>18</b>	<b>27</b>	40	21	13	<b>19</b>	<b>27</b>	17	5	4	<b>12</b>	<b>13</b>
<b>2007</b>	47	24	18	<b>23</b>	<b>29</b>	36	18	12	<b>18</b>	<b>24</b>	19	7	5	<b>12</b>	<b>14</b>
<b>2008</b>	46	26	17	<b>20</b>	<b>29</b>	32	12	9	<b>20</b>	<b>23</b>	18	4	4	<b>14</b>	<b>14</b>

Oregon Assessment of Knowledge and Skills (OAKS) Grade 4, 7, 10 Mathematics Excellence Achievement Gaps on Race															
% At the Advanced Level	Grade 4					Grade 7					Grade 10				
	W	B	H	W-B	W-H	W	B	H	W-B	W-H	W	B	H	W-B	W-H
<b>2006</b>	39	20	17	<b>19</b>	<b>22</b>	39	18	16	<b>21</b>	<b>23</b>	13	2	3	<b>11</b>	<b>10</b>
<b>2007</b>	29	12	11	<b>17</b>	<b>18</b>	38	16	16	<b>22</b>	<b>22</b>	17	4	5	<b>13</b>	<b>12</b>
<b>2008</b>	26	11	9	<b>15</b>	<b>17</b>	31	12	12	<b>19</b>	<b>19</b>	17	2	4	<b>15</b>	<b>13</b>

Oregon Assessment of Knowledge and Skills (OAKS) Grade 4, 7, 10 English/Language Arts Excellence Achievement Gaps on SES									
% At the Advanced Level	Grade 4			Grade 7			Grade 10		
	N	P	Gap	N	P	Gap	N	P	Gap
<b>2006</b>	23	20	<b>3</b>	26	21	<b>5</b>	12	6	<b>6</b>
<b>2007</b>	27	27	<b>0</b>	23	18	<b>5</b>	14	8	<b>6</b>
<b>2008</b>	27	25	<b>2</b>	21	14	<b>7</b>	13	7	<b>6</b>

Oregon Assessment of Knowledge and Skills (OAKS) Grade 4, 7, 10 Mathematics Excellence Achievement Gaps on SES									
% At the Advanced Level	Grade 4			Grade 7			Grade 10		
	N	P	Gap	N	P	Gap	N	P	Gap
<b>2006</b>	23	23	<b>0</b>	26	21	<b>5</b>	10	4	<b>6</b>
<b>2007</b>	17	15	<b>2</b>	25	20	<b>5</b>	13	7	<b>6</b>
<b>2008</b>	16	12	<b>4</b>	21	14	<b>7</b>	13	6	<b>7</b>

Gaps in Mean AP Scores



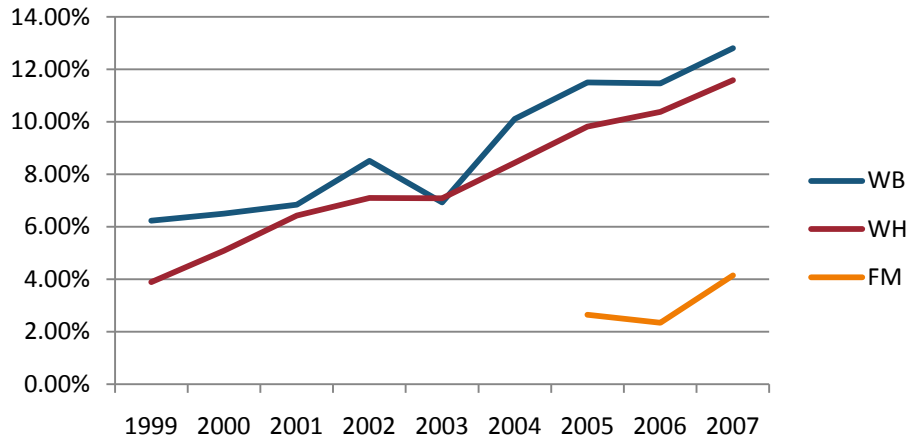
Gaps in the Percentage of Tests Taken Receiving a "5" on the AP Exam by Subgroup\*

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Male	13.49%	16.35%	16.66%	15.79%	16.50%	14.94%	17.36%	14.46%	14.96%	15.05%	14.99%	16.48%
Female	9.81%	11.64%	13.13%	12.28%	10.33%	11.21%	11.74%	12.63%	10.55%	10.61%	10.81%	10.81%
White	11.07%	13.17%	14.52%	13.49%	12.76%	12.74%	13.55%	13.24%	12.38%	12.54%	12.48%	13.12%
Black	5.26%	9.38%	6.90%	2.27%	2.99%	4.00%	2.20%	4.00%	2.33%	8.46%	4.76%	4.04%
Hispanic	20.49%	20.67%	16.11%	22.44%	18.18%	17.44%	23.26%	14.66%	10.41%	11.18%	7.82%	10.39%
M-F Gap	3.67%	4.72%	3.53%	3.51%	6.17%	3.73%	5.62%	1.83%	4.41%	4.43%	4.18%	5.66%
W-B Gap	5.80%	3.80%	7.63%	11.21%	9.78%	8.74%	11.35%	9.24%	10.05%	4.07%	7.72%	9.08%
W-H Gap	-9.42%	-7.49%	-1.59%	-8.95%	-5.42%	-4.70%	-9.71%	-1.42%	1.97%	1.35%	4.66%	2.73%

Gaps in the Percentage of Tests Taken Receiving a "5" on the AP Exam by Subgroup Weighted by Enrollment\*

	1999	2000	2001	2002	2003	2004	2005	2006	2007
Male							2.22%	2.53%	2.80%
Female							1.84%	2.04%	2.47%
White	1.15%	1.22%	1.35%	1.41%	1.51%	1.65%	1.87%	2.17%	2.40%
Black	0.12%	0.06%	0.11%	0.10%	0.09%	0.09%	0.08%	0.50%	0.31%
Hispanic	0.65%	0.89%	0.75%	0.69%	0.94%	0.58%	0.55%	0.78%	0.60%
M-F Gap							0.37%	0.50%	0.33%
W-B Gap	1.03%	1.16%	1.24%	1.31%	1.41%	1.55%	1.78%	1.68%	2.10%
W-H Gap	0.50%	0.33%	0.60%	0.72%	0.57%	1.06%	1.32%	1.40%	1.80%

**Gaps in the Number of Tests Taken Weighted by Subgroup Enrollment\***



\*The unit of analysis for AP data is the test, not the student. AP test results are presented as the number of scores received by members of each subgroup, NOT the number of students who received a given score on any exam. These numbers are not equivalent because some students take multiple tests.