

Perreault Matt

From: Margaret DeLacy <margaretdelacy@comcast.net>
Sent: Monday, February 5, 2018 3:45 PM
To: HED Exhibits
Subject: HB 4044 comment
Attachments: JKC_What is the Excellence Gap.docx; plucker_peters_closing_excellence_gaps.pdf; Oregon_poverty-gifted.pdf; 2013-14 Student Achievement Gains by Ability and Ethnicity.pdf

Follow Up Flag: Follow up
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Dear members of the House Education Committee:

I am writing to urge you to include *gifted and high achieving students* who are underserved (low-income, ELL, students of color, homeless students and students with disabilities) in HB 4044.

HB 4044 creates a study on the recruitment, retention, mentoring and professional development of educators who serve students from student groups at risk for experiencing achievement gap."

The bill lists the following as student groups at risk of experiencing an achievement gap:

- (a) Diverse, as defined in ORS 342.433;*
- (b) Enrolled in schools that have low performance rankings compared to similar schools;
- (c) Enrolled in alternative education programs;
- (d) Enrolled in English language learner programs under ORS 336.079;
- (e) Placed in foster care, as defined in ORS 339.133; or
- (f) Eligible for free or reduced price lunches.

Any list of students at "high risk" for achievement gaps must include gifted and high achieving students in under-served groups.

It is a well-established fact that the largest achievement gap (between diverse, ELL and low income students and other students) occurs at the top of the achievement ladder. Researchers refer to this as the "excellence gap," and have been studying this problem since 2010.

The Jack Kent Cooke foundation explains what this means at <http://www.excellencegap.org/what-is-the-excellence-gap/>
(also included for your convenience as attachment 1)

A study, "Closing Poverty-Based Excellence Gaps" that appeared this January notes that "the United States shows some of the largest income-based achievement gaps in the industrialized world. ... Very few low-income students score at the advanced level on any national tests.... In math and reading, excellence gaps tend to be stark." (see attachment 2)

According to a study "Is there a Gifted Gap" by Christopher B. Yaluma and Adam Tyler, released just this week, students in wealthy Oregon schools are more than three times more likely to participate in gifted programs than student in high poverty schools. Furthermore, in Oregon's high poverty schools, black and

hispanic students are underrepresented in gifted programs (see attachment 3)

Differences in test score gains in Portland Public Schools show the same phenomenon, (see attachment 4). Further state-level research is needed to ensure these students have the opportunity to learn at their level.

Disparities in the education of high-achieving and gifted students must be considered in efforts to reduce achievement gaps. It is essential both to support equity and to ensure those efforts will be effective.

Thank you very much for your commitment to educate all Oregon students.

Sincerely yours,

Margaret DeLacy, Ph.D.

Chair, Government Relations Committee
Oregon Association for Talented and Gifted
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*ORS 342.433 defines "diverse" as

- (a) Origins in any of the black racial groups of Africa but is not Hispanic;
- (b) Hispanic culture or origin, regardless of race;
- (c) Origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands;
- (d) Origins in any of the original peoples of North America, including American Indians or Alaskan Natives; or
- (e) A first language that is not English.