



# Talented & Gifted Students In Oregon

House Education Committee  
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*Presenters:*  
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# ODE's EQUITY STANCE

“Education equity is the equitable implementation of policy, practices, procedures, and legislation that **translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families** including civil rights protected classes. This means the **restructuring and dismantling of systems** and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.”

# Overview of Talented & Gifted (TAG) Students

## **ORS 343.391 defines Talented & Gifted children as:**

- Those children who require special educational programs or services, or both, beyond those normally provided by the regular school program in order to realize their contribution to self and society and who demonstrate outstanding ability or potential” in one of the recognized areas of giftedness.

## **OAR 581-022-2500 Oregon statutes and administrative rules require:**

- School districts to identify TAG students and to provide TAG students with instruction that is designed to meet their assessed levels of learning and accelerated rates of learning.
- Districts to submit a written TAG plan to ODE

## **School districts are required to identify TAG students in the categories of:**

- Intellectually Gifted
- Academically Talented—Reading
- Academically Talented—Mathematics, and
- Potential to Perform at the 97th Percentile.
  - The definition of Potential to Perform at the 97th Percentile may be determined locally by individual districts.



# Oversight of TAG

**Responsibility for programs and services for talented and gifted students ultimately lies with the district, with support and oversight from ODE.**

- **Division 22** - TAG identification OAR (581-022-2325)
- Districts must submit **annual assurances** to ODE
  - ODE's TAG specialist provides technical assistance to districts, and if necessary develops corrective action plan with district.
- According to OAR 581-022-1330, each school district is required to submit a **written plan** to ODE. These plans must include:
  - A statement of school district policy on the education of students identified as talented and gifted;
  - An assessment of current special programs and services provided by the district for students identified as talented and gifted;
  - A statement of district goals for providing comprehensive special programs and services and over what span of time the goals will be achieved;
  - A description of the nature of the special programs and services which will be provided to accomplish the goals; and
  - A plan for evaluating progress on the district plan including each component program and service.

# How Students Are Identified

- All districts must have an identification process - local control
- School and/or family nomination
- Multiple measurements recommended
  - Surveys
  - Observations
  - Universal screeners
  - Ability tests (including nonverbal)
  - Academic Achievement tests
  - Portfolios
  - Performances

# Key Data & Equity Points

## Oregon TAG Students Statewide

**18-19 total:** 39,097

### State Defined:

Intellectually Gifted: 16,355

### Academically Talented:

- Reading : 15,939
- Math: 16,246

### District Defined:

- Potential to Perform at 97th percentile: 6,077

### District Option to Identify:

- Creativity: 56
- Leadership: 34
- Visual & Performing Arts: 22

Student Group	Number of TAG Students	Percentage of TAG Students	Number of All Students	Percentage of All Students	Percentage of Student Group Identified as TAG
American Indian/Alaska Native	158	0.4	7,101	1.2	2.2
Asian	4,303	11	23,305	4.1	18.5
Black/African American	424	1.1	13,203	2.3	3.2
Hispanic/Latino	4,258	10.9	135,083	23.5	3.2
Multiracial	3,059	7.8	36,821	6.4	8.3
Native Hawaiian/Pacific Islander	118	0.3	4,319	0.8	2.7
White	26,777	68.5	355,363	61.8	7.5
Economically Disadvantaged	10,076	25.8	305,578	53.1	3.3
Special Education	1,519	3.9	85,691	14.9	1.8

# Equity Issues in TAG: English Language Learners

Student Group	Number of TAG Students	Percentage of TAG Students	Number of All Students	Percentage of All Students	Percentage of Student Group Identified as TAG
Current English Learners .	254	0.6%	51,117	8.9%	0.5%
Former English Learners	3,025	7.7%	51,657	9.0%	5.9%
Never English Learners	35,818	91.6%	472,421	82.1%	7.6%
All Students	39,097		575,195		6.8%





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# Legislation Related To TAG Students



# SB 478 A : TAG Identification Study

**Current Law:** ORS 343.407 Identification of talented and gifted students. School districts shall identify talented and gifted students enrolled in public schools under rules adopted by the State Board of Education. OAR 581-022-2325 Identification of Academically Talented and Intellectually Gifted Students provides standards for identifying students with specific assessment requirements, percentile thresholds, and research-based best practices for historically underrepresented populations.

## The Amended Bill:

- The amendment instead requires school districts to use inclusive and effective methods for identifying TAG students and communicating with parents about the TAG identification process.
- Implementing the bill with this amendment will require training for the field.
- The implementation timeline is very fast. Inclusive and effective practices would need to be defined, likely in rule. School districts would need time to make changes to their practice. As written, this amended bill would be effective January 1, 2022. School districts would likely update and implement their plan for the 2022-23 school year.

## Equity Impact Analysis:

The unintended consequences could be the perpetuation of fixed beliefs about students' abilities and talents based on race, ethnicity, ability, language acquisition, and identity (LGBTQ2SIA+). A positive impact would be to create visibility and priority to the identification practices of marginalized and historically underrepresented students.

## SB 486 A : District TAG Plans

**Current Law:** ORS 343.397 – Districts shall submit a plan of instruction for talented and gifted children to The Superintendent of Public Instruction. Plans include: district policy specific to TAG education, district/internal assessment of programs and services provided by the district, SMART goals specific to providing comprehensive special programs and services over time, a description of the programs and services provided to accomplish the goals, and a plan for evaluating progress on the district plan.

- Annual plan since this is under [Division 22](#)

### **The Amended Bill:**

- It restores the current language that districts are required to submit a written plan
- It adds the requirement that each TAG student and their parents have the opportunity to discuss programs and services available to the student.
- It changes the requirement of making the plan available on each school's website to making the plan available at each school upon request (it keeps the requirement that the plan is posted on the school district website).

### **Equity Impact Analysis:**

The bill does not include specific language to include the school district's commitment to identifying and serving students from underrepresented populations. By not including an accountability/expectation to include underrepresented populations, the plans will continue to perpetuate an absence of underrepresented populations from the talented and gifted population.

## SB 487 A : Study of TAG

**Current Law:** ORS 343.409 – School districts shall provide special educational programs and services as described in ORS 343.395 (4)(c), (d), (e), and rules adopted by the board.

**The Amended Bill:**

- Directs ODE to conduct a study to identify inclusive and effective instructional practices of gifted students.
- Examine district level and other SEA’s policies, professional development opportunities, and procedures that cultivate effective classroom level services and/or programs.
- Observe equitable instructional practices of TAG students as well as historically underrepresented students not yet identified as TAG.
- Adds the requirement to seek input from “a statewide organization that focuses on the education of talented and gifted children in this state.”
- Changes the due date for reporting to the legislature from September 1, 2021 to September 15, 2022; and changes the repeal date to December 2022 (to align with the report date).

**Equity Impact Analysis:**

The unintended consequences could be the perpetuation of fixed beliefs about students’ abilities and talents based on race, ethnicity, ability, language acquisition, and identity (LGBTQ2SIA+).

# Thank you – any questions?

