



Date: February 27, 2019

To: Sen. Lew Frederick, Co-Chair
Rep. Susan McLain, Co-Chair
Ways and Means Education Subcommittee

From: Colt Gill, Deputy Superintendent of Public Instruction

RE: ODE Ways and Means Presentation Follow Up – 2/27/19

On Feb. 27, 2019, the Oregon Department of Education (ODE) continued its budget presentation to the Ways and Means Subcommittee on Education. During the presentation, there were several questions posed by committee members. Below are a list of those questions and follow up responses.

- 1. Please provide more information on what ODE does with the \$350,000 transfer from the State School Fund for Talented and Gifted (Education)? (Sen. Frederick) Provide some examples of what school districts are currently doing for TAG students. (Doug Wilson)**

Attached is a comprehensive overview of the work ODE performs through the use of the State School Fund transfer. In addition, there are examples provided of what schools are doing to support TAG students.



WMResponses0227
19AttachA.docx

- 2. What percentage of cost does IDEA provide for student with disabilities? (Sen. Roblan)**

Under IDEA, Congress has determined that the federal government would pay up to 40% of the excess cost of providing special education and related services, and 40% of the national APPE adjusted by the number of children with disabilities a state served. This came to be known as the "full funding" amount of IDEA Part B grants to states.

IDEA funding has fallen short of the full funding amount each year from the formula's enactment through FY2018. For example, in FY2018 the amount appropriated for Part B accounted for approximately 15% of the national APPE, less than half of the 40% full funding level. In FY2009, Part B appropriations approached closer to the full funding amount than they

had before or have since, when, with the addition of federal stimulus dollars, IDEA funding rose to almost 35% of the APPE.

3. Was there legislation to allow school districts to purchase bus passes for students? (Sen. Roblan)

During the 2017 legislation session, there was some discussion relating to the use of transportation grant funds to fund transit busses. There was also a workgroup relating to this legislation which discussed many different forms of transporting students to school. This legislation did not become law. (See HB 2693 attached)



HB2693.pdf

If you have any further questions, please let us know.

Description of role of 1.0 FTE funded with transfer from the State School Fund, as well primary areas of focus

Key functions of the Talented and Gifted Education Specialist:

- Facilitate the statewide implementation of Talented and Gifted (TAG) education in Oregon's K-12 education system by assisting school districts and educational service districts in implementing equitable identification practices and utilizing high leverage instructional practices.
- Provide specific guidance and ongoing support to Oregon School Districts Talented and Gifted Coordinators and TAG Program Administrators through professional development opportunities for schools, districts, ESDs, email updates, and daily communications.
- Review and provide feedback on district TAG Plans submitted to ODE as required by [Senate Bill 330, 2011](#).
- Prepare and facilitate presentations for statewide conferences designed to elevate stakeholders understanding on the identification of this student population of learners and historically under-represented populations of TAG learners including: TAG learners in special education (dual-identified), TAG students who are culturally and linguistically diverse, and TAG learners who are economically disadvantaged.
- Manage formal complaints/appeals from parents or community members regarding school district implementation of TAG education. Conduct investigations of district practices that resulted in the complaint/appeal on an as-needed basis.

Examples of innovative best practices currently applied by school districts in serving TAG students.

We are not aware of an entire district that comprehensively employs innovative best practices to be used as a model for quality engagement, deep learning, quality intellectual work and meeting the needs of TAG students. However, there are specific schools within districts worthy of highlighting including:

- Corbett School
- The International School of Beaverton
- Woodburn Academy of Art, Science, and Technology

The systemic practices and beliefs executed in these schools leads to equitable, innovative, and high leverage instructional best practices for *every* student, including TAG identified students. In terms of leaders in equitable TAG identification practices, Tigard-Tualatin and Reynolds School Districts are the faces of change for the state.

Systematic implementation of a comprehensive TAG program would focus on authentic engagement, deep learning, and quality intellectual work utilizing research-based best practices as an interwoven ('un-siloed') approach. These research-based best practices must be rooted in educational equity and must include:

- depth of knowledge (DOK),
- culturally responsive pedagogy,
- social-emotional learning (the needs of every students being addressed/met, including those that typically impact TAG populations to a greater degree),
- personalized learning,
- formative assessment (as a process) strategies,
- differentiated instruction based on continuous assessed rate and level of learning,
- accelerated learning (including whole grade and subject acceleration) and;
- curriculum compacting

Examples of what ODE is doing to encourage and support best practices with TAG.

We are facilitating continual statewide trainings in partnerships with ESDs, districts (all licensed personnel), and when necessary, granular size (school level) in the areas of equitable identification practices and research-based best practices in meeting the academic and social-emotional needs of TAG students.

Since the onset of the 2018-19 school year, the following districts, ESDs, and/or schools have received training in research-based best practices that are grounded in educational equity, identifications, high leverage instructional practices and social-emotional learning (specific to TAG population):

- Powell Butte Charter School
- Bend/LaPine School District
- Glide School District
- Gaston School District
- Eagle Point School District
- West Union Elementary (the only school in Hillsboro School District implementing schoolwide TAG Cluster Grouping – potentially the only school in the state of Oregon implementing this particular practice)
- Rogue River School District
- Grant County ESD (all districts in region were invited to attend)
- Willamette ESD (all districts in region were invited to attend)

- InterMountain ESD (all districts in region were invited to attend)
- Neah-Kah-Nie School District
- Silver Falls School District
- Phoenix-Talent School District
- Oregon City School District (Equity Conference)
- Roseburg School District
- Medford School District
- Sisters School District
- Redmond School District
- COSA – Special Education Conference
- ODE – EL Title III statewide webinar
- ODE – ELA Standards Revision and Advisory Panels

In addition, the TAG Education Specialist in partnership with the ODE's Title III Education Specialists, have provided specific training to those who work in districts with English Learners populations and received targeted professional learning to support linguistically diverse student populations.

For the first time in 10 years, student TAG identification numbers have increased statewide; including our Hispanic/Latino student populations. Due to more understanding of TAG learners in Special Education (dual-identified), TAG students who are Culturally and Linguistically Diverse, and TAG learners who are economically disadvantaged, we anticipate a continual increase in identification.