Talented and Gifted Education
Senate Education Committee

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Overview

"...It is essential to define giftedness in a way that both reflects best thinking in the field and moves beyond a focus on identification criteria to a deeper understanding of the complex nature of giftedness and the multi-faceted approach to services required to appropriately serve students with gifts and talents."

From National Association for Gifted Children

- Current Trends
- Path to Equitable Identification
- Instructional Services
  (District Level)
- Support and Accountability

Behind the Numbers…

Currently Oregon's TAG population is 6.3% or 34,152 students

- TAG identification has declined proportional to overall enrollment decline
  - Like other areas, TAG identification was waived in 2020
  - New criteria adopted in 2022
- Between 2022 and 2024 there has been incremental gains in TAG identification numbers.
  - We continue to work towards closing persistent gaps in identification across student groups
  - Additional pathways for identification will likely continue to increase identification over time.

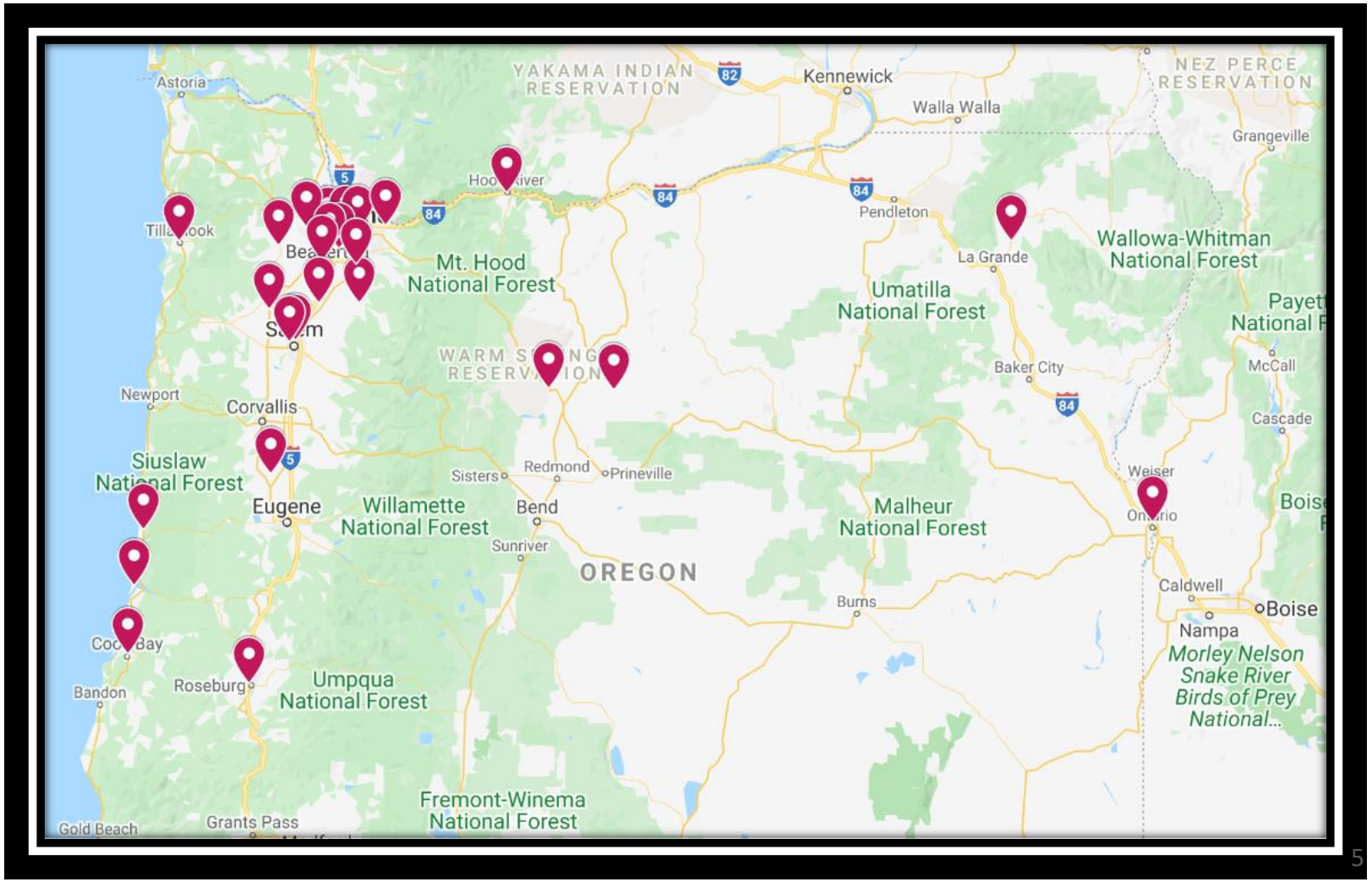
2023-24 Talented and Gifted Students

Student Group	Percent of All Students	Number of TAG Students	Percent of TAG Students	Percent of Student Group Identified as TAG
Total	100.0%	34,152	100.0%	6.3%
Female	48.0%	15,148	44.4%	5.8%
Male	51.4%	18,601	54.5%	6.7%
Non-Binary	0.5%	403	1.2%	13.9%
American Indian/Alaska Native	1.1%	118	0.3%	2.0%
Asian	4.1%	3,867	11.3%	17.2%
Black/African American	2.4%	416	1.2%	3.2%
Hispanic/Latino	26.1%	3,964	11.6%	2.8%
Multiracial	7.4%	3,359	9.8%	8.4%
Native Hawaiian/Pacific Islander	0.9%	95	0.3%	2.1%
White	58.0%	22,333	65.4%	7.1%
Students Experiencing Poverty	33.0%	3,406	10.0%	1.9%
Students Not Experiencing Poverty	67.0%	30,746	90.0%	8.5%
Special Education	16.0%	1,726	5.1%	2.0%
Not Special Education	84.0%	32,426	94.9%	7.1%

District Representation: TAG Advisory Committee

2022 State Board of Education Adopted New Identification Requirements

TAG Advisory Committee developed and provided feedback



Key Changes to TAG Identification Rule

Added Pathways, Meaning, and Context

- Use of local norms (building, district, region)
- Means to services or programs
- Culturally relevant
- Use of multiple modes and methods of gathering data
  - Including classroom-level and basal curricula performance

Removed Barriers

- State Education Agency percentile threshold
- Potential to Perform
- Deficit-based language (“despite,” “failure to,” etc.)
- Outdated language
- Exclusion of eligibility based on single assessment score

Current Shifts and Implementation

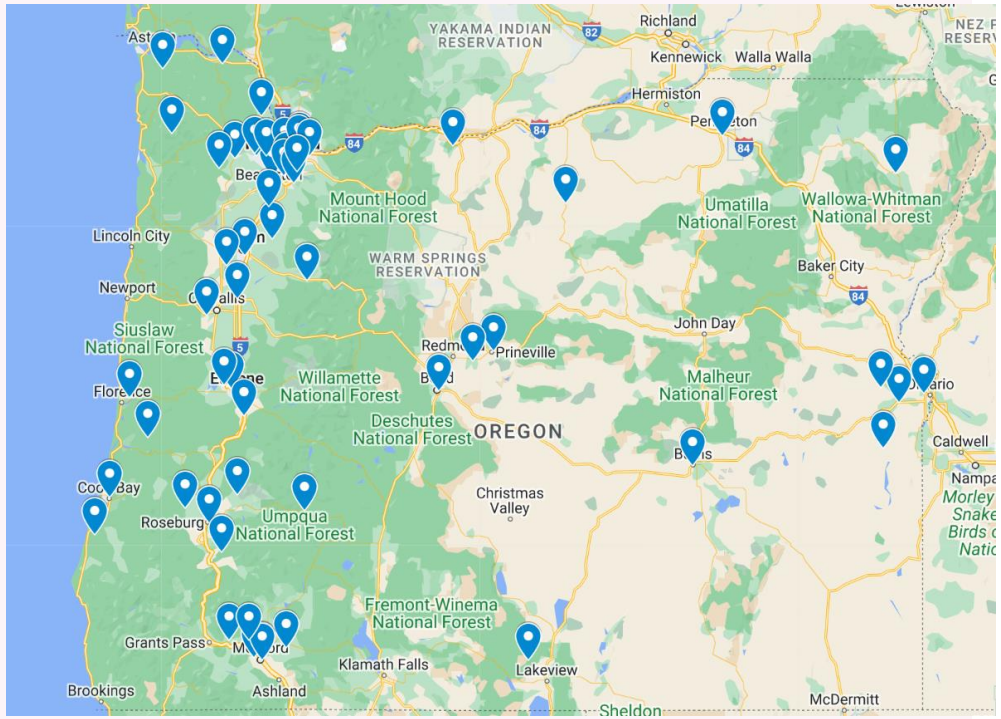
- Provide daily instruction in accordance with 581-022-2500 (3): *"The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning."*
- Align to publicly available District-level TAG plans
- Implementing high-leverage instructional practices:
  - Curriculum compacting
  - Tiered lessons/assignments
  - Cluster grouping
  - Differentiation (inclusive of depth and complexity)
  - Student agency
  - Formative assessment as a process + responsive teaching
  - Acceleration (subject and whole grade)

Division 22 Assurances, Complaints, and Appeals

ODE's TAG Specialist…

- Conducts Division 22 outreach on self-reported non-compliance status
- Provides technical support with implementation of corrective action and/or any other TAG needs
- Supports districts and families with complaints, appeals, and corrective action
- Provides feedback on district-level TAG plans

Professional Learning at a Glance



Professional learning/training (virtual and in person) to K-12 educators and TAG Coordinators specific to identification and instructional services.

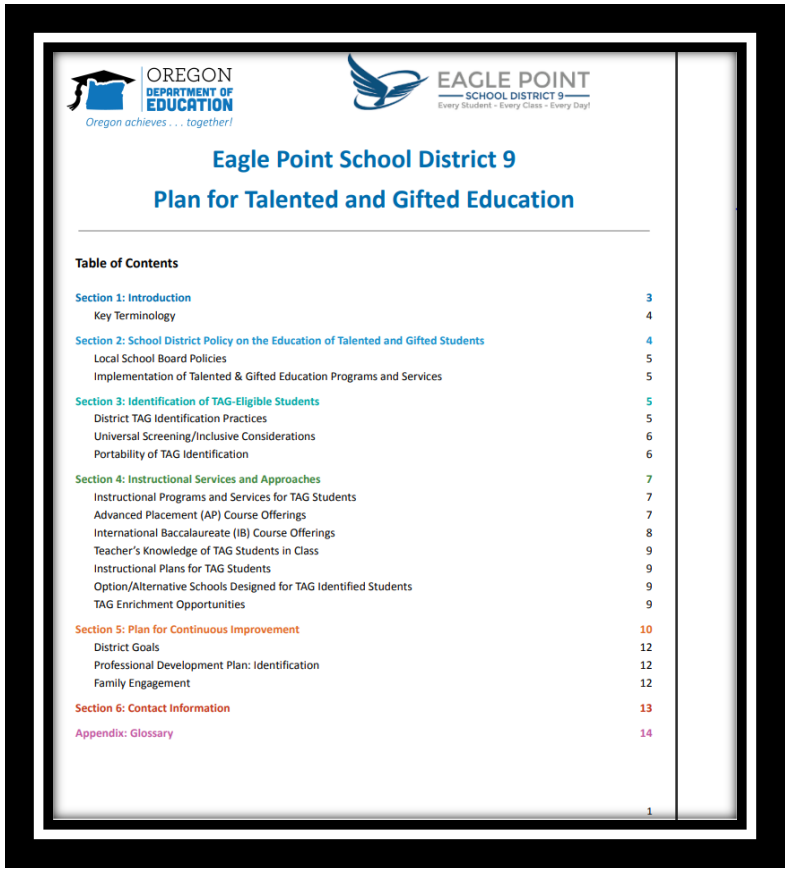
- Approximately 25 virtual sessions (2022-24)
- Approximately 10 ESD-hosted sessions, serving over 50 districts (2022-2024)
- Approximately 100 districts total (virtual and in person 2022-24)

Quarterly TAG newsletters

- Timely information regarding professional learning opportunities, conferences, office hours, and upcoming submission dates
- District spotlights and exemplars
- Provide networking and collaboration opportunities of like-size districts

District-Level TAG Plan Support

- Provide universal templates, current research, district exemplars, and other tools that support compliance and model best practice for equitable identification and instructional services
- Provide feedback on district-level TAG plans to improve practices, communication, and accountability to students, families, and local communities
- Office Hours for technical support
  - Approximately 60 hours (2022-2024)



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EAGLE POINT SCHOOL DISTRICT 9
Every Student - Every Class - Every Day!

Eagle Point School District 9

Plan for Talented and Gifted Education

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Five Key Elements for Educators in all Settings

Gifted students...

- Require sufficient access to appropriate learning opportunities to realize their potential
- Can have learning and processing disorders that require specialized intervention and accommodation
- Come from all racial, ethnic, and cultural populations, as well as all economic strata
- Need support and guidance socially and emotionally as well as in their areas of talent
- Require varied services based on their changing needs

From National Association for Gifted Children

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Thank you