

**A-Engrossed**  
**Senate Bill 933**

Ordered by the Senate March 12  
Including Senate Amendments dated March 12

Sponsored by Senator TAYLOR (at the request of Margaret DeLacy, Oregon Association for Talented and Gifted)

**SUMMARY**

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure. The statement includes a measure digest written in compliance with applicable readability standards.

Digest: Requires ODE to prepare state report cards about school districts' TAG students. (Flesch Readability Score: 67.7).

Requires school districts to submit specified information to the Department of Education related to talented and gifted children. Directs the department to issue annual district and state report cards based on the submitted information.

**A BILL FOR AN ACT**

1  
2 Relating to reports on talented and gifted children; creating new provisions; and amending ORS  
3 329.105 and 329.115.

4 **Be It Enacted by the People of the State of Oregon:**

5 **SECTION 1. Section 2 of this 2025 Act is added to and made a part of ORS 343.407 to**  
6 **343.413.**

7 **SECTION 2. (1) At the time and in the manner prescribed by the Department of Educa-**  
8 **tion, each school district shall submit to the department any information collected and**  
9 **maintained by the school district to enable the department to issue the annual report cards**  
10 **described in subsections (2) and (4) of this section.**

11 **(2) For each school district, the department shall issue an annual report card that de-**  
12 **scribes for the school district:**

13 **(a) The total number of talented and gifted children and the percentage of talented and**  
14 **gifted children, as compared to the total population.**

15 **(b) The total number of talented and gifted children and the percentage of talented and**  
16 **gifted children, as compared to the total population and to other talented and gifted children,**  
17 **in each of the following student groups:**

18 **(A) Ethnicity;**

19 **(B) Eligibility for English language learner programs;**

20 **(C) Whether the student has an individualized education program or a plan developed in**  
21 **accordance with section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794; and**

22 **(D) Whether the student is economically disadvantaged.**

23 **(c) The total number of talented and gifted children and the percentage of talented and**  
24 **gifted children, as compared to the total population and to other talented and gifted children,**  
25 **in each of the following grade groupings:**

26 **(A) Kindergarten through grade 2;**

**NOTE:** Matter in **boldfaced** type in an amended section is new; matter *[italic and bracketed]* is existing law to be omitted. New sections are in **boldfaced** type.

- 1       **(B) Grades 3 through 5;**  
2       **(C) Grades 6 through 8; and**  
3       **(D) Grades 9 through 12.**  
4       **(d) The total number of talented and gifted children and the percentage of talented and**  
5 **gifted children, as compared to the total population and to other talented and gifted children,**  
6 **who have regular attendance rates, as defined in ORS 327.190, in each of the following stu-**  
7 **dent groups:**  
8       **(A) Ethnicity;**  
9       **(B) Eligibility for English language learner programs;**  
10       **(C) Whether the student has an individualized education program or a plan developed in**  
11 **accordance with section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794; and**  
12       **(D) Whether the student is economically disadvantaged.**  
13       **(e) The total number of talented and gifted children and the percentage of talented and**  
14 **gifted children, as compared to the total population and to other talented and gifted children,**  
15 **in kindergarten through grade eight who:**  
16       **(A) Are enrolled in advanced classes; or**  
17       **(B) Participate in programs during the school day that provide accelerated curriculum**  
18 **and instruction.**  
19       **(f) The total number of talented and gifted children and the percentage of talented and**  
20 **gifted children, as compared to the total population and to other talented and gifted children,**  
21 **in grades 9 through 12 who are enrolled in:**  
22       **(A) Career and technical education courses;**  
23       **(B) Accelerated college credit programs, as defined in ORS 340.300; and**  
24       **(C) Alternative education programs, as defined in ORS 336.615.**  
25       **(g) The number and difficulty level of high school mathematics and science courses taken**  
26 **by talented and gifted children, reported based on identification as talented and gifted chil-**  
27 **dren in each of the following areas:**  
28       **(A) General intellectual ability;**  
29       **(B) Unusual academic ability in mathematics; and**  
30       **(C) Unusual academic ability in language arts.**  
31       **(h) The number and percentage of full-time equivalent positions that are allocated to the**  
32 **administration of a talented and gifted program and the identification of talented and gifted**  
33 **children.**  
34       **(i) The training and credentials of staff who have responsibilities related to:**  
35       **(A) The administration of the instruction of talented and gifted education; and**  
36       **(B) The identification of talented and gifted children.**  
37       **(j) The amount and percentage of total moneys expended on instruction for talented and**  
38 **gifted children.**  
39       **(k) The average amount of moneys expended for each talented and gifted child.**  
40       **(L) For the 25 school districts with the greatest average daily membership, as defined in**  
41 **ORS 327.006 and as determined by the department, the annual achievement test score gains**  
42 **in mathematics and in language arts for all enrolled students who took the statewide**  
43 **summative assessments in both the previous school year and the current school year, dis-**  
44 **aggregated in the following order:**  
45       **(A) By subject matter and grade;**

1       **(B) By proficiency level; and**

2       **(C) By demographic information identified by the State Board of Education, which must**  
3 **include, at a minimum, gender identity, racial or ethnic identity, whether the student is**  
4 **economically disadvantaged and whether the student is eligible for special education and re-**  
5 **lated services.**

6       **(3) Nothing in subsection (1) or (2) of this section requires a school district to collect**  
7 **information not already collected by the school district.**

8       **(4) For the state, the department shall issue a report card that describes for the state:**

9       **(a) Each of the components described in subsection (2) of this section; and**

10       **(b) The percentage of students identified as talented and gifted children for school dis-**  
11 **tricts, based on whether the school district is small, medium or large, as defined by the State**  
12 **Board of Education by rule.**

13       **(5) The State Board of Education may adopt any rules necessary for the administration**  
14 **of this section, including limitations on the disclosure of information to ensure that per-**  
15 **sonally identifiable information about an individual student is not disclosed.**

16       **SECTION 3.** ORS 329.105 is amended to read:

17       329.105. (1) The Superintendent of Public Instruction shall collect data and produce annual  
18 school district and school performance reports to provide information to parents and to improve  
19 schools.

20       (2) The superintendent shall include in the school district and school performance reports data  
21 for the following areas, for each school or district, that are available to the Department of Educa-  
22 tion from the most recent school year:

23       (a) Data required by the federal Every Student Succeeds Act (P.L. 114-95, 129 Stat. 1802);

24       (b) Information about how to access the website that is maintained by the State Department of  
25 Geology and Mineral Industries as provided by ORS 516.030 (6)(b);

26       (c) Information related to the number of children served in the district and the number of chil-  
27 dren who are susceptible to restrictable disease, as reported under ORS 433.269 (2)(a); *[and]*

28       **(d) The information identified in section 2 of this 2025 Act; and**

29       *[(d)]* **(e) Any other data identified by the Department of Education as required by federal law**  
30 **to be in the reports.**

31       (3) In addition to the data required by subsection (2) of this section, the superintendent may  
32 include other data on the school district and school performance reports.

33       (4) The department shall work with stakeholders to:

34       (a) Design and implement an accountability system of progressive interventions for schools and  
35 school districts that do not demonstrate improvement; and

36       (b) Provide technical assistance to schools and school districts that do not demonstrate im-  
37 provement.

38       **SECTION 4.** ORS 329.115 is amended to read:

39       329.115. (1) Prior to December 1 of each year, the Superintendent of Public Instruction shall is-  
40 sue an Oregon Report Card on the state of the public schools of this state.

41       (2) The Oregon Report Card shall include information on the following:

42       (a) Data required by the federal Every Student Succeeds Act (P.L. 114-95, 129 Stat. 1802); *[and]*

43       **(b) The information identified in section 2 of this 2025 Act; and**

44       *[(b)]* **(c) Any other data identified by the Department of Education as required by federal law.**

45       (3) In addition to the information required under subsection (2) of this section, the superinten-

1 dent may include other information in the Oregon Report Card.

2

---