

State School Funding Task Force

Supporting Documents of

Invited Testimony

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April 24, 2014

Attachment 1: Oregon's Stringent Requirements for Talented and Gifted Education

Attachment 2: Historical Data, Talented and Gifted Identification, Last Five Years Change Report

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OREGON'S STRINGENT REQUIREMENTS FOR TALENTED AND GIFTED EDUCATION

The State of Oregon has established some of the most stringent requirements for Talented and Gifted Education by specifically defining the following five mechanisms which guide Talented and Gifted Education (TAG) in the state:

- A specific definition of talented and gifted learners
- A mandate for both identification and services
- Specific categories for identification including the percentile threshold for identification
- Specific definitions of the instructional accommodations in level and rate
- Specific equity requirements by defined groups of ethnic minorities, students with disabilities, students who are culturally different or economically disadvantaged.

The five stringent requirements are further highlighted in the following:

1. Specific Definition of Talented and Gifted Learners, Oregon Revised Statute 343.395 (4) (a):

"Talented and Gifted children means 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 or one more of the following areas:

- (a) General intellectual ability as commonly measured by measures of intelligence and aptitude
- (b) Unusual academic ability in one or more academic areas
- (c) Creative ability in using original or nontraditional methods in thinking and producing
- (d) Leadership ability in motivating the performance of others either in educational or noneducational settings
- (e) Ability in the visual or performing arts, such as dance, music or art."

Additional Information: The Oregon definition of Talented and Gifted Learners does not define these students as a category of "exceptional" students unlike many other states do. Oregon defines Talented and Gifted Learners as learners who

require special educational programs and services. Talented and Gifted Education instruction is most often provided within the general education classroom through the Differentiation of Instruction. In addition, learning plans for gifted learners are not required, as are IEPs for “exceptional” students. Many districts, however, do offer optional individual student TAG learning plans.

2. Specific Mandate for both Identification and Services:

Oregon specifically mandates identification of talented and gifted students and further mandates services for the students once the learners are identified. The Oregon “Mandate” for Talented and Gifted education is comprised of the following two statutes:

“Oregon Revised Statute: 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.”

“Oregon Revised Statute: 343.409 Talented and gifted programs required. School districts shall provide educational programs or services to talented and gifted students enrolled in public schools under rules adopted by the State Board of Education.”

3. Specific Identification Categories:

School districts are required to further define the identification and services for students.

“Oregon Administrative Rule: 581-022-1310, Identification of Academically Talented and Intellectually Gifted Students:

Each school district shall have local district policies and procedures for the identification of talented and gifted students as defined in ORS 343.395 who demonstrate outstanding ability of potential in one or more of the following areas:

- (a) General intellectual ability
- (b) Unusual academic ability
- (c) Potential to perform as a gifted student

Additional Information: The Oregon Administrative Rule 582-022-1310 sets the threshold for identification in general intellectual and unusual academic ability at the 97%tile on a nationally normed test of intellectual or academic ability. The threshold for the category “potential to perform” is set by individual districts.

OAR 581-022-1310 paragraphs (2) (b) and (c) also provide requirements for the identification of a student as Talented and Gifted to be a “team decision” and states that

“no single test, measure, or score shall be the sole criterion.” This statement requires the district to gather a body of evidence to support the student’s identification as Talented and Gifted.

4. Specific Instructional Requirements: The educational programs and services required for the identified talented and gifted learners are further defined in the following Oregon Administrative Rule which specifically addresses instructional requirements at level and rate in the following:

Oregon Administrative Rule: 581-022-1330 (4) “The instruction provided to identified students shall be designed to accommodate their assessed level of learning and accelerated rates of learning.”

Additional Information about Level and Rate Functional Definitions:

Level of Learning: The level of learning is the student’s instructional level in the curriculum and place where the student will be successful but will encounter knowledge and skills not yet learned or mastered. Level is more than an advanced grade level; it involves complexity and sophisticated concepts. Level of learning requires awareness of the student’s need to “level up” the curriculum so that the student can move quickly from a simple concept to more abstract concept with intellectual agility.

Rate of Learning: The rate of learning is the measure of the pace at which the student successfully progresses through the curriculum after being placed at an appropriate instructional level. A student’s rate of learning will vary and is dependent on the subject, the point in the learning process, degree of interest, difficulty level, and the student’s area of Talented and Gifted identification.

Classroom Teacher Involvement: However, without specific training on assessing and leveling up the curriculum and specific training on how high ability learners can and should be accelerated in multiple ways, general education teachers are quite often at a loss to determine and comply with the well-defined instructional requirements that meet the needs of this population of learners.

5. Specific Equity Requirements: Many educators view students who are in diverse learner populations or students who are economically disadvantaged with “deficit thinking.” This view is contrary to the manner in which diverse learners add to the rich tapestry of the classroom. The following Oregon Administrative Rule specifically defines the requirement to make efforts to identify students who are traditionally under-identified and under-served as talented and gifted learners:

Oregon Administrative Rule: 581-022-1310 (a): “Districts shall make efforts to identify students from ethnic minorities, students with disabilities, and students who are culturally different or economically disadvantaged.”

There are specific issues in the implementation of equity within Talented and Gifted Education as defined in the following equity-based areas of need:

- There are significant issues of equity in identification across the state in the suppressed number of identified students in specific racial and ethnic populations.
- There are also noteworthy issues of equity in identification across the state in gender issues with girls being identified as gifted far less frequently than boys in the historical data from the last five years
- Across the nation, the total number of identified TAG Students considered to be within the average range in any population is within 3 – 8 percent of the total public school population. Oregon has been within the national range, but the total number of identified TAG students within the state continues to decline.

Historical Data Talented and Gifted Identification Last Five Years Change Report

SCHOOL YEAR	TOTAL STUDENTS	CHANGE IN TOTAL STUDENTS	NUMBER TAG IDENTIFIED	CHANGE IN TOTAL IDENTIFICATION	% OF TOTAL IDENTIFIED TAG
2008-2009	554,951	Baseline	41,374	Baseline	7.50%
2009-2010	552,883	- 2,068	42,065	+ 691	7.60%
2010-2011	553,339	+ 456	41,698	- 367	7.54%
2011-2012	553,279	- 60	40,375	- 1323	7.30%
2012-2013	556,154	+ 2,875	39,534	- 841	7.11%

Conclusions:

As the state enrollment numbers have remained relatively stable, the number of TAG identified students has changed in an overall downward amount.

There is a consistent decline in the total number of identified TAG students in the last three years resulting in a corresponding percent of the total identified TAG students.

With a significant increase of the total number of enrolled students, there was not a corresponding percent change in the total number of identified TAG students.

Source: Oregon Department of Education, Talented and Gifted Student Identification, as reported in the Oregon Statewide Report Card for the years listed.

Attachment 2 - Blocher

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Oregon Talented and Gifted Trend Data by Gender

2008-2009 - 2012-2013 School Years

School Year	Total Enrollment	Total TAG Identification	% Total Identification	Male ID (%Total)	Female ID (% Total)
2008-2009	554,951	41,374	7.50%	21,816 (52.7%)	19,558 (47.3%)
2009-2010	552,883	42,065	7.61%	22,270 (52.9%)	19,795 (47.1%)
2010-2011	553,339	41,698	7.54%	22,093 (52.98%)	19,605 (47.02%)
2011-2012	553,279	40,375	7.30%	21,454 (53.14%)	18,921 (46.86%)
2012-2013	556,154	39,534	7.11%	20,967 (53.04%)	18,567 (46.96%)

Conclusions:

- For the last three years, the overall total number of identified Talented and Gifted Students and the corresponding percent of the total enrollment consistently trends downward across the state.
- The total number of identified female gifted students is consistently lower than the total number of identified male gifted students in the five years reported.
- The increase in total student population in 2011-2012 did not result in a corresponding increase in student identification.
- Nationally, the threshold for an "acceptable" level of Talented and Gifted student identification is considered to be between 3 – 8% of any population.

TAG Data 2012 - 2013

Talented and Gifted (TAG)

Talented and gifted (TAG) children are defined by the State of Oregon 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 (ORS 343.391). 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 (OAR 581-022-1330). The needs of identified TAG students are met through a combination of classroom instruction and enrichment programming.

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. The Oregon Department of Education defines the categories Intellectually Gifted and Academically Talented in either Reading or Mathematics. Districts also have the option to identify students in three other areas: creativity, leadership, and visual and performing arts. All TAG identification is based on a body of evidence and multiple data points.

Oregon Talented and Gifted Students 2012-13 Statewide

Total: 39,534 Students*

State-defined:

- **Intellectually Gifted:** 18,042
- **Academically Talented:**
 - Reading: 16,625
 - Math: 15,871

District-defined:

- **Potential to Perform at the 97th Percentile:** 4,644

District Option to Identify**:

- **Creativity:** 68
- **Leadership:** 39
- **Visual and Performing Arts:** 40

*It is possible for individual students to have multiple identifications.

**Districts may choose to identify students in these TAG categories. It is permissible for a student to be identified in one of these three optional categories who was not in one of the four required TAG identifications. Source: Spring Student Membership TAG data.

***Students may be TAG-identified while also being identified for Special Education, or “Dual-identified”

Source: All student data based on Spring Student Membership

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See <http://www.ode.state.or.us/news/announcements/announcement.aspx?4630> for more information.

Subgroup	Number of TAG Students	Percent of TAG Students	Number of All Students	Percent of All Students	Percent of Subgroup Identified as TAG
Total	39,534	100.00%	556,154	100.00%	7.11%

Gender

Male	20,967	53.04%	285,363	51.31%	7.35%
Female	18,567	46.96%	270,791	48.69%	6.86%

Race/Ethnicity

White	29,009	73.38%	359,392	64.62%	8.07%
Hispanic	3,477	8.79%	119,900	21.56%	2.90%
American Indian/Alaska Native	258	0.65%	9,309	1.67%	2.77%
Asian	3,746	9.48%	22,167	3.99%	16.90%
African American	507	1.28%	13,773	2.48%	3.68%
Pacific Islander	126	0.32%	3,707	0.67%	3.40%
Multi-Racial	2,411	6.10%	27,906	5.02%	8.64%

Other

Economically Disadvantaged	9,348	23.65%	292,318	52.56%	3.20%
Not Economically Disadvantaged	30,186	76.35%	263,836	47.44%	11.44%
Special Education***	1,404	3.55%	78,281	14.08%	1.79%
Not Special Education	38,130	96.45%	477,873	85.92%	7.98%

Complete TAG Oregon Revised Statute and Oregon Administrative Rule information is available from the Oregon Department of Education website at: <http://www.ode.state.or.us/go/TAG>

School Year	TAG Graduates	All Graduates
2008-09 (05-06 cohort)	4,637 (91.6%)	33,557 (66.2%)
2009-10 (06-07 cohort)	4,258 (90.1%)	32,951 (66.4%)
2010-11 (07-08 cohort)	4,222 (90.6%)	32,587 (67.6%)
2011-12 (08-09 cohort)	4,125 (90.9%)	31,962 (68.4%)

Source: Cohort Graduation Rates: <http://www.ode.state.or.us/search/page/?id=2644>