



Tigard Tualatin School District Talented and Gifted Education Plan 2020-23

ELEMENT ONE: [ORS 343.397 (1) and OAR 581-022-1330 (1) - (3) (a)]

STATEMENT OF THE SCHOOL DISTRICT POLICY ON THE EDUCATION OF TALENTED AND GIFTED STUDENTS

1(A): POLICIES: Local School Board Policies:

[Link to TTSD School Board Policies which govern gifted education](#)

1(B): POLICIES: District's Mission Statement:

TTSD TAG MISSION STATEMENT

The mission of the TAG program is to facilitate appropriate education for talented and gifted students.

1(C): POLICIES: Talented and Gifted Education Philosophy: [581-022-1310(1), ORS 343.407, ORS 343.409, OAR 581-022-1330, 581-022-1330 (1)]

TTSD DISTRICT TALENTED AND GIFTED EDUCATION PHILOSOPHY

The Tigard-Tualatin School District is committed to an educational program that recognizes the unique value, needs and talents of TAG students. Recognizing the diversity of the students we serve, we believe that giftedness is not defined by race, gender, and language. Central to this commitment is evidence-based instruction that is designed to meet the needs of academically talented and intellectually gifted students. Programming for TAG students embraces the following precepts:

- Gifted students are individuals with unique patterns of abilities and interests.
- Gifted students benefit from spending time with peers with similar abilities and interests.
- Gifted students must be provided instruction in core curriculum at their level and rate of learning.
- Gifted students may need support and guidance to address their unique, academic, social and emotional needs.



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ELEMENT 2: ORS 343.397 (2) and OAR 581-022-1330 (1) - (3) (b)

**AN ASSESSMENT OF CURRENT SPECIAL PROGRAMS AND SERVICES
PROVIDED BY THE DISTRICT FOR TALENTED AND GIFTED CHILDREN**

2(a): TAG SERVICE - IDENTIFICATION:

Identification, Instruments, Body of Evidence, Cumulative Record File, Transfer Students

2(A1): TAG SERVICE IDENTIFICATION: Instruments Used for TAG Identification

[OAR 581-022-1310, 2(b)]

Grade Level	Assessment(s)
Kindergarten through Second Grade	WIAT III, Stanford 10 and NNAT III
Third Grade through Twelfth Grade	WIAT III, Stanford 10, NNAT III, and SBAC

[Link to General Referral Flow Chart](#)

[Link to Underrepresented Identification Flow Chart](#) (Potential to Perform)

2(A2): TAG SERVICE IDENTIFICATION: Broad Screening Instrument

NNAT is used in the fall of 3rd grade for all third graders.

SBAC is used as a screener at 3rd-8th grade

Parent and teacher referrals can also occur at any time K-12.



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2(A3): TAG SERVICE IDENTIFICATION: Number of Students Identified

[OAR 582-022-1310 (A) and (B) (e)]

	TAG Identification	*Number of Identified Students
2(A3b)	Academic Math	546
2(A3c)	Academic Reading	446
2(A3a)	Intellectually Gifted	363
2(A3d)	Potential to Perform: Math	7
2(A3d)	Potential to Perform: Reading	10
2(A3d)	Potential to Perform: Intellectual	23

*Some students are designated in more than one area.

2(A4): TAG SERVICE IDENTIFICATION: Body of Evidence: [OAR 581-022-1310 (2) (c)]

Eligibility Considerations:

A properly constituted TAG team will determine a student's eligibility for TAG based on a review of test scores, behavioral data, classroom performance and information collected from the parent (on the Parent Checklist) as part of the evaluation process. To be eligible, the student must have qualifying test scores or the team must determine that the student has the potential to perform similarly to other students scoring at or above the 97th percentile, either academically, or intellectually, or both. All eligibility decisions include consideration of the full portfolio of information gathered including test scores, behavioral characteristics, classroom performance and an assessment of the unique characteristics and history of each child, such as past participation in TAG, language and cultural background, unique learning strengths and weaknesses, and identified disabilities, gathered as part of the evaluation process. In the case that a student shows the potential to perform in the gifted range, and the team has carefully analyzed the effect of the student's educational background, language, or cultural differences, or documented disability, the team may find the student eligible for TAG services.



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2(A5): TAG SERVICE IDENTIFICATION: TAG Eligibility Team [OAR 581-022-1310 (2)]

The TTSD TAG Eligibility Team will include, but not limited to, the building TAG Coordinator, Principal, Counselor, one classroom teacher at minimum, and any other specialists who are directly involved with the student (ELL, Sped).

2(A6): TAG SERVICE IDENTIFICATION: TAG Cumulative Record File

[581-022-1330 (5) (a) b)]

After a student has been identified, a file is created that includes:

- Identification Form with Test Scores
- Past and current TAG Plans
- All formal parent Communication

In addition, attached in our data management system (Synergy) is the student ID form and a summary of the student's TAG Plans.

2(A7): TAG SERVICE IDENTIFICATION: TAG Transfer Students

2(A7a): If a transfer student was previously identified as a gifted student in Oregon, TTSD will honor that identification.

2(A7b): If a transfer student was previously identified as a gifted student from a state outside of Oregon, TTSD will review how this identification was determined and if it meets our criteria. If the criteria is not met, we will re-evaluate the student using our processes.



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2B: SPECIAL PROGRAMS: INSTRUCTION FOR TAG STUDENTS: What instructional services are provided to identified Talented and Gifted Students at the elementary, middle, and high school levels? [OAR 581-022-1330 (4)]

2(B1) **Please check those that apply by level area:

Instructional Services	Elementary School	Middle School	High School
Ability Grouping in Math	X	X	
Ability Grouping –Walk to Math			
Ability Grouping in Reading	X		
Ability Grouping – Walk to Reading	X		
Acceleration above grade level in Math		X	X
Acceleration above grade level in Reading			
Acceleration through grade skipping	X	X	X
Advanced Placement (<i>AP Program</i>)			
International Baccalaureate			X
Dual Credit			X
Choice Assignments	X	X	X
Cluster Grouping			
Credit by Examination			
Curriculum Compacting	X	X	X
Differentiated Instruction in Math	X	X	X
Differentiated Instruction in Reading	X	X	X
Distance Learning	2020	2020	X
Flexible Grouping	X	X	
Homogeneous Grouping			
Honors Classes			
Independent Study Projects	X	X	X
Interdisciplinary Units	X	X	
Learning Contracts			
Mentorships			
Portfolio Assessment for Placement			
Pre-Test for placement		X	X
Pull-Out Programs	X		
Scaffolding or Tiered Instruction	X	X	
Telescoping			

***At all levels, the goal is to ensure that the talented and gifted student is engaged and challenged throughout the school day by means of instructional programs and services specific to gifted education. This matrix serves as a general tool to understand the scope of instructional programs and services that our district implements widely and may not be specific to every classroom, in every grade level, at every school. Parents are encouraged to contact the classroom teacher and/or the site-based TAG Coordinator to understand the supports provided for gifted students.*



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2(B2): SPECIAL PROGRAM INSTRUCTION: Optional Instructional Formats: Please list any other instructional formats that are available at elementary, middle or high school levels?

Co-Teaching

Online Learning-Is a part of Creekside Community High School

Alternative HS Program-Creekside Community High School

2(B3): SPECIAL PROGRAMS INSTRUCTION: Advanced Placement Course Offerings:

TTSD does not offer accredited AP courses through the AP structure; however, TTSD does offer courses that are advanced for students who demonstrate an advanced proficiency of a skill.

TTSD students can participate in advanced and dual credit options for several content areas.

2(B4): SPECIAL PROGRAMS: International Baccalaureate Offerings:

(A) Does the district offer International Baccalaureate instruction? Yes

(B) How many schools and students participate in IB? 2

IB Schools	Number of Students
Tigard High School	360
Tualatin High School	266

IB Schools	Number of Seats
Tigard High School	1676
Tualatin High School	1161

(C) Is an International Baccalaureate Diploma available to students? Yes



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2 C: SPECIAL PROGRAMS INSTRUCTION: Teacher's Knowledge of Students in Class:

2(C1): TTSD gifted students are flagged in our student management system (Synergy). In addition, the Elementary and Middle School Coordinators communicate with individual teachers concerning their identified TAG students at the beginning of each year. At the High School level, the staff member(s) who oversee the TAG program, communicates with teachers about how to identify their TAG students using Synergy at the beginning of each year.

2 D: SPECIAL PROGRAMS: TAG Students Instructional Plans:

2(D1): Are TAG Instructional Personal Learning Plans required:

Yes (at Elementary and Middle School) [Elementary Link](#) [Middle School Link](#)

No (at High School)

As of 2019-20, we gather Personal Learning Plans for each identified TAG student in grades K-8. Moving into 2020-21, we will shift to grade level (elementary) and content area (middle school) team plans.

We do not require TAG plans for identified TAG students in grades 9-12. At the high schools, teachers include the following statement in their syllabi:

"The curriculum and instruction of this course will be differentiated based on assessed data and ongoing learning evidence to include specialized groupings, compacting of curriculum, accelerated pacing, and providing of extension / challenge activities (on the principle of "different work" not "more work"), in order to ensure that students designated as "Talented and Gifted" (TAG) receive academic instruction that is appropriate for their rate and level of learning."

2 E: OPTIONAL INSTRUCTIONAL FORMATS: MAGNET / CHOICE SCHOOLS and TAG ENRICHMENT

2(E1): MAGNET SCHOOLS / CHOICE SCHOOLS: TTSD does not offer any magnet or choice schools specific for the gifted population.

2(E2): OPTIONAL TAG INSTRUCTIONAL FORMATS - ENRICHMENT: Please list any optional topics which the district also includes in TAG instruction. This may include after-school Enrichment programs such as academic competitions, academically-based clubs, and internships/mentorships for which TAG students must apply or qualify.



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TAG Coordinators work with community partners in order to provide district-wide and site-based TAG events each year for TAG students and their families in the form of guest speakers, field trips, after-school activities and other events.



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2 F: PROFESSIONAL DEVELOPMENT- INSTRUCTIONAL

2(F1): Teacher Professional Development:

Areas of professional development around the needs of TAG students are focused on teacher need and delivered through a partnership with the teacher and the TAG coordinator.

2(F2): Administrator Professional Development:

At the beginning of each school year, administrators receive professional development that focuses on the needs of TAG students and areas of compliance they must be aware of.

2 G: COMMUNICATION WITH PARENTS: What are the district procedures for communicating with parents during the following timeframes? [OAR 581-022-1320]

2(G1): Prior to testing for TAG Placement [Permission to Evaluate Form](#)

2(G2): Notification of results of testing for TAG Placement [Notice of Eligibility](#)

[Notice of Ineligibility](#)

2(G3): Explanations of the TAG services available to identified students [TAG FAQ's](#)

2(G4): Explanations of the TAG learning plan, (TAG PEP), if available. *TAG learning plans are discussed with parents at Fall Conferences*

2(G5): Opportunities for parent input into the TAG Learning Plans [TAG Parent Input Form](#)

2(G6): Explanations of “what TAG identification means” to parents of newly identified students [TAG FAQ's](#)

2(G7): *Transition of TAG students from elementary to middle

2(G8): *Transition of TAG students from middle to high

2(G9): Notification to parents of option to request withdrawal a student from TAG services [Notice of Eligibility](#)

2(G10): Notification of right to file a complaint concerning TAG programs or services beginning with the district’s own complaint process [Notice of Eligibility](#)

**These transition items are currently being created and will be added to the TAG plan by fall of 2020-2021.*



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ELEMENT 3: ORS 343.397(3) and OAR 581-02201330 (1) – (3) (c)

**A STATEMENT OF DISTRICT GOALS FOR PROVIDING COMPREHENSIVE
SPECIAL PROGRAMS AND SERVICES AND OVER WHAT SPAN OF TIME THE
GOALS WILL BE ACHIEVED**

3(A): Goals for Improvement of the TAG Program:

Goal 1: Increase staff awareness of the characteristics of giftedness and strategies of differentiation to be implemented in the heterogeneous classroom.

Goal 2: Shift the primary support of identified TAG students to the K-6 classroom/content area teachers.

Goal 3: Reduce the disparity that exists in the identification of TAG students amongst our underserved populations.

Goal 4: Increase collaboration amongst grade level and content area teams to develop and implement strategies to support gifted learners through differentiation.

Goal 5: Clearly articulate and align the roles and responsibilities of TAG Coordinators across schools and levels considering the allocation of resources at each level.

Goal 6: Capitalize on the strategies via technology that have been implemented during distance learning in order to better meet the needs of TAG students through differentiation.

3(B): Timeline of Implementation and Evidence of Goal Achievement:

- By the spring of 2023, all 16 schools will have received a minimum of three professional development sessions on characteristics of giftedness and strategies for meeting the needs of gifted students in a heterogeneous classroom as evidenced by feedback collected after a session (live or recorded) and/or data from analytics collected from a Google resource like slides.

- By the spring of 2023, 70% of K-6 teachers will give a rating of at least a 3 on a likert scale from 1-4 on their comfort level of meeting the needs of their TAG identified students within the classroom as evidenced on a Google form. (*Future goal: scale up to grades 7-12*)

- By the spring of 2023, TTSD will identify under-represented students at a percentage that is commensurate with the district's outlined race and ethnicity as evidenced by the disaggregated total number of students identified as TAG in any of the outlined categories.

- By the spring of 2023, K-8 TAG student plans will shift to grade level (elementary) and content area (middle school) team plans as evidenced by plans in student TAG files.



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- By the spring of 2023, the role of the TAG Coordinator at each level will be aligned and clearly articulated as evidenced by the Roles and Responsibilities documents in the TTSD TAG handbook.
- By the spring of 2023, strategies used during distance learning will be incorporated into supports provided for TAG students as evidenced by examples included in the TTSD TAG handbook.

ELEMENT 4: ORS 343.397 (4) and OAR 581-022-1330 (1) - (3) (d)

A DESCRIPTION OF THE NATURE OF THE SPECIAL PROGRAMS AND SERVICES WHICH WILL BE PROVIDED TO ACCOMPLISH THE GOALS

4(A). The action items to be implemented in order to accomplish the identified goals:

Goal 1: Increase staff awareness of the characteristics of giftedness and strategies of differentiation to be implemented in the heterogeneous classroom.

Action item:

Create professional development sessions to train teachers and administrators about giftedness and strategies of differentiation.

Goal 2: Shift the primary support of identified TAG students to the K-6 classroom/content area teachers.

Action item:

Provide support for implementing differentiation strategies to classroom teachers through coaching using Instructional Coaches in partnership with TAG Coordinators.

Goal 3: Reduce the disparity that exists in the identification of TAG students amongst our underserved populations.

Action item:

Use research based best practices to identify students of underserved populations. Use disaggregated SBAC data by subgroup using our own local norms. Use this information as a regular part of our assessment process every year to start conversations about students and possibly begin evaluations.



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Goal 4: Increase collaboration amongst grade level and content area teams to develop and implement strategies to support gifted learners through differentiation.

Action item:

Plan and implement discussions with grade level /content area teams at the beginning of the year to determine the strategies each team will employ to differentiate instruction for TAG students. Share the team plans at Back to School Nights or fall conferences with parents.

Goal 5: Clearly articulate and align the roles and responsibilities of TAG Coordinators across schools and levels considering the allocation of resources at each level.

Action item:

Gather documents from other districts, examine best practices, and collaborate with the district TAG Coordinators to identify the roles and responsibilities of the TAG Coordinator at each level.

Goal 6: Capitalize on the strategies via technology that have been implemented during distance learning in order to better meet the needs of TAG students through differentiation.

Action item:

At monthly TAG Cohort meetings, collect technology strategies learned from distance learning to transform the way differentiation can occur for TAG students in and outside of the classroom

ELEMENT 5: ORS 343.397 (5) and OAR 581-022-1330 (1) - (3) (e)

**A PLAN FOR EVALUATING PROGRESS ON THE DISTRICT PLAN INCLUDING
EACH COMPONENT PROGRAM AND SERVICE**

5(A). District evaluation of progress (see above SMART goals for evaluation component)

- Annual reports to the Board
- Quarterly reviews of identified TAG students and their academic progress to determine supports if needed
- Regular district meetings to review policies, procedures, and program to ensure alignment
- TAG Coordinator representatives and District TAG Liaison attend Metro area networking meetings to align policies, procedures, and programs



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