Centennial School District Talented and Gifted Education Plans
Submitted by Jessica Young, TAG Coordinator

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: What are the local school board policies which govern gifted education in your district? [School board policies in support of gifted education are usually in the IGB category.]
Attachment Element 1A.

1B: POLICIES: District’s Mission Statement: What is the district’s mission in providing an appropriate education to identified Talented and Gifted students? District policies on gifted education may also include a district mission statement about identifying and serving gifted and talented students.
Attachment Element 1 B.

1C: POLICIES: Talented and Gifted Education Philosophy: District policies on gifted education may also include statements of the district’s Talented and Gifted Education Philosophy in the education of a special population of highly able learners. The district TAG philosophy may address but is not limited to the following:
- The unique needs of the TAG population as learners who have outstanding ability or potential [581-022-1310(1)]
- How the district’s education system addresses TAG students’ intellectual, academic needs as learners at the elementary, middle, and high school levels [ORS 343.407 and ORS 343.409]
- How teachers accommodate identified TAG students’ assessed levels of learning and accelerated rates of learning. [OAR 581-022-1330]
- How classroom teachers and counselors assist TAG students to realize their contribution to themselves and to society. [581-022-1330 (1)]
Attachment: Guiding Beliefs

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

Talented and gifted education is a needs-based program emanating from the student’s identified need for TAG services. Once identification is established, the student should receive instruction aligned to her/his area of identified need(s) or strength(s). After school enrichment programs
should not be considered part of the daily instruction for TAG students.

**2A: TAG SERVICE - IDENTIFICATION: Identification, Instruments, Body of Evidence, Cumulative Record File, Transfer Students**

**2 A 1: TAG SERVICE IDENTIFICATION: Instruments Used for TAG Identification**

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

Which instruments are used for TAG Identification at what levels?

1. K-12 Intellectually Gifted: scores of 97% or greater on CogAT, Raven for students who are ELL. Plus parent survey, teacher surveys, and/or information on classroom performance.

2. K-12 Academically Gifted: SBAC scores of 97% or greater plus parent survey, teacher surveys, and/or information on classroom performance.

OR

CogAT score of 97% or higher in either verbal or quantitative results in Academically Gifted classification in either reading or math.

3. K-12 Potential to perform:

In most cases: if the student is in the 90% or higher on two instruments (CogAT, Raven, and/or SBAC)

AND has positive feedback on academic performance in the classroom

AND parent and teacher surveys support it

**2 A 2: TAG SERVICE IDENTIFICATION: Broad Screening Instrument**

2 A 2(A) Is a broad screening instrument used at a specific grade level? [For example, all students at one grade level are screened for TAG placement on an instrument other than the OAKS, Oregon Assessment of Knowledge and Skills.] What is the broad screening instrument and at what grade level is it administered?

Raven Progressive Matrices is administered to all second graders.

See attachment: Raven Screen Process ODE 2017
2 A 3: TAG SERVICE IDENTIFICATION: Number of Students Identified: OAR 582-022-1310 (A) and (B) (e)

How many students are identified district-wide in each of the following categories? Each student should be counted one time regardless of the number of qualifying categories.

2A3a: General Intellectual: 140  
2A3b: Academic Mathematics: 61  
2A3c: Academic Reading: 51  
2A3d: Potential to Perform: 53

2 A 4: TAG SERVICE IDENTIFICATION: Body of Evidence: [OAR 581-022-1310 (2) (c)]

What is included in the body of evidence for TAG Identification?

Items may include:

- teacher survey
- parent survey
- parent permission to test
- classroom assessments
- state assessments scores (SBAC)
- CoGat or Raven if testing for intellectual giftedness
- TAG plan/past TAG plans

2 A 5: TAG SERVICE IDENTIFICATION: TAG Eligibility Team: [OAR 581-022-1310 (2) (b)]

How is the TAG eligibility team configured? For example, representatives from which areas serve on the TAG eligibility determination team?

Each school has a classroom teacher identified as TAG representative for his or her school.

District: One TAG Coordinator who is supervised by the Curriculum Director

2 A 6: TAG SERVICE IDENTIFICATION: TAG Cumulative Record File: 581-022-1330 (5) (a) (b)

What elements are contained in each TAG student’s TAG cumulative record file?
- any letters/correspondence between the school and family regarding TAG placement and permission to test.
- Rating scales from surveys
- CoGat or Raven scores if applicable
- TAG plan

**2 A 7: TAG SERVICE IDENTIFICATION: TAG Transfer Students:**

2 A 7(A): If a transfer student was previously identified as a gifted student, how is the transfer handled between the district and another Oregon district?

<table>
<thead>
<tr>
<th>Instructional Services</th>
<th>Elementary School</th>
<th>Middle School</th>
<th>High School</th>
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</thead>
<tbody>
<tr>
<td>Ability Grouping in Math</td>
<td>x</td>
<td>x</td>
<td>X</td>
</tr>
<tr>
<td>Ability Grouping –Walk to Math</td>
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<tr>
<td>Ability Grouping in Reading</td>
<td>x</td>
<td>x</td>
<td>X</td>
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<tr>
<td>Ability Grouping – Walk to Reading</td>
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<tr>
<td>Acceleration above grade level in Math</td>
<td>x</td>
<td>x</td>
<td>X</td>
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<tr>
<td>Acceleration above grade level in Reading</td>
<td>x</td>
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<td></td>
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<tr>
<td>Acceleration through grade skipping</td>
<td>X</td>
<td>x</td>
<td>X</td>
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<tr>
<td>Advanced Placement</td>
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<td>X</td>
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<tr>
<td>International Baccalaureate</td>
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<td>Dual Credit</td>
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<td>Choice Assignments</td>
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<td>Cluster Grouping</td>
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<td>Credit by Examination</td>
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<tr>
<td>Curriculum Compacting</td>
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<tr>
<td>Differentiated Instruction in Math</td>
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<tr>
<td>Differentiated Instruction in Reading</td>
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<tr>
<td>Distance Learning</td>
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<td>Flexible Grouping</td>
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<tr>
<td>Homogeneous Grouping</td>
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<td>Independent Study Projects</td>
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<td>Interdisciplinary Units</td>
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<td>Mentorships</td>
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<td>Portfolio Assessment for Placement</td>
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<tr>
<td>Pre-Test for placement</td>
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<td>Pull-Out Programs</td>
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</tbody>
</table>
See response to 2A7(B)

2 A 7(B): How is the transfer handled when the student transfers in from another state?

If the student has been tested using one of ODE’s approved instruments for identification, the student is identified as TAG in the district, and a TAG plan is put in place by the classroom teacher and implemented.

If the student was identified using a non-approved method, parent will be contacted to obtain permission to retest using an approved assessment. From there, the same TAG eligibility steps will take place: If he or she qualifies, parents will be notified and a TAG plan will be implemented (K-8). If he or she does not qualify, a letter will be sent home to parents indicating that their child does not qualify for gifted services.

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)]

Please check those that apply by level area:

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

2 B 3: SPECIAL PROGRAMS INSTRUCTION: Advanced Placement Course Offerings: Although this is a general education offering, Advanced Placement classes serve the needs of many TAG students. Please list the district’s Advanced Placement Class offerings available district-wide during the 2016-2017 school year.

Calculus
Language and Composition
Literature and Composition
Psychology
Spanish
Statistics
US Government
US History
2 B 4: SPECIAL PROGRAMS: International Baccalaureate Offerings:
(A) Does the district offer International Baccalaureate instruction? no
(B) How many schools and students participate in IB? none
(C) Is an International Baccalaureate Diploma available to students? no

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

2 C 1: What procedures are in place so that classroom teachers K – 12 know who the gifted students are in their classrooms?

The TAG Coordinator and/or TAG representatives provide classroom teachers with a list of gifted students in their classrooms as well as access to the cumulative file so teachers can construct TAG plans.

2 D: SPECIAL PROGRAMS: TAG Students Instructional Plans:

2 D 1: Are TAG Instructional Personal Learning Plans required: Yes__x__ No___

Include grade levels at which TAG Plans are required. If TAG Instruction Plans are used, copies for each level may be attached as: Attachment Element 2D1.

K-8 required

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

2 E 1: MAGNET SCHOOLS / CHOICE SCHOOLS: Does the district provide any magnet and/or choice schools for the gifted? If so, please include the name(s) of the school(s), TAG qualifying criteria, the number of students currently served, and the level of the population served such at elementary, middle, or high.

No

2 E 2: 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.

None at this time.
### 2 F: PROFESSIONAL DEVELOPMENT- INSTRUCTIONAL

**2 F 1:** What professional development, if any, is planned for district general education teachers K-12 and school administrators for the 2016-2017 school year involving instruction for high ability, TAG learners? None

2016-2017: Teacher Professional Development: sharing of data and goals in regards to TAG identification, specific to underrepresented populations. Review of bright versus gifted learners.

2016-2017: Administrator Professional Development: sharing of data and goals in regards to TAG identification, specific to underrepresented populations. Review of “bright versus gifted” learners.

### 2 G: COMMUNICATION WITH PARENTS:

**2 G 1:** Prior to testing for TAG Placement: a letter is sent home to elementary parents in Dec/Jan outlining the procedures for recommending their children for TAG testing. At all levels, parents must give permission to test a student.

**2 G 2:** Notification of results of testing for TAG Placement: a letter informing parents that their child either does or does not qualify for students is sent out after testing results are in and committee has met to determine eligibility.

**2 G 3:** Explanations of the TAG services available to identified students: K-8 parents are contacted either by the classroom teacher or TAG teacher to explain TAG services, specifically outlined in TAG plans. The district website is referenced in the identification letter, and the TAG Guiding Beliefs document is on the district TAG website homepage and also includes this information. http://csd28j.org/wp-content/uploads/2015/11/TAG-Guiding-Beliefs-2.pdf

**2 G 4:** Explanations of the TAG learning plan, (TAG PEP), if available: Teachers go over TAG plans with parents either at each years’ conference or, in the case of a newly identified student, at the time the TAG plan is implemented.

**2 G 5:** Opportunities for parent input into the TAG Learning Plans: This is discussed when a child is identified and/or at school conferences.

**2 G 6:** Explanations of “what TAG identification means” to parents of newly identified students: This information is in the letter that goes out to parents. It is also addressed on the school website in the TAG Guiding Beliefs document. http://csd28j.org/wp-content/uploads/2015/11/TAG-Guiding-Beliefs-2.pdf

**2 G 7:** Transition of TAG students from elementary to middle

TAG plans are passed through the TAG Coordinator to the teachers and the plans are also placed in each student’s cumulative file so that teachers have them before the start of the school year. Students visit the middle school during sixth grade to be oriented. Also, in math, students are forecasted during sixth grade for the curriculum compacting and telescoping program at the middle school.
2 G 8: Transition of TAG students from middle to high: TAG plans are handed out to parents at the conclusion of middle school. Eighth grade teachers give a great deal of input and coaching to kids about their high school course work, and must sign off on their choices.

2 G 9: Notification to parents of option to request withdrawal a student from TAG services: The website that contains this information is linked in the letter that goes out to parents.

2 G 10: Notification of right to file a complaint concerning TAG programs or services beginning with the district’s own complaint process. Parent letters include notification that TAG parent rights are listed on the district website. The school district has a complaint process that may be utilized, as part of the attached board policies.

NOTE for all points above: The contact information for Jessica Young, district TAG Coordinator, is available on all letters regarding TAG sent home to parents as well as online. Parents are encouraged to contact the TAG Coordinator regarding any questions or concerns.

### 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: What are the district goals for providing comprehensive gifted education programs and services, K -12? Overall, the goals should address Talented and Gifted Education program improvement.

| Goal: The Centennial School District TAG population demographics will match those of the overall Centennial School District population demographics. This is nearly true of our English Language Learners, but it is not true for our students who are not white. |
| The implementation timeline is: We will build on previous work in the 2017-2018 school year and continue this focus for three years, until 2020. |
| Measurement: Synergy information on the overall percentage of students in the district who are non-white will be compared to the percentage of students in the district who are non-white and identified TAG. |
| The goal will be determined as successful/unnecessary by: Ultimately, the demographics of students identified as TAG will match the overall demographics of the district. Each year, the gap between identified TAG populations and overall populations will decrease. |

3 B: Over what span of time will the goals as defined above, be implemented and met? Over the next three years.

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**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. What district programs and services are linked to which goals? How will the goals be accomplished? What special programs or services will be provided to accomplish the goals?

For example, if the district has determined that it is not identifying under-represented students at a percentage that is commensurate with the district’s outlined race and ethnicity, what could the district do to improve this disparity? What special programs and/or services could be improved or enhanced to address this inequity?

1. Raise awareness
   - Share current data with TAG facilitators/committee → classroom teachers

2. Create a more specific goal and plan with TAG committee
   - Continue education of teachers regarding characteristics of talented and gifted students
   - Set nomination targets
   - Parent nomination outreach (district liaisons)

3. Expand teacher outreach to secondary (middle school and high school)

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. Based on the goals noted in Element 4, how will the district evaluate its progress on the TAG district goals? Each component program and service should have an evaluation component.

Goal 1: At the end of the 2019-2020 school year, the discrepancy between non-white students in Centennial overall and non-white TAG students will be less than 10%.

Attachments:

Element 1: Attachment 1 A: Local School Board TAG Policies
Element 1B: Attachment 1B: District’s Mission Statement on the Education of TAG Students
Element 2 D: Attachment 2D1: Blank TAG Personal Educational Plan at all levels