

Lowell School District #71

Plan for Talented and Gifted Education

[District directions: Detailed instructions for completing the plan can be found in the [TAG Template Companion Guide](#). Please review the instructions in advance and consult them as each section is completed. Be sure to remove these directions before publishing the plan.]

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Section 1: Introduction



Section 2: School District Policy on the Education of Talented and Gifted Students



Section 3: Identification of TAG-Eligible Students



Section 4: Instructional Services and Approaches



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Section 1: Introduction



Talented and Gifted (TAG) students are an important part of every school community across Oregon. In Oregon, districts and schools must plan for how they will meet the academic and social-emotional needs of TAG students, specific to their local context, and communicate these plans to the students and families they serve.

District-level Talented and Gifted Education Plans serve as an integral communication tool to district educators, families, and community partners. Districts are required to submit their TAG plans to the Oregon Department of Education (ODE) every year, provide copies upon request to schools within their district, and post a copy on their district website. (OAR [581-022-2500](#) (2)(a)(A))

Oregon laws that govern Talented and Gifted Education include both Oregon Revised Statutes (Oregon laws passed by the State Legislature, abbreviated as ORS) and Oregon Administrative Rules (requirements that are adopted by the State Board of Education to support Oregon Revised Statutes, abbreviated as OAR). Statutes provide legal definitions and broad guidelines specific to gifted education. The Oregon Administrative Rules outline the specific requirements districts implement to meet the minimum standards for identification, parents rights, and programs and services. Specific statutes and OARs are referenced throughout this TAG plan.

Key Terminology

Talented and Gifted Students in Oregon: Students 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. These are students who demonstrate outstanding ability or potential in one or more of the following areas:

- (a) General intellectual ability (often referred to as, Intellectually Gifted).
- (b) Academic ability (often referred to as, Academically Talented) in one or more academic areas (including, but not limited to: reading, mathematics, science, and social science).
- (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.

Oregon Revised Statutes (ORS): Oregon laws passed by the State Legislature.

Oregon Administrative Rules (OAR): Rules adopted by the State Board of Education to support statutes (ORS).

Rate of Learning: The pace at which the student is successfully progressing through instructional materials and experiences after being placed at the appropriate level. A student's rate will vary depending on subject, interest, level of difficulty and point in the learning process.

Level of Learning: The instructional level where the student will encounter new knowledge and skills. It involves depth and complexity in thinking.

Historical reference of District TAG Plans: House Bill (HB) 2180 (2011) and Senate Bill 486 (2021).

Section 2: School District Policy on the Education of Talented and Gifted Students



Legal references: aligned to [ORS 343.397](#) (1)(a) and [OAR 581-022-2500](#)

A. Local School Board Policies

Board Policy - Program and services Talented and Gifted

Board Policy - Identification Talented and Gifted

B. Implementation of Talented & Gifted Education Programs and Services

Services for students who are identified as Intellectually gifted and/or academically talented are provided by the general education classroom by the classroom teacher and are based on the individual student's demonstrated need for an adjusted rate and/or level of learning to address their strengths and needs. Student access to any accelerated or advanced pathways offered within an individual building, level, or district are open and available to any student who meets the established criterion.

The Lowell School District is committed to an educational program that recognizes the unique needs and talents of TAG students. It is critical that the instruction received by the TAG students are designed to meet the needs of the academically talented and intellectually gifted. The following components are critical to the programming of TAG students:

- Gifted students must be provided instruction in core curriculum at their rate and level of learning
- Gifted students benefit from spending time with peers with similar abilities and interests, providing intellectual peer stimulation and curriculum differentiation.
- Gifted students are individuals with unique patterns of abilities and interests.
- Gifted students benefit from dynamic learning environments in all classrooms.

Section 3: Identification of TAG-Eligible Students

Legal References: aligned to ORS 326.465; ORS 343.395; ORS 343.397; ORS 343.407; OAR 581-022-2325; OAR 581-022-2500



A. District TAG Identification Practices

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
TAG Identification Process Overview <i>Aligned to OAR 581-022-2325 (1)</i>	District wide grade level Cogat screenings will take place in grades 2, 5 and 8 along with District wide nationally normed assessments (EasyCBM) and classroom assessments.
Multiple modes and methods of data collection used in the identification process. <i>Aligned to OAR 581-022-2325 (2)(b)(c)</i>	Cogat scores, Easy CBM scores and student classroom performance/assessment scores.
Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i>	Testing can be offered in the student's native language. Screenings and assessments used are culturally responsive.
Research-based tools, instruments, or considerations utilized to equitably identify students from underrepresented populations including, but not limited to: students experiencing disabilities, students who are culturally and linguistically diverse	Practices include: Cogat Screener Local Cohort Norms Easy CBM Normed State Testing
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	<ul style="list-style-type: none"> - Use multiple criteria to nominate or identify students for gifted programming. - Provide information about how giftedness looks in underserved populations. - Encourage families to nominate students for gifted identification and services. - Periodically ask about the identification process to ensure it reflects best practices in the field

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Universal Screening/Inclusive considerations	The Cogat is used as our universal screening and can be accessed in a variety of languages.
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	-Assessment data may include: -OSAS – local cohort norms -CogAT – National Norms -EasyCBM data
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	Qualitative data may include: - Parent/teacher referrals - Classroom assessments - Work samples - Gifted Profiles
A tool or method for determining a threshold of when preponderance of evidence is met.	School TAG committee evaluates the body of evidence to determine if a student has a pattern of need or a preponderance of evidence to receive instructional services that foster academic growth and appropriate challenge or if additional evidence is needed. Additional evidence would include: - Classroom observations - Work samples - Request for further evaluation TAG facilitators receive professional development in determining the appropriate quantity and quality of evidence to support TAG committees in their decision making.
TAG Eligibility Team	District TAG coordinator, building principal, classroom teacher
Documents that are included in the students' cumulative record file regarding TAG	Copy of their permission to place and copy of their PEP/TAG plan and copy of the score report(s) used for identification.

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
identification and the eligibility teams' process to determine identification	

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	Yes
What is the broad screening instrument and at what grade level is it administered?	All 2nd, 5th and 8th grade students will be given the Cogat pre-screener. Students scoring in the 80th percentile or above will get the Cogat post screener.
How is the screener used in the identification process (i.e. what percentile threshold, if any, is used to initiate the eligibility process; and how are percentiles used to promote, rather than extinguish, eligibility)?	Students who score at the 90th percentile or above will be eligible for possible TAG identification. <ul style="list-style-type: none"> - All students at grade levels where a universal screener is given take the universal screener - Top 10% on the full version CogAT are referred for further review by school TAG committee - Qualitative and quantitative data are collected to support eligibility

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	Yes
Does your district accept TAG identification from other states?	Yes
Do local norms influence the decision to honor identification from other districts and states?	No

Section 4: Instructional Services and Approaches



A. Instructional Programs and Services for TAG Students

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Ability Grouping	Grades K-6: Math and Reading
Acceleration above grade level	Grades K-12: Math, in accordance with district policy on a case by case basis.
Acceleration through grade skipping	Grades K-8: In accordance with district policy on a case by case basis.
College Now Courses/ AP when available	Grades 9-12: As determined by current courses available and scheduling.

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
College Now/AP courses *Course offerings vary year to year and at this time we do not know what will be offered for the upcoming year.	Lowell JR/SR High School, Grades 9-12.

C. International Baccalaureate (IB) Course Offerings

Name of IB Course	Schools and Grade Levels Offered
N/A	

D. Teacher's Knowledge of TAG Students in Class

Key Questions	District Procedure
What procedures are in place to ensure classroom teachers K – 12 know who the TAG identified students are in their classrooms?	At the beginning of the year, the TAG coordinator emails the teachers about their TAG kids and where they are identified, and sends a copy of their PEP/TAG plan.
What procedures are in place to ensure classroom teachers K – 12 know where they can get support if needed specific to the TAG services the district offers?	Teachers can contact the TAG coordinator for resources and direction, at any time.
How do teachers determine rate and level needs for students in their classrooms?	Our school district administers nationally normed assessments designed to show level of learning. Rate of learning is determined by classroom observation and kept track of in their TAG plan.

E. Instructional Plans for TAG Students

Key Questions	District Procedure
Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?	All TAG K-6 students have a PEP/TAG plan on file. Formal PEP/TAG plans are optional for grades 7-12. Their rate and level of learning is met by scheduling them into the appropriate classes for their needs.
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	Instructional plans are currently optional for district TAG students. No courses are currently required to have Instructional plans.

Key Questions	District Procedure
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	When a student is identified, the permission to place into the TAG program informs parents that they may request a meeting at any time, regarding their child's PEP/TAG plan.

F. Option/Alternative Schools Designed for TAG Identified Students

Program Elements	School Information
N/A	
TAG qualifying criteria for attendance	
Number of students currently served	
Level of the population, served, such as elementary, middle, or high school students	
N/A	
TAG qualifying criteria for attendance	
Number of students currently served	
Level of the population, served, such as elementary, middle, or high school students	

G. TAG Enrichment Opportunities

TAG Enrichment Opportunities (Note: After school opportunities do not replace daily TAG instruction and services)	Explanation of Opportunity
N/A	

Section 5: Plan for Continuous Improvement



A. District Goals

Goal Statement	What special programs or services will be provided to accomplish the goals?	Implementation Timeline	How will progress be measured?	How will success be measured?
Identify academically	Continue to screen	During the	Progress will be	Success will be

Goal Statement	What special programs or services will be provided to accomplish the goals?	Implementation Timeline	How will progress be measured?	How will success be measured?
talented and gifted students from underrepresented populations	students in all 2nd, 5th & 8th grades Review at-risk and twice exceptional student data along with district benchmark data to identify students showing up in the top 10% on district and state assessments.	2023-2024 School Year	measured by an increase in case studies and identification amongst underrepresented populations.	measured by comparing the percentage of identified TAG students at the beginning of the year from underrepresented populations to the percentage at the end of the year.
Professional Development for staff who are responsible for TAG identifications.	ODE TAG video - available Jul 1, 2023 and/or live ODE presentation.	Fall 2023-2024	Number of staff views and exit ticket responses	Increase the number of underrepresented students considered and/or identified.

B. Professional Development Plan: Identification

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district [Provide staff name]	Required statewide training	Oregon Department of Education	[list date and location of training and type of training (in-person, Zoom, etc.)]
All district licensed educators who are responsible for identification	Training on Identification	ODE TAG video, available Jul 1, 2023 and/or Live ODE presentation	Fall 2023

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	Classroom teacher contact. Permission to test letter.
Universal Screening/Testing grade levels	Cogat screener for ALL in 2nd, 5th & 8th grades Any student may be referred for Cogat screening out of the formal testing grades.

Comprehensive TAG Programs and Services	Date and/or method of Communication
Individual and/or group testing dates	Group: Fall/Winter 2023 (depending on Cogat update) Individual: Upon referral
Explanation of TAG programs and services available to identified students	Through the PEP/TAG plan, families are encouraged to contact the district TAG coordinator and/or classroom teacher with any questions or concerns about their student's education.
Opportunities for families to provide input and discuss programs and services their student receives	Families can contact the classroom teacher and/or TAG coordinator at any time.
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	Families can request a meeting to go over the PEP/TAG plan at any time.
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	Parents may contact the District TAG coordinator at any time with questions or concerns.
TAG informational events (middle school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG	Parents may contact the District TAG coordinator at any time with questions or concerns.

Comprehensive TAG Programs and Services	Date and/or method of Communication
identified students, transition expectations from elementary to middle school, etc.	
TAG informational events (high school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition expectations from middle to high school, etc.	Parents may contact the District TAG coordinator at any time with questions or concerns.
Notification to parents of their option to request withdrawal of a student from TAG services	Parents may contact the District TAG coordinator at any time with questions or concerns.
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	Parents may contact the District TAG coordinator at any time, they may also contact the Building Principal and/or District Superintendent to file a complaint.
Designated district or building contact to provide district-level TAG plans to families upon request	District TAG coordinator.

Section 6: Contact Information

Legal reference: [ORS 343.397](#) and [OAR 581-022-2500](#)



Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
District TAG Coordinator/Administrator	Kriston Maloy	kmaloy@lowell.k12.or.us	541-937-2105
Person responsible for updating contact information annually on your district website	Michelle Stephens and/or Nathan Bowers	mstephens@lowell.k12.or.us nbowers@lowell.k12.or.us	541-937-2105
Person responsible for updating contact information annually on the Department	Kriston Maloy	kmaloy@lowell.k12.or.us	541-937-2105
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Kriston Maloy	kmaloy@lowell.k12.or.us	541-937-2105
TAG contact for entire District*	Kriston Maloy	kmaloy@lowell.k12.or.us	541-937-2105

*[District directions: Add lines as needed to include a building-level contact for each school in the district.]

Appendix: Glossary



Term	Definition
Acceleration (subject)	Above grade-level standards and coursework. For example, a student who takes an advanced high school art class during middle school.
Acceleration (whole-grade)	Grade skipping. For example, a student who moves from 1st grade to 3rd grade (skips the 2nd grade).
Acceleration (standards)	Working ahead on grade-level standards (considerations include: pacing needs and demonstrated levels of mastery on certain grade-level standards). This often occurs within the grade-level course.
Advanced Placement (AP)	College-level coursework with common nationally-normed assessments. AP coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
Choice Assignments	A selection of standards-based learning options/projects based on student interest and/or development that includes depth and complexity to address both motivation to learn and cognitive demand.
Cluster Grouping	TAG identified students are intentionally placed together into mixed ability classrooms. The structure of this educational practice allows students to have peer-alike time together to address both academic and social-emotional needs.

Term	Definition
Credit by Examination	Students receive high school or college credit based on mastery of prior learning as measured through end of course examinations. District policies, assessment formats, and requirements may vary. Please check your local district policy.
Curriculum Compacting (sometimes referred to as Compacted Curriculum)	Honoring prior learning, typically measured through pre-assessments, by allowing students to skip lessons/standards where mastery has been met and providing opportunities to focus on standards in the current unit/curriculum that have not been mastered yet.
Depth and Complexity	A general framework to assess level of rigor specific to cognitive demand. Common frameworks include Webb's Depth Of Knowledge (DOK) and Bloom's Taxonomy.
<u>Depth of Knowledge (DOK)</u>	A framework developed by Dr. Norman Webb to assess the level of rigor for standards, projects, assignments, and exams.
Differentiated Instruction (involving tiers of depth and complexity)	Instruction and learning options designed to reflect the needs of students specific to current learning evidence/data that fosters academic growth. Educators may differentiate content, process, product, and environment to accommodate needs of learning.
Flexible Readiness Grouping	A strategic strategy designed to group students according to best fit instructional needs and student discourse opportunities.
Formative Assessment as a Process	Intentional teaching and learning practices in the classroom used by both teachers and students. Moment-by-moment evidence of student learning and thinking is used to inform and adjust teaching and learning. Descriptive feedback, established success criteria, and clear learning goals are essential.
Independent Learning Contracts	An agreement between student and teacher that outlines individual learning opportunities and outcomes for the student. This strategy is commonly used when a student has demonstrated mastery of a unit that is currently being taught (i.e. student has already read the novel that is being taught in a particular grade level)

Term	Definition
Instructional Plans (IPs)	Communicates instructional strategies and services of how the teacher meets the needs of <i>all</i> TAG identified students in a particular course. Typically utilized at the secondary level.
International Baccalaureate (IB)	College level coursework with common internationally-normed assessments. IB coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
Kaplan's Icons of Depth and Complexity	Icons/tools used to provide a visual prompt that promotes thinking from various perspectives, designed to achieve in-depth learning opportunities. Often used as a schoolwide program where all teachers, classroom support staff, and students are taught how to interact with and use the icons.
Level of Learning	<p>In reference to OAR 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</p> <p>The student's instructional level in the curriculum and the place where the student will encounter knowledge and skills not yet learned or mastered. It is more than an advanced grade level. It involves depth and complexity in thinking.</p>
Option Schools	Students choose to attend schools in their district with learning options that best fits their academic and affective needs. Some districts have alternative school options, magnet schools, and option programs (school within a school model) specifically designed for TAG students. Not all districts provide option schools or programs in Oregon.
Oregon Administrative Rule (OAR)	Rules adopted by the State Board of Education to support statutes (ORS).
Oregon Revised Statute (ORS)	Oregon laws passed by the State Legislature.

Term	Definition
Personal Education Plans (PEPs)	A plan developed by the teacher, TAG student, and family that outlines and communicates the programs and services received throughout the school year. Personal Education Plans are for an individual student and are more common at the elementary level.
Pull-Out Programs	Students attend specialized instruction designed for TAG students, during school hours, at the school where the student is enrolled. Pull-out programs vary by district. Not all districts offer pull-out programs.
Rate of Learning	<p>In reference to OAR 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.</p> <p>Addresses the measure of the pace at which the student is successfully progressing through the curriculum after being placed at the appropriate level. A student's rate will vary depending on subject, interest, level of difficulty and point in the learning process.</p>
Scaffolding or Tiered Instruction	An instructional method that varies the level of learning (depth and complexity) of the assignment to provide all students an opportunity to engage in productive struggle and find success in academic growth.