



CORBETT SCHOOL DISTRICT TALENTED AND GIFTED PLAN

I. District policy on the education of talented and gifted children

Please see the following links:

<http://policy.osba.org/corbett/i/igbb%20d1.pdf>

<http://policy.osba.org/corbett/i/igbba%20g1.pdf>

<http://policy.osba.org/corbett/i/igbba%20r%20d1.pdf>

<https://policy.osba.org/corbett/I/IGBBD%20G1.PDF>

<https://policy.osba.org/corbett/I/IGBBC%20G1.PDF>

<https://policy.osba.org/corbett/I/IGBBC%20R%20G1.PDF>

II. Assessment of the current special programs and services provided by the district for talented and gifted children

Identification

Corbett School District takes seriously the obligation to educate all students to the highest possible levels in accordance with their abilities. Corbett School District uses the CogAT and the Smarter Balanced Assessment (SBAC) as initial identification tools. The Intellectually Gifted identification process begins in the second grade. All students take the CogAT Screener. Students who score in the top ten percent of the class on the Screener then take the full CogAT. Students who score in the 97th percentile on that assessment are recommended to be identified as Intellectually Gifted. Parents/guardians are informed of the recommendation and asked for permission for the student to be identified as Intellectually Gifted. After second grade students are evaluated individually using the CogAT for Intellectually Gifted identification based on teacher or parent/guardian recommendation.

The Academically Talented identification process begins when a student scores at the 97th percentile on the SBAC reading or math assessment. Additional data gathered as part of the process may consist of a second standardized assessment score, performance assessments, parent/guardian surveys, and teacher recommendations. A team, including the building principal and appropriate teachers, reviews the data and makes a recommendation regarding identification. Parents/guardians are informed of the recommendation and asked for permission for the student to be identified as Academically Talented. Students who score below the 97th percentile on an assessment, but show outstanding achievement as identified by a score at the 95th percentile are flagged as having Potential to Perform. Teachers or parents/guardians may also request a student be considered for identification. Additional data at the discretion of the district is then collected.



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The district makes an effort to identify students from ethnic minorities, students with disabilities, students who are culturally different and students who are economically disadvantaged as Academically Talented or Intellectually Gifted (TAG). The valid administration of assessments and use of multiple measures helps to ensure students from traditionally underserved populations are appropriately identified.

Learning Plan

Once the identification process is complete parents/guardians are invited to participate in the development of a learning plan in cooperation with the building principal and/or the classroom teacher(s). Parents/guardians are notified of their right to withdraw a student from the TAG program at any time and to file a complaint under OAR 581-022-1940.

Instruction

Corbett students who are identified as Talented and Gifted receive instruction in a manner that accommodates both their current levels of achievement and their rates of learning. Among the strategies encouraged by the district with regard to TAG students at the elementary and middle school level are: differentiated instruction in the regular classroom to accommodate a variety of levels and abilities, telescoping curriculum in a specific content area to accommodate an individual student, acceleration through the grades (skipping) for students who are exceptional across the curriculum and early access to high school classes for exceptional students who have not yet entered their 9th grade year.

The Talented and Gifted high school curriculum is college preparatory and students have access to the Corbett School District curriculum up to and including Advanced Placement courses in math, science, language arts and social studies as they demonstrate readiness for success regardless of age or grade level. Dual credit courses are available, as well as a 12th grade half-day early college program.

Corbett School District does not endorse pull-out programs that set a certain group of students apart for any significant period of time. Although there might be any number of social arguments for or against such programs, there is no consistent research base establishing that such approaches promote long-term achievement.

III. District goal for providing comprehensive special programs and services

Corbett School District's goal related to the TAG program is to educate all students to the highest possible levels in accordance with their abilities. A panel made up of administrators and teachers will be appointed by the superintendent to evaluate the TAG program in May every other year



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IV. Description of the nature of the special programs and services

The administration will continue to refine the TAG identification process to ensure equal access to the program for all, including students from traditionally underserved populations.

Corbett School District will continue to offer the following programs and services to students identified as TAG: differentiated instruction in the regular classroom to accommodate a variety of levels and abilities, telescoping curriculum in a specific content area to accommodate an individual student, acceleration through the grades (skipping) for students who are exceptional across the curriculum, project based curriculum, early access to high school classes, college preparatory curriculum at the high school level, dual credit courses and Advanced Placement courses in math, science, language arts and social studies.

The administration and classroom teachers will continue to work closely with the parents/guardians of each student identified as TAG to ensure the learning plan is being implemented and the instructional program meets the student's educational needs.

A record of the assessment data, parent correspondence, learning plans and other pertinent information will be kept in the student's permanent file. If a student transfers this information will be forwarded to the new school district.

V. Program Evaluation

The evaluation of the district TAG plan will be two-fold. The first will be at the individual level in order to guarantee each student is receiving instruction appropriate to his/her rate of learning and level of achievement. At least every other year the classroom teacher, parent/guardian and student will meet to evaluate the success of the learning plan. An aspirational goal will be that 100% of the benchmarks and activities described in the plan will have been met and/or carried out. A revised plan will then be developed based on the team's evaluation.

The second phase of the evaluation process will be at the district level. The results of each learning plan evaluation will be synthesized and reviewed to look for strengths and weakness in the district's planning process for students. This review will be included in an overall program evaluation to be carried out in May every other year. Additional indicators used for the program review may include: demographic data, state assessment data, AP program participation, AP test passing rates, SAT results and college acceptance rates. The results of the evaluation will be presented to the superintendent along with any suggestions for changes and/or improvements in the TAG program deemed necessary by the panel.