

# LCSD Talented & Gifted Programming



# Philosophy



Every student has a right to opportunities for maximum development of their potential



Students with outstanding abilities and talents benefit from special programming to meet their needs



Cultural biases and the uneven distribution of resources caused by poverty have resulted in underrepresentation of students from minority backgrounds and those impacted by poverty



## Who is Talented & Gifted?

Students who demonstrate **exceptional performance** when compared to relevant development or learning progressions, with consideration for variation in student opportunity to learn and cultural relevance.

# TAG Identification Revised

ORS 581-022-2325, revised in January:

- 💡 Eliminated percentile cut-off (97%)
- 💡 Expanded eligibility from reading and math to any academic area (e.g. science)
- 💡 Emphasizes multiple modes and methods of gathering data
- 💡 Local control over eligibility criteria





Increase pathways to  
TAG Identification &  
Service





# LCSD's Current State

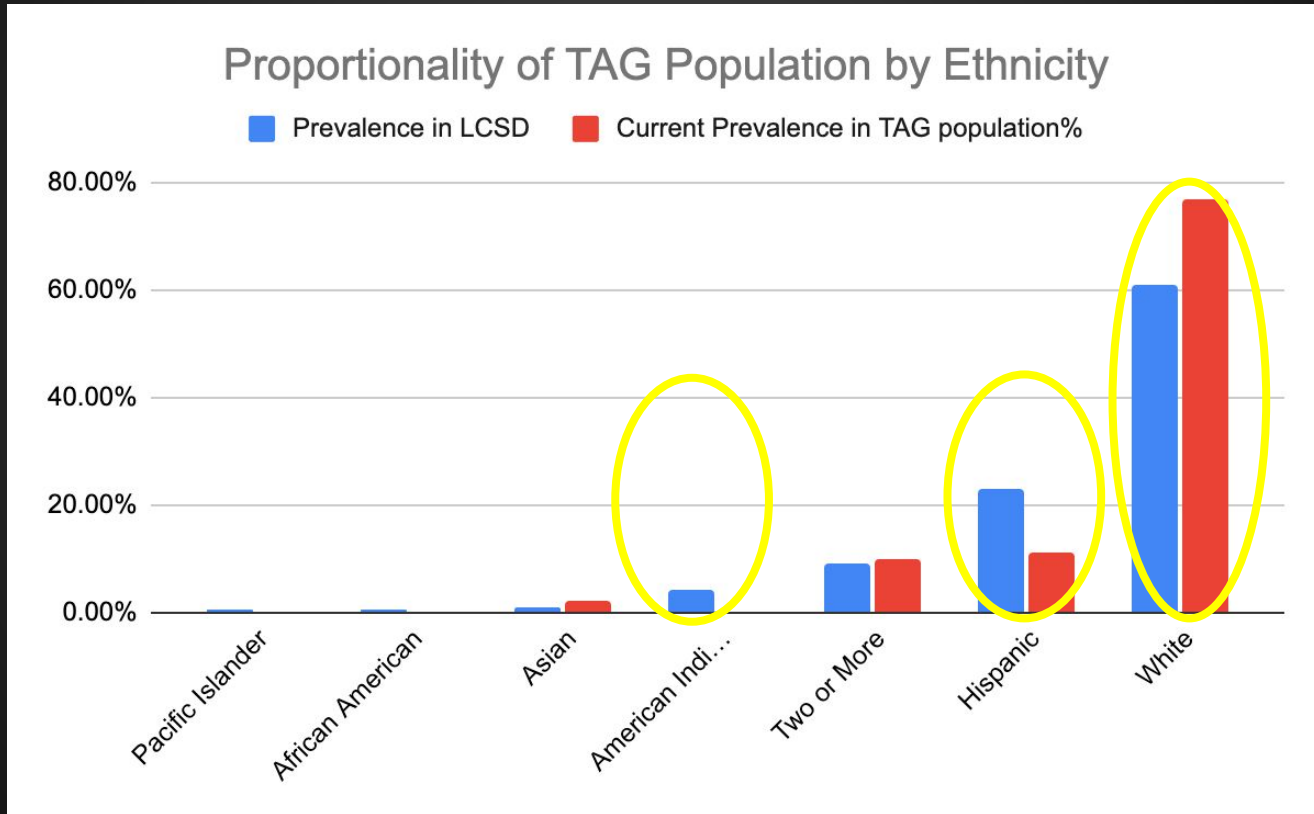
LCSD students eligible for TAG

2%

National estimate from OATAG

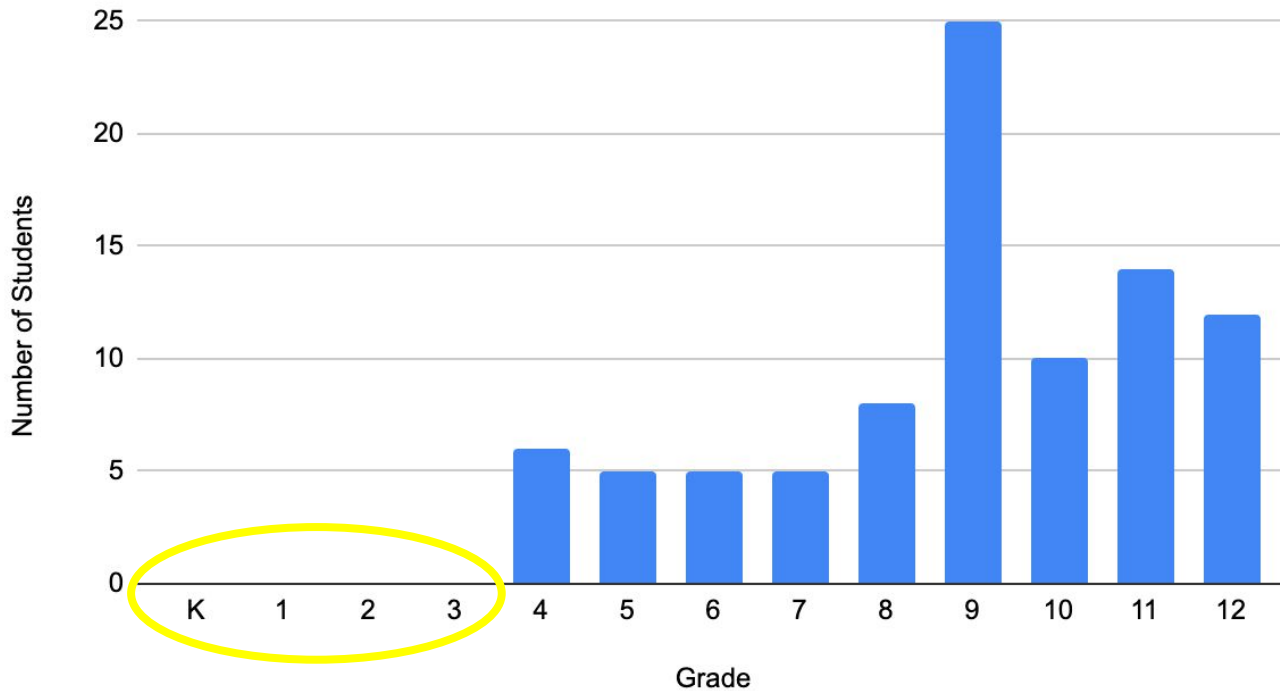
6%

# TAG Eligibility by Ethnicity



# TAG Eligibility by Grade

TAG-Eligible Students by Grade





# Action Plan Targets



**Increase entry points** for eligibility K-3



**Increase pathways** for students identified as Hispanic and Native American

# TAG Referral



All 3rd and 7th grade students are screened using an online nonverbal measure of aptitude



Outside of this window, parents and teachers may refer students for TAG evaluation



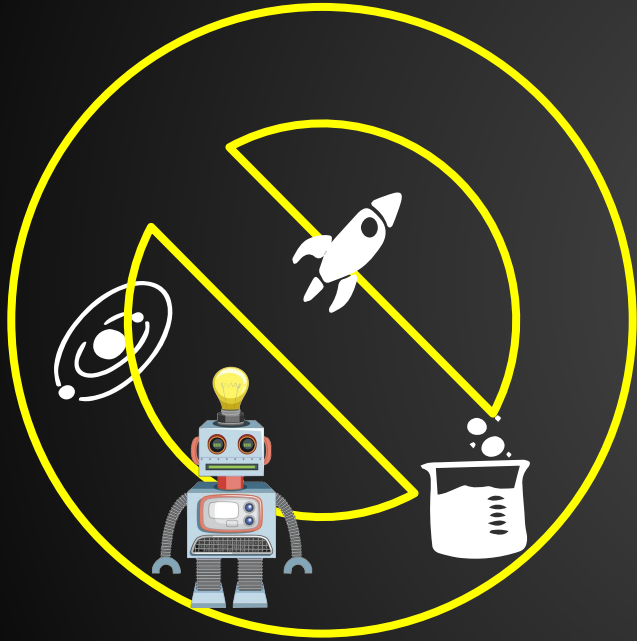
TAG Coordinators work with Tier 1 teams to identify top performers at each grade level on benchmark tests and follow up with additional assessment

# Professional Development



- 💡 Professional development for staff annually
- 💡 New administrators trained annually
- 💡 Building TAG Coordinators attend monthly meetings to train to and refine processes and determine eligibility for referred students

# TAG Programming



ORS revisions advocate for **differentiation** rather than silo programs or 'pull-out'

Everyone deserves enrichment; some students benefit from extension

TAG plans prompt an interactive, individualized process

# Differentiation at Elementary

Student assessment data provides a present level of knowledge in area of talent or giftedness

Teachers provide instruction at an appropriate **rate** and **level**



Acceleration



Compacting



Small group instruction



Higher level of questioning



Independent study/project



# Extension via Differentiation

## LCSD TAG Plan



Student (Last, First):  Gifted Area(s):

Student ID #:  School:

Grade:  Date:  Teacher(s):

TAG Coordinator:

Dear Parent/Guardian,  
Please review, sign, and return within 5 days. At any time you may request the withdrawal of your child from TAG programs and services. If you want your child withdrawn and considered "inactive," please check and sign in the bottom box. If you have any questions, concerns, or suggestions about this plan, contact your child's teacher.

Student's Level of Learning

Student's Rate of Learning

What differentiation looks like in the classroom

| LEVEL OF LEARNING       | RATE OF LEARNING                   | KEY FOR MODIFICATION/DIFFERENTIATION*   |
|-------------------------|------------------------------------|---|
| 1. Beginning            | SR Learns with Several Repetitions | A. Acceleration                         |
| 2. Emerging             |                                    | C. Compacting                           |
| 3. Developing           | EP Learns as Expected              | G. Flexible Grouping                    |
| 4. Proficient, standard |                                    | T. Tiered Lessons/Activities            |
| 5. Strong               |                                    | S. Small Group Instruction/Cluster      |
| 6. Exemplary            | RL Rapid Learner                   | H. High Level of Questioning Strategies |
|                         |                                    | P. Project/Independent Study            |

### CURRENT ASSESSMENT DATA      INSTRUCTIONAL PLAN

|   |   |   |  |
|---|---|---|--|
| <p><b>LANGUAGE ARTS</b></p> <p>Assessment 1 Level of Learning (1-6): <input type="text" value="6"/></p> <p>KTEA: 97% in word attack and comprehension</p> <p>Assessment 2 Level of Learning (1-6): <input type="text" value="6"/></p> <p>Acadience Fall: Beyond benchmark</p> | <p><u>Rate of Learning</u></p> <p>Overall Rate</p> <p><input type="text" value="RL"/></p> | <p>Modification/Differentiation:</p> <p>Ctrl to select more than one</p> <p>A<br/>C<br/>G<br/>T<br/>S<br/>H<br/>P<br/>NMN</p> | <p>Lily will be assigned texts at a 5th grade level, grouped with similarly-performing peers for Socratic seminars and her writing will focus on responding to higher-level questions (Level 3 of Kosta's)</p> |
|---|---|---|--|

# TAG Programming at Secondary

Family collaboration, college & career counseling and opportunities provided via the student's Personal Education Plan

- 💡 Advanced classes (AP, Honors, IB)
- 💡 Content acceleration
- 💡 Post-secondary enrollment
- 💡 Clubs, organizations, employment



# Program Goals 2023-25

## Process & Procedure

- 💡 Expand scope of students traditionally identified as TAG
- 💡 Provide continuum of equitable services K-12

## Professional Development

- 💡 Increase teacher knowledge of TAG characteristics and referral processes
- 💡 Increase teacher understanding of differentiation & modification

## Family Outreach

- 💡 Increase family awareness of TAG Program
- 💡 Improve & expand communication regarding opportunities for enrichment







**Questions?**

