

# Talented and Gifted (TAG) Plan Revision 2023



# Academically Talented and Intellectually Gifted (TAG)

**ORS 343.395(4)** “Talented and gifted children” means those children 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 and who demonstrate outstanding ability or potential in one or more of the following areas:



- (a) **General intellectual ability** as commonly measured by measures of intelligence and aptitude.
- (b) **Unusual academic ability** in one or more academic areas.
- (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.

# Expectations

Each school district needs to have a plan posted to the website that includes:

- District TAG Coordinator
- Building TAG Coordinators
- Identification of students who qualify as TAG
- Team decisions about identification
- Instructional Plans



## OAR 581-02202325 (TAG Identification Rule)

### Historically

- Local district policies and procedures for identification
  - Intellectually Gifted
  - Academically Talented
    - Math
    - Language Arts
  - Potential to Perform
- Referred for consideration based on a nationally standardized test (97th percentile)
- TAG Personal Education Plan

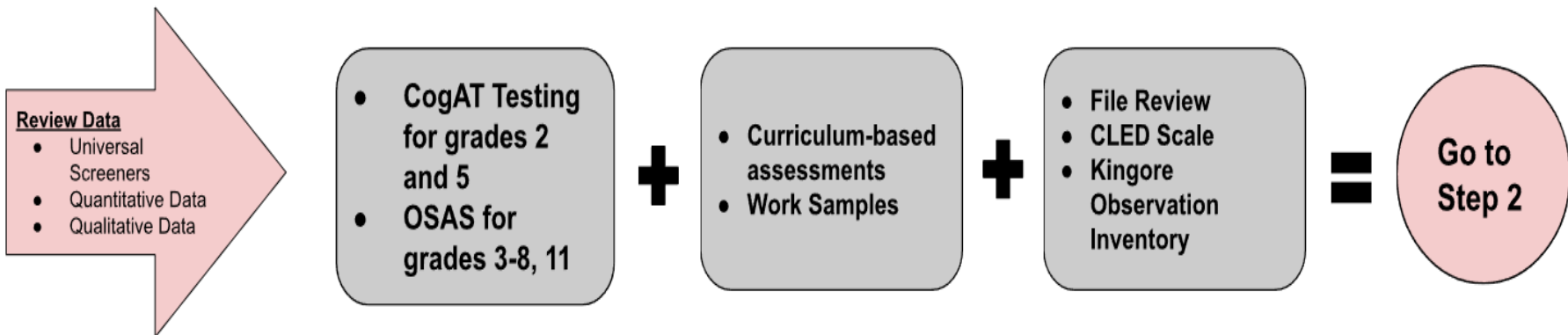
### Key Changes

- Local performance assessments
- Consideration of a broader range of students
  - Creative ability
  - Leadership ability
  - Visual/Performing Arts
- Team decision using the Preponderance of Evidence process
- “No single test, measure, or score shall be the sole criterion . . .”



SCHOOL  
DISTRICT

## Step 1:



SCHOOL  
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## Step 2:

### Cast a Wide Net

- District Norms
- Local Cohort Norms

### Questions to Guide Referral Process

- Is the student performing above their peers at the national, state, and/or local level?
- Has the student demonstrated an accelerated pace of learning?
- Is the student showing exceptional performance on a Universal Screener?
- Has a rating scale demonstrated high potential?

NO



Notify families that we will continue to monitor

YES



Go to Step 3



SCHOOL DISTRICT

## Step 3:

### Collect Evidence

- Qualitative Data
- Quantitative Data

### School Review Team

- Is there a preponderance of evidence to identify specific programming and or instructional service needs?
- Does the evidence include both qualitative and quantitative data?

NO



Notify families that we will continue to monitor

YES



TAG Team determines qualifying areas



SCHOOL DISTRICT



# Examples of POSSIBLE Personalized Adjustments to Learning

- Ability Grouping
- Differentiated Assignments
- Advanced Complexity
- Concept-based Programs
- Cross-grade classes (elem)
- Diagnostic Testing (prescriptive)
- Re-organization of concepts or sequence
- Curriculum compacting with pre-tests
- Blended learning
- Independent study
- Single subject acceleration
- Honors courses (HS)
- Early College Credit (HS)
- AP Courses (HS)
- Internship/Mentorship (HS)



# Roll-out of New Plan

- ❑ Plan submitted to the Oregon Dept. of Education June 2023
- ❑ Building TAG Coordinators trained - 9/25/23
- ❑ Building Newsletter announcement - October 2023
- ❑ Board Report - October 2023
- ❑ Train Staff on new TAG plan expectations - Fall/Winter 2023
- ❑ Utilize the new Preponderance of Evidence for Identification -  
Spring 2024



# **TAG Coordinators**

District: Ericka Keefauver  
Special Student Services Director

Cherie Hasenoehrl  
Garibladi Grade School

Ashley Atwood  
Neah-Kah-Nie Middle School

Jennifer Holm  
Nehalem Elementary School

Esther Troyer  
Neah-Kah-Nie High School

