Lake Oswego School District
Plan for Talented and Gifted Education

Table of Contents

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

Section 5: District Goals - Plan for Continuous Improvement

Section 6: Contact Information

Appendix: Glossary

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 IGBBA, Identification of Talented and Gifted**,** as of April 24, 2023

B. Implementation of Talented & Gifted Education Programs and Services

Board Policy IGBB, Talented and Gifted Programs and/or Services

---

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 *Aligned to OAR 581-022-2325 (1)*	TAG Identification Process Flowchart
Multiple modes and methods of data collection used in the identification process. *Aligned to OAR 581-022-2325 (2)(b)(c)*	- Primary Classroom Level Survey - PCLS (grades K-1) - CogAT Universal Screening Form in second grade; Second grade CogAT Post Screener for students who scored at or above the 90%ile, with additional review of Local Norms. - Nationally normed standardized academic tests - Classroom performance: work samples and teacher input - Teacher Referral form such as SIGS-2 (or similar) - Consultation with school psychologist, counselor, or other specialists as needed
Culturally responsive practices specific to identification. *Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)*	PCLS for grades K-1 includes prompts about culturally responsive observations. Ensured that assessment tools have been vetted for culturally responsiveness Board Policy IGBBA, Identification of Talented and Gifted, as of April 24, 2023
Research-based tools, instruments, or considerations utilized to equitably identify students from underrepresented populations including, but not limited to: students	Partnership and collaboration between Learning Specialists, School Psychologists, Student Services, English Learner Specialists and/or School Counselors. District reviewed culturally and linguistically diverse students when selecting diagnostic assessments (i-Ready). Use of General Ability Index (GAI)

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
experiencing disabilities, students who are culturally and linguistically diverse	Use of NNAT3 as needed Board Policy IGBBA, Identification of Talented and Gifted, as of April 24, 2023
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	Ensured that assessment tools have been vetted for culturally responsiveness. Use local norms for underrepresented populations.
Universal Screening/Inclusive considerations	CogAT Universal Screener in second grade; Second grade CogAT Post Screener for students who scored at or above the 90%ile, with additional review of Local Norms.
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	i-Ready (national norms) CogAT (local and national norms) OSAS (local norms). OSAS scores are used to identify overall patterns and data is used as part of a student's preponderance of evidence and not as a reason to exclude a student.
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	SIGS2 form completed by the referring teacher. Work samples and classroom observation, as needed Student interviews, as needed
A tool or method for determining a threshold of when preponderance of evidence is met.	Pattern of exceptional performance, observable behavioral characteristics, needs not being met in the classroom.
TAG Eligibility Team	Final decisions about Talented and Gifted eligibility are collaborative and made by a team that includes the Principal, TAG Coordinator, Counselor, classroom teacher(s), and any specialists as needed.
Documents that are included in the students' cumulative record file regarding TAG	TAG ID Profile (lists all data collected) Notification letter to parents/guardians Consent for Services form completed by parents/guardians

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?	CogAT Screener, Grade 2
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 scored at or above the 90th percentile on the CogAT Screener, or are a statistical outlier in their subgroup population, will take the CogAT Post Screener complete full battery assessment. Offering the Post Screener to everyone listed above casts a wider net and is culturally responsive. Having the universal screener be administered to all students in the grade level, without a referral needed, ensures that all students are evaluated, and can promote identifications for some groups of students who may not have been found through traditional referrals.

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	Yes, a student's state-approved identification in one or more categories of giftedness transfers according to the receiving district's programming options. If a student's TAG identification varies from the district's programming options the TAG department will meet to discuss identification options. (Board Policy IGBBA, Identification of Talented and Gifted, as of April 24, 2023**)**
Does your district accept TAG identification from other states?	Yes, students who have been identified TAG by other districts and states will maintain their TAG identification if the identification meets the district's programming options. If a student's TAG identification varies from the district's programming options the TAG department will meet to discuss identification options. (Board Policy IGBBA, Identification of Talented and Gifted, as of April 24, 2023**)**
Do local norms influence the decision to honor identification from other districts and states?	As with all identifications, students who have been identified as TAG by other in-state or out-of-state districts will maintain their TAG identification if the identification meets the district's programming options. (Board Policy IGBBA, Identification of Talented and Gifted, as of April 24, 2023**)**

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
Grades K-12 (Classroom Based Instruction)	Strategies for Meeting the Needs of TAG Students
Tiered instruction	Tier 3 intervention is delivered 1:1 and/or in small groups of students with similar strengths, interests, or needs as determined by assessments and observations.
Whole grade acceleration	Guidelines for Considering Grade Advancement K-8
Accelerated math courses	LOSD Math Acceleration Pathways - Spring 2023

B. Advanced Placement (AP) Course Offerings

When a course is offered at Lakeridge High School and not at Lake Oswego High School, the Lake Oswego HS student can travel to Lakeridge High School to take the course, and vice versa.

Name of AP Course	Schools and Grade Levels Offered
AP Computer Science A	Lake Oswego High School, Grades 9-12 Lakeridge High School, Grades 9-12
AP Computer Science Principles	Lake Oswego High School, Grades 9-12 Lakeridge High School, Grades 9-12
AP English Language and Composition	Lake Oswego High School, Grade 11 Lakeridge High School, Grade 11

Name of AP Course	Schools and Grade Levels Offered
AP English Literature and Composition	Lake Oswego High School, Grade 12 Lakeridge High School, Grade 12
AP Music Theory	Lake Oswego High School, Grades 10-12 Lakeridge High School, Grades 10-12
AP Studio Art: Drawing	Lake Oswego High School, Grades 11-12
AP Studio Art: 3-D Design	Lake Oswego High School, Grades 11-12 Lakeridge High School, Grades 11-12
AP Studio Art: 2-D Design	Lake Oswego High School, Grades 11-12 Lakeridge High School, Grades 11-12
AP Statistics	Lake Oswego High School, Grades 11-12 Lakeridge High School, Grades 9-12
AP Calculus AB	Lake Oswego High School, Grades 9-12 Lakeridge High School, Grades 9-12
AP Calculus BC	Lake Oswego High School, Grades 9-12 Lakeridge High School, Grades 9-12
AP Biology	Lake Oswego High School, Grades 10-12 Lakeridge High School, Grades 11-12
AP Chemistry	Lake Oswego High School, Grades 11-12 Lakeridge High School, Grades 11-12
AP Physics C: Mechanics	Lake Oswego High School, Grade 12 Lakeridge High School, Grades 11-12
AP Environmental Science	Lake Oswego High School, Grades 11-12

Name of AP Course	Schools and Grade Levels Offered
	Lakeridge High School, Grades 11-12
AP US History	Lake Oswego High School, Grades 11-12 Lakeridge High School, Grades 11-12
AP Economics	Lake Oswego High School, Grades 11-12 Lakeridge High School, Grades 11-12
AP European History	Lake Oswego High School, Grades 10-12 Lakeridge High School, Grades 10-12
AP US Government	Lake Oswego High School, Grade 12 Lakeridge High School, Grade 12
AP Psychology	Lake Oswego High School, Grades 11-12 Lakeridge High School, Grades 11-12
AP Chinese Language and Culture	Lake Oswego High School, Grades 9-12 Lakeridge High School, Grades 9-12
AP French Language and Culture	Lake Oswego High School, Grades 9-12 Lakeridge High School, Grades 9-12
AP Spanish Language and Culture	Lake Oswego High School, Grades 9-12 Lakeridge High School, Grades 9-12
AP Spanish Literature	Lake Oswego High School, Grades 10-12
AP Human Geography	Lakeridge High School, Grades 9-12 (Students in grades 9-12 attending Lake Oswego High School can take this course at Lakeridge High School as their schedule allows.)
AP Physics 2	Lakeridge High School, Grades 11-12

Name of AP Course	Schools and Grade Levels Offered
	(Students in grades 11-12 attending Lake Oswego High School can take this course at Lakeridge High School as their schedule and fulfillment of prerequisites allows.)
The following courses are not "AP" courses, but deserve a place on this list.	
English 9 Honors	Lake Oswego High School, Grade 9 Lakeridge High School, Grade 9
English 10 Honors	Lake Oswego High School, Grade 10 Lakeridge High School, Grade 10
Calculus 3	Lake Oswego High School and Lakeridge High School will purchase an online course from John Hopkins for students in Calc 3. Prerequisite: C or better in AP Calculus and Recommendation of AP Calculus Instructor. This is a college-level course.

Our high schools work with Portland Community College, Clackamas Community College or Portland State University to offer the opportunity for students to earn college credit while completing required and elective high school classes taught at Lakeridge or Lake Oswego high schools.	
Name of Dual-Credit Course	**Schools and Grade Levels Offered**
PCC: Discrete/STEM Mathematics (.5 Credit) MTH 105: Math in Society (4 credits)	Lakeridge High School
PCC: AP Environmental Science (1 credit) ESR 171, ESR 173 (4 credits each)	Lakeridge High School
PCC: AP Biology (1 credit) BI101 (4 credits)	Lakeridge High School
PCC: Oceanography (1 credit) GS 108: Physical Science (4 credits)	Lakeridge High School Lake Oswego High School
PCC: Biotech (1 credit) BIT 102 (2 credits)	Lakeridge High School

Our high schools work with Portland Community College, Clackamas Community College or Portland State University to offer the opportunity for students to earn college credit while completing required and elective high school classes taught at Lakeridge or Lake Oswego high schools.	
Name of Dual-Credit Course	**Schools and Grade Levels Offered**
PCC: A Cappella Choir (1 credit) MUS 221 (1 credit)	Lakeridge High School
PCC: AP English Language and Composition (1 credit) WR 122 (4 credits)	Lakeridge High School
PCC: Newspaper (1 credit) J 103 (4 credits	Lakeridge High School
PCC: Computer Science 160 - Exploring Computer Science CS 160, CS 161 and CS 162	Lake Oswego High School

Name of Dual-Credit Course	**Schools and Grade Levels Offered**
Clackamas CC: Spanish 3 (1 credit) SPN 101, 102, 103 (4 credits each)	Lakeridge High School Lake Oswego High School
Clackamas CC: Spanish 4 (1 credit) SPN 201, 202, 203 (4 credits each)	Lakeridge High School Lake Oswego High School
Clackamas CC: French 3 (1 credit) FR 101, 102, 103 (4 credits each)	Lakeridge High School Lake Oswego High School
Portland State CC: Chinese 4 (1 credit) CHN 201 (5 credits)	Lakeridge High School
Portland State CC: AP Chinese (1 credit) CHN 202, CHN 203 (5 credits each)	Lakeridge High School
Portland State CC: French 4 FR201, FR 202, FR 203 (4 credits each)	Lakeridge High School Lake Oswego High School
Portland State CC: AP French Language and Culture (1 credit) FR 301, FR 302, FR 303 (4 credits each)	Lakeridge High School

Portland State CC: French Conversation and Culture FR 299, FR 326 (4 credits each)	Lakeridge High School
Portland State CC: Civilizations and Cultures of the Spanish Speaking World SPAN 330, SPAN 331 (4 credits each)	Lakeridge High School
Portland State CC: AP Chemistry (1 credit) CH 221, CH 222, CH 223 (4 credits each) & lab CH 227, CH 228, CH 229 (1 credit each)	Lakeridge High School
Portland State Challenge Program: Chinese 4 (5 credits)	Lake Oswego High School
Portland State Challenge Program: Chinese Language and Culture (10 credits)	Lake Oswego High School
Intro to Programming and Computer Programming C++	Lake Oswego High School

C. International Baccalaureate (IB) Course Offerings

Name of IB Course	Schools and Grade Levels Offered
N/A	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?	Synergy, our SIS, creates a green TAG icon next to each TAG student's picture; by hovering over the icon, a teacher can learn a student's TAG ID(s). TAG Coordinators help ensure that teachers know how to use Synergy for this purpose.

Key Questions	District Procedure
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?	District TAG Coordinators have building assignments and communicate with teachers. On-going professional development is offered to building level and/or grade level teams and/or individuals such as new teachers.
How do teachers determine rate and level needs for students in their classrooms?	Pre-testing of material, i-Ready Diagnostic, standards based assessments, on-going curriculum-based instructional assessments, review of pacing guidelines and recommendations by grade level, summative assessments from previous units of study, or previous years .

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?	In grades K-5 TAG-identified students will have a Personal Education Plan created. This plan is referred to as a Team TAG Plan. This plan is developed by the classroom teacher in collaboration with the TAG Coordinator as well as grade level teams. Teams review parent/guardian input forms when creating this document. This tool outlines the specific tools and strategies that will be used to meet the rate and level of the student. In grades 6-8 TAG-identified students, working with their TAG Coordinator, complete an individualized TAG Plan on which they list their interests, areas of growth, hobbies, future career interests, and academic and soft-skill goals for the school year.
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	In grades 6-8, each core subject grade-level PLC are required to create an annual team TAG Plan that addresses the following five questions: ● How do you determine the learning rate and level for TAG students? ● How do you plan for instruction once the rate and level have been determined?

Key Questions	District Procedure
	- What differentiation strategies does your PLC team use to meet the varying needs of students? - How do you monitor students to ensure their needs are being met? - How do you address the social and emotional needs of TAG students?
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	In September of each year families of TAG-Identified students are provided a Parent/Guardian Input Form to provide information about how their child learns best. That document is shared with the classroom teacher(s) prior to the creation of the Personalized Education Plans (Team TAG Plan). Upon completion of the plan, a copy is sent to the family. Additionally, if a student is identified in Oct-June, a Parent/Guardian Input Form is provided to the parent/guardian at the time of identification.

F. Option/Alternative Schools Designed for TAG Identified Students

Program Elements	School Information
N/A	N/A

G. TAG Enrichment Opportunities

TAG Enrichment Opportunities *(Note: After school opportunities do not replace daily TAG instruction and services)*	Explanation of Opportunity
Field trips	Enrichment opportunities vary by school and year based on student interest and leadership

TAG Enrichment Opportunities *(Note: After school opportunities do not replace daily TAG instruction and services)*	Explanation of Opportunity
Experiences **Contests** **Assemblies**	availability. Enrichment is open to any interested student.

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?
TAG-identified students feel supported, connected, and valued. (with an emphasis on social/emotional support)	TAG Coordinators work closely with classroom teachers to ensure individual needs are taken into account when planning and differentiating instruction.	*September-October-* Teachers meet with Grade Level PLC's, create Team TAG Plans. *May-June-* TAG Coordinators send out surveys to students to collect data	Short survey for students at the end of the school year, focusing on Strategic Plan Goals.	June- review of survey results.

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?
TAG-identified students are provided the tools, support, and experiences they need to achieve academic success.	Regular review of performance during PLC work, consultation with TAG Coordinators to ensure appropriate rate and level are offered.	*September-October-* Teachers meet with Grade Level PLC's, create Team TAG Plans. *May-June-* TAG Coordinators send out surveys to students to collect data	Short survey for students at the end of the school year, focusing on Strategic Plan Goals.	June- review of survey results, review of i-Ready diagnostic scores/growth.

B. Professional Development Plan: Identification

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district: Frank Luzaich	TAG Essentials Professional Development (ODE)	Oregon Department of Education	1. November 2, 2022 (Zoom)
All district licensed educators who are responsible for identification	Training on TAG Identification	TAG Coordinators: Alix Swanson Jane Lierman Josh Ernst Aletia Cochran	September of each year

Who	What	Provided by	When
Staff who have already been trained in previous years (include if offered)	OPTIONAL: Refresher Identification training	TAG Coordinators: Alix Swanson Jane Lierman Josh Ernst Aletia Cochran	September of each year

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	Identification flow chart, the Board Policy ' IGBBA, Identification of Talented and Gifted,' and our referral process is posted on the district website.
Universal Screening/Testing grade levels	For Universal Screening, an annual letter is sent electronically to second grade families.
Individual and/or group testing dates	Individual testing is by electronic permission of the parent; communication happens through email. This occurs in an ongoing manner throughout the year as needed.
Explanation of TAG programs and services available to identified students	Explanation of TAG programs and services are available on the district website.
Opportunities for families to provide input and discuss programs and services their student receives	Every fall, parents of previously identified students can access a link to a parent/guardian input form. Every time a student is identified, an email is sent to the family that includes a link to a parent/guardian input form and links to videos and

Comprehensive TAG Programs and Services	Date and/or method of Communication
	the district TAG website which describes LOSD TAG services.
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	The 2nd page of TAG Personal Education Plan includes information about how to read the plan and general definitions.
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	Several web-videos embedded on TAG website provide general TAG information related to the elementary. TAG Coordinators attend all Back to School Nights and are available to parents/guardians. District-wide TAG informational events are scheduled every few years as needed.
TAG informational events (middle school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition expectations from elementary to middle school, etc.	Several web-videos embedded on TAG website provide general TAG information related to middle level services. The TAG Coordinator sends out a yearly Back-to-School night video and a fall newsletter to all parents of TAG students. The newsletter to parents of 6th-grade TAG students includes transition expectations. The TAG Coordinator attends all Back to School Nights. District-wide TAG informational events are scheduled every few years as needed.
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.	Members of the high school staff work with staff at the junior high and communicate with TAG students in 8th grade regarding forecasting and the various pathways students can take through high school. High school counselors and administrators provide ongoing support and guidance for families throughout high school.
Notification to parents of their option to request withdrawal of a student from TAG services	Consent to provide TAG services form provides opportunity for parents to decline said services.
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	Board Policy: IGBBA AR Appeal Procedure for Talented and Gifted Student Identification Placement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Designated district or building contact to provide district-level TAG plans to families upon request	Frank Luzaich, Executive Director of Elementary Programs

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	Frank Luzaich, Executive Director of Elementary Programs	luzaichf@loswego.k12.or.us	503-534-2122
Person responsible for updating contact information annually on your district website	Lisa Oliva, Educational Programs Executive Assistant	olival@loswego.k12.or.us	503-534-2120
Person responsible for updating contact information annually on the Department	Frank Luzaich, Executive Director of Elementary Programs	luzaichf@loswego.k12.or.us	503-534-2122
Person responsible for sending copies of the district-level TAG plans to building-level personnel	Frank Luzaich, Executive Director of Elementary Programs	luzaichf@loswego.k12.or.us	503-534-2122

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
(TAG coordinators, principals, etc.)			
TAG Contact for Forest Hills, River Grove, and Palisades.	Jane Lierman, TAG Coordinator	liermanj@loswego.k12.or.us	503-534-2357 (FH) 503-534-2363 (RG) 503-534-2345 (PAL)
TAG Contact for Oak Creek and Westridge	Alix Swanson, TAG Coordinator	swansona@loswego.k12.or.us	503-534-2323 (OC) 503-534-2371 (WR)
TAG Contact for Hallinan, Lake Grove, and Palisades	Josh Ernst, TAG Coordinator	ernstj@loswego.k12.or.us	503-534-2357 (LG) 503-534-2353 (HAL) 503-534-2345 (PAL)
TAG Contact for Lake Oswego and Lakeridge Middle Schools	Aletia Cochran, TAG Coordinator	cochrana@loswego.k12.or.us	503-534-2343 (LMS) 503-534-2335 (LOMS)

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

Term	Definition
	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.
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.
Depth of Knowledge (DOK)	A framework developed by Dr. Norman Webb to assess the level of rigor for standards, projects, assignments, and exams.

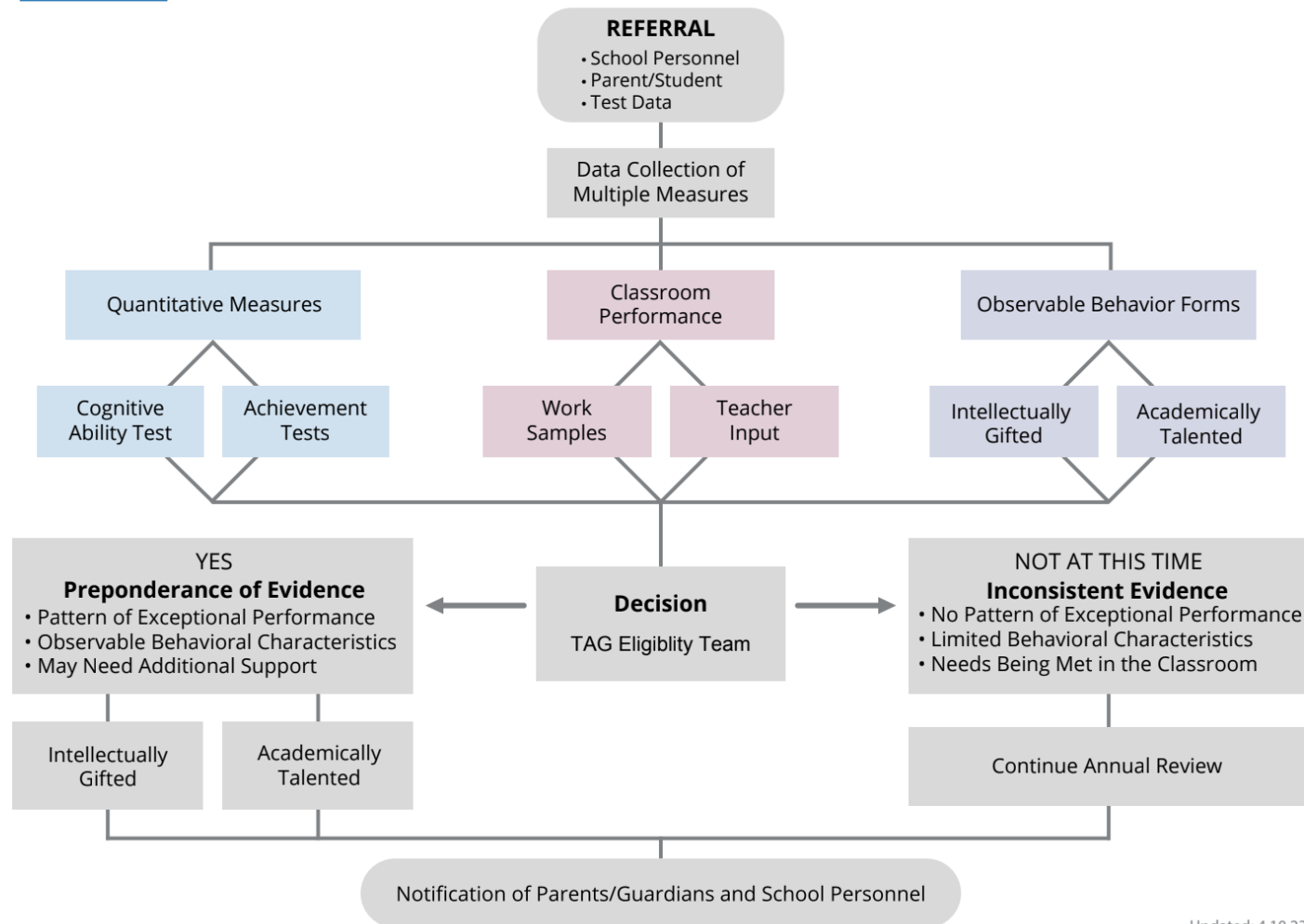| Term	Definition
Differentiated Instruction (involving tiers of depth and complexity)	Instruction and learning options designed to reflect the needs of students specific to current learning evidence/data that fosters academic growth. Educators may differentiate content, process, product, and environment 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)
Instructional Plans (IPs)	Communicates instructional strategies and services of how the teacher meets the needs of *all* 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.

Term	Definition
Level of Learning	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 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.
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.
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	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.** Addresses the measure of the pace at which the student is successfully progressing

Term	Definition
	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.
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.

TAG Identification Process Flowchart

REFERRAL
• School Personnel
• Parent/Student
• Test Data

Data Collection of Multiple Measures

Quantitative Measures	Classroom Performance	Observable Behavior Forms
Cognitive Ability Test — Achievement Tests	Work Samples — Teacher Input	Intellectually Gifted — Academically Talented

YES
Preponderance of Evidence
• Pattern of Exceptional Performance
• Observable Behavioral Characteristics
• May Need Additional Support

Decision

TAG Eligiblity Team

NOT AT THIS TIME
Inconsistent Evidence
• No Pattern of Exceptional Performance
• Limited Behavioral Characteristics
• Needs Being Met in the Classroom

Intellectually Gifted   Academically Talented

Continue Annual Review

Notification of Parents/Guardians and School Personnel

Updated: 4.10.23

27

LOSD TAG Identification Profile
Preponderance of Evidence

Student Name:	School:
TAG Coordinator:	Graduation Year:
504 Plan or IEP:	Underrepresented Population? (Yes/No):
Language Most Spoken:	Referral Initiated by:

Cumulative Information

A. Achievement Test Scores (Percentile Ranking by Age)

Grade	Date	School District	Test	Reading Score/ Percentile Rank		Math Score/ Percentile Rank		Norming (Local/National)

B. Intelligence Test Scores (Percentile Ranking by Age)

Grade	Date	Test	Percentile Rank	Norming (Local/National)

C. Behavioral Information (K-1 Screening)

Grade	Teacher	Academic	Leadership	Under-achievement	Motivation	Creativity	Emotional	Total

D. School Rating Scale (SIGS) (Teacher Referral)

Grade	Teacher	Date	Intellectual	Reading	Math

E. Additional Information

Grade	Team Member	Comments

Placement Recommendation

Grade	Date	Identification	Comments (Include members of Building TAG Team)