

Portland Public Schools

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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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

Policy	Link
6.10.015-P	Talented and Gifted Education

B. Implementation of Talented & Gifted Education Programs and Services

Encouraged by the PPS equity policy and community input, we are investing in improvements like never before in our effort to create a program to meet the unique and diverse needs of all students. We will collaborate with all neighborhood schools to support programs where we can better address all TAG students' needs, develop and nurture students who show potential for demonstrating high levels of critical thinking and establish a pathway to positive partnerships with families. TAG students will form a community of collaborative learners who have the skills necessary to positively impact the world around them.

- [PPS District Vision and Strategic Plan](#)
- [PPS Graduate Portrait](#)
- [PPS Roadmap to Educational Equity](#)

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	
<p>TAG Identification Process Overview <i>Aligned to OAR 581-022-2325 (1)</i></p> <p>Link to PDF version of infographic</p> <p>PPS Tag Identification Process</p> <p><small>AYDA TAG/Student Programs/OTL 2023-2024</small></p>	<ol style="list-style-type: none"> Review Available Data <ol style="list-style-type: none"> Universal Screeners (NNAT3, OSAS, MAP) Quantitative Data: Curriculum-based assessments, Common assessments and/or Work Samples, Language Acquisition Qualitative Data: Gifted Profile Review, CLED Scale, Gifted ELL Characteristics, Classroom data and observations Cast a Wide Net <ol style="list-style-type: none"> Who is in the top 5% of the district? Who is in the top 15% of Local Cohorts? Use guiding questions to make a decision to refer Collect Additional Evidence for Referral <ol style="list-style-type: none"> Family includes qualitative data via consent form Additional assessment evidence Classroom data and observations School Review Team makes final decisions <ol style="list-style-type: none"> Examines all evidence Determine need and identifications Notify TAG Office of final decisions 	
<p>Multiple modes and methods of data collection used in the identification process. <i>Aligned to OAR 581-022-2325 (2)(b)(c)</i></p>	<p><u>Quantitative Data</u></p> <ul style="list-style-type: none"> ● OSAS Scores ● MAP scores ● ITBS (High School only) ● NNAT3 scores ● CogAT ● Common assessments and/or work samples 	<p><u>Qualitative Data</u></p> <ul style="list-style-type: none"> ● Gifted Student Profile Review ● Gifted ELL Characteristics ● CLED ● Parent questionnaire ● Teacher questionnaire ● Classroom data and observations

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
<p>Culturally responsive practices specific to identification.</p> <p><i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i></p>	<p><u>Outreach and Communication Protocols</u></p> <ul style="list-style-type: none"> • ALL TAG communication to families is translated in the five supported languages (Chinese, Somali, Spanish, Russian, Vietnamese) after review by the language access department • TAG Family Night presentation is provided in video form in the supported languages • Community Agents are trained to support families with TAG procedures for identification and acceleration <p><u>Data Collection Protocols</u></p> <ul style="list-style-type: none"> • Non-Verbal Assessment • Qualitative Checklists • Local cohort norms • Universal Screener is nonverbal • Multiple Modes & Measures of Data • Rapid language acquisition for dual language students
<p>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.</p>	<ul style="list-style-type: none"> • Gifted Student Profile Review • Gifted ELL Characteristics • CLED • Parent questionnaire • Using local cohort norms to identify the top 15% on universal screeners
<p>Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices.</p>	<p>Non-Verbal Assessment Qualitative Checklists and profiles for diverse learners (profiles, CLED, ELL Characteristics) Local cohort norms Universal Screener Multiple Modes & Measures of Data</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Universal Screening/Inclusive considerations:	<p>Teachers and proctors utilize best practices in test administration and provide accommodations as required in student 504s and IEPs.</p> <p>Universal screener in grade 2: NNAT3 is nonverbal MAP Reading and Math in grades 3-8: multiple opportunities, available in Spanish MAP Math at TSI/CSI schools in grades K-2: multiple opportunities, available in Spanish</p>
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection.	<p>District and Local cohort norms MAP OSAS NNAT (and national norms) National Norms: CogAT ITBS</p>
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.).	<p>Qualitative Checklists and profiles for diverse learners are provided to teachers through the TAG facilitator meetings and available as links in referral guidance and website.</p> <p>Local cohort norms</p>
A tool or method for determining a threshold of when preponderance of evidence is met.	<p>School team evaluates data collected using guiding questions to determine if student is identified, not identified, or additional quantitative or qualitative evidence is needed.</p> <p>2023-2024 DRAFT PPS TAG Identification Documentation</p>
TAG Eligibility Team	<p>This team is school-based and may include, but is not limited to: the principal, TAG facilitator, counselor and at least one teacher from the school.</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification.	TAG identification Documentation Results/Identification letter

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?	<p>PPS screens all second graders in the fall of the second grade year using the NNAT3. All newcomers in grades 3-5 are screened using the NNAT3. Starting Fall 2024, students who qualify for Title X or migrant education will be screened using the NNAT3 upon identification.</p> <p>MAP math and reading in grade 3-8 (also in K-2 at TSI/CSI schools for mathematics)</p> <p>State Summative (OSAS) grades 3-8 and 11</p>
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)?	<p>Top 15% in district level norms initiates the process</p> <p>Top 15% of local cohort norms: school based decision to identify using local cohort norms with additional qualitative and quantitative data to support eligibility</p>

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, if the scores are from nationally normed acceptable tests
Do local norms influence the decision to honor identification from other districts and states?	PPS accepts TAG identifications from other districts in Oregon. PPS evaluates TAG identifications from other states using national norms.

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
TAG Program: ACCESS Academy	ACCESS serves approximately 380 students in grades 2-8. Students must achieve a score in the 99th percentile on a district accepted standardized.

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area		
	<p>assessment. Qualified students are entered in a lottery for open spots at the school.</p> <p>During the 2023 lottery, over 1200 families were notified they had a qualifying score.</p>		
TAG Services: Acceleration	<p>The application window is open from mid-April to mid-May each year. And communicated through multiple outreach media such as newsletters, office hours, school announcements, TAG Facilitator meetings, Admin Portal and Teacher Connect.</p> <p>Starting in 2023-2024, students will be flagged in Synergy when they are accelerated so we can monitor progress and evaluate the success of students who accelerate.</p> <p>Based on the 2021-2022 applications, there are over 140 1st-8th grade students at 43 different schools accelerated through the SSA-M and WGA Processes.</p> <p>Whole Grade Acceleration Process</p> <p>Single Subject Acceleration in Math Process</p>		
TAG Services: Differentiation	<p>Curriculum based differentiation strategies</p> <p>Resources included with current language and mathematics adoptions for K-12</p>		
	K-5	<p>Wit & Wisdom</p> <ul style="list-style-type: none"> • Complex Texts • Knowledge Building 	<p>i-Ready Mathematics</p> <ul style="list-style-type: none"> • Math in Action • Math Center • Enrichment Activities • Personalized Instruction
	6-8	<p>HMH</p> <ul style="list-style-type: none"> • Infusing Rigor and Challenge 	<p>Mid School Math</p> <ul style="list-style-type: none"> • Supporting Diverse Learners

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area		
	9-12:	HMH <ul style="list-style-type: none"> • Infusing Rigor and Challenge 	Illustrative Math <ul style="list-style-type: none"> • Are You Ready for More? • Applied Mathematics • Modeling
Tier 1 Universal Practices	K-12 Rate & Level Training Provided to all teachers during a September staff meeting: Includes Depth of Knowledge (DOK) strategies for higher level questioning and thinking. K-5 Flexible Grouping for What I Need (WIN): K-5 WIN Guidance (developed in collaboration with the Learning Acceleration team during 2023)		
Advanced Placement	See Table Below, Section B		
International Baccalaureate	See Table Below, Section C		
Dual Credit Courses	See Table Below, Section D		

B. Advanced Placement (AP) Course Offerings

The Advanced Placement courses offered are listed below. Final course offerings are based on student interest and staff availability.

Name of AP Course	Benson HS	Franklin	Grant	McDaniel	Roosevelt	Ida B Wells
Music Theory		x				x
US Government and Politics	x	x		x	x	
English Language Composition	x	x	x	x	x	x

Name of AP Course	Benson HS	Franklin	Grant	McDaniel	Roosevelt	Ida B Wells
Calculus AB	x	x	x	x	x	x
Biology	x	x	x	x	x	x
Computer Science A		x	x	x		
Computer Science Principles				x		
Studio Art: Drawing		x	x			x
Government & Politics: U.S.	x	x			x	x
English Literature & Composition	x	x		x	x	x
European History			x			
Calculus BC		x	x	x		x
Chemistry		x	x		x	x
Studio Art: 2-D Design	x	x	x			x
Human Geography			x	x	x	x
Spanish Language & Culture		x	x	x	x	x
Statistics	x	x		x	x	x
Environmental Science		x	x	x	x	x
Studio Art: 3-D		x	x			x
Physics C		x				
Macroeconomics				x		x
French Language & Culture						x
Physics 1	x	x	x			x
Microeconomics						x
Japanese Language & Culture			x			

Name of AP Course	Benson HS	Franklin	Grant	McDaniel	Roosevelt	Ida B Wells
Physics 2		x	x			x
Psychology		x		x		x
US History	x	x		x	x	x
World History		x				x
AP Seminar: African Diaspora			x	x		
AP African American Studies				x		
AP Seminar (Eng 3-4)		x		x		
AP Research		x				
AP Chinese Mandarin		x				
AP Art History	x					
Physics A-B				x		
Physics: Mechanics						x
AP Computer Science is offered at Lincoln High School						

C. International Baccalaureate (IB) Course Offerings

The International Baccalaureate courses offered are listed below. Final course offerings are based on student interest and staff availability.

Name of IB Course	Cleveland HS	Lincoln HS
Language A: Literature	x	x
Language A: Language and Literature	x	x

Name of IB Course	Cleveland HS	Lincoln HS
Language B		X
Business Management		X
Geography		X
Global Politics		X
History - IB HOTA, IB 20th Cent Hist	X	X
Philosophy		X
Psychology	X	X
Social and Cultural Anthropology	X	X
World Religions	X	
Biology	X	X
Environmental Systems and Societies	X	
Chemistry	X	X
Physics	X	X
Mathematics: Analysis and Approaches SL	X	X
Mathematics: Analysis and Approaches HL	X	X
Mathematics: Applications and Interpretation SL	X	X
Mathematics: Applications and Interpretation HL	X	X
Film		X
Theatre	X	X
Visual Arts	X	
TOK	X	X
IB Spanish	X	
IB French	X	

Name of IB Course	Cleveland HS	Lincoln HS
IB German	X	
IB Mandarin	X	

D. Dual Credit Course Offerings

Dual Credit courses offered are listed below. Final course offerings are based on student interest and staff availability.

Name of Dual Credit Course	Benson	Cleveland	Franklin	Grant	Jefferson	McDaniel	Roosevelt	Ida B Wells
Senior Inquiry (PSU)					X	X	X	
WR121 (PCC)			X	X		X		X
ART 253A: Intro to Ceramics (PCC)				X				
WR 115 (PCC)				X				
TA 141: Fundamentals of Acting (PCC)				X				
MA 105 (PCC)				X				
BIO 101: Biology (PCC)	X			X		X		
BIO 103: Anatomy & Physiology (OIT)				X				
STAT 243-244: Intro to Probability & Statistics (PSU)				X				
HON 101, 102, 103: The Global City (PSU)				X				
HST 104, 105, 106: World History (PSU)				X				
WR 228: Media Writing (PSU)				X				
BA 111 Intro to Accounting (PCC)			X					X

Name of Dual Credit Course	Benson	Cleveland	Franklin	Grant	Jefferson	McDaniel	Roosevelt	Ida B Wells
BA 101 Introduction to Business (PCC)			x					
BA 218 Personal Finance (PCC)			x					
CAS 106 Introduction to HTML (PCC)			x					
ED 100 Introduction to Education (PCC)			x			x		
MCH 100 Machine Tool Basics (PCC)			x					
130A and 130B: Modern Dance 1 (PCC)			x					
131A and 131B: Modern Dance 2 (PCC)			x					
230A and 231B: Modern Dance 3 (PCC)			x					
CHE 221 and 222: General Chemistry 1 and 2 (Oregon Tech)			x			x		
ENV 111 Intro to Env Sciences (Oregon Tech)			x					
FR 103 (Clackamas CC)			x					
FR 201, 202, 203 (Clackamas CC)			x					
Spanish 201 (PCC)			x			x		
BCT 106 (PCC)	X							
BI 121 (PCC)	X							
BI 122 (PCC)	X							
CS 160 (PCC)	X							x
CS 161 (PCC)	X							
MP 111 (PCC)	X							
MATH 111 (PCC)	X					x		
MATH 112 (PCC)	X					x		

Name of Dual Credit Course	Benson	Cleveland	Franklin	Grant	Jefferson	McDaniel	Roosevelt	Ida B Wells
Human Body Systems (Intro to A+P) (OIT)						x		
Biomedical Innovations- Intro to Medical Sciences (OIT)						x		
Medical Interventions- Current Topics in Bioscience Tech (PCC)						x		
Intro to Sustainable Ag- Urban Agriculture Practice (CCC)						x		
Urban Farming- Propagation of Edible Plants (CCC)						x		
Ethnic Studies- Intro to Ethnic Studies (PCC)						x		
English Literature: Creative Writing (PCC)								x
CG College Success and Career Gui 130H								x
Music MUS 158A (PCC)								x
Music MUS 158B (PCC)								x
Music MUS 220A (PCC)								x
Music MUS 220B (PCC)								x
Music MUS 221A (PCC)								x
Music MUS 221B (PCC)								x
EC Economics 202								x
Geology (PSU)								x
Anatomy and Physiology (OIT)								x
Intro to Health Occupations (PCC)								x
Sports Medicine (PCC)								x
Woods & Metals (PCC)								x

E. 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?	<p>TAG facilitator collects evidence that teachers have access to Synergy data about TAG identifications. Compliance is monitored by the TAG facilitators at each building.</p> <p>Teachers have access to a TAG report in Synergy that lists the students and areas of identification for all courses.</p> <p>TAG alerts are available on the Synergy attendance screen.</p>
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?	<ul style="list-style-type: none"> ● Each school has a TAG Facilitator that serves as a liaison to the district TAG office. ● A list of all TAG Facilitators with contact information is provided on the district TAG website. ● TAG Facilitators meet monthly with the TAG office for updates about processes and events. ● The TAG Monthly Checklist is accessible to all district staff. ● Administrators and teachers receive updates through weekly Administrator Portal and Teacher Connect newsletters
How do teachers determine rate and level needs for students in their classrooms?	<p>Opportunities to determine rate and level needs can include but are not limited to:</p> <ul style="list-style-type: none"> ● K-12 Curriculum-based pre-assessments ● K-12 On-going formal/ informal formative assessments ● K-8 Progress monitoring assessments (MAP, DIBELS) ● Consistent and ongoing patterns of need such as student completes most assignments more quickly and more comprehensively than other classmates

F. Instructional Plans for TAG Students

Key Questions	District Procedure
Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?	Individualized TAG Plans are available at family request K-5.
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	Individualized TAG Plans are available at family request 6-8.
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	<ul style="list-style-type: none"> • Families are informed at the time of identification • Family Night Presentation (shared by the end of October) • Fall Family email with TAG information • Building website link to District TAG page • Information is provided to TAG Facilitators at each school

G. Option/Alternative Schools Designed for TAG Identified Students

Program Elements	School Information
ACCESS Academy	
TAG qualifying criteria for attendance	Students must achieve a score in the 99th percentile on a district accepted standardized assessment. Qualified students are entered in a lottery for open spots at the school.
Number of students currently served	380
Level of the population, served, such as elementary, middle, or high school students	Grades 2-8

H. TAG Enrichment Opportunities

TAG Enrichment Opportunities (Note: After school opportunities do not replace daily TAG instruction and services)	Explanation of Opportunity
School based opportunities:	<p>Each school receives up to \$1000 to support activities, supplies, and events that provide enrichment for TAG students. Examples include but are not limited to:</p> <ul style="list-style-type: none">• Author visits• OBOB Book sets• Assemblies• STEM kits• Oregon Writing Festival• FIRST Robotics• Family literacy event

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?
By the end of the 2023-24 school year, the percent of HU students identified as eligible for TAG will increase from 6.4% to 10%	See TAG Conciliation Plan for additional implementation details See TAG Conciliation Progress Report for 2022-2023			
By the end of the 2023-24 school year, PPS will develop a mechanism to identify students for TAG for creative ability, leadership ability, and ability in the visual and performing arts, with implementation in fall 2024.				
By the end of the 2022-23 school year the demographics of students who apply for SSA and WGA will reflect district demographics with at least 75% accuracy				

B. Professional Development Plan: Identification

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district	Required statewide training	Oregon Department of Education	November 4, 2022 February 14, 2023
School-based TAG Facilitators responsible for training licensed staff	ODE Training on Identification	Program Administrator for TAG	September each year
All district licensed educators who are responsible for identification Staff who have already been trained in previous years	ODE Training on Identification and PPS specific processes for ID	District TAG Facilitators Pepper online PD system	Full training Fall 2023 Refresher for trained staff starting Fall 2024
Newly hired staff or staff hired mid-year responsible for identification	ODE Training on Identification and PPS specific processes for ID	District TAG Facilitators Pepper online PD system	Full training for new hires in Fall each year starting Fall 2024

C. Family Engagement: Written family communication is provided in the five supported languages (Chinese, Russian, Somali, Spanish, Vietnamese)

Comprehensive TAG Programs and Services	Date and/or method of Communication
<p>Identification procedures (including referral process)</p> <p>Universal Screening/Testing grade levels</p>	<p>TAG Family Night (by October 31 each year) Slidedeck with script presented at Family Nights either in person or virtually. Available as a screencast in the supported languages. Screencasts posted to the district website. Virtual Office Hours (last Wednesday of each month) Link shared via district and school websites. FAQ shared post-meeting (translation available through website) All PPS email (Fall and Winter) Identification, services, and acceleration options shared in supported languages twice each year. School website, virtual bulletin board District website</p>
<p>Individual and/or group testing dates</p>	<p>Families are notified prior to TAG testing by TAG Facilitator for individual TAG assessments and by the classroom teacher for group testing dates</p>
<p>Explanation of TAG programs and services available to identified students</p>	<p>TAG Family Night (by October 31) All PPS email (Fall and Winter) Quarterly TAG Family Newsletter (September, December, March, June) School website, virtual bulletin board District website</p>
<p>Opportunities for families to provide input and discuss programs and services their student receives</p>	<p>Let's Talk (district supported customer service platform) Virtual Office Hours (last Wednesday of each month) Family/Teacher Conferences (November) Teacher meeting upon request</p>
<p>Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available</p>	<p>TAG Family Night (by October 31) Virtual Office Hours (last Wednesday of each month) Family/Teacher Conferences (November)</p>

Comprehensive TAG Programs and Services	Date and/or method of Communication
	Teacher meeting upon request
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	TAG Family Night (by October 31) Virtual Office Hours (last Wednesday of each month)
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.	
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.	
Notification to parents of their option to request withdrawal of a student from TAG services	Families are informed at the time of identification. Information included in TAG Quarterly Newsletter Information posted on the District Website
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	
Designated district or building contact to provide district-level TAG plans to families upon request	Program Administrator for TAG

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	Michelle York	myork@pps.net	503-916-3413
Person responsible for updating contact information annually on your district website	Lisa Draper	ldraper@pps.net	503-916-3493
Person responsible for updating contact information annually on the Department	Lisa Draper	ldraper@pps.net	503-916-3493
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Michelle York	myork@pps.net	503-916-3413
TAG contact list	TAG Facilitator List		

*[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.
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

Term	Definition
	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.
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 <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.

Term	Definition
	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.
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

Term	Definition
	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.