

# APPENDIX SECTION II

## IDENTIFICATION PROPOSALS FOR TAG SERVICES

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## **Proposal for Selection Matrix TAG Services, K-8**

**OREGON ADMINISTRATIVE RULES  
581-22-1310**

### **IDENTIFICATION OF ACADEMICALLY TALENTED AND INTELLECTUALLY GIFTED STUDENTS**

“Each school district shall have local district policies and procedures for the identification of talented and gifted students as defined in ORS 343.395

- 4). The following measures and criteria for identifying the intellectually gifted and the academically talented shall be used by the team:
- a) Intellectually gifted students shall score at or above the 97<sup>th</sup> percentile on a nationally standardized test of mental ability; and
  - b) Academically talented students shall score at or above the 97<sup>th</sup> percentile on a test of total reading or a test of total mathematics from a nationally standardized test battery or a nationally standardized test of reading or mathematics.”

**MATRIX PROPOSAL FOR ALL TAG SERVICES**

<b>Assessment Measures</b>	<b>Maximum Scores</b>	<b>Points Range</b>
<b>National Standardized Test of Intellectual ability</b>		
Verbal Ability	Standard score of 150	
Non-verbal Ability	Standard Score of 150	
Quantitative Ability	Standard Score of 150	
		Base selection on equivalent composite standard scores for 99 <sup>th</sup> , 97 <sup>th</sup> or 95 <sup>th</sup> percentiles.
<b>National Standardized Test of Academic Ability</b>	<b>Select one in area of strength</b>	
Reading Ability	Percentile score of 99	
Mathematical ability	Percentile score of 99	
		97-99; 95 for Potential; use State RIT scores for equivalent standard scores.
<b>Behavioral, learning or performance information</b>	<b>Consider all three</b>	
Teacher Referral	Score of 20	Use classroom observation form
Parent/Guardian Referral	Score of 10	Use letter of application with maximum of three questions.
Student application (grades 3 and above)	Score of 10	Letter of application based on single question.
		40-27
<b>Samples of Work</b>	<b>Consider one</b>	
Writing Sample	Score of 40	Classroom sample from writing projects.
Other	Score of 40	Comparable item for out of district students.
		40-34

\*All items would be included as part of the matrix for consideration and selection

\*Determine maximum possible scores by grade level and set baselines.

\*Students being considered as a Potential candidate would earn scores at or comparable to 95<sup>th</sup> percentile

\*Application letters and work samples to be juried by staff based on appropriate rubric.

Students at the high school level should enter advanced level classes base on interest, completion of required classes, or other indicators of advanced ability in a particular area. No signatures or other requirement should apply at the high school level.

**Proposed Selection Process for  
Placement of Potential Students  
Portland Public Schools**

**Oregon Administrative Rules**

**581-22-1310**

- 1). Districts shall make efforts to identify students from ethnic minorities, students with disabilities, and students who are culturally different or economically disadvantaged.
- 2). A team shall make the final decisions on the identification of students using the information collected under section (3) and (4) of this rule. No single test, measure or score shall be the sole criteria. A record of the team's decision, and the data used by the team to make the decision, shall become part of the education record for each student considered.
- 3). Districts shall collect behavioral, learning and/or performance information and include the information in all procedures for the identification of students.
- 4). The following measures and criteria for identifying the intellectually gifted and the academically talented shall be used by the team:
  - a). Intellectual gifted students shall score at or above the 97<sup>th</sup> percentile on a nationally standardized test of mental ability; and
  - b). Academically talented students shall score at or above the 97<sup>th</sup> percentile on a test of total reading or a test of total mathematics form a nationally standardized test battery or a nationally standardized test of reading or mathematics
- 5). Despite a student's failure to qualify under subsections (4) (a) and (b) of this rule, district, by local policies and procedures, shall identify students who demonstrate the potential to perform at the 97<sup>th</sup> percentile
- 6). School districts may identify additional students who are talented and gifted as defined in ORS 343.395(7) c), d) and e) as determined by local district policies and procedures

.....  
**ORS 343.395**

- 7) "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:
  - 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 non-educational settings
  - e). Ability in visual or performing arts such as dance, music or art

## **Proposed Procedures**

A case study approach is recommended for the selection of under represented or twice exceptional students for TAG services at the elementary and middle level. The selection should be made based on potential for success in TAG.

### **English Language Learner:**

- \* The length of time in an ELL Program
- \* Scores on exit tests
- \* Strong teacher/school personnel recommendation
- \* One or more exceptional scores on assessment data
  - As defined by Oregon codes for Gifted and Talented

### Special Education/504 Student:

- \* The least restrictive environment for learning
- \* Compliance with the individualized learning plan  
(what is needed for success)
- \* Consideration for type of placement (full, partial, provisional)
- \* One or more exceptional scores on assessment data
  - As defined by Oregon codes for Gifted and Talented

### Provisional Student:

- \* Shows potential for success in the program
- \* Has a portfolio or alternative data for consideration
- \* Has “spikey” scores
- \* Falls within a range deemed appropriate for consideration
- \* Has a strong teacher/school personnel recommendation

## **Proposed Appeals Procedures**

Parental permission notice shall include:

- (a) A full explanation of the procedures for identification and program options
- (b) An explanation of the appeal process

The Portland Public Schools shall institute an appeals process for parents and/or students who are not satisfied with the selection process. The procedures shall include:

- Review of the assessment results letter with the teacher, counselor or building administrator
- A letter of appeal clearly outlining the rationale for the request and supporting details for evidence of outstanding abilities of the student
- The inclusion of additional data, samples of work, or letters of recommendation from district staff
- Submission to the District TAG Office

The Selection Committee shall review the appeal. Procedures could include:

- Continued denial for entry into TAG based on data presented
- Request for further testing prior to a final decision
- Request for further information and/or data prior to a final decision

If the committee decides to place the student in TAG, it may be on a provisional or unconditional basis. The decision should be made based on the evidence presented and consensus of the group.

## **Proposed Procedures for Exiting Students**

Placement in TAG services is based on the collection and consideration of multiple criteria. The members of the Screening Committee make decisions based on professional judgment and the fact that a student demonstrates unique academic and intellectual abilities. This would indicate that the student's needs can best be served through inclusion in TAG. Should the student indicate a desire to exit TAG or a teacher suggest that this would be best, thoughtful consideration and deliberation should take place. This should include conferencing between the student, parent, teacher, counselor, principal, and TAG Coordinator.

### Initial Action Steps:

- A meeting to discuss the issues or specific concerns.
- A log should be kept by one of the committee members (other than teacher, parent or student) to record suggestions and actions by all parties to help the student remain within the program
- A decision for timeline to implement new strategies
- A decision for frequency of meetings to monitor change, success or further actions
- Copies of all documents should be kept in the TAG Coordinator's office in the student file

### Actions by the teacher:

- A file to accumulate work over a period of time. This should be reviewed with the student and selections acknowledged
- A reflective log of the work ethic and attitudes within the classroom
- Review of the data with the building principal or central office TAG personnel
- All information should be available at group meetings

If no satisfactory solution can be found, exiting the program may be appropriate. The first option should be for the student to return to the most previous program, if this is not the home school. Otherwise, the home school should be the next option.

A decision to have the student re-enter the program at a future time should include the data from the exiting procedure. If there is adequate information to indicate that the student could be successful in TAG, the exit data should not preclude re-entry.