

# 509J TAG Identification

**Referrals:**

- Multiple sources, types, & times (e.g. may originate from RTI process, teachers, parents, self, others familiar with the student)

**Body of Evidence:**

- Qualitative and quantitative data
- Additional Academic supporting information
- Behavioral information

**Review Team:**

- Team of educators (Principal, TAG Liaison, Classroom Teacher)  
Optional: Assessment Technician, Counselor, SPED teacher, ELL Teacher, Instructional Coach, Title 1 Teacher, Other educator with knowledge of learner.
- Lens for historically underserved/underrepresented students (e.g. Students with disabilities, navigating poverty/homelessness, ELL, culturally/ethnically diverse)

Is there performance and learning information that indicates the student's need for accommodations/modification based on assessed rate and level of learning?

No

Yes

Is there a test score that is at the 94<sup>th</sup> percentile or above?

No

Is there a test score that is at the 97<sup>th</sup> percentile or above?

Yes

No

Yes

Does the diligent gathering of additional information indicate the student's need for instructional accommodations/modification?  
AND  
Is the student from a historically underserved/underrepresented group?

No

Yes

Not a strong case for TAG identification under "potential to perform" at the 97<sup>th</sup> percentile.

Stronger case for identification under "potential to perform" at 97<sup>th</sup> percentile.

Strong case for TAG identification