

AIG Family Guide

This Family Guide provides information about the following:

- [Our Purpose](#)
- [School Based Committee for Gifted Education](#)
- [Nomination Process](#)
- [Identification Processes](#)
- [Gifted Services and Talent Development](#)
- [Additional Acceleration Opportunities](#)
- [Procedures to Resolve Disagreements](#)
- [Helpful Terms](#)

Our Purpose

The purpose of the Academically or Intellectually Gifted (AIG) Program is to provide an appropriately challenging educational program for students who perform, or show potential for performing, at remarkably high levels of accomplishment when compared to others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic status, and in all areas of human endeavor.

School Based Committee for Gifted Education

The School Based Committee for Gifted Education provides a team framework for evaluating data and recommending the most appropriate service options for individual students who demonstrate a need for differentiation within the WCPSS Academically or Intellectually Gifted Program. This committee includes staff members representative of core content areas and grade levels at the school. Using district guidelines, the School Based Committee for Gifted Education makes database placement decisions, supported by teacher and parent feedback that will provide an accurate representation of the whole child and their needs.

Nominations

Students can be nominated by their parents, teachers, other school personnel or themselves in writing at any time throughout the school year. While any student can be nominated, the School Based Committee for Gifted Education (SBCGE) uses district guidelines to refer students for further evaluation. A nomination does not guarantee a child will be identified as gifted. The SBCGE will use data to determine which identification method is needed.

Identification Processes

K-2 Early Identification Process

Students in grades K-2 can be identified for AIG differentiated services. The SBCGE will proceed in determining if the student should be identified. Students are expected to meet the following criteria in this order:

1. Portfolio with required documents as specified in the Early Identification Checklist that demonstrates consistent performance above their grade peers
2. Aptitude score at or above the 98th percentile on approved nationally normed standardized assessments
3. Achievement score in reading and/or mathematics at or above the 98th percentile on approved nationally normed standardized assessments.

3rd Grade Identification Process

Wake County Public School System administers the CogAT to all 3rd grade students. Students who attain a CogAT composite or subtest score at or above the 85th percentile will be eligible to take the Iowa Assessment. After taking the Iowa, students who score at or above the 95th percentile on both the CogAT and Iowa will be considered for referral to the School Based Committee for Gifted Education (SBCGE). The SBCGE will proceed in determining if the student should be identified.

4-12 Identification Process

Based on the county Board approved AIG Plan, The School Based Committee for Gifted Education (SBCGE) refers a nominated student for evaluation and uses several factors to determine eligibility for differentiated services through the AIG program. Students are identified as AIG (Academically and Intellectually Gifted), AG (Academically Gifted) or IG (Intellectually Gifted) in reading and/or math.

Gifted Services and Talent Development

Gifted education services are provided for students who qualify for the AIG program in Kindergarten through 12th grade and Talent Development program (in selected grades). Services for AIG and Talent Development students include differentiated curriculum and instruction that extends and enriches the North Carolina Standard Course of Study.

Grades K-2 Identified

Identified Kindergarten, 1st and 2nd grade students receive differentiated curriculum and instruction in reading/language arts and/or mathematics within the general education setting. Options may include cluster grouping, flexible grouping, and a variety of extension and enrichment activities. The AIG teacher supports classroom teachers of K-2 students enrolled in the AIG program. Students in K-2 grades who are identified for AIG services, will begin receiving services in the semester following their identification.

Grades 3-8 Identified

All students receive differentiated curriculum and instruction in reading/language arts and/or mathematics within the general education setting. AIG Teachers provide direct and indirect services to AIG students in grades 3-8.

AIG elementary and middle school teachers will provide direct instructional time in a resource (pull out) setting and/or in their general education classroom and will serve the identified students per area of identification as outlined in the AIG Plan. AIG service delivery in middle school may vary according to the AIG School Wide Service Delivery Plan.

Grades 9-12 Identified

Accelerated high school students are served through self-selecting honors and advanced placement classes. Most high schools have other specialized programs designed for high achieving and gifted students.

Talent Development

Talent Development students are defined by being high performing students that show the potential for AIG identification and/or that have high performing characteristics. Using district guidelines, the SBCGE will use database problem solving to make placement decisions.

Additional Acceleration Opportunities Available to All WCPSS Students

Single Subject Acceleration (SSA)

Single Subject Acceleration (SSA) is the practice of assigning a student to a higher-grade level than is typical, given the student's age, for the purpose of providing access to appropriately challenging learning opportunities in either math or English/language arts.

Test requests will only be received by your child's school during the open Test Request Window for your child's school calendar. Students may only be assessed for SSA in ONE subject area: reading or mathematics.

For additional information, please visit <https://www.wcpss.net/Page/3799>

Early Kindergarten Entry (EKE)

Early Kindergarten Entry (EKE) is designed for a child who shows advanced development in intellectual, academic, social and emotional maturity in addition to an interest in learning. For a child to be considered for Early Kindergarten Entry (EKE), the child must have reached his/her fourth birthday by April 16th of the current year.

A child must score at the 98th percentile or higher on a standardized intelligence battery administered by a licensed psychologist in order to be considered for the EKE program. The child must also perform at or above the 98th percentile on a standardized reading or math achievement battery.

All of the EKE required documents must be received within the designated dates noted on the EKE Timeline. The EKE Timeline is included in the packet located at your child's base school. Call (919) 431-7400 to determine your child's base school.

For additional information, please visit <https://www.wcpss.net/Page/186>.

Whole Grade Advancement (WGA)

Whole Grade Advancement occurs when students move through traditional curriculum at rates faster than typical. The student who is whole grade advanced is placed into the next grade and should achieve at the same level as the top students in that grade level. The student should be able to maintain this high level of performance throughout his/her school career.

Procedures to Resolve Disagreements

A parent of a student going through the AIG process has the right to disagree with the recommendations made by the School Based Committee for Gifted Education. Disagreements can be made during the following stages: Nomination, Referral and Identification. To learn more on how to resolve a disagreement between a parent and the decision of the School Based Committee for Gifted Education visit: wcpss.net/aig or talk with your school's AIG Teacher.

Helpful Terms

Achievement test/score: Measures specific skills based on specific content that was taught.

Aptitude test/score: determines an individual's ability/potential to succeed in a certain task, with no prior knowledge or training.

Individualized Student Profile (ISP): official Wake County Public School document that shows data used for student identification.

Nationally Normed Standardized Test: is a test that has been given to large numbers of students at specific grade levels and whose scores make up the norms which make it possible to compare students.

Nominated/nomination: process used when a parent, school staff member, or student asks the SBCGE to review their data to see if gifted services would be beneficial.

Referred/referral: the decision of data review to determine if AIG services are appropriate.

SBCGE: School Based Committee for Gifted Education is a school based team led by the AIG teacher to facilitate a data-based approach to meet the needs of gifted students. The purpose of this team is to review data, to determine if the student needs accelerated support in addition to Core instruction, and to identify giftedness and gifted potential in students.

Services: a time during the school day in which a student receives direct and/or indirect content specific instruction as facilitated by the AIG teacher.

Standardized Intelligence Battery: refers to the evaluation of an individual's general intellectual functioning and cognitive abilities.