AIG All Day, Every Day

Article 9B,

Academically or Intellectually Gifted Students

- [N.C.G.S. § 115C-150.5-.8 (Article 9B)]. requires local education agencies (LEA) to develop three year AIG local plans with specific components, to be approved by local school boards and subsequently sent to the State Board of Education.

- Article 9B is the current legislation mandating identification and services for gifted education K-12.

WHOA!

My name is Carleen Schlosser. This is my 19th year teaching. I graduated from SUNY Oneonta in 2001 with a BS in Elementary Educations and from NC State University in 2007 with a Masters in School Administration. I have 2 daughters that attend Rolesville Middle School.

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DATA: Our Why

According to 2021-2022 district data, 23,401 students are currently identified as gifted:

4,664 elementary students
7,931 middle school students
10,806 high school students

How Does AIG Identification Work?

AIG Teacher gathers data to support AIG identification for each student nominated.

Referred students will be tested and/or reviewed for portfolio identification.

Data Search

Evaluation

01 02 03 04 05

Nomination

SBCGE Meets

SBCGE Meets

A student can be nominated at any time during the year.

School Based Committee for Gifted Education meets to review and discuss data for nominated students. Makes the decision whether there is enough data to refer for the AIG program or not.

School Based Committee for Gifted Education meets to discuss final data for referred students. The team makes the decision whether there is enough data to identify the student or place the student in Talent Development until there is enough data for identification.

K-2 Identification

- Students in kindergarten, first, and second grade may be nominated for early AIG identification
- When the nomination is received, the SBCGE collects portfolio items that demonstrate gifts and talents
- If a student is referred for an evaluation, the SBCGE will work with the ALS psychologist to schedule a psychological evaluation which includes an ability test and achievement test
- To qualify, students must score at the 98th percentile for the ability test and the 98th percentile for an area of achievement (reading and/or math)

3rd Grade Screening

- All third grade students will be screened with the CogAT this school year.
- CogAT is a group administered standardized testing of cognitive abilities.
- Based on the results of the CogAT, some students may be asked to take the Iowa Test of Achievement
- These tests help screen for potential gifted identification
- CogAT Testing will take place in November 2023
- Iowa Testing will take place in November 2023

Grades 4-8 Identification

- Students in grades 4-8 may be nominated for gifted programming at any point in the year
- When a student is nominated, data will be collected by the SBCGE to determine if a referral/testing is appropriate
- A student may be evaluated using the CogAT and Iowa during the Fall and Spring testing windows
- Students may also be identified through the portfolio process which utilizes multiple data points for identification
- CogAT Testing will take place October 17, 18, and 19th
- Individually administered tests and other alternative measures (i.e., nonverbal assessments) may be given if appropriate

Gifted Identification Opportunities

WCPSS believes that students should be given multiple opportunities to demonstrate their gifts and talents. Each student is unique and, therefore, the assessment process should be dynamic to accurately evaluate giftedness.

To achieve this dynamic assessment process, students may be identified through the following opportunities:

- Test scores (ability and achievement measures)
- School-wide universal screening measures in reading and math
- Classroom work samples
- Teacher input/observations
- Parent/Guardian input and observations
- Gifted rating scales
- ACCESS data for multilingual students
- Data from IEPs, psychoeducational evaluations, and progress monitoring

Identification Opportunities: Test Score Criteria

Academically Gifted (AG)

95th percentile on an achievement measure for either reading (AG R) and/or math (AG M)

Intellectually Gifted (IG)

95th percentile on an ability measure
- Verbal score for IG Reading
- Quantitative or Nonverbal score for IG Math
- Full Composite for IG Reading and Math

Academically and Intellectually Gifted (AIG)

Meets criteria for both AG and IG in either reading and/or math

Portfolio

Tool	Basis of Decision	1 Point (Some Support)	2 Points (Mild-Moderate Support)	3 Points (Strong Support)
Data collected during nomination:			Date data was discussed:	
Grade Level assessments (assessment given to the whole grade level or subject area) **Assessments Used, Score(s), and Date(s):**	Choose higher of: - Compared to grade level standard(s) addressed on the the assessment - Peer group comparison of performance	- Approaching an understanding of the standards - Average scores amongst peer comparison R M	- Consistently demonstrates an understanding of the standard - Above average scores amongst peer comparison R M	- Consistently demonstrates an in-depth understanding of the standards - Top scores amongst peer comparison R M
Historical Data **Assessment Used, Score(s), and Dates:**	Data that supports the need for acceleration	The historical data used is no more than 1 year old and has consistently been above grade level R M	The historical data used is 1-2 years old and has consistently been on or above grade level R M	The historical data used is more than 2 years old and has consistently been on or above grade level R M
ACCESS for English Language Learners or other LEP/ELL assessments	English language growth of students who are or were enrolled in ESL program, compared to like peers	Did not make the expected amount of growth at the rate expected	Made growth at the rate expected	The speed of growth exceeded expectations
3 exemplary classroom work samples (Standard addresses must be written on top of each sample and each sample must address a different standard.)	Work samples must have been completed during the current and/or previous quarter.	All samples demonstrate level 3(B) work. R M	Two work samples demonstrate level 3(B) work and one sample demonstrates level 4(A) R M	At least two of the work samples demonstrate level 4(A) work while no more than one demonstrate level 3(B) work R M
Data collected after referral has been made (if data is not already available):			Date data was discussed:	
Gifted Rating Scale (GRS)	Using all 6 domains of the GRS, Average the T scores of the six domains. Where does the average fall?	Gifted Classification shows Low Probability when averaging T Scores across six GRS categories	Gifted Classification shows Moderate Probability when averaging T Scores across six GRS categories	Gifted Classification shows High or very High Probability when averaging T Scores across six GRS categories
*3rd Grade Explorers **4-8th Differentiated Work (created by the AIG teacher)	*3rd Grade Explorers Work Samples (for current 3rd graders only) **Differentiated classwork that was created to challenge the student	All samples demonstrate level 3 (B) work. R M	All samples demonstrate level 3(B) or 4(A) work, but most work samples receive a level 3 (B) rating R M	3 or more of the work samples demonstrate level 4(A) work while all remaining ones demonstrate level 3(B) work R M
Nationally norm-referenced, aptitude battery **Assessment Used/Date:**	Consider aptitude scores that were obtained from instruments administered during the current or the 2021-22 school year.	75th percentile- 84th percentile R M	85th percentile- 89th percentile R M	90th percentile- 94th percentile R M
State or Nationally norm-referenced, achievement battery **Assessment Used/Date:**	Consider achievement scores that were administered during the current or the 2021-22 school year.	75th percentile- 84th percentile R M	85th percentile- 89th percentile R M	90th percentile- 94th percentile R M

Please distinguish between reading and math with the data.   Total Points Earned: Reading ____/17   Math ___/17
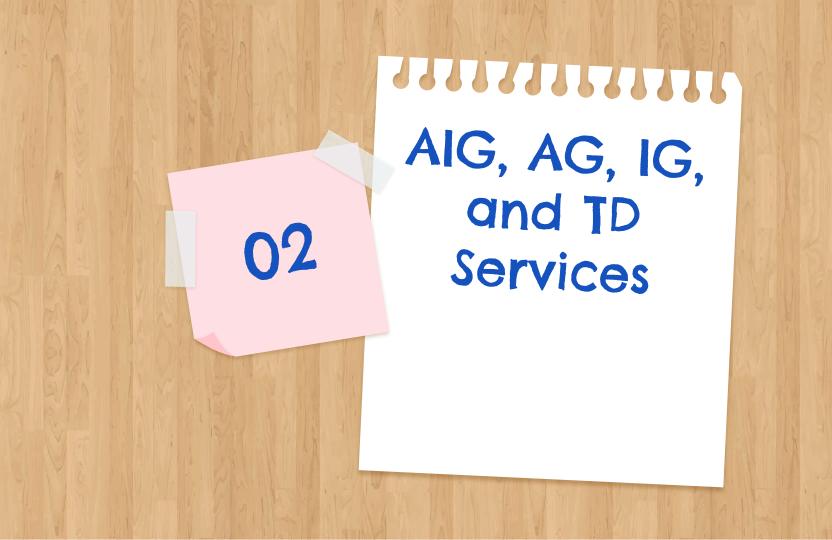
Talent Development

Nomination

No student can be nominated for Talent Development. They must have enough data to be referred for an evaluation for AIG identification.

Referred Students

Talent Development students are defined as being high performing students that show potential for AIG identification. However, they do not qualify for the AIG program yet. Student data is reviewed three times a year for potential gifted identification.

AIG, AG, IG, and TD Services

02

AIG Service Delivery

- Students identified as AIG, AG, IG, and TD receive differentiated services at all Wake County Public Schools.
- Each school develops their AIG Plan outlining service delivery.
- Schools choose from a variety of service options.

K-2 AIG Service Delivery

- Students in Kindergarten through 2nd grade receive differentiation and enrichment opportunities via the classroom teacher. The AIG Teacher **may** pull the K-2 student to work with other groups being pulled.

- AIG teachers consult and collaborate with grade-levels to provide resources to ensure each student has enrichment opportunities aligned with the grade-level Common Core Standard.

- K-2 Science Nurturing Program

Third Grade Explorers

- Collaboration with Classroom Teachers

- The AIG teacher will provide 3 different series of lessons:
  - Critical Thinking, CogAT Test Practice
  - Mathematics
  - English/Language Arts

- Small Group Enrichment, groups are flexible

- Identification Process

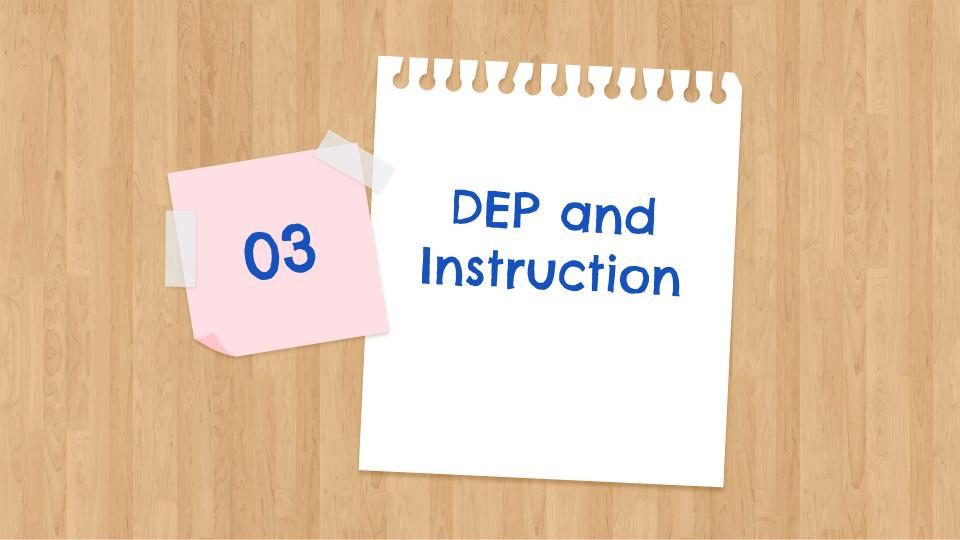- Service Begins by Fourth Quarter

4-12 AIG, AG, IG and TD Services

- Differentiated Instructional Units
- In-Class Flexible Grouping
- Cluster Grouping
- Pull Out Services
- Push In Services

High School Students self-select advanced courses.

How often will they be served?

- Reading AIG Services are on Mondays and Wednesdays for 30 minutes.
- Math AIG Services are on Tuesdays and Thursdays for 30 minutes.

03

DEP and Instruction

What is a DEP?

Differentiated Education Plan

The DEP or Differentiated Education Plan outlines how differentiated educational services are extended and enrich the North Carolina State Standards. Students are offered instructional and curriculum modifications that promote student engagement through challenging cognitive tasks designed to integrate and develop critical and creative thinking skills in the student's identified area(s) of giftedness.

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

DIFFERENTIATED EDUCATION PLAN
ELEMENTARY SCHOOL

Student:	Student Id:
DOB:	School:
Age:	Grade:
Race:	Sex:

Notes:

AIG Service - Language Arts	AIG Service - Mathematics
Differentiated Curriculum and Instructional Practices	Differentiated Curriculum and Instructional Practices
Cluster grouping within a class	Cluster grouping within a class
In-class flexible grouping	In-class flexible grouping
Curriculum compacting within a grade level	Curriculum compacting within a grade level
Differentiated instructional units and/or centers	Differentiated instructional units and/or centers
AIG Service Delivery Methods	AIG Service Delivery Methods
Resource class (Pull Out)	Resource class (Pull Out)
Collaborative Teaching	Collaborative Teaching
Consultation/collaboration: AIG and classroom teachers	Consultation/collaboration: AIG and classroom teachers
School-based enrichment	School-based enrichment
Synchronous Instruction	Synchronous Instruction
Asynchronous Instruction	Asynchronous Instruction
AIG and Classroom Teacher Signatures	**AIG and Classroom Teacher Signatures**

- You can access all AIG lessons and materials by visiting Ms. Schlosser's AIG Canvas Course.
- Lessons are an extension of the NC Standard Course of Study

SCHLOSSER'S CLASS

Nothing due today

THANKS!

Do you have any questions?

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- School websites and newsletters
- WCPSS website
- AIG Program Brochure
- AIG Family Guide
- AIG Program Plan 2022-2025