



Engage. Challenge. Inspire.

**Family Guide to  
Orange County Schools  
Academically and/or Intellectually Gifted  
Policies and Program  
2022-2025**

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This handbook provides an overview of the OCS Academically/Intellectually Gifted (AIG) Program. You may also find additional information at the district's AIG website at: [Curriculum & Instruction / Academically and Intellectually Gifted](#). You may contact your school's AIG specialist or district AIG personnel at any time.

## Overview of District Goals for the AIG Program

In Orange County Schools, we believe that giftedness exists within all ethnic, geographic, and socioeconomic groups, that students demonstrate gifted behaviors in many ways, and that gifted learners have unique learning needs. We aim to provide a program of inclusive gifted education, committed to equity and excellence, that recognizes and responds to diverse outstanding abilities. We will provide a program of inclusive gifted education through:

- Screening, referral, and identification processes that recognize diverse forms of giftedness
- Comprehensive policy and programming aligned to the NC AIG Program Standards and OCS Strategic Plan
- Differentiated curriculum and instruction that enriches and enhances the North Carolina Standard Course Of Study (NCSCOS)
- Ongoing and comprehensive opportunities for high quality professional development concerning the needs of gifted learners
- Consistent and meaningful partnerships with our diverse community stakeholders
- Implementing, monitoring, and evaluation of the local AIG program and plan to ensure comprehensive effectiveness

## Definition of Academically and/or Intellectually Gifted

Orange County Schools and the **North Carolina Department of Public Instruction (DPI)** define "gifted students" in the following way: "Academically or intellectually gifted students perform, or **show the potential to perform, at substantially high levels of accomplishment when compared with 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 strata, and in all areas of human endeavor."** All districts must develop an AIG plan that is in accordance with [NC State Statute Article 9B](#). The District AIG plan is fluid and while the plan is submitted every three years to the state, it can be reviewed and revised as needed at the local level each year.

## Programming

The plan provides services to meet the needs of advanced learners. A set of criteria has been established for each type of advanced learner that allows teachers and administrators to identify and match the needs of the student to the most appropriate type of educational service that is available.

### **PROGRAM SERVICE OPTIONS GRADES K-2: Experiences and Exposures**

The purpose of programming in Kindergarten-2nd grade is to expose all students in those grades to activities and tasks that require various kinds of higher-order thinking, such as divergent and inventive thinking. All kindergarten, 1st, and 2nd grade students will participate in these activities. In 2nd grade, all students participate in readiness activities such as verbal analogies and pattern completion in preparation for the Cognitive Abilities Test (CogAT). Classroom teachers provide differentiated instruction for students who demonstrate advanced learning needs in specific academic areas. The AIG specialist may consult with the teachers to provide support in planning. Sometimes, depending on scheduling and student need, the AIG specialist may work with small groups of Kindergarten-2nd grade students on specific skills or tasks. Student performance data will be used to make grouping decisions, and these groups are fluid, flexible, and rotate throughout the year.

### **PROGRAM SERVICE OPTIONS GRADES 3-5: Talent Development**

The goal of AIG services for upper elementary students is to provide opportunities to develop their talents in a variety of areas. Having multiple service options for AIG students allows us to meet students' unique learning needs. Services are organized into tiers. Students can receive services in reading, math, or intellectually gifted areas. All services an AIG student receives are indicated on his/her **Differentiated Education Plan (DEP)**.

### **PROGRAM SERVICE OPTIONS GRADES 6-8: Agency and Independence**

The goal of AIG services for middle school students is to provide opportunities for them to make choices about what, when, and how they learn. Multiple service options for middle school AIG students allows us to meet students' unique learning needs. Services are organized into tiers. Students can receive services in reading, math, or intellectually gifted areas. All services an AIG student receives are indicated on his/her **Differentiated Education Plan (DEP)**.

### **TIERS OF SERVICE**

#### **Tier 1- Differentiation in Core Instruction**

Tier 1 services are provided to advanced learners in the regular classroom by their classroom teachers. AIG specialists collaborate with classroom teachers to plan lesson extensions and enrichments. Tier 1 services may include above-grade level reading groups or book clubs, math challenge centers or tasks, or project-based learning experiences in science.

#### **Tier 2- Supplemental Instruction**

Tier 2 services are supplemental instructional services provided to AIG students. Tier 2 services use curriculum materials that are designed specifically for gifted learners, such as the College of William and Mary Center for Gifted Education curriculum units in English language arts and math. Tier 2 services may also include enrichment experiences in areas of the student's interests, such as Genius Hour. Tier 2 services can be provided in the regular classroom or outside of the regular classroom.

#### **Tier 3- Individualized Learning Plans**

Tier 3 services are individualized learning plans provided to AIG students who are identified as highly gifted. Tier 3 services include independent learning contracts in areas of study that interest the student, single-subject acceleration, or whole-grade level acceleration.

### **SERVICE DELIVERY MODELS**

**Cluster Grouping:** A group of AIG students (typically 5-9) with similar abilities are placed in a class together for the purpose of providing differentiated instruction and an intellectual peer group. Cluster grouping is used for tier 1 services.

**Consultation/Collaboration:** The AIG specialist and classroom teacher work together to plan modified curriculum and instruction for AIG students. The lessons are usually delivered by the classroom teacher. Consultation/collaboration is used for tier 1 services.

**Push-in/Co-teaching:** The AIG specialist goes into the classroom and teaches with the classroom teacher, embedding acceleration and enrichment into the regular classroom lessons. Push-in/co-teaching is used for tier 1 and tier 2 services.

**Pull-out Resource:** The AIG specialist works with AIG students outside of the regular classroom on special projects or units that enrich or extend what is being taught in the classroom. Pull-out resource is used for tier 2 and tier 3 services.

**Enrichment Choices:** AIG students participate in enrichment classes or clubs based on their interests. Offerings vary by school, and may include options such as Genius Hour, Battle of the Books, or Journalism. Enrichment choices are used for tier 2 and tier 3 services.

**Advanced Courses:** Classes in which the curriculum is extended and enriched beyond the regular curriculum so students may explore more advanced topics with greater depth and complexity. Middle school students may also take some high school courses for credit, most commonly Math I, English I, and French or Spanish I. Advanced courses are used for tier 1, tier 2, and tier 3 services.

**North Carolina Virtual Public School (NCVPS):** The NCVPS provides AIG students with access to courses that are otherwise not available to middle school students in OCS. Students receive credit for courses completed through NCVPS. NCVPS is used for tier 3 services.

### **PROGRAM SERVICE OPTIONS 9-12: Preparing for the Future**

The goal of AIG services for high school students is to provide opportunities for them to prepare for future endeavors beyond the high school classroom. Multiple service options for high school AIG students allows us to meet students' unique learning needs. OCS high schools have an open enrollment policy, so any student may enroll in the options listed below as long as they have met the prerequisites. All services an AIG student receives are indicated on his/her

### **Differentiated Education Plan (DEP.)**

**Honors, Advanced Placement (AP), International Baccalaureate (IB) Courses:** High school AIG students, with the support of their guidance counselors, may select appropriately challenging courses in academic subjects, performing/visual arts, and career and technical education. Transcripts are monitored periodically by the assistant principal with AIG responsibilities to ensure that students enroll in rigorous courses.

**North Carolina Virtual Public School (NCVPS):** The NCVPS provides AIG students with access to courses that are otherwise not available in OCS. Students receive credit for courses completed through NCVPS.

**Dual Enrollment:** Gifted students wanting to pursue advanced coursework at the community college level may enroll in the Middle College program or take courses through the **College and Career Pathways (CCP)** program. Orange County Schools is currently involved in partnerships with two post-secondary institutions: Alamance Community College and Durham Technical Community College. These institutions will offer mutually agreed-upon courses for dual credit to eligible students during the fall and spring semesters of each academic year. Interested students should see their guidance counselor for more information.

**Governor's School:** Gifted high school students may apply to attend the North Carolina Governor's School, a summer program that provides students with highly advanced coursework in humanities, social sciences, mathematics, sciences, and visual/performing arts.

### **INSTRUCTIONAL STRATEGIES K-12**

The OCS AIG program uses five core instructional strategies to help students feel challenged in the classroom:

**Flexible Grouping:** An instructional strategy by which advanced learners are grouped by common skills, readiness levels, learning styles, or student interests to receive modified curriculum and instruction. This may include curriculum compacting, tiered assignments, and/or extension menus. Students are often pre-assessed prior to group formation, and groups are formed and re-formed based on demonstrated needs.

**Compacting:** For students who have already mastered the material to be learned, teachers may replace content students know with new content, enrichment projects, or other activities.

**Tiered Assignments:** Rather than assigning all students the same work, teachers offer different levels of activities or assignments based on student readiness or skill sets.

**Learning Menus/Contracts:** Teachers may provide students with a menu of activities or assignments, from which students may choose how they learn. Teachers may also develop learning contracts with students, which outline what a

student will learn, how they will learn it, and how they will be assessed.

**Blended Learning:** Students extend their learning by learning content and completing activities using digital tools such as Canvas, Google Classroom, and EdPuzzle, in addition to their differentiated curriculum and instruction that they receive during face-to-face interactions with the AIG specialist or classroom teacher.

## **AIG Identification Process**

Orange County Schools has a district-wide process for identifying students needing AIG services. There are several pathways to identification to ensure equal access across ethnic, geographic, and socio-economic groups. All schools have a **Needs Determination Team (NDT)** that is responsible for reviewing the profiles of students referred for AIG and determining if they meet identification requirements. The NDT includes an administrator, the AIG specialist or contact, classroom teachers, and other support staff. Students may be referred to the NDT a maximum of once per calendar year. Referral forms are available on the AIG page of the OCS website and in all schools. Listed below are the steps of the identification process.

### **Step 1: Screening**

Screening can take place at all grade levels. Orange County Schools uses a universal screening process beginning in late 2nd grade and above, which means that activities and assessments in which all students participate are used for screening purposes. These vary by grade span and can be found in Standard 1, Practice A of the 2019-22 AIG Plan. Additionally, any student who meets minimum required scores on their Cognitive Abilities Test given in late 2nd grade or their end-of-grade (EOG) test in 3rd-8th grade is automatically given a referral.

### **Step 2: Referral & Data Collection**

After screening, students who score at or above the screening threshold are referred to the school's Need Determination Team (NDT). Referrals take place throughout the year. Teachers or parents may refer a student by completing the referral form. Please note, a referral does not not always result in an identification.

The NDT will collect relevant student data for review. This may include items such as test results, work samples, grades, teacher observations, and/or parent observations. The AIG specialist may also conduct additional testing if needed.

### **Step 3: Identification Results**

The school NDT meets to review the data collected in each student profile and determines if there is evidence that meets at least one of the identification pathways listed on the next page. Once the NDT makes identification decisions, a letter with the results will be mailed home. Students who are identified as gifted will also receive a DEP that outlines the services they will receive. If a student is referred to the Needs Determination Team but does not qualify for AIG identification, the student may be re-evaluated and referred again after one calendar year.

### **Identification Definitions:**

**Academically Gifted**- Academically gifted students perform, or show potential to perform, at substantially high levels of accomplishment, when compared with others of their age, experiences, and/or environment, in the academic areas of reading and/or math.

**Intellectually Gifted**- Intellectually gifted students perform, or show potential to perform, at substantially high levels of accomplishment, when compared with others of their age, experiences, and/or environment, in reasoning and critical thinking in areas outside of reading and math.

**Academically/Intellectually Gifted**- Academically and intellectually gifted students demonstrate evidence that meets the definitions above of both academically gifted AND intellectually gifted.

# Orange County Schools Academically/Intellectually Gifted Identification Pathways Table

**\*NOTE: All tests must be district approved.**

Academically Gifted- Reading ONLY	Academically Gifted- Math ONLY
<p>To be identified as academically gifted-reading ONLY, the student must meet the criteria of ONE of the pathways listed below:</p> <p><b>Pathway 1:</b> 95th percentile or higher on the verbal portion of a standardized aptitude test (when available, local norms can be used)</p> <p><b>Pathway 2:</b> 95th percentile or higher on the reading portion of two standardized achievement tests (when available, local or subgroup norms can be used)</p> <p><b>Pathway 3:</b> A portfolio of artifacts that demonstrate high performance or the potential to perform in reading, which may include:</p> <ul style="list-style-type: none"> <li>● Assessment scores</li> <li>● Work samples/artifacts</li> <li>● Performance tasks</li> <li>● Teacher observations</li> <li>● Parent observations</li> </ul> <p><b>Pathway 4 (Highly Gifted):</b> 98th percentile or higher on the verbal portion of a standardized aptitude test AND 98th percentile or higher on the reading portion of a standardized achievement test</p>	<p>To be identified as academically gifted-math ONLY, the student must meet the criteria of ONE of the pathways listed below:</p> <p><b>Pathway 1:</b> 95th percentile or higher on the quantitative portion, or quantitative-nonverbal partial composite, of a standardized aptitude test (when available, local norms can be used)</p> <p><b>Pathway 2:</b> 95th percentile or higher on the mathematics portion of two standardized achievement tests (when available, local or subgroup norms can be used)</p> <p><b>Pathway 3:</b> A portfolio of artifacts that demonstrate high performance or the potential to perform in math, which may include:</p> <ul style="list-style-type: none"> <li>● Assessment scores</li> <li>● Work samples/artifacts</li> <li>● Performance tasks</li> <li>● Teacher observations</li> <li>● Parent observations</li> </ul> <p><b>Pathway 4 (Highly Gifted):</b> 98th percentile or higher on the quantitative portion, or quantitative-nonverbal partial composite, of a standardized aptitude test AND 98th percentile or higher on the mathematics portion of a standardized achievement test</p>
Academically Gifted- Reading AND Math	
<p>To be identified as academically gifted-reading AND math, the student must meet the criteria of ONE of the pathways listed in the reading column AND ONE of the pathways listed in the math column</p>	
Intellectually Gifted	Academically AND Intellectually Gifted
<p>To be identified as intellectually gifted, the student must score at the 95th percentile or higher on the nonverbal portion of a nationally-normed, district-approved aptitude test</p>	<p>To be identified as academically AND intellectually gifted, the student must meet the criteria of ONE of the pathways listed for academically gifted- reading only, math only, or reading and math, AND the criteria listed for intellectually gifted</p>

## Options for Special Needs and Gifted Education

Students who are referred to the NDT for review and have documented needs in their **Individualized Education Plan (IEP)** or **Multilingual Learner (ML)** plan for test modifications will receive those.

The AIG specialist will collaborate with the **Exceptional Children (EC)** teacher and **English as a Second Language (ESL)** teacher to ensure that these students' learning needs are met. This includes any curriculum and/or instructional accommodations listed in the student's IEP or ML plan.

## Transfer Students

Parents of students new to Orange County Schools who were identified as gifted in their previous NC district will continue to receive services in OCS. Parents should provide the school's AIG specialist with documentation of prior identification and services. The AIG specialist will then develop a DEP that matches the student's learning needs.

## Family and Community Involvement Opportunities

Parents can participate in the gifted program in a variety of ways. Contact your school's AIG specialist school-based opportunities or the district coordinator for district-wide opportunities.

Parent involvement may include:

- Attendance at parent information sessions featuring gifted services in the fall at schools.
- Reading information and updates in the school (monthly) and district (quarterly) AIG newsletters.
- Visiting the district AIG website at: [Curriculum & Instruction / Academically and Intellectually Gifted](#)
- Participation in parent/guardian surveys.
- Volunteering in schools.
- Serving as a parent representative on the AIG Advisory Committee.

## Acceleration

Students who participate in acceleration progress through the curriculum at a faster pace. Students may be placed in grades or classes with older students. There are various forms of academic acceleration available:

**Early Entrance to Kindergarten:** Families who wish to enroll children in kindergarten who are not yet 5 by the August 31st cutoff date may pursue this option. Visit the Kindergarten Enrollment page on the OCS website at: <https://www.orangecountyfirst.com/Page/136> for more information.

**Single Subject Acceleration:** Students in grades K-8 who perform well above their assigned grade level in reading or math may attend classes in that subject in a higher grade level. For example, a 4th grader may take 5th grade math, or an 8th grader may take high school English I.

**Whole Grade Level Acceleration:** Often called "grade-skipping," students in grades K-8 who perform significantly above their assigned grade level in all academic areas and exhibit social and emotional maturity may be placed in a higher grade level full-time.

**College-Level Courses:** High school students may pursue college level work through a wide array of AP and IB courses. These include in-person classes and online options. Students may also enroll in community college courses via the Middle College program or the College and Career Pathways program.

**Credit by Demonstrated Mastery (CDM):** Students may get credit for high school courses by demonstrating mastery of the content (typically a test of the material and a project) without having to sit through the courses. CDM is available for select high school courses. Middle and high school students may pursue CDM. The CDM process, application, timeline, and school contacts are available on the Secondary Education page of the OCS website at: [Curriculum & Instruction /](#)



## Procedures to Resolve Disagreements

In the event that a parent/guardian disagrees with a decision, it is hoped that the concerns may be resolved at the local level. The following procedures should be followed to resolve any disagreements.

### STEP I: APPEAL TO THE SCHOOL NEEDS DETERMINATION TEAM AND THE BUILDING PRINCIPAL

1. The parent/guardian may request a conference with the Needs Determination Team (NDT) and the principal at the child's school. This request must be made in writing. The NDT should be given ample opportunity (10 school days) to convene all members together for the conference.
2. At this conference, the individual student profile, which includes test and assessment scores, observation results, report cards, and in-class work samples, will be examined and discussed. Information used to determine eligibility for AIG identification and/or service delivery options shall be reviewed with the parent/guardian. If needed, the NDT may ask the child's teacher(s) to provide further documentation concerning student characteristics and achievement.
3. Minutes will be recorded on the Needs Determination Team Appeals Agenda and Meeting Notes form, and signatures will be obtained from those involved.
4. The NDT and the principal will send an Appeals Decision Letter to the parent/guardian within 10 school days of the conference.
5. If a re-assessment of the student is requested, the assessment must take place within 30 school days.

### STEP II: APPEAL TO THE DISTRICT AIG FACILITATOR AND THE EXECUTIVE DIRECTOR OF CURRICULUM AND INSTRUCTION

1. The parent/guardian may appeal the decision of the NDT and the building principal within 10 school days of receipt of the Appeals Decision Letter. The appeal must be made in writing to the district AIG facilitator and the Executive Director of Curriculum and Instruction. The conference shall be scheduled within 10 school days of receipt of the written request. The school AIG specialist and the child's teacher(s) may be invited to this conference along with the parent/guardian.
2. The AIG facilitator and the Executive Director of Curriculum and Instruction shall review the concern. During the conference, they may request further information from the child's teacher(s), the school AIG specialist, the NDT, or the principal.
3. Minutes will be recorded on the Needs Determination Team Appeals Agenda and Meeting Notes form, and signatures will be obtained from all those present.
4. The AIG facilitator and the Executive Director of Curriculum and Instruction will send an Appeals Decision Letter to the parent/guardian within 10 school days of the conference.
5. If a re-assessment of the student is requested, the assessment must take place within 30 school days.

### STEP III: APPEAL TO THE CHIEF ACADEMIC OFFICER AND THE EXECUTIVE DIRECTOR OF SCHOOLS

1. The parent/guardian may appeal the decision of the AIG facilitator and the Executive Director of Curriculum and Instruction within 10 school days of receipt of the Appeals Decision Letter. The appeal must be made in writing to the Chief Academic Officer and the Executive Director of Schools. The appeal may be mailed to: Chief Academic Officer, Orange County Schools; 200 East King Street; Hillsborough, NC 27278. The conference shall be scheduled within 10 school days of receipt of this request.
2. The Chief Academic Officer and the Executive Director of Schools will review the concern. During the conference with the parent/guardian, they may request further information from the child's teacher, the AIG specialist, the parent/guardian, the principal, and/or AIG facilitator.
3. Minutes shall be recorded on the Needs Determination Team Appeals Agenda and Meeting Notes form, and signatures will be obtained from those present.
4. The Chief Academic Officer and the Executive Director of Schools will send an Appeals Decision Letter to the parent/guardian within 10 school days of the conference.
5. If a re-assessment of the student is requested, the assessment must take place within 30 school days.

### STEP IV: APPEAL TO THE SUPERINTENDENT\*

1. The parent/guardian may appeal the decision of the Chief Academic Officer and the Executive Director of Schools to the Superintendent within 10 school days of receipt of the Appeals Decision Letter. The appeal must be made in writing. The appeal may be mailed to: Superintendent; 200 East King Street; Hillsborough, NC 27278. This conference shall be scheduled within 10 school days of the receipt of the request for appeal.
  2. The Superintendent will review the concern. During the conference with the parent/guardian, he/she may request further information from the child's teacher(s), the school AIG specialist, the parents, the principal, the AIG facilitator, and/or the Chief Academic Officer.
  3. Minutes shall be recorded on the Needs Determination Team Appeals Agenda and Meeting Notes form, and signatures will be obtained from those present.
  4. The Superintendent will send an Appeals Decision Letter to the parent/guardian within 10 school days of the conference.
  5. If a re-assessment of the student is requested, the assessment must take place within 30 school days.
- \*At this point, the Superintendent may request mediation in order to resolve the concern. This shall be done by an impartial mediator.

#### STEP V: APPEAL TO THE LOCAL BOARD OF EDUCATION

1. The parent/guardian may appeal the decision of the Superintendent to the Local Board of Education within 10 days of receipt of the Appeals Decision Letter. This appeal must be in writing. Please submit appeal to: Orange County Board of Education; 200 East King Street; Hillsborough, NC 27278.
2. The concern will be reviewed at the next available Board meeting. The Board may request further information from the child's teacher(s), the school AIG specialist, the AIG facilitator, the parents, the principal, the Chief Academic Officer, and/or the Superintendent.
3. During this meeting, minutes will be recorded on the Needs Determination Team Appeals Agenda and Meeting Notes form, and signatures obtained of those present.
4. The Board will send a final Appeals Decision Letter within 30 school days of the Board meeting at which the concern was reviewed.
5. If a re-assessment of the student is requested, the assessment must take place within 30 school days.

#### STEP VI: STATE LEVEL GRIEVANCE PROCEDURE

Once all efforts have been exhausted within the school system, the parents/guardian may file a petition for a contested case hearing in accordance with Article 3 of Chapter 150B of the General Statutes, the Administrative Procedures Act, of North Carolina.

The issues for review shall be limited to:

- Whether the local system failed to determine eligibility for services within its gifted education program.
- Whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child.

Following the hearing, the administrative law judge shall serve the final decision. The administrative law judge shall give a copy of written findings and the decision to the parties and to the State Superintendent of Public Instruction.

### **For more information about the AIG program and resources:**

- Visit the district's AIG website at: <https://www.orangecountyfirst.com/Page/109>.
- Read information and updates provided in your school's monthly AIG newsletter, your school's website, the district website, and the quarterly district AIG newsletter.
- Attend school and district parent information events.
- Contact your school's AIG specialist or district personnel. You can see the list of personnel at: [2022-2023 OCS AIG Personnel](#).

## Appendix A: Acronym Glossary

Abbreviation	Term	Definition
AIG	Academically and/or Intellectually Gifted	Academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment.
AP	Advanced Placement	College-level courses that can be taken in high school. Courses are overseen by the College Board.
BOE	Board of Education	Locally elected board that makes decisions regarding the local system of schools
CDM	Credit by Demonstrated Mastery	Pathway by which students may earn credit for select high school courses without having to complete the seat time requirements by demonstrating mastery of the material
CEU	Continuing Education Unit	Requirements for continued learning by teachers
CGI	Cognitively Guided Instruction	A type of math instruction that guides students through the math learning process while making connections to the real world
CogAT	Cognitive Abilities Test	A group administered aptitude test measuring verbal, quantitative, and nonverbal reasoning
CTE	Career and Technical Education	Courses in trade and technical fields
DCR	Data Collection Record	Documentation of data collected for the AIG identification process
DEP	Differentiated Education Plan	Documentation of AIG services a student will receive, updated annually
EC	Exceptional Children	The department that coordinates and provides services to children with special learning needs
ELA	English Language Arts	Study of the English language, reading, writing, speaking, and listening
ELL	English Language Learners	Students who are learning to speak, read, and write the English language
EOC	End of Course testing	Tests that occur at the end of designated high school level courses
EOG	End of Grade Testing	Tests that occur in reading and math in grades 3-8, and in science in grades 5 and 8
EVAAS	Education Value-Added Assessment System	System that measures student growth on EOG and EOC tests to inform district, school and teacher accountability
IB	International Baccalaureate	Diploma program available to high school juniors and seniors, offers college-level work. Program is overseen by the International Baccalaureate organization
IEP	Individual Education Plan	Plan of accommodations, modifications, and differentiated curriculum and instruction for students receiving EC services, updated annually
IHE	Institution of Higher Education	Post-secondary education, including community colleges, public and private colleges and universities

LEA	Local Education Agency	The local school district or system
MLL	Multilingual Learner	Students who are developing proficiency in multiple languages. This includes students learning English as an additional language in school (often referred to as "English learners" or "English language learners").
NCDPI	NC Department of Instruction	The state body that oversees education policy and standards
NCSCOS	North Carolina Standard Course of Study	The required sequence of courses in NC public schools that lead to a high school diploma
NCVPS	NC Virtual Public School	A public online school offering middle and high school courses
NDT	Needs Determination Team	The school-based team that reviews student profiles to determine if students meet the criteria to be identified as gifted
PD	Professional Development	Ongoing learning for teachers
PETS	Primary Education Thinking Skills	A research-based higher order thinking skills curriculum for young students
PLC	Professional Learning Community	A group of teachers engaging in learning around professional topics together
Pre-ACT	Pre-ACT (Formerly American College Test)	A nationally-normed, standardized achievement test given to 10th graders
SBE	State Board of Education	The state level Board of Education that oversees policy and standards
SEL	Social-Emotional Learning	The process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success.
SST	Student Support Team	The school-based team for students who are experiencing significant challenges in schools

## Appendix B: List of District Approved Tests for AIG Identification

<p><b><u>Aptitude:</u></b>  <b>Measure reasoning ability; norm-referenced; scores are valid for 2 calendar years</b></p> <p><b>Approved tests include, but are not limited to:</b></p>	<p><b><u>Achievement:</u></b>  <b>Measure academic knowledge; norm-referenced; scores are valid for 2 calendar years</b></p> <p><b>Approved tests include, but are not limited to:</b></p>	<p><b><u>Performance:</u></b>  <b>Measure academic knowledge aligned with state standards; criterion-referenced but norm-referenced interpretation may be available; scores are valid for 1 year</b></p> <p><b>Approved tests include, but are not limited to:</b></p>
<ul style="list-style-type: none"> <li>● Cognitive Abilities Test (CogAT)</li> <li>● Naglieri Nonverbal Ability Test (NNAT 2)</li> <li>● Otis-Lennon Ability Test (OLSAT)</li> <li>● Raven’s Progressive Matrices</li> <li>● Wechsler Intelligence Scale for Children (WISC IV or WISC V)</li> <li>● Stanford-Binet Intelligence Scale (SB V)</li> <li>● Wechsler Preschool and Primary Scale of Intelligence (WIPPSI III)</li> <li>● Reynolds Intellectual Assessment Scales (RIAS)</li> <li>● Test of Cognitive Skills (TCS 2)</li> </ul>	<ul style="list-style-type: none"> <li>● Woodcock-Johnson Tests of Achievement (WJ III or WJ IV)</li> <li>● Iowa Test of Basic Skills (ITBS)</li> <li>● Iowa Assessments</li> <li>● Stanford Achievement Tests</li> <li>● Metropolitan Achievement Test</li> <li>● California Achievement Test</li> <li>● TerraNova</li> <li>● Wechsler Individual Achievement Test (WIAT III)</li> <li>● Pre-ACT</li> <li>● ACT</li> <li>● PSAT</li> <li>● SAT</li> </ul>	<ul style="list-style-type: none"> <li>● NC End-of-Grade tests (EOGs)</li> <li>● NC End-of-Course tests (EOCs)</li> <li>● Criterion-referenced tests with state norms from other states</li> </ul>

## Appendix C: Guidelines for Independent Evaluation

If a parent/guardian wishes to seek an independent evaluation or present test scores other than those administered by Orange County Schools to help determine *eligibility for gifted education options*, these guidelines must be followed.

**Referral** – A referral is a request for the district to initiate the identification process for gifted education services or for whole grade level acceleration. Independent aptitude and/or achievement test results may be presented for referral if:

- Tests administration dates are within the past 24 months.
- The standardized tests used are the most recent versions.
- An approved examiner (licensed psychologist or appropriate school personnel) has administered the tests, and documented and signed the results.

Score requirements for different gifted identification options are available within the *Orange County Schools Academically/Intellectually Gifted Identification Pathways Table* or from AIG specialists at each school. Score requirements for whole grade level acceleration are available from the district AIG coach.

Recommended individual intelligence (aptitude) tests include the following:

- **Wechsler Intelligence Scale for Children – V (WISC-V)- preferred test**
- Woodcock Johnson IV Cognitive Battery (WJ-IV Cog)
- Differential Ability Scales Second Edition (DAS II)
- Universal Nonverbal Intelligence Test (UNIT) for LEP and Hearing Impaired students

When the WISC-V\* (aptitude test) is administered:

- The Full Scale Score and sub-test scores are used in making eligibility decisions.
- Pro-rated scores are not acceptable.
- If a student has significant weaknesses in Processing Speed and/or Working Memory, the General Ability Index (GAI) can be considered if the difference between the Full Scale IQ and the GAI is significant and rare.

**\*NOTE: The WISC-V is now available. This most recent version is required.**

Recommended standardized achievement tests include the following:

- **Woodcock Johnson IV, Tests of Achievement (WJ ACH-IV)- preferred test**
- Wechsler Individual Achievement Test-III (WIAT-III)
- Kaufman Test of Educational Achievement Third Edition (KTEA-3)

When Achievement Tests are administered:

- A Total Reading and Total Math score should be computed. At least two (2) sub-tests should combine to yield a total score.
- A single sub-test score cannot be used for eligibility decisions.
- **If applying for whole grade level acceleration, two sets of scores must be provided:**
  - **A Total Reading score and Total Math score with norms set to the child's current grade level**
  - AND**
  - **A Total Reading score and Total Math score with norms set to two grade levels above the child's current grade level**

If the Woodcock Johnson – IV\*\* is used as the achievement measure, the following sub-tests should be administered:

- For Reading, the Broad Reading Cluster should be administered which consists of the following subtests: Letter-Word Identification, Reading Fluency, and Passage Comprehension.
- For Math, the Broad Math Cluster should be administered which consists of the following subtests: Calculation, Math Fluency, and Applied Problems.

**\*\*NOTE: The Woodcock Johnson IV is now available. This most recent version is required.**

For additional information, please contact the district AIG facilitator at 919-245-4007 ext 12706.