

ORANGE COUNTY  
BOARD OF EDUCATION

AGENDA ITEM ABSTRACT

Meeting Date: May 28, 2013

AGENDA ITEM No. 13-05-(2)-15

ACTION: (Y/N) Y

SUBJECT: Academically or Intellectually Gifted (AIG) Programs Local Plan Approval 2013-2016

INFO. CONTACT: Dr. Denise Morton, Vickie Smith, Sarah Bongarten PHONE: 919-732-8126

ATTACHMENTS: 1. Local AIG Program Overview  
2. Academically/Intellectually Gifted Program Overview PowerPoint

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**PURPOSE:** To provide the Board of Education for their review and approval the 2013-2016 AIG Local Plan.

**BACKGROUND:** Article 9B, Academically or Intellectually Gifted Students (N.C. G.S. § 115C-150.5-8) provides a state definition for AIG students and requires local educational agencies to develop a three-year AIG local plan with specific components, to be approved by local school boards and subsequently sent to the State Board of Education and Department of Public Instruction for review and comment. Article 9B is the current legislation mandating identification and services for gifted education K-12.

The NC AIG Program Standards that played a critical role in the development of the local AIG programs and plans were developed to serve as a statewide framework and guide LEAs to develop, coordinate, and implement thoughtful and comprehensive AIG programs. These standards reflect Article 9B (N.C.G.S. §115C-150.5-,08) and nationally-accepted best practices in gifted education. Furthermore, the AIG Program Standards help ensure that the needs of AIG students are met and the potential of AIG students is optimally developed.

**FINANCIAL IMPACT:** Funding Sources:  
State - \$364,950 (Salaries/Benefits)  
Local - \$329,984 (\$326,727 Salaries/Benefits)  
(\$3,257 Staff Development/Materials)  
**Total Funding** \$694,934

**RECOMMENDATION:** The Superintendent recommends that the Board of Education approve the 2013-2016 AIG Local Plan.

# **Orange County Schools**

**2013-2016**

**Academically/Intellectually  
Gifted**

**Program Overview**

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## **Orange County Schools Academically/Intellectually Gifted (AIG) Mission and Vision**

Orange County Schools (OCS) believes that students who perform or show potential to perform at remarkably high levels of accomplishment when compared to others of their age, experience, or environment have unique learning needs. Because of these unique learning needs, we will provide a responsive educational program that extends and enriches grade level standards. Our responsibility is to recognize and respond to the academic, intellectual, social and emotional needs of our gifted students in order to develop effective global citizens.

### **Core Beliefs**

- Giftedness exists within all ethnic, geographic, and socioeconomic groups.
- Students demonstrate gifted behaviors by using a variety of intelligences, and often learn and think in non-traditional ways, and as a result, need intellectual interaction with each other.
- All licensed school personnel should be capable of recognizing the needs of gifted students.
- Gifted students need differentiated instruction that provides appropriate rigor, depth, complexity and learning environment.
- Gifted students have unique social and emotional needs.
- Families are important partners in supporting the needs of gifted students.

## Identification

OCS is committed to serving the academic, intellectual, social and emotional needs of gifted students. Because OCS firmly believes that gifted students reside within diverse populations, the use of multiple criteria to identify gifted students is essential. We are particularly committed to identifying students from historically underrepresented groups, including but not limited to:

- Culturally/ethnically diverse
- English language learners
- Socio-economically diverse
- Twice-exceptional

There are four criteria that OCS will consider when evaluating students for AIG identification. This is because giftedness may manifest in a variety of ways, and ensures that students are evaluated comprehensively and objectively. Students must meet 3 out of the 4 criteria below to be identified, so no single criterion will eliminate a student from consideration.

<b>Aptitude</b>	95 <sup>th</sup> percentile or higher, based on national OR local norms OR top 5% of school population <sup>1</sup> on a district-approved aptitude test
<b>Achievement</b>	95 <sup>th</sup> percentile or higher, based on national OR local norms OR top 5% of school population on a district-approved achievement test
<b>Observations of Gifted Characteristics and Behaviors</b>	Score of "probable" or higher in at least 3 areas, one of which must be academic or intellectual, on the Gifted and Talented Evaluation Scales (GATES), from two teachers
<b>Performance Over Time in the Identification Area</b>	Minimum score of 12 on the Performance Rubric

## Performance Rubric

	0	2	4	6
Screening Scores (K-2)	on level with peers (K-2)	½ year above peers (K-2)	1 year above peers (K-2)	More than 1 year above peers (K-2)
End of Grade (EOG)/End of Course (EOC) (3-12) Scores	below 93rd percentile in identification area (3-12)	93-94th percentile in identification area (3-12)	95-96th percentile in identification area (3-12)	97-99th percentile in identification area (3-12)
Subject Grades	Level 2 or lower than 85%	Level 3 or 86%-92%	Level 3/4 or 93%-95%	Level 4 or 96%-100%
Work Samples	Taken as a whole, the work samples do not demonstrate gifted ability	Taken as a whole, the work samples mildly demonstrate gifted ability	Taken as a whole, the work samples demonstrate gifted ability	Taken as a whole, the work samples strongly demonstrate gifted ability

<sup>1</sup>Local norms and top 5% of school population are only available from the 2<sup>nd</sup> grade Iowa Assessments sweep and the 3<sup>rd</sup> grade CogAT sweep.

OCS will continue to administer an aptitude test, the Cognitive Abilities Test Form 7 (CogAT) to all 3<sup>rd</sup> graders during the fall.

Additionally, a high-ceiling achievement test, the Iowa Assessments Form E, will be administered to all 2<sup>nd</sup> graders during the spring.

Teachers and parents may nominate students from other grades to be assessed during the winter and spring nomination windows.

### **Alternative Assessments**

Teachers and families may request an alternative assessment be administered by completing the "Request for Alternative Assessment" form. OCS offers alternative assessments that include:

- The Naglieri Nonverbal Ability Test (NNAT 2)
- The Woodcock-Johnson Test of Achievement (WJ III)

### **Appeals**

To safeguard the rights of students and families in the event that a parent or guardian disagrees with a placement decision, OCS has an appeals policy in place that aligns with local and state grievance procedures:

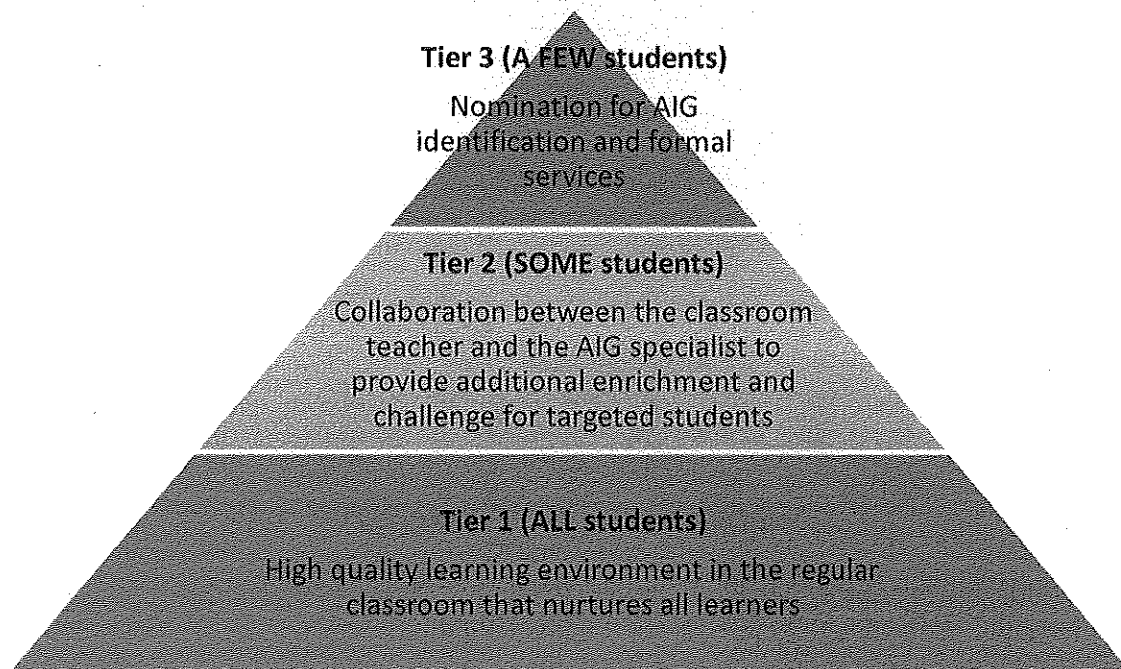
1. Appeal to the Needs Determination Team (NDT) and the AIG specialist
2. Appeal to the building level principal
3. Appeal to the Director of Elementary or Secondary Education
4. Appeal to the Superintendent/designee
5. Appeal to the local Board of Education
6. Appeal at the state level according to grievance procedures

## Program Delivery

An effective AIG program is the result of collaboration between AIG specialists, classroom teachers, guidance counselors, and other specialists. OCS offers a variety of services to meet the needs of AIG students K-12. All services an AIG identified student receives are indicated on his/her Differentiated Education Plan (DEP.)

### Program Service Options K-2

All K-2 students will take part in nurturing services using a Response to Intervention (RtI) framework. For students demonstrating a strong need for early AIG identification, services are provided by both the classroom teacher and AIG specialist.



<p><b>Tier 1:</b></p> <ul style="list-style-type: none"> <li>Whole class settings for general such as AIG math assessments and online reading assessments</li> <li>Opportunities for high and learning such as inquiry-based learning and working model</li> <li>Differentiation provided by classroom teacher</li> <li>Progress monitoring</li> </ul>	<p><b>Tier 2:</b></p> <ul style="list-style-type: none"> <li>Targeted enrichment groups using research-based materials to foster gifted behaviors, such as "Primary Education: Thinking Skills" Curriculum</li> <li>compacting/learning contracts</li> <li>Progress monitoring</li> </ul>	<p><b>Tier 3:</b></p> <ul style="list-style-type: none"> <li>Formal assessments of aptitude and achievement</li> <li>Develop a DEP with services related to student needs</li> <li>Progress monitoring</li> </ul>
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### Program Service Options 3-8

Having multiple service options for AIG students allows us to meet students' unique learning needs. All services an AIG student receives are indicated on his/her DEP.

**Cluster Grouping:** A group of AIG students (typically 6-10) with similar abilities are placed in a class together for the purpose of providing differentiated instruction and an intellectual peer group.

**Flexible Grouping:** An instructional strategy by which advanced learners are grouped by common ability, 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.

**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.

**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.

**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.

**Advanced Courses (6-8 only):** 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.

### Program Service Options 9-12

**Cluster Grouping:** A group of AIG students who are identified as at-risk for underachievement will be placed in an advisory class together to receive appropriate support.

**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.

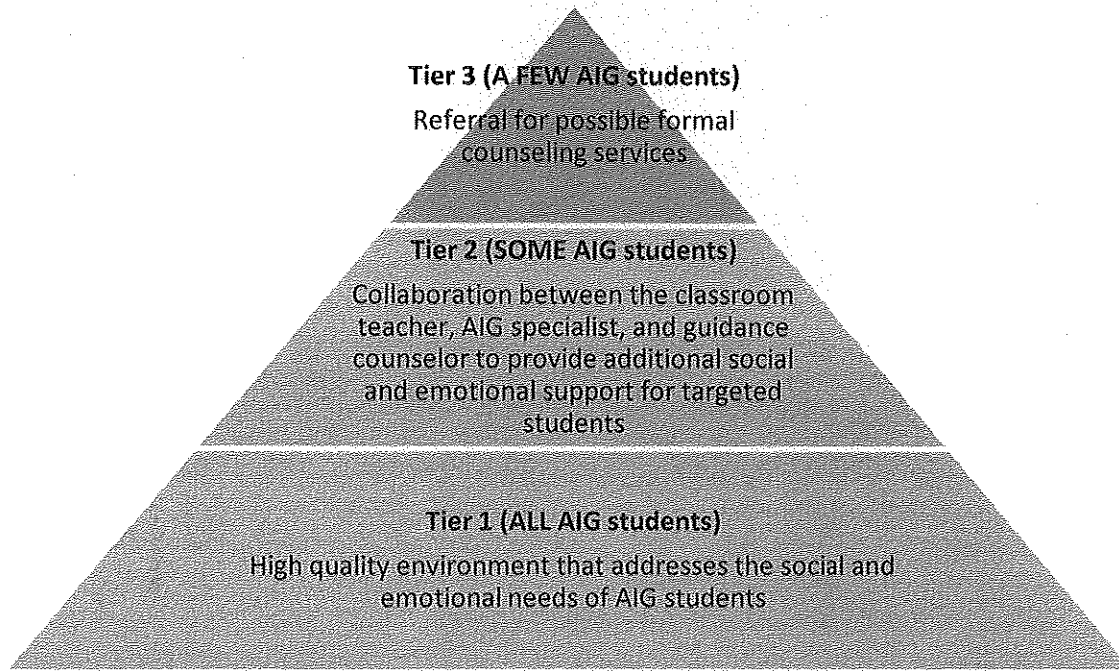


**Dual Enrollment:** Gifted students who have exhausted appropriate options at their local school and have a documented need for advanced coursework may enroll in courses at an institution of higher education with the approval of their building level principal.

**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.

## Social and Emotional Needs

AIG students have unique social and emotional needs that must be met in order for them to maximize their potential. OCS will use a Response to Intervention (RtI) framework to address these needs, including but not limited to: access to an intellectual peer group; appropriately challenging coursework with opportunities for choice and interest-based learning; and targeted support from teachers, AIG specialists, and guidance counselors.



<p><b>Tier 1:</b></p> <ul style="list-style-type: none"> <li>- Cluster grouping and advanced courses to provide intellectual peer group</li> <li>- Opportunities for choice and interest-based learning</li> <li>- Opportunities for extracurricular activities</li> <li>- Progress monitoring</li> </ul>	<p><b>Tier 2:</b></p> <ul style="list-style-type: none"> <li>- Targeted social skills groups</li> <li>- Bibliotherapy</li> <li>- Opportunities for extracurricular activities</li> <li>- Progress monitoring</li> </ul>	<p><b>Tier 3:</b></p> <ul style="list-style-type: none"> <li>- Formal assessments of mental health</li> <li>- Formal counseling services</li> <li>- Progress monitoring</li> </ul>
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## Personnel

OCS employs AIG personnel at the district and building levels to ensure the AIG plan is implemented with fidelity.

Title	Requirements	Responsibilities	Certification/ Additional Expertise
AIG Coordinator	Oversees AIG program for Orange County Schools	<ul style="list-style-type: none"> <li>• Oversees implementation of the AIG plan</li> <li>• Monitors procedures for AIG identification and services to ensure compliance and equitable access</li> <li>• Communicates with other district leaders to ensure that the needs of AIG students are addressed in the district's overall instructional plan</li> <li>• Oversees materials selection and ensures that state and local funds designated for AIG are used appropriately</li> <li>• Communicates with DPI</li> <li>• Oversees program evaluation and shares results with relevant stakeholders</li> </ul>	<p>AIG add-on license or Master's in Gifted Education</p> <p>Knowledge of local AIG plan</p> <p>Knowledge of state regulations and policies regarding AIG</p> <p>Attendance at regional AIG meetings and North Carolina Association for Gifted and Talented (NCAGT) Conference</p>
AIG Differentiation Coach	Supports AIG specialists and classroom teachers	<ul style="list-style-type: none"> <li>• Observes and models instructional strategies</li> <li>• Assists the AIG coordinator in overseeing the implementation of the AIG plan</li> <li>• Shares research and best practices in gifted education</li> <li>• Compiles and analyzes data on AIG identification and student progress and shares this data with relevant stakeholders</li> <li>• Collaborates with other instructional leaders to ensure that the needs of diverse AIG students are addressed</li> </ul>	<p>AIG add-on license or Master's in Gifted Education</p> <p>Knowledge of local AIG plan</p> <p>Knowledge of research-based best practices in gifted education</p> <p>Attendance at regional AIG meetings and NCAGT</p>
AIG Specialists	Provides direct and indirect services for AIG students at the building level	<ul style="list-style-type: none"> <li>• Provides direct instruction to AIG students via push-in/co-teaching and/or pull-out enrichment</li> <li>• Consults/collaborates with classroom teachers, guidance counselors, and other specialists</li> <li>• Coordinates and administers appropriate testing</li> <li>• Maintains up-to-date headcount, DEPs and AIG folders for all identified students</li> <li>• Serves on the NDT</li> <li>• Communicates with faculty and families about the AIG program</li> </ul>	<p>AIG add-on license or Master's in Gifted Education</p> <p>Knowledge of local AIG plan</p>
Assistant Principal with AIG Responsibilities	Coordinates supports for AIG high school students	<ul style="list-style-type: none"> <li>• Maintains up-to-date headcount, DEPs and AIG folders for identified students</li> <li>• Monitors Education Value-Added Assessment System (EVAAS) data and transcripts to identify students at risk for underachievement and coordinate support</li> <li>• Communicates with faculty and families about supports for high school AIG students</li> </ul>	<p>Knowledge of local AIG plan</p>

## Professional Development

OCS is committed to providing all educators who work with AIG students the opportunity to engage in professional development (PD) on meeting the needs of gifted learners. During the 2013-2014 school year, the AIG differentiation coach and the AIG specialists will work to create PD modules for a variety of stakeholders, including classroom teachers, guidance counselors, administrators, and other specialists. The modules, which will be implemented during the 2014-2015 school year, will include face-to-face and online components.

Topic	PD Module Description	Intended Audience
Introduction to Giftedness in Children	Overview of the laws, program options, and research underlying gifted education	General
Differentiating Curriculum for Gifted Learners Within the Classroom	Introduction to the instructional strategies and curriculum design options that support gifted learners in regular classroom instruction	General
Working Collaboratively with Resource Personnel	Introduction to collaborative models of teaching and school-friendly resources to advance the engagement and achievement of gifted learners	Classroom teachers, media specialists, technology specialists, literacy coaches, English as a Second Language (ESL) specialists, reading coaches, Exceptional Children (EC) specialists, counselors, administrators
Instructional Strategies to Support Gifted Learners	Specific strategies to use with whole class, small groups, and individuals to support their growth as gifted learners	Classroom teachers, media specialists, technology specialists, literacy coaches, administrators
Instructional Models to Support Gifted Learners	Specific models to use in whole class groupings with gifted learners	Classroom teachers, media specialists, technology specialists, literacy coaches, administrators
Introduction to Paideia Seminars	Philosophy and practice of the Paideia Seminar with resource creation and implementation	Classroom teachers, media specialists, technology specialists, literacy coaches, administrators
Leveraging Technology Effectively for Gifted Learners	Researching, selecting, and implementing meaningful technology to encourage growth with the gifted learner	Classroom teachers, media specialists, technology specialists, literacy coaches, administrators, parents
Effective Assessment for Gifted Learners	How to design and utilize assessments to promote growth in the gifted learner	Classroom teachers, technology specialists, literacy coaches, administrators
Observing Classrooms Designed for Gifted Learners	How to notice and provide feedback on instructional strategies for gifted learners	Administrators

Introduction to Social and Emotional Characteristics of Gifted Children	An overview of the myths and realities surrounding social and emotional behaviors of gifted children	General
Social and Emotional Characteristics of Young Gifted Children	An overview of the myths and realities surrounding social and emotional behaviors of gifted children and ways to promote positive social and emotional growth in young learners	General elementary
Social and Emotional Characteristics of Gifted Adolescents	An overview of the myths and realities surrounding social and emotional behaviors of gifted children and ways to promote positive social and emotional growth in adolescent learners	General secondary
Motivating Gifted Learners	Strategies and resources that can be used to support the unmotivated, gifted learner	Classroom teachers, guidance counselors
Raising Your Gifted Learner	Strategies, resources, and support for parents of gifted learners	Parents and Families
Special Populations of Gifted Learners	An overview of the history and research surrounding special populations of gifted learners	General
Characteristics of Gifted Learners in Poverty	A short history of gifted education and an opportunity for discussion regarding realities and obstacles for identification of students in poverty	Administrators, curriculum specialists, classroom teachers, guidance counselors
Characteristics of Gifted Language Learners	A short history of gifted education and an opportunity for discussion regarding realities and obstacles for identification of students who are language learners	Administrators, curriculum specialists, ESL Specialists, classroom teachers, guidance counselors
Characteristics of Twice-Exceptional Learners	A short history of gifted education and an opportunity for discussion regarding realities and obstacles for identification of twice-exceptional learners	Administrators, curriculum specialists, exceptional children staff, classroom teachers, guidance counselors
Characteristics of Gifted Learners from Minority Populations	An overview of the unique characteristics exhibited by gifted learners from minority backgrounds	Administrators, curriculum specialists, classroom teachers, guidance counselors

## **Partnership with Families and the Community**

OCS places a high priority on parental and community involvement in the AIG program. We use a variety of tools to communicate with families about the AIG program and seek feedback from relevant stakeholders during plan evaluation and revision. OCS views parents and community members as partners in advocating for AIG students.

The following initiatives will continue or will be implemented in the 2013-2016 AIG Plan:

**AIG Page on the OCS Website:** The AIG department maintains a page on the OCS website. This page includes the local AIG plan, the Parent Guide to AIG Services, the Appeals process, and links to resources on gifted education.

**AIG Brochure:** Brochures have been developed to outline the identification process and service options at the elementary, middle and high school levels. Brochures are available online and will be available at all school buildings.

**Parent Guide to AIG Services in Orange County Schools:** This handout was developed to support parents in understanding the different service options available to AIG students. This handout is available in English and Spanish on the AIG page of the OCS website.

**AIG Informational Meetings:** Building-level informational meetings are held at least once per year to inform families about the AIG program.

**Stakeholder Surveys:** Every three years, relevant stakeholders, including teachers, parents, students, and administrators, are invited to submit feedback about the AIG program during plan evaluation and revision.

**AIG Progress Reports:** A progress report is sent home to parents of elementary AIG students at the end of each nine week period.

**Partners for the Advancement of Gifted Education (PAGE) Chapter:** A PAGE chapter will be established in order to increase collaboration between parents, teachers, and community members in supporting AIG students.

## Comparison Chart of 2010-2013 AIG Plan and Proposed 2013-2016 AIG Plan

Plan Component	2010-2013 Plan	Proposed 2013-2016 Plan
Identification Process	<p>Administer CogAT to all 3<sup>rd</sup> graders in November</p> <p>Multiple Pathways, all have a 95<sup>th</sup> percentile cutoff for aptitude and/or achievement</p> <p>Score of Probable on one GATES assessment and a score of 95<sup>th</sup> percentile or higher on one EOG results in AIG identification</p>	<p>Continue to administer the CogAT to 3<sup>rd</sup> graders in the fall as an aptitude test</p> <p>Administer the Iowa Assessments Form E to 2<sup>nd</sup> graders in the spring as an achievement test</p> <p>Identification chart and Performance Rubric that examines aptitude, achievement, gifted behaviors and characteristics, and performance</p> <p>95<sup>th</sup> percentile cutoff based on national OR local norms OR top 5% of school population</p> <p>Score of probable on two GATES assessments</p> <p>EOG scores are considered as one part of the Performance Rubric</p>
Services for K-2 Students	<p>Renzulli Learning</p> <p>Pull-out services</p>	<p>All K-2 students will be nurtured via the RtI framework</p> <p>Balance of consultation/ collaboration, pull-out, and co-teaching</p> <p>Differentiation in the regular classroom</p>
Services for 3-5 Students	<p>Primarily differentiation in the regular classroom, consultation/ collaboration model and pull-out services</p>	<p>Balance of consultation/ collaboration, pull-out, and co-teaching</p> <p>Continuation of differentiation in the regular classroom</p>
Services for 6-8 Students	<p>Math 6 Plus, Math 7 Plus, Common Core Math I, Geometry</p> <p>Accelerated ELA 6, cluster grouping in ELA 7, English I</p> <p>AIG Specialist is teacher of record for Accelerated ELA 6</p> <p>Consultation/Collaboration for 7<sup>th</sup> and 8<sup>th</sup> grade</p>	<p>Continuation of math courses</p> <p>Accelerated ELA 6 is renamed ELA 6 Plus</p> <p>Establish ELA 7 Plus</p> <p>Continuation of English I</p> <p>AIG specialist will not be teacher of record for ELA 6 Plus</p> <p>Co-teaching, consultation/ collaboration, and pull-out services for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade</p>

Supports for 9-12 Students	Advanced Courses- honors, AP, IB	Continuation of advanced courses  Cluster grouping during advisory for AIG students at risk for underachievement
Differentiated Education Plan (DEP)	Currently used for AIG students K-8  Lists groupings, services, and instructional strategies	All AIG students K-12 will have an annual DEP (high school will roll out one year at a time)  Elementary DEPs will continue to list groupings, services, and instructional strategies  Middle and high school DEPs will list advanced courses taken and extracurricular activities
Social and emotional needs	Cluster grouping	Address social and emotional needs using a Response to Intervention framework  Continuation of cluster grouping  Collaboration with guidance counselors  Bibliotherapy
Historically Underrepresented Populations	Offer non-verbal aptitude test (NNAT 2)  Individual achievement test (WJ III)  District-made performance tasks	Continuation of NNAT 2 and WJ III  District and classroom performance tasks and work samples  Nurturing opportunities for all K-2 students  AIG Differentiation Coach will compile and analyze data on historically underrepresented populations
Professional Development	Monthly AIG specialist Professional Learning Community (PLC)  School-based PD for teachers upon request	Continuation of monthly AIG PLC  Continuation of school-based PD for teachers upon request  Development of PD modules, both face-to-face and online, on the needs of gifted learners for teachers, guidance counselors, administrators, and other specialists
Partnerships with Parents and Community	AIG page on the OCS website  AIG Brochure  Stakeholder surveys once every three years  School-based annual informational meetings  AIG Progress Reports for elementary	Maintain AIG page on the OCS website  AIG Brochures for each school level  Annual stakeholder surveys  Continuation of school-based annual informational meetings



	<p>students</p> <p>School-based partnerships with local organizations</p> <p>AIG Advisory Committee (met only during 2010-2011)</p>	<p>District-based informational meetings</p> <p>Continuation of AIG Progress Reports for Elementary Students</p> <p>Continuation of school-based partnerships with local organizations</p> <p>Establish PAGE chapter</p>
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## Acronyms and Definitions

<b>Term</b>	<b>Acronym</b>	<b>Definition</b>
Academically/Intellectually Gifted	AIG	Students who perform or show potential to perform at remarkably high levels of accomplishment when compared to others of their age, experience, or environment
Advanced Placement	AP	Highly rigorous courses that expose students to college-level material
Bibliotherapy		A strategy to help students identify and navigate challenges through the use of literature
Cognitive Abilities Test	CogAT	A nationally standardized test of aptitude that measures verbal, quantitative, and nonverbal reasoning skills
Differentiated Education Plan	DEP	A document that lists the services an AIG student receives and courses he/she takes
Education Value-Added Assessment System	EVAAS	A system that records student data and calculates projections of future progress
End-of-Grade	EOG	Tests of reading and math administered to all 3-8 students
End-of-Course	EOC	Tests administered upon completion of select high school courses
English as a Second Language	ESL	Specialists who support students who are learning English
Exceptional Children	EC	Specialists who support students with learning and/or other difficulties
Gifted and Talented Evaluation Scales	GATES	An observational checklist of gifted behaviors and characteristics
Historically Underrepresented Populations		Students who come from populations that have historically been underrepresented in AIG. These include economically disadvantaged, ethnically diverse, and English language learner populations
International Baccalaureate	IB	A highly rigorous program of study that leads to an IB diploma and exposes students to college-level material
Iowa Assessments Form E		Nationally standardized tests of achievement in academic knowledge
Naglieri Nonverbal Ability Test	NNAT 2	A nationally standardized aptitude test of nonverbal reasoning skills
Needs Determination Team	NDT	A team comprised of the AIG specialist, administrators, and teachers at each school that evaluates students nominated for AIG and makes placement decisions

Norms (national and local)		The reference by which a student's percentile rank on a standardized assessment is calculated. National norms are calculated based on the performance of a sample of students from across the country, while local norms are based on the performance of the students in a particular area
North Carolina Association for Gifted and Talented	NCAGT	A state association that advocates for gifted and talented students
North Carolina Virtual Public School	NCVPS	An online schooling option when courses are not available in OCS
Paideia Seminar		A collaborative, intellectual dialogue about a text, facilitated with open-ended questions
Professional Development	PD	Opportunities for educators to learn about new research and strategies for meeting the needs of students
Professional Learning Community	PLC	A group of teachers who collaborate to discuss student work, plan lessons, and share resources
Renzulli Learning		A computer-based strength assessment with search engine technology that matches resources to specific student strengths.
Response to Intervention	RtI	A method of academic intervention used to provide early, systematic assistance to children
Twice-exceptional learners	2E	Students who are identified as both AIG and EC
Woodcock-Johnson Tests of Achievement	WJ-III	Nationally standardized tests of achievement in academic knowledge

## Middle School Math Courses Guidelines for Recommendation

	Course Availability	Course Content	Guidelines for Recommendation	
Grade 6	<b>Common Core Math 6</b>	Grade 6 Common Core Math Objectives	Any student is eligible for this course.	
	<b>Common Core Math 6 Plus</b>	Grade 6 Common Core Math Objectives Some Grade 7 Common Core Math Objectives	<ul style="list-style-type: none"> <li>• 90% or better on Grade 5 EOG</li> <li>• 160 or better on Iowa Algebra Aptitude Test</li> </ul>	<ul style="list-style-type: none"> <li>• IV math proficiency on report card</li> <li>• Teacher Recommendation</li> </ul>
Grade 7	<b>Common Core Math 7</b>	Grade 7 Common Core Math Objectives	Any student is eligible for this course.	
	<b>Common Core Math 7 Plus</b>	Some Grade 7 Common Core Math Objectives Some Grade 8 Common Core Math Objectives	<ul style="list-style-type: none"> <li>• 85% or better on Grade 6 EOG</li> <li>• 93% projection of L-III on Math I EOC</li> <li>• 165 or better on Iowa Algebra Aptitude Test</li> </ul>	<ul style="list-style-type: none"> <li>• A/B average in Math 6 Plus or A average in Math 6</li> <li>• Teacher Recommendation</li> </ul>
Grade 8	<b>Common Core Math 8</b>	Grade 8 Common Core Math Objectives	Any student is eligible for this course.	
	<b>Common Core Math I*</b>	Some Common Core Math 8 Objectives Common Core Math I Objectives	<ul style="list-style-type: none"> <li>• 90% or better on Grade 7 EOG</li> <li>• 93% projection of L-IV Math I EOC</li> <li>• 175 or better on Iowa Algebra Aptitude Test</li> </ul>	<ul style="list-style-type: none"> <li>• A/B average in Math 7 Plus</li> <li>• Teacher Recommendation</li> </ul>
	<b>Common Core Math II*</b>	Common Core Math II Objectives	93 or better on Math I EOC 93 or greater for Math I course grade	

\*Successful completion of this course awards a high school math credit.

- Students should meet at least two guidelines from the left column and one guideline from the right column for course recommendation.
- EOG = End of Grade Test; EOC = End of Course Test; L-IV = Level IV proficiency projected by EVAAS
- A waiver process is available for parents if there are concerns about their student's placement.
- The Common Core State Standards for Mathematics are available online at [www.corestandards.org](http://www.corestandards.org).

# **Orange County Schools 2013-2016**



## **Academically/ Intellectually Gifted Program Overview**

### **Orange County Schools AIG Mission and Vision**



Orange County Schools believes that students who perform or show potential to perform at remarkably high levels of accomplishment when compared to others of their age, experience, or environment have unique learning needs. Because of these unique learning needs, we will provide a responsive educational program that extends and enriches grade level standards. Our responsibility is to recognize and respond to the academic, intellectual, social and emotional needs of our gifted students in order to develop effective global citizens.

## Identification



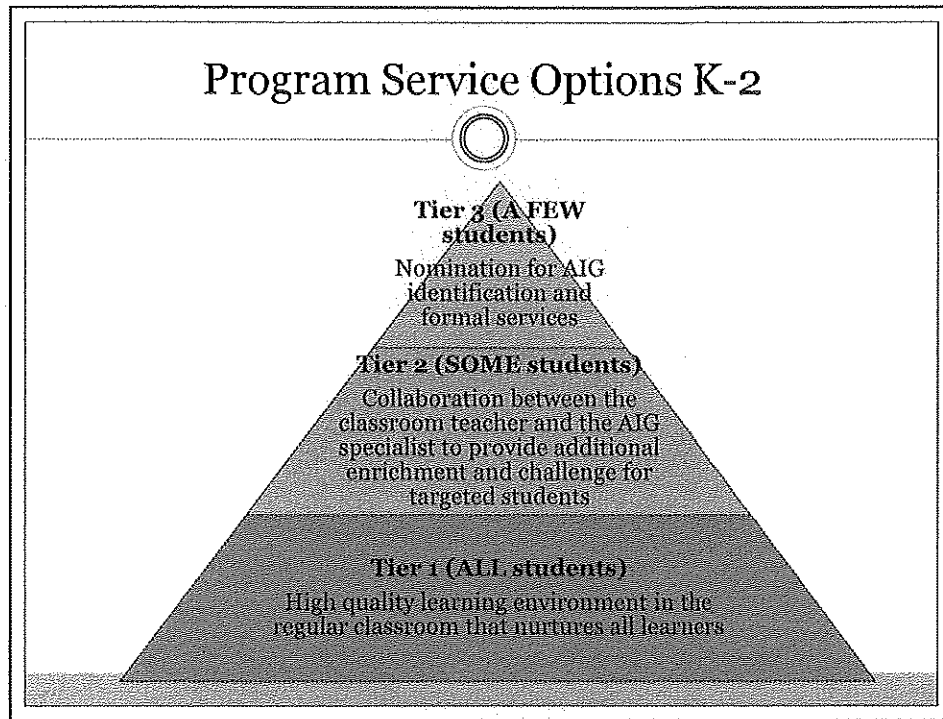
<b>Aptitude (reasoning skills)</b>	95 <sup>th</sup> percentile or higher, based on local OR national norms OR top 5% of the school population on a district-approved aptitude test
<b>Achievement (knowledge in academic areas)</b>	95 <sup>th</sup> percentile or higher, based on local OR national norms OR top 5% of the school population on a district-approved achievement test
<b>Observation of Gifted Behaviors and Characteristics</b>	Score of "probable" in at least three areas on the GATES, one of which must be academic or intellectual, from 2 teachers
<b>Performance in the Identification Area (grades, EOGs, work samples)</b>	Minimum score of 12 on the Performance Rubric

Students must meet 3 out of the 4 criteria to be identified.

## Performance Rubric




Points/ Criteria	0	2	4	6
Screening scores (K-2)	On-level with peers (K-2)	½ year above peers (K-2)	1 year above peers (K-2)	More than 1 year above peers (K-2)
EOG scores (3-12)	Below 93 <sup>rd</sup> percentile (3-12)	93 <sup>rd</sup> -94 <sup>th</sup> percentile (3-12)	95 <sup>th</sup> -96 <sup>th</sup> percentile (3-12)	97 <sup>th</sup> -99 <sup>th</sup> percentile (3-12)
Subject Grades	Below level 3 (K-5)  Lower than 85% (6-12)	Level 3 (K-5)  86%-92% (6-12)	Level 3/4 (K-5)  93%-95% (6-12)	Level 4 (K-5)  96%-100% (6-12)
Work Samples	As a whole, the work samples do not demonstrate gifted ability	As a whole, the work samples mildly demonstrate gifted ability	As a whole, the work samples demonstrate gifted ability	As a whole, the work samples strongly demonstrate gifted ability



### Program Service Options 3-8

- Cluster Grouping
- Flexible Grouping
- Consultation/  
Collaboration
- Push-in/Co-teaching
- Pull-out Resource
- Advanced Courses (6-8 only)

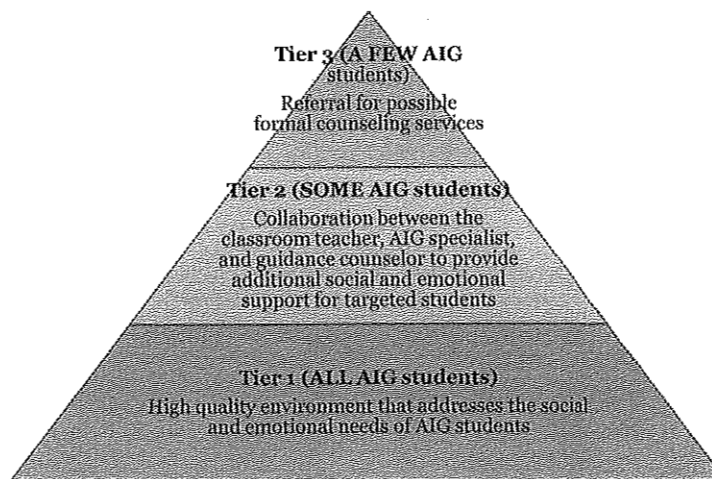


## Program Service Options 9-12

- Cluster Grouping
- Honors, AP and IB Courses
- North Carolina Virtual Public High School
- Dual Enrollment
- Governor's School
- Assistant Principal with AIG Responsibilities



## Social and Emotional Needs





## Supports for Historically Underrepresented Populations

- Multiple criteria for AIG identification
- Alternative assessments
- Nurturing opportunities and co-teaching
- Communication with EC and ESL specialists



## AIG Personnel

Title	Job Description
AIG Coordinator	<ul style="list-style-type: none"> <li>• Oversees implementation of AIG plan and program</li> <li>• Communicates with district leadership</li> <li>• Monitors AIG budget</li> <li>• Communicates with DPI</li> </ul>
AIG Differentiation Coach	<ul style="list-style-type: none"> <li>• Assists AIG coordinator with overseeing the AIG plan and program</li> <li>• Provides instructional support to AIG specialists and classroom teachers</li> <li>• Collects and analyzes AIG demographic and growth data</li> </ul>
AIG Specialist	<ul style="list-style-type: none"> <li>• Provides direct instruction to AIG students</li> <li>• Consults and collaborates with classroom teachers, guidance counselors, and other specialists</li> <li>• Maintains up-to-date headcount and DEPs</li> <li>• Communicates with faculty and families</li> </ul>
Assistant Principal with AIG Responsibilities	<ul style="list-style-type: none"> <li>• Maintains up-to-date headcount and DEPs</li> <li>• Identifies students at risk for underachievement</li> <li>• Communicates with faculty and families</li> </ul>

## Middle School AIG Specialist Role Changes

### 2010-2013

- AIG specialist is teacher of record for Accelerated ELA 6
- Offers consultation/ collaboration to core teachers in other grades and subject areas
- Pull-out groups

### 2013-2016

- AIG specialist will offer three levels of service:
  - Level 1: AIG files, conducting testing for AIG
  - Level 2: conducting professional development, collaborating with core teachers, parent communication
  - Level 3: co-teaching with core teachers, flexible pull-out groups
- First nine weeks will focus on level 3 services for 6<sup>th</sup> graders
- Support in all core areas
- Flexible pull-out groups

## Sample Day

### 2010-2013 Plan

Period	Subject
Literacy Block	ELA
1	Accelerated ELA 6
2	Accelerated ELA 6
3	Independent planning time
	6 <sup>th</sup> grade lunch duty
4	Plan with 7 <sup>th</sup> grade
5	Co-teach 7 <sup>th</sup> grade ELA with AIG cluster
6	Plan with 6 <sup>th</sup> grade

### 2013-2016 Plan

Period	Subject
Literacy Block	ELA
1	Plan with 8 <sup>th</sup> grade
2	Co-teach Math 6 Plus
3	Independent planning time
	6 <sup>th</sup> grade lunch duty
4	Plan with 7 <sup>th</sup> grade
5	Co-teach 8 <sup>th</sup> grade social studies with AIG cluster
6	Co-teach 7 <sup>th</sup> grade science with AIG cluster

## Professional Development

- Monthly AIG meetings
- NCAGT Conference
- District-created professional development modules



## Partnership with Families and the Community

- AIG Web Page
- AIG Brochures
- Parent Guide to AIG Services in Orange County Schools
- Informational Meetings
- Stakeholder Surveys
- AIG Progress Reports
- PAGE Chapter

