

AIG Plan 2025-2028

Information Session: Frequently Asked Questions

What are the main areas of focus for the proposed revisions?

The primary areas of proposed revisions include implementing more inclusive identification practices, particularly for English Learners, realigning identification criteria to service delivery, improving the alignment and flexibility of elementary AIG services, and reenvisioning middle school services for advanced learners.

How is the identification process for AIG students defined by North Carolina law?

North Carolina State Gifted Law, Article 9b, defines Academically or Intellectually Gifted (AIG) students and mandates their identification. It also requires the provision of differentiated educational experiences that go beyond the regular educational program to meet the unique needs of these students.

How has the Cognitive Abilities Test (CogAT) administration changed, and what are the future plans?

Prior to 2022, the CogAT was a paper/pencil test given to third graders in the fall. In spring 2022, it transitioned to a proctor-led online test for second graders, allowing AIG service to begin in the fall of third grade and using a pictorial format to reduce language barriers. Starting in fall 2025, Guilford County Schools will move to an audio-led, self-paced online administration with instructions available in eight non-English languages, which is expected to further improve inclusivity and reduce technical issues.

How are the identification criteria for "Academically Gifted Services" proposed to change for 2025-2028?

For "Advanced Academic Achievement" (AM, AR, or AG) in grades 3-12, the proposed criteria for 2025-2028 include achieving the 90th percentile or higher on a nationally normed summative achievement assessment in reading, math, or both, *OR* scoring in the 85th-89th percentile on a nationally normed summative achievement assessment plus a Performance Task or achieving Level 5 on the NC End-of-Grade test in reading, math, or both. This differs from the 2022-2025 criteria which included an 85th percentile or higher on a nationally normed achievement assessment or Level 5 on the NC End-of-Grade test.

Will the proposed changes for AG identification criteria impact students who have already been identified? Will students need to requalify for AG services?

Students who qualified for AG services during the 2024–2025 school year or earlier will be grandfathered in under the current AIG Plan (2022–2025). This means that if a child scored between the 85th and 89th percentile in Reading and/or Math on an approved nationally normed achievement assessment, such as the Iowa, during the 2nd grade screening window, and met eligibility criteria for AG services in 3rd grade, they will continue to receive those services.

The updated criteria outlined in the 2025–2028 AIG Plan will apply to new identification decisions made during the 2025–2026 school year and beyond. Students identified prior to the implementation of the new plan will retain their AG services unless formally exited through the district’s established procedures.

How much service time will an AG student receive in elementary school? Will they receive less time than they are currently receiving?

In the proposed 2025–2028 AIG Plan, students identified in Academically Gifted areas - AM (Math) and AR (Reading) - will receive 60–90 minutes per week of enrichment services for each area. This means that if a student is identified in both math and reading, they may receive 60–90 minutes per subject, per week, depending on the school’s scheduling needs. At least 60 minutes of enrichment per eligible area will be provided through pull-out service. Schools may opt to provide the remaining 30 minutes through a pull-out or push-in format.

For students identified as Intellectually Gifted (IG), the Plan proposes a minimum of 40-60 minutes per week of pull-out enrichment services. This is the same as the current service model for IG.

These recommendations are designed to provide consistent, high-quality opportunities for advanced learners while offering schools the flexibility to structure services in ways that best support students and the daily instructional schedule.

Glossary of Key Terms

- **AIG:** Academically or Intellectually Gifted. Refers to students who are identified as having academic or intellectual abilities significantly exceeding those of their peers.
- **AIG Plan:** A document outlining a school district's approach to identifying and serving academically or intellectually gifted students, as required by state law.
- **Article 9b:** State Gifted Law that defines AIG students and mandates differentiated educational experiences for them.
- **CogAT:** Cognitive Abilities Test. An assessment used to measure a student's cognitive abilities, used as part of the initial AIG screening and identification process.
- **Differentiation:** Tailoring educational experiences, curriculum, and instruction to meet the diverse needs of students, particularly those with advanced abilities.
- **Differentiated Curriculum and Instruction:** The practice of modifying the content, process, product, and learning environment to better suit the learning needs of gifted students.
- **English Learners (ELs):** Students who are learning English as a second language.
- **End-of-Grade (EOG) Test:** Standardized tests administered at the end of the school year in certain grade levels to assess student proficiency in core subjects.
- **Nationally Normed Achievement Assessment:** A standardized test that has been administered to a large, representative sample of students across the nation, allowing for comparison of a student's score to that of their peers nationally.
- **Performance Task:** An assessment that requires students to apply their knowledge and skills to complete a complex task.
- **Pull-Out Enrichment:** A model of gifted service where students are taken out of their regular classroom for a portion of the school day to receive specialized instruction or participate in enrichment activities.
- **Summative Achievement Assessment:** An assessment designed to evaluate the extent of student learning following a period of instruction or the completion of specific learning objectives.