

Caswell County Schools (170) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 6: Program Accountability

The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the diverse academic, intellectual, social, and emotional needs of gifted learners.

*** Practice A**

Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. §115C-150.5-.8 {Article 9B}), based on a comprehensive program evaluation. This Local AIG Plan has been approved by the local board of education and sent to SBE/DPI for review and comment.

North Carolina statutes require each Local Education Agency (LEA) to develop a three-year local AIG plan designed to identify students who are academically and/or intellectually gifted and to establish procedures for providing appropriate services to those students. The Caswell County Schools AIG District Steering Committee is composed of central office staff, administrators, the AIG chairperson at each school, AIG certified teachers or teachers who have completed the local qualifications from each school, and parents. This committee develops the local AIG plan based on the North Carolina Academically and Intellectually Gifted Program Standards.

Caswell County Schools believes it is best to continuously evaluate the AIG program throughout the three years of each plan cycle. Data points collected both formally and informally are used to assess programming by the District Steering Committee on an annual basis. Data is collected every spring from different groups through the AIG Stakeholder Survey. Parents/Guardians, students, teachers, and administrators offer their thoughts and opinions about the AIG plan, program, and services. Survey data is collected in Google and is converted into easy-to-read graphs and charts, which are shared appropriately. The District Steering Committee examines data from the Stakeholder Survey, identification data, and AIG subgroup growth and proficiency data to determine if programming is successful or if it should be modified to better serve the needs of the AIG students.

Additionally, Caswell County Schools completes an explicit AIG program evaluation every third year using the following to develop a comprehensive AIG plan and program: self-assessment results, AIG Stakeholder Survey results, District Steering Committee input, information from AIG chairpersons at meetings, school board input, feedback from the Office of Advanced Learning and Gifted Education about the current plan, and other informal communication. Subgroups of the represented stakeholders analyze the data mentioned above and make recommendations about which practices are considered areas of high focus and make suggestions about revisions. Including all of the stakeholders and using multiple data sources allows for a continuous discussion about the effectiveness of the AIG plan and program throughout each school year.

In addition to the recommendations made by the District Steering Committee, supplementary local factors such as the rural nature of the county, the lack of large businesses, and community poverty are considered when developing the draft plan.

The draft plan outlines the procedures for student identification, explains the differentiated instruction that will be used to meet the needs of AIG students, describes personnel roles and professional development, highlights partnerships, involves various stakeholders, and ensures program accountability. It is shared with the stakeholder subgroups for review. Revisions and changes are made until a final draft is approved. The final draft is taken to the Caswell County Schools' Board of Education by the AIG Director and AIG Coordinator for approval. Upon school board approval, the plan is submitted to the State Board of Education and the NC Department of Public Instruction.

*** Practice B**

Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.

Caswell County Schools monitors the implementation of the AIG program and plan in accordance with Article 9B. The AIG Director and Coordinator with support from the District Steering Committee, the Needs Determination Teams (NDTs) at each school, administrators, and the superintendent monitor the components of the AIG program and plan throughout each school year.

The District Steering Committee meets once per school year, more if necessary. They receive information regarding how the AIG program and plan are being followed to monitor its implementation. The NDTs meet one to two times a year. These school teams ensure that the screening, referral, and identification processes are completed with fidelity and that the AIG program and plan are being implemented consistently. The superintendent and administrators monitor differentiated services and offer feedback on an as needed basis. The AIG director and coordinator assist all committees, teams, and people as they execute the AIG program and plan.

Stakeholder surveys are administered each spring to students, parents, teachers, and administrators. These surveys offer additional insight into how well the stakeholders understand the AIG program and plan and how well they feel it is being implemented. The AIG director and coordinator collect and disseminate the survey data to stakeholders through the AIG website and/or meetings.

Procedures to Ensure Program and Plan Accountability.

- Maintain AIG rosters, student records, and NC Department of Public Instruction headcounts
- Monitor student performance, growth, and achievement
- Maintain current data regarding credentials of teachers serving AIG students
- Utilize the Caswell County schools K-12 Walkthrough Form to examine instructional practices, particularly differentiated instruction
- Maintain policies and procedures that protect the rights of all AIG students and parents/guardians
- Maintain a District Steering Committee with parents/guardians, AIG chairpersons, and other stakeholders that represents the diverse population of Caswell County Schools
- Post the local AIG plan online for use by all stakeholders

*** Practice C**

Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the Local AIG Plan in accordance with state policy.

The AIG Director works in conjunction with the AIG Coordinator, the Chief Financial Officer, the Federal Programs Director, and the Secondary Curriculum Director to ensure that AIG funds are budgeted and spent in the best way possible to support the AIG department's goals and the students it serves.

The AIG department's goal of having every AIG student taught by a teacher who is certified or meets the local requirements places a high priority on professional development. Additionally, the AIG department focuses on providing opportunities for the AIG students through extension and enrichment. Therefore, required expenses such as salary needs, required professional development offerings, and enrichment activities are a high priority within the budget. Professional development costs may include contracts for the two professional development courses offered yearly, teacher stipends for professional development course completion, and attendance at the North Carolina Association for the Gifted and Talented Conference for the AIG chairpersons, the AIG Director, the AIG coordinator, and/or other appropriate staff. Another item that is prioritized is the costs associated with the universal screener.

By reviewing the AIG budget monthly, the AIG Director and AIG Coordinator are constantly prioritizing the needs of the program. During budget meetings, alignment to the AIG plan, benefits to students, and costs versus value-added are considered prior to any additional purchase and/or expenditures throughout the year. These expenditures may include supplies for extension and enrichment opportunities, such as STEM supplies, field trips, school transition activities, materials for differentiated instruction and program service options, and acceleration. They may also include individual student evaluation assessments, additional professional development for staff, and requested technology tools, devices, and programs if appropriate.

The MTSS model requires that teams regularly analyze student data, programming, and support for students at all tiers, which includes both intervention and enrichment. This model provides avenues to add rigor and differentiation to the core curriculum and enables multiple departments to fund projects that are advantageous to both AIG students and those that need nurturing. AIG, Curriculum, Career & Technical Education, and Title I funds are used to create programs that provide resources to assist in AIG programming and enrichment: Amplify Boost Reading in grades K-5, Boost Reading/Lectura for selected Spanish-speaking elementary students, i-Ready Reading and Math in grades 6-8, and CTE materials and supplies for courses such as Drone Technology, Firefighting, and Horticulture are just a few.

*** Practice D**

Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.

The AIG department and the Testing and Accountability department work closely together to maintain, analyze, and share AIG student performance, growth, and drop-out rates. This data is posted on the Caswell County Schools' website for all stakeholders to view.

AIG student growth and achievement data determined by End of Grade (EOG) and End of Course (EOC) tests, Advanced Placement (AP) exams, and the American College Test (ACT) is distributed by the Testing and Accountability Director to curriculum directors, the AIG Director, and administrators. The Testing and Accountability Director meets with each administrator to complete an in-depth data dive each year. Additionally, the curriculum directors and administrators complete data dives that examine the AIG population to determine if instruction is helping students grow or if there needs to be a shift with instructional practices.

Curriculum directors, the AIG Coordinator, administrators, and teachers may meet to discuss data from Check-Ins, Dibels, and i-Ready. These conversations focus on the proficiency and growth and correlate with grade-level MTSS meetings. Curriculum directors and administrators are able to help teachers group students according to their needs for remediation, intervention, or enrichment, ensuring that best practices are happening in each school. By participating in the data dives and grade level MTSS meetings, curriculum directors and administrators monitor policies and the AIG coordinator helps teachers locate gifted students and what instructional practices they need.

Additionally, AIG drop-out data is discussed at administrator meetings and among administrators, curriculum directors, the AIG Director, the AIG Coordinator, and counselors. AIG dropout numbers remain low due to the practice of writing Individualized Differentiated Education Plans (IDEPs) for these students who are failing courses or have low attendance. The IDEPs require at a minimum quarterly individual student meetings with the AIG coordinator to encourage course completion and curb failing grades and dropout.

*** Practice E**

Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.

The AIG department believes that by maintaining, analyzing, and responding to data concerning referral, identification, services, and retention, all students who are gifted will receive appropriate supports within the AIG program.

Referrals often happen after universal aptitude screeners (one time a year) and achievement tests (one-two times a year). Scores are analyzed at the district level by the AIG coordinator and placed in spreadsheets that are shared with the AIG chairperson, principal, and the Needs Determination Team (NDT) at each school. By having multiple people analyze the data, the chance of missing a child who should be referred declines. Additionally, by highlighting students who may be close to cutoff scores, the NDTs are thus required to examine other data sources for students who could be identified using a different pathway, increasing identification in students whose giftedness may be masked.

Throughout the identification process, additional data such as grades, ratings from the Slocumb-Payne Teacher Perception Inventory, responses to interview questions, and observation notes are added to the above-mentioned spreadsheet and are used to help make an identification decision. A consistent trend in Caswell County Schools is that these pieces of data lead to more placements than aptitude and achievement data alone, which is why they continue to be analyzed for placement consideration. If a student does not clearly meet the required criteria, NDTs may use the "AIG Environmental Factors to Be Considered" (Form AIG-3) to help make a decision. The factors included on this form have been identified as factors that may mask giftedness. If an NDT needs support in making an identification decision, they may use the "Alternate Considerations for Placement/Request for Alternative Assessment" (Form AIG-8) to request for additional testing and data collection from the Central Review Team (CRT). Once a decision has been made, the AIG forms used for placement consideration and any other supplemental information is placed in an AIG folder. If a student is identified, the originals are placed in the child's cumulative folder and copies are sent to the AIG department where they are reviewed and stored. If a student is not identified, the AIG chair retains the AIG forms and supplemental information in case it is needed in the future. If a student is not placed and the CRT was involved, the AIG forms and supplemental information is retained and stored by the AIG department.

At the beginning of each year, AIG enrollment is reviewed by the AIG Coordinator before Differentiated Education Plans (DEPs) are created. Grade-level lists with AIG identifications and demographic information are shared with the AIG chairperson and principal at each school. These lists make the principals aware of who their AIG students are. DEPs are written by the classroom teachers with support from the AIG chairperson at each school. Copies of the signed DEPs are reviewed and stored by the AIG department. By reviewing the DEPs each year, the AIG coordinator can confirm that each identified student is scheduled to receive appropriate services. Principals at each school are responsible for monitoring the implementation of the services stated on the DEPs.

Additionally, the AIG Coordinator makes note of students who are no longer enrolled in the school district and of the middle and high school students who are identified, but are not taking any advanced courses. The AIG Coordinator reviews PowerSchool/Infinite Campus information to determine why the students have not returned to the school district. Reasons are noted on the students' folders in the AIG department and shared with the appropriate directors. The historic trend is that students, minus those who have moved out of the district, typically leave during the transition from

elementary to middle school more than at any other time. Directors and administrators are aware of this and are constantly working to change this trend.

The AIG Coordinator writes Individualized Differentiated Education Plans (IDEPs) for those students who are not enrolled in any advanced courses. The AIG Coordinator meets with these students at least once per marking period to ensure they are present at school, turning in assignments, and communicating with their teachers. The purpose of this is to encourage these students to meet the criteria for and to take advanced courses in the future. Each IDEP student meeting is documented to monitor student change and support given. The AIG coordinator collaborates with the school counselors to ensure that if a student has an additional need, it is being met, and to make schedule changes when these students are ready to enter back into advanced courses. The IDEPs and the support given to those students, bolsters the work of retaining and graduating all AIG students.

*** Practice F**

Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the Local AIG Plan.

Caswell County Schools maintains current data regarding the credentials of personnel serving AIG students in order to ensure that the goals and strategies outlined in the local AIG plan are being met.

The AIG Director and the human resources office maintain current data regarding AIG licensure and local professional development requirements, which includes Advanced Placement certification and/or the completion of the locally required AIG professional development. Teachers' AIG licensure, coursework, Continuing Education Units, and/or AP coursework are shared by the AIG department with school principals prior to when class placement and scheduling decisions are made. Administrators at each school, assisted by the AIG Director or Coordinator if requested, develop class lists of cluster-grouped students and place them with the appropriate teachers in grades Kindergarten-8. In high school, teachers with the correct credentials are matched with the appropriate advanced courses.

Additionally, administrators use the personnel data to encourage teachers to partake in the local AIG professional development to build their school capacity of teachers who are trained to serve gifted students.

*** Practice G**

Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the ongoing implementation and effectiveness of the local AIG program to support continuous program improvement.

Stakeholders, such as students, parents/guardians, teachers, and administrators, are given opportunities to provide feedback regarding the implementation and effectiveness of the local AIG program throughout the school year, but most notably through the AIG Stakeholder Survey each spring.

The AIG Stakeholder Survey is shared with stakeholders to gather their input for the following topics: enrichment, extension, and acceleration; rigorous curriculum and differentiation; benefits of services; the social emotional needs of AIG students; the Differentiated Education Plan; and the comfort level of home-school communication. The survey also offers the opportunity to describe any strengths/positives and needs/weaknesses they see with the AIG program.

Notification of the survey is noted in the spring AIG newsletter. The survey is taken online. A printed survey is given when requested. Results are shared with school administrators and AIG chairpersons, who disseminate the information as they see best at their schools. Additionally, survey results are shared at district leadership meetings with Central Office directors.

Informal evaluative feedback is collected at open houses, DEP meetings, parent-initiated conversations, through student conferences with the AIG Coordinator, administrator observations, and district leadership meetings. Meetings with the AIG chairpersons and the District Steering Committee also offer opportunities to gather feedback about the implementation and effectiveness of the AIG program.

*** Practice H**

Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders.

Data from the Stakeholder Survey, given to students, parents/guardians, teachers, and administrators, is shared with district and school-level administrators and AIG chairpersons at the end of each school year in order for them to analyze and reflect while planning for the following year. Administrators share the information as they deem appropriate within their schools. Additionally, the fall AIG newsletter contains excerpts of the data. Since the survey is completed anonymously, confidentiality is not an issue.

Evaluative feedback collected during open houses, DEP meetings, parent-initiated conversations, through student conferences with the AIG Coordinator, administrator observations, and district leadership meetings is discussed with appropriate stakeholders in a timely manner in order to address any concerns or issues.

The NCDPI's Local AIG Plan Review and comments offered by the Office of Advanced Learning and Gifted Education are shared with district leadership, the District Steering Committee, and AIG chairpersons after it has been received. It is reviewed and discussed initially and then used as part of the evaluation process while rewriting the local AIG plan.

Sharing data in these ways allows for transparency and creates a tool to spark conversation and discourse.

*** Practice I**

Safeguards the rights of all AIG students and their parents/guardians through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

See table below.

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Process

Procedure

<p>Informed consent for identification</p>	<p>* To ensure personnel working with gifted children consider the rights of these students, potentially gifted students, and their families when making decisions, the AIG plan outlines procedures for resolving disagreements, parents/guardians' rights, and informed consent. Parents/Guardians are informed of these through Your Rights as a Parent/Guardian (Form AIG-5). This form and the Consent for Evaluation (Form AIG-4) must be signed by a parent/guardian before any evaluation of the student begins. These signed forms are placed in the student's AIG folder and copies are placed in the initial placement AIG folders housed in the AIG department.</p>
<p>Informed consent for placement</p>	<p>* Once a Needs Determination Team (NDT) has determined that a student meets the criteria to be identified as AIG, the parents/guardians are contacted to discuss service options and offer their input. The Initial Placement Decision/Evaluation Results (Form AIG-10) is used as an invitation to this conference.</p> <p>During the conference, the Summary of Individual Student Eligibility and Placement Record (Form AIG-6) is reviewed with the parent/guardian. This form explicitly details the evidence for the placement recommendation. The parent/guardian signs the form and agrees or does not agree for the child to receive services in the AIG program. If the parent/guardian agrees, a Differentiated Education Plan (Form AIG-13, 14, or 15) is created with support from the NDT and the parent/guardian.</p>
<p>Transfer procedures</p>	<p>* Students who transfer in from other Local Education Agencies with an AIG identification keep the identification and are placed in an AIG cluster group (K-8) or in appropriate advanced classes. A Differentiated Education Plan (DEP) is created to address the students' needs. If an Individualized Differentiated Education Plan (IDEP) needs to be created, the AIG coordinator is notified and individualized alternative service and support options are determined.</p>
<p>Reassessment procedures</p>	<p>* Each AIG student's performance and data is reviewed two times a year. During the semester change, teachers evaluate the student's performance as evidenced in grades, work samples, and if applicable, universal screeners and assessments. During this evaluation, if it is determined that the DEP is appropriate, services continue in the manner they are written in the DEP. If it is determined that the student's DEP needs to be modified or changed to an IDEP, the DEP Midyear Review Letter (Form AIG-17) is sent to the parent/guardian to ensure they are aware of the changes and to determine if the parent/guardian needs more information regarding the services.</p> <p>At the end of each year for elementary and middle school students and at the end of each semester for high school students, End of Grade and End of Course data is reviewed in an NDT meeting. Teachers may bring a portfolio of work to this meeting as well. Scores and portfolio items may lead to a change in identification due to the addition of a subject. For example, a student may be identified as AR and meets the score requirement on the EOG to add Math to her identification, thus, changing her identification from AR to AG. However, students are never removed from the gifted program unless by written parent request. If a student has been unsuccessful, it may be determined to utilize an IDEP to add supports for that student in the future, but they remain in the program.</p>

Procedures to resolve disagreement

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When a student is referred to the Needs Determination Team (NDT), the parent/guardian must sign Your Rights as a Parent/Guardian (Form AIG-5) before any evaluation of the student may begin. This form explains the due process rights of the parent/guardian in regards to the processes leading to an identification and explains the steps for resolving disagreements.

Excerpt of the Your Rights as a Parent/Guardian (Form AIG-5)

If a parent disagrees with any decision(s) of the school-site committee regarding, referral, identification, or services, the following procedure will be followed:

1. The parent may request in writing a conference with the NDT within 10 days of the decision being appealed. Written response will be sent to the parent within 10 days.
2. If the parent still disagrees with the decision, he/she may appeal in writing to the principal within 10 days. The principal will schedule a Central Review Team conference with the AIG director within 10 days.
3. If the disagreement is not resolved, the parent may make a written appeal to the superintendent within 10 days. A conference will be scheduled within 10 days of the request. The superintendent will respond in writing within 10 days. Mediation may be an option at this point.
4. The superintendent's decision may be appealed in writing to the local Board of Education within 10 days. Following Board of Education review, a written decision will be made within 30 days of the complaint being received by the Board.
5. If local efforts fail to resolve the disagreement, the parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The hearing will be limited to consideration of (1) whether the local school unit improperly failed to identify the student as an AIG student or (2) whether the local plan has not been implemented appropriately.

Following the hearing, the administrative law judge will make a decision based on the findings of fact and conclusions of law. The decision of the administrative law judge becomes final, is binding on all parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. ATTORNEY FEES ARE THE RESPONSIBILITY OF THE PARENT.

*** Ideas for Strengthening the Standard**

Caswell County Schools' AIG department may need to create a list of all data that should be analyzed to ensure that all data points are discussed. Some of this data may include EVAAS AIG growth, retention rates, AIG EOG and EOC data.

Planned Sources of Evidence

* AIG budget, approved purchase orders, requisitions, invoices

* NC Department of Public Instruction AIG headcounts and identification data sets

* AIG professional development sign-in sheets and feedback

Documents

Type

Document Template

Document/Link

AIG Standard 6 Additional Resources

N/A