

Asheboro City Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2019-2022

Approved by local Board of Education on: 13-JUN-19
LEA Superintendent's Name: Terry Worrell
LEA AIG Contact Name: Megan Smith
Submitted to NC Department of Public Instruction on: 18-JUN-19

Asheboro City Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and relate to the categories related to NC's AIG legislation, Article 9B (N. C. G. S. 115C-150.5). These best practices help to clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs.

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2019-2022. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2019-2022, Asheboro City Schools local AIG plan is as follows:

Asheboro City Schools Vision for local AIG program: The Asheboro City Schools' Board of Education is committed to providing quality learning opportunities for all students. We acknowledge our responsibility to discover, cultivate and develop the potential of each student. Asheboro City Schools will be a community of excellence where each student graduates globally competitive for college, careers, and citizenship. We are committed to providing rigorous, individualized, and engaging learning opportunities for all students in a safe and inviting environment to ensure our students become successful lifelong learners, prepared for global citizenship.

We recognize that:

- Gifted students come from all socioeconomic, cultural, and ethnic background; gifted students come in all shapes and sizes and exhibit varying characteristics.
- Gifted students have exceptional abilities, talents, and strengths.
- Gifted students whose intellectual capacity, rate of learning, and potential for creative contributions demand experiences apart from, but connected to, the regular classroom.
- Gifted students exhibit high performance, or the potential to achieve, in academic, intellectual, or creative endeavors.

•Gifted students are individuals with potential who require guidance in discovering, developing, and realizing their potential as individuals and members of society.

We believe that:

•It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate the academic, emotional, and social needs of gifted students.

•It is our responsibility to provide students with a continuum of educational services that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

•It is our responsibility to provide specialized instruction that is integrated with the regular curriculum and the intellectual, academic, and social and emotional needs of academically and/or intellectually gifted students.

•Under this philosophy, it becomes the responsibility of the entire staff to meet the needs of gifted students by identifying their gifts and talents and developing those areas.

•Continuous communication and collaboration among teachers, parents, administrators, and community members are essential to meet the needs of all students.

•This philosophy also requires a strong partnership between the school system and community.

•These services should be provided by well-qualified, knowledgeable staff.

Sources of funding for local AIG program (as of 2019)

State Funding	Local Funding	Grant Funding	Other Funding
\$336753.42.00	\$24000.00	\$0.00	\$0.00

Table of Contents

Standard 1: Student Identification	5
Standard 2: Comprehensive Programming within a Total School Community	16
Standard 3: Differentiated Curriculum and Instruction	28
Standard 4: Personnel and Professional Development	36
Standard 5: Partnerships	42
Standard 6: Program Accountability	47

Standard 1: Student Identification

The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.

Practice A

Develops screening and referral processes that lead to AIG identification at all grade levels.

District Response: Asheboro City Schools' AIG plan outlines the steps for K-12 screening and referral process. A student search is conducted annually to create a pool of students for possible identification. Each student in the pool is reviewed for nomination. Student nominations, referrals, and evaluations are conducted throughout the school year.

- Needs Determination Team for school and district meets annually to determine eligibility.
- Identification procedures are posted on school and district websites.
- Identification procedures are shared at community information sessions.
- Identification procedures are shared with school personnel annually.
- Parents, teachers, and administrators are invited to attend Differentiated Education Plan meetings.

The Formal Screening Process is as follows:

- School-wide testing of all 3rd grade students:
- Aptitude: Cognitive Abilities Test (CogAT) composite or subtest scores > 90%
- Achievement: Iowa Test of Basic Skills (ITBS) reading and/or math scores > 90%

A second testing opportunity for a group aptitude and group achievement test may be given to a screening pool of fifth grade students based on a student search. The fifth grade students that meet at least one of the criteria below will be given the option to take these group assessments.

- Currently identified AIG, in Asheboro City Schools, for reading or math or both
- Scored at or above the 85th percentile on the third grade whole grade screening in either IOWA (reading or math) or CogAT (composite or subtest score)
- Scored at or above the 85th percentile on the 4th grade End of Grade (EOG) test in reading or math or both
- Parent or teacher referral (Must follow the ACS AIG guidelines for referring a student for AIG services)
- Students other than 5th graders may be included in the small group administration if they have received approval to test based on parent, student or teacher referral.

Student nominations, referrals, and evaluations are conducted throughout the school year. Referrals may include:

Teacher, principal, or guidance counselor nomination based on at least one of these:

- Checklists and observation forms
- Student work samples and portfolios
- Standardized test scores
- LEP students who advance at least 3 proficiency levels in one school year or less

OR

Student and/or parent nomination based on at least one of these:

- Parent checklist and/or rating scales
- Testing by outside psychologist

When the Needs Determination Team determines individual testing is needed, a Permission for Testing is completed by the parents/guardians. The Needs Determination Team will specify which individual or group test(s) should be administered for each student. A parent, student or teacher may make a written request for additional testing. These individual test/retest requests will be reviewed by the district Needs Determination Team. Those recommended by the NDT or as parent/teacher request will be offered during the annual testing window for grades 3, 5, and 7. Student test scores are valid for two years after date of testing and retesting will only be proposed outside of that two year window.

AIG specialists implement the screening and district identification process and procedures. Knowledge of the characteristics of and identification procedures for intellectually, academically, creatively, culturally diverse, and twice-exceptional gifted learners are shared with stakeholders. An understanding of the relevance of cultural, ethnic, and socioeconomic factors in relation to assessment and achievement for individual students is realized.

AIG specialists:

- Implement district gifted identification procedures and interpret assessments to identify the unique needs of gifted students.
- Communicate and review the district flowchart that outlines the screening and referral process that may lead to identification to stakeholders.
- Collaborate with classroom teachers on an ongoing basis in nominating students for gifted education program services.
- Conduct annual meetings to inform all parents and teachers of students' eligibility for program placement and services.
- Communicate with school personnel about the characteristics and needs of AIG students.
- Communicate about screening, nomination and services in English and other native languages, as needed.
- Use assessment information in making eligibility, program, and AIG service option decisions for individuals including those from culturally and/or linguistically diverse backgrounds.
- Interpret assessment data to plan appropriate curricular offerings based on individual profiles of the students.

See attachments 4/5 for Student Search Process Chart.

Practice B

Establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

District Response: Asheboro City Schools includes multiple criteria for student identification including measures of aptitude, achievement, and alternative forms of assessment. These criteria incorporate measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both non-traditional and traditional measures that are based on current theory and research. Identification procedures also include multiple entry points for identification. Asheboro City Schools has clearly defined identification criteria for Intellectually Gifted (IG), Academically Gifted (Reading and Math-AG), Academically Gifted in Reading (AR), and Academically Gifted in Math (AM).

In order to ensure a comprehensive identification process, the district employs multiple criteria for identification at all grade levels. The comprehensive multiple criteria for identification will be communicated clearly to teachers, administrators, parents, families, and stakeholders in the AIG program. Decisions regarding identification will be based on the multiple criteria for identification. (See attachments 2 and 3 for multiple criteria for identification.)

Asheboro City Schools Pathways for AIG Eligibility are as follows:

Grade K-3: Students in kindergarten through 3rd grade must meet all criteria listed below to qualify as Academically Gifted (AG reading and math) or Academically Gifted in Reading (AR) or Academically Gifted in Math (AM). Students who meet all criteria will require an Individual Differentiated Education Plan (IDEP).

- 98th-99th percentile on Intelligence Test Composite
- 98th-99th percentile on National Normed Achievement Test
- Teacher recommendation based on Teachers Observation of Potential in Students (TOPS) form, checklists, and work samples. This measure is related to student performance and motivation.
- Exemplary Quality Portfolio using the portfolio rubric. The student portfolio must be reviewed by the Needs Determination Team and portfolio artifacts must be in area under consideration.

Grades 4-8: Students in grades 4 through 8 may qualify for Academically and/or Intellectually Gifted Services based on a multiple criteria approach. Students may qualify for services in the following areas: Intellectually Gifted (IG), Academically Gifted (AG-reading and math), Academically Gifted in Reading (AR) or Academically Gifted in Math (AM). Students in grades 4 through 8 may qualify for differentiated services through three different pathways:

Pathway One: 90th percentile or greater on Intelligence Test. Students who meet Pathway One will be identified as Intellectually Gifted (IG) and will require an Individual Differentiated Education Plan (IDEP).

Pathway Two: Students must have intelligence OR aptitude AND achievement in area under consideration. Students who meet Pathway Two will be identified as Academically Gifted (AG: Reading and Math), Academically Gifted in Reading (AR) or Academically Gifted in Math (AM).

Students must meet aptitude and achievement criteria to qualify for AIG services in Pathway Two. Students who qualify through Pathway Two will require a group Differentiated Education Plan (DEP).

- Aptitude: 90th percentile or greater on Intelligence Test composite OR 90th percentile or greater on an Aptitude measure. Aptitude measures may include composite, partial composite or subtest percentiles. Average of Standard age scores (SAS) converted to percentile.

Reading partial composites or subtests=Verbal + Nonverbal; Verbal; Nonverbal

Math partial composites or subtests= Quantitative +Nonverbal; Quantitative; Nonverbal

- Achievement: 90th percentile or greater on National Normed Achievement test in reading and/or math.

Pathway Three: Students must have intelligence OR aptitude OR achievement in area under consideration. Students who meet Pathway Three will be identified as Academically Gifted (AG reading and Math), Academically Gifted in Reading (AR) or Academically Gifted in Math (AM). Students must have one standardized test and rating scale to qualify with Pathway Three. Students who qualify through pathway three will require a group Differentiated Education Plan (DEP).

- Standardized Test

90th percentile or greater on Intelligence Test composite

OR

90th percentile or greater on Aptitude composite, partial composite or subtest

Aptitude scores may include composite, partial composite or subtest percentiles. Average of Standard age scores (SAS) converted to percentile.

Reading partial composites or subtests=Verbal + Nonverbal; Verbal; Nonverbal

Math partial composites or subtests= Quantitative +Nonverbal; Quantitative; Nonverbal

OR

90th percentile or greater on National Normed Achievement test in reading and/or math

- Rating Scale Score of greater than or equal to 60 on 4 of the 6 areas of a Gifted Rating Scale. These areas include: Intellectual Ability, Academic Ability, Creativity, Artistic Talent, Leadership and Motivation. The rating scale is completed by the classroom teacher and/or any other Grade 4-8 teacher.

Grades 9-12: Students in grades 9 through 12 may qualify for Academically and/or Intellectually Gifted Services based on the same pathways in grades 4-8. Students in grades 9-12 may qualify for services in the following areas: Intellectually Gifted (IG), Academically Gifted (AG-reading and math), Academically Gifted in Reading (AR) or Academically Gifted in Math (AM). Standardized assessments for students to qualify for differentiated services in grades 9-12 may change based on age appropriate measures. Possible standardized age appropriate measures may include: PSAT, SAT, ACT.

Asheboro City Schools may use the following as components for multiple criteria to develop a comprehensive profile for each student in the identification pool:

- System-wide screening in grade levels by administering nationally normed aptitude and achievement tests. The LEA will administer the Cognitive Abilities Test (CogAT) and the Iowa Test of Basic Skills (ITBS).
- Small-group screening by administering nationally normed aptitude and achievement tests based on referrals.
- Elementary teachers complete a gifted rating scale that may include a TOPS (Teacher Observation of Potential in Students) form in order to have a comprehensive profile of potential in students.
- English Language Learners (ELL) who advance at least three proficiency levels in one school year or less will be placed in a pool for possible services.
- Parent, teacher, and student nomination process for student identification.
- Gifted Rating Scales may be completed by classroom teachers as a portion of the multiple criteria for identification. Gifted Rating Scales may include both traditional and non-traditional measures of giftedness.
- No formal assessments are required for gifted program options at the high school.

These are currently used test instruments/other criteria as part of gifted services eligibility decisions:

Individualized Tests of Aptitude:

- CTONI: (Comprehensive Test of Nonverbal Intelligence). If students do not have enough receptive language to understand the verbal directions, a CTONI should be administered since those directions are in pantomime.
- Naglieri Ability Test - NNAT: The Naglieri Non-verbal Ability Test (NNAT) is a nonverbal test that assesses mental ability by requiring the examinee to solve problems presented in abstract figures and designs. However, the tests do provide an accurate assessment of learning potential of Limited English Proficient (LEP)s and students of the non-dominant culture, as well as students of lower socio-economic levels.
- RIAS (Reynolds Intellectual Abilities Scale): The RIAS is an individually administered test of intelligence appropriate for ages 3 years through 94 years with a conformed, supplemental measure of memory. The RIAS includes a two-subtest Verbal Intelligence Index (VIX) and a two-subtest Nonverbal Intelligence Index (NIX).
- Universal Nonverbal Intelligence Test - UNIT: The UNIT is intended to provide a fair assessment of intelligence for children and adolescents who have speech, language, or hearing impairments; color-vision deficiencies; different cultural or language backgrounds; and those who are verbally uncommunicative.
- Weschler Intelligence Scale for Children - Fourth Edition - WISC-IV, and R: The WISC-IV is an individually administered clinical instruction for assessing the cognitive ability of children 6 years 0 months through 16 years 11 months.

Individualized Test of Achievement:

- The Woodcock-Johnson III Tests of Achievement (WJ III ACH; Woodcock, McGrew, & Mather 2001) is an individually administered battery of achievement tests for ages 2 to 90+ years. The WJ III ACH has 22 tests, with 12 in the Standard Battery and 10 additional ones in the Extended Battery. (See attachment 1 for testing components for Woodcock Johnson.)
- The Iowa Test of Basic Skills (ITBS) is a test of achievement for grades K-12. The ITBS includes

Vocabulary, Reading Comprehension, Spelling, Capitalization, Punctuation, Usage and Expression, Math Concepts and Estimation, Math Problem Solving and Data Interpretation, and Math Computation testing section.

The following tests/instruments may be accepted as part of gifted services eligibility decisions when reviewing records of transfer students.

Intelligence/Aptitude Tests: Cognitive Abilities Test; Comprehensive Test of Non-Verbal Intelligence (CTONI); Weschler Scales (WISC-IV, WAIS-R); Weschler Preschool and Primary Scale of Intelligence, Third Edition (WPPSI-III); Naglieri Non-Verbal Ability Test (NNAT); Universal Non-Verbal Intelligence Test (UNIT)

Achievement Tests: Iowa Test of Basic Skills (ITBS); Woodcock-Johnson Psychoeducational Battery-III Test of Achievement-English and Spanish.

The list above reflects frequently used instruments, it is not exclusive. Additional tests may be used as long as there are norms and the test is being used for the purpose for which it was developed.

Unapproved Tests/Instruments: WRAT, PIAT, PPVT, Slossan, or any other tests developed for the purpose of screening are not designed and/or normed for the purpose of gifted service decisions.

Practice C

Ensures AIG screening, referral, and identification procedures respond to under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

District Response: Asheboro City Schools' Academically and/or Intellectually Gifted Program uses a multiple criteria approach for nominating potential AIG learners. The district population currently consists of approximately: 38% white, 13.7% black, and 43% Hispanic. The nomination process provides a well-articulated procedure for equal opportunity, equity/access to all students including minority students, English Language Learners, students with disabilities, students who are economically disadvantaged, intellectually gifted and other underserved groups. AIG Specialists provide professional development to promote understanding of traditional and nontraditional characteristics to address misconceptions about under-represented groups. AIG Screening, referral, and identification procedures for ACS include measures of aptitude, achievement, and alternative assessment measures. Students from traditionally under-represented populations may also qualify for alternative testing measures based on decisions from school or district Needs Determination Team. Asheboro City Schools incorporates the use of nonverbal aptitude score for screening and identification.

The screening process is ongoing includes the screening of all students in multiple grade levels. The formal student search will be conducted annually. This search will include a review of test data using reports compiled by the Asheboro City Schools' stakeholders. Students will be considered for the AIG Pool of potentially identified students if they achieve a score ≥ 90 th percentile on a nationally

normed test of achievement or aptitude. In addition, a Non-Verbal battery score of ≥ 90 th percentile on the Cognitive Abilities Test (CogAT) can be used as a qualifying score to gain entrance to the AIG pool.

In addition to standardized test data, the use of nontraditional methods will be used for effective screening, nomination, and identification of underserved populations who may manifest giftedness in different ways. Asheboro City Schools will use teacher recommendations, work samples, portfolios, and other research-based checklists and rating scales. This pre-nomination pool will be sent to the school-based Needs Determination Team for Academically and/or Intellectually Gifted (NDT-AIG) for review.

The School Needs Determination Team may be comprised of the following members:

- (a) Current classroom teacher or previous classroom teacher
- (b) Principal or designee
- (c) School counselor
- (d) Regular education teachers representing next grade levels
- (e) AIG specialist

The NDT-AIG will work with classroom teachers to determine which students from this pool should be nominated for differentiated services. Parents, students, and teachers may also nominate students who do not appear in the screening pool. Supporting documentation such as work samples and research-based checklists may accompany these nominations. Nomination data collected from teachers, parents, students, psychologists, and/or central office staff may include standardized achievement test scores, end-of-grade scores, CogAT group and/or individual aptitude scores, grade averages, work samples, and cognitive/behavioral checklists.

When students with disabilities or a 504 plan participate in district-wide assessments, students receive testing modifications and/or accommodations as indicated in their individual plan. These modifications/accommodations are also provided for AIG screening and formal assessments. Data from the student search is recorded by the AIG Specialists on AIG Identification Pool Spreadsheets. The students who make up the Identification Pool may or may not require differentiated services. Students from underrepresented populations may need additional opportunities for AIG identification and differentiated services. This may include: increased collaboration between the AIG Specialist and the ELL teachers to collect data for students who grow three or more language levels in one academic school year, Exceptional Children teachers, collection of qualitative data from various checklists, AIG nomination/identification procedures and DEP parent meetings are communicated in parents' native language, and increased communication between the AIG Specialist and school personnel on AIG identification and nomination procedures.

The individually administered Naglieri Nonverbal Ability Test is also available for use with students from under-represented populations based on recommendation from NDT.

Individually administered tests may be preferable under certain circumstances in order to identify potentially gifted students from underrepresented populations. Individual assessments may be administered as needed throughout the year by professional personnel and as determined by the Needs Determination Team if:

-The student has a documented medical condition or disability that may interfere with the ability to

- perform well in a group situation (i.e., ADD, chronic asthma).
- The student has cultural differences that may interfere with language usage (i.e., ELL).
 - The student is from an economically disadvantaged background.
 - The existing group data (current within 12 months) on this student does not provide sufficient information to make the decision about the need for services.

Practice D

Implements screening, referral, and identification processes consistently within the LEA.

District Response: Asheboro City Schools maintains a systematic process for screenings, referrals, and identification within the district. AIG specialists provide yearly school based professional development through staff meetings and/or grade levels meetings regarding the screening, referral and identification processes to ensure consistent implementation. There is a Needs Determination Team at each school and a district level Needs Determination Team which serves as a review of school decisions. (See Attachment 4 for Student Search Process)

The School Needs Determination Team may be comprised of the following members:
One member of the NDT-AIG must be the AIG Specialist. The school level NDT should have no less than four people present. Other members should be selected from the following and must include one member who is knowledgeable about the child:

- (a) Current classroom teacher or previous classroom teacher
- (b) Principal or designee
- (c) School counselor
- (d) Regular education teachers representing next grade levels

The District Needs Determination Team (NDT-AIG) is comprised of:

One member of the district NDT-AIG must be the AIG Coordinator/AIG Lead Specialist. Other members should be selected from the following and must include one member who is knowledgeable about the child:

- (a) AIG Coordinator/Lead Specialist
- (b) AIG Specialist

The district NDT-AIG Team should have no less than four people present.

An annual review will be completed at the end of each school year for all students who have a Differentiated Education Plan (DEP) and Individual Differentiated Education Plan (IDEP). At the end of the each school year, each previously identified student will be reviewed by the AIG District Needs Determination Team. The goal is to provide consistency in identification, placement, and service options.

The annual review process is as follows:

1. Indicate the annual review date at the top of the new DEP or IDEP.
2. Review the student's performance in both gifted and general education settings.
3. Discuss the appropriateness of the options selected on the current Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP).
4. Recommend services matched to student's level of need.
5. Indicate the options selected for the next school year on the Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP).
 - a. Consider same level in intensity of services.
 - b. Consider an increased level in intensity of services.
 - c. Consider a reduced level in intensity of services.
6. School Level NDT members who are present will sign the DEP or IDEP.
7. Send an invitation to notify parents of a conference to discuss their child's DEP or IDEP for the upcoming year.
8. If a parent withdraws a student from the AIG program, an exit form must be completed.
9. 4th grade to 8th grade – DNDT will sign after review. Members will sign/date to represent the team.
10. Changes during the school year will be addressed by the AIG Specialist with individual IDEP or DEP meetings.

Practice E

Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/ families, students, and the community-at-large.

District Response: AIG Specialists maintain a communication plan regarding AIG student screening and referral by developing procedures that are available in various formats. Procedures for screening, referral, and identification are communicated to parents/families, school personnel, and students through an annual parent meeting and on the district website. AIG Specialists share screening, referral, and identification procedures with school personnel annually at faculty meetings and/or collaborative grade level meetings, and with parents/families/students annually at Differentiated Education Plan (DEP) meetings. In addition, AIG information regarding screening process is disseminated throughout the school year at events such as open house, school level family engagement nights, and other district activities. These procedures are available in different media formats including technology components such as the district website and/or social media outlets. Translators are available at these events.

AIG Specialists maintain and review annually with parents/families documentation that explains the identification process and service options for AIG students.

Practice F

Documents a student's AIG identification process and evidence which leads to an identification decision. This documentation is reviewed with parents/families and maintained in student records.

District Response: Differentiated Education Plan (DEP) or IDEP forms for all students are updated each year. DEP meetings are held annually for parents of AIG students at all schools K-8. At annual DEP meetings, the AIG Specialist reviews the Asheboro City Schools' identification process and service options for AIG students. Parents/families review the AIG student's DEP with the AIG specialist and are provided time to ask questions about identification and service options. AIG Specialists also review enrichment opportunities, potential content modification, and potential learning environment modifications. All DEPs are held in a central server to maintain individual student's AIG electronic documentation.

For rising 9-12th grade students, the AIG specialist and the school counselors will advise AIG students on course selection and enrichment opportunities. Rising 9th grade AIG students will develop a 4 year plan with the middle school AIG specialist and school counselor based on students' interests and academic strengths that capitalize on advancement opportunities for high school.

An end of year review of all K-12 IDEPs and Grade 4-8 DEPs will be conducted by the AIG Specialist. IDEPs and DEPs are on file at each school and are available for review at any time by parents, administrators, classroom teachers, and teachers of the gifted. Parents of AIG students are also provided a copy of the IDEP or DEP for their records.

AIG student records are maintained in Powerschool and in a district database to ensure appropriate AIG identification records. Powerschool information is compared with district database records on a regular basis so that they accurately reflect students' identification records. AIG student records are updated regularly in order to accommodate transfer students and/or newly identified students throughout the school year.

Ideas for Strengthen the Standard: During the 2019-2022 cycle, Asheboro City Schools has the following goals related to Standard 1:

-To improve the community at large communication. The Asheboro City Schools' AIG website will be updated with current plan information, pathways for identification, and general information about the AIG program in Asheboro City schools. New materials will be translated.

-To continue research on non-traditional measures for identification for AIG services. Asheboro City Schools currently utilizes measures of aptitude and achievement at multiple entry points. In order to develop an additional non-traditional measure, the AIG district team will continue to research various non-traditional processes for students who are culturally/ethnically diverse, economically disadvantaged, English Language Learners, highly gifted, intellectually gifted, or twice exceptional.

Sources of Evidence:

- Parent DEP Meeting sign in sheets
- School Faculty Meeting sign-in sheets/presentations
- AIG specialists data spreadsheets for AIG identified student
- AIG specialists talent pool spreadsheets

6/18/2019

- AIG student folders
- Standardized test data, system wide benchmark scores, gifted rating scales
- Individualized Tests of Aptitude
- Individualized Tests of Achievement
- Work Samples
- Nomination Forms
- Differentiated Education Plan (DEP)
- Individualized Differentiation Plan (IDEP)
- Multiple Criteria for Identification Document
- District Website

Standard 2: Comprehensive Programming within a Total School Community

The LEA provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.

Practice A

Delivers an AIG program with comprehensive services that address the needs of gifted learners across all grade levels and learning environments. These services are aligned to a student's AIG identification.

District Response: Asheboro City Schools provides a variety of programming services K-12 for gifted learners including cluster group options, special extension classes, small learning communities, mentorships, dual enrollment, and special counseling services to address students' academic and psycho-social needs.

AIG services by grade span includes:

Grades K-3

- collaboration with classroom teachers to provide appropriate differentiation for gifted learners
- consulting with parents to meet educational needs of students and inform about extra-curricular opportunities for gifted learners
- library of resources available to teachers and administrators to encourage critical thinking and differentiation of instruction
- professional development opportunities to increase classroom teacher awareness of the needs of gifted learners

Grades 4-8

- collaborative planning and instruction that differentiates for gifted learners
- projects and learning opportunities that offer choice and flexible pacing for gifted students
- after school clubs and other extra-curricular opportunities for gifted learners
- collaboration with school counselors to meet students' social and emotional needs
- small group instruction specific to academic needs of gifted students
- push-in services in order to co-teach and support whole group classroom instruction
- professional development opportunities to increase classroom teacher awareness of the needs of gifted learners

Grades 9-12

- advanced course opportunities through NCVPS, community college, Honors and AP courses
- collaboration with school counselors to meet students' social and emotional needs
- extra-curricular opportunities for gifted learners
- professional development opportunities to increase classroom teacher awareness of the needs of gifted learners

AIG specialists collaborate regularly during grade level or content level meetings with AIG cluster

classroom teachers, school counselors, administrators, and other support staff to plan and deliver service options for AIG students. Students are clustered in elementary and middle school in order for the AIG specialist to offer flexible grouping, co-teaching, small group instruction, and/ or small learning community opportunities to meet academic needs of AIG students.

In order to meet the social and emotional needs of gifted learners, K-12 school counselors and AIG specialists collaborate to provide additional support as needed to teachers, administrators, parents and/or individual students or groups of students. School counselors and AIG specialists meet as needed to provide direct and indirect support to discuss trends and issues associated with gifted learners in order to build a partnership in addressing social and emotional needs.

AIG specialists may enlist the help of K-12 school counselors to address the social and emotional needs of AIG students. AIG specialists may provide professional development support to school counselors, teachers, parents, students and/or administrators that may include specific meetings, book studies, articles and websites, etc.

AIG specialists maintain paper and digital copies of Differentiated Education Plans (DEPs) for all Academically and Intellectually Gifted students. Access to this information is provided to teachers, administrators, and other support staff.

Children who are gifted form a diverse group with a variety of needs that require a range of service options. According to the 2018-2019 staff and parent surveys, only 64% of teachers agreed that school counselors supports students in meeting their academic potential. In addition, 60% of surveyed parents felt that classroom teacher(s) know how to best support the complex needs of AIG students.

Practice B

Integrates and connects AIG services with the total instructional program and resources of the LEA in policy and practice.

District Response: It is important for all aspects of the Academically and/or Intellectually Gifted Program to reflect the vision and mission of the AIG program as well as the vision and mission of Asheboro City Schools. Our program focuses on the philosophy that students should demonstrate annual growth in achievement in reading and mathematics – "a year's worth of growth for a year's worth of school." This means that high-performing students, like all other students, must continue to make academic progress from year to year. Gifted students need challenging new learning opportunities each year in order to continue their academic growth.

The Asheboro City Schools' Plan for Academically and/or Intellectually Gifted is supported by, and connected to, numerous other system-wide initiatives and programs. AIG services in reading and math align with our district's goals and resources as outlined in the Asheboro City Schools 2016 - 2022 Strategic Plan and individual School Improvement Plans.

AIG services are determined by students' area(s) of identification. Service options are also aligned with the individual school's improvement plan. We align the AIG program and services with each

area of AIG identification, goals of the program, and resources of the LEA as a maintained practice. Students that are identified in reading are clustered for reading, according to district guidelines for elementary and middle school, and receive researched based curriculum resources such as Junior Great Books, small group novel studies, vocabulary development, and/ or problem based learning. In addition, students identified in math are clustered for math according to district guidelines for elementary and middle school and receive researched based curriculum resources such as math problems of the week, project based learning, and critical thinking skill activities. Layered curriculum and other flexible learning opportunities may be provided to offer students choice in the content and pace of their learning. Small-flexible grouping instruction is frequently utilized in both ELA and Math in order to more effectively meet the needs of these learners.

The AIG specialists collaborate and consult with the regular classroom teachers to deliver services that are integrated with the instructional programs of the district. The Asheboro City Schools' AIG Plan is supported by, and connected to, numerous other system-wide initiatives and programs. The following list includes some of the system initiatives linked to meeting the needs of gifted students:

- Advanced Placement/Honors Courses
- Accelerated Classes
- College and Career Readiness Opportunities
- Focus on Multiple Forms of Student Assessment
- Asheboro High School Small Learning Communities
- Career and Technical Education Offerings
- Cluster Grouping
- Collaborative Planning
- Project Based & Problem Solving Learning Opportunities

Asheboro City Schools 2016-2022 Strategic Plan encompasses the following goals:

Goal 1 – Each student in Asheboro City Schools graduates prepared for further education, work, and citizenship.

Goal 2 – Each student has a personalized education.

Goal 3 – Each student has excellent educators every day.

Goal 4 – Asheboro City Schools will have up-to-date business, technology, and communication systems to serve its students, families and staff.

Goal 5 – Each student is healthy, safe, and responsible.

Asheboro City Schools is committed to expanding opportunities for AIG students at all levels through expansion of accelerated and advanced level courses. ACS will continue to explore high school courses being offered during middle school and to develop the Pre-AP and AP program at the middle and high school levels.

Practice C

Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.

District Response: AIG specialists utilize intentional, flexible grouping to provide support, and offer services to teachers of AIG students in order to create appropriate instructional and learning options. AIG specialists may also collaborate with key stakeholders to determine placement options for K-12 gifted learners. AIG students are grouped flexibly based on a variety of factors, such as readiness through student achievement and growth data, interest, and learner profile.

The following options are available for AIG students K-12:

Flexible Pacing Options: Flexible pacing is any provision that places students at an appropriate instructional level, creating the best possible match between a student's achievement and instruction and allows them to move forward in the curriculum as they achieve mastery of content and skills. These are flexible groups that are created based on student readiness.

In-Class Flexible Grouping: Students in each class are assigned to a small group for instruction. These groups may be heterogeneously grouped according to skill level. To be effective, grouping should be flexible and fit the instructional purpose. It is important that each student be provided with tasks that are challenging and appropriate.

Cross-Grade Flexible Grouping in Specific Subjects: Depending on their skill level and performance, students are grouped within the school for specific subjects and/or purposes.

Learning Environment – Instructional grouping can be flexible – within and between individual classrooms or within and between teams/grade levels, enabling students to move in and out of groups based on their needs and performance.

Cluster Grouping within a regular class: A cluster group of gifted students (4 to 8 elementary and 8 to 12 middle school students) is assigned to a regular heterogeneous class. The cluster group teacher receives extensive training in gifted education and works closely with a gifted specialist to design appropriate, differentiated curriculum for this group. This includes both resources and teaching strategies. This is an appropriate placement if the classroom is organized to meet individual needs so that flexible grouping occurs, and different abilities are valued and nurtured.

Cross Team/Subject Grouping with Collaboration: Two sections of the same subject are taught at the same time, allowing students to be grouped and regrouped between the classes for skills and enrichment. This might also involve a team teaching arrangement with an enrichment specialist.

Accelerative Options: Based on student(s) needs which may be recognized by teacher recommendation, demonstrated performance on a nationally normed test, composite score on individual IQ test, student interest and commitment, score on IOWA Acceleration Scale, and/or interview with parents and students.

Cluster Grouping within Teams: Students are assigned to teams heterogeneously. The academically able students within each team are assigned reassigned to one or more teachers for a specific block of instructional time. Placement within this group is flexible, based on student performance, and teams meet on a regular basis to review student progress.

Resource Pull-Out: Resource pull-out classes offer enrichment and instructional opportunities in

writing, technology, public speaking, and advanced topics in math and independent projects. This can be a small group of students with a need for enrichment and/or differentiation in an area.

AIG specialists collaborate regularly through grade level and content area planning to discuss AIG grouping practices and growth of AIG students. Topics covered during these collaborative sessions may include:

- Monitoring local and statewide assessment data
- Professional development for administrators and teachers(including regular education and AIG Specialists) and counselors to understand the following: data of AIG students, grouping practices for growth of students, instructional strategies for groups of advanced learners

Practice D

Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

District Response: AIG specialists strive to inform all stakeholders about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, the local AIG program and AIG plan through various methods and forums. This occurs during the annual Differentiated Education Plan (DEP) meeting for parents and annual review of AIG plan and services for staff members during a school staff meeting. AIG Specialists share a district wide presentation yearly at a school level staff meeting to inform school personnel about the differentiated service options, regulations for gifted education, the local AIG plan, and roles of the AIG specialist. Brochures, English and Spanish, highlighting differentiated services and instructional strategies are distributed to AIG parents at the annual DEP meeting and posted on the district website. School staff and parents serve on the AIG Advisory Board to provide feedback about services and instruction for AIG students.

AIG specialists will advocate for and communicate the principles of differentiated curriculum and instruction to match the distinct characteristics of gifted learners that may include revisiting the Differentiated Education Plan form and identification process, tracking specific data, and communicating with other specialist regularly. AIG Specialist participate in collaborative data discussions regarding AIG students academic, intellectual, and social/emotional needs.

Practice E

Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.

District Response: There is a need for ongoing communication between stakeholders in key

transition years, especially for 5th to 6th and 8th to 9th, to ensure an effective continuity of K-12 AIG services in Asheboro City Schools. Due to the need to provide additional supports to both the AIG students and the staff who serve the AIG students at the high school level, AIG specialists collaborate to provide additional support to teachers, administrators, school counselors, parents and/or individual students, or groups of students.

The AIG district team reviews DEPs for all AIG students annually in order to ensure the effective continuation of services. Elementary AIG specialists collaborate with middle school specialists to develop AIG clusters for ELA and Math to match students' needs. Middle school specialists collaborate with school counselors during registration in order to ensure AIG students are registering for classes that best fit their academic and social needs. Schedules of AIG students are monitored by the lead AIG specialist and school counselors to ensure students are engaged in rigorous and relevant courses.

AIG specialists monitor and communicate in ways that may include revisiting the Differentiated Education Plan form and identification process, tracking specific data, communicating with other district specialists regularly, confirming appropriate scheduling by reviewing AIG students' schedules, and district Needs Determination Teams communicate regularly to ensure continuation of services as needed and/or qualification for differentiated services. AIG specialists may provide various opportunities for stakeholders to increase their awareness of the unique expectations and services available at the elementary, middle school, and high school levels yearly.

Practice F

Addresses the social and emotional needs of AIG students through collaboration among school counseling personnel, regular education teachers, AIG specialists, and others.

District Response: Survey data indicates that of certified staff need additional support to understand how to meet the social and emotional needs of AIG students. In addition only 44% of parents felt the social and emotional needs of gifted students are addressed through their school's counseling department. Therefore, there is a need to focus on addressing the social and emotional needs of AIG students through collaboration with key personnel.

AIG specialists collaborate with K-12 students, school counselors, teachers, administrators, and parents to understand and meet the social and emotional needs of AIG students. AIG specialists may develop and implement professional development for stakeholders. K-12 school counselors may provide counseling and guidance services specifically designed to address the specific needs of AIG students, and provide information and support to parents, teachers and administrators.

The Asheboro City Schools' school counselors and AIG specialists collaborate to provide additional support, as needed, for individual students or groups of students. Gifted students are provided additional assistance, as needed, for coping with their heightened sensitivity, perfectionism, peer relationships, situational stressors, and college and career planning. Asheboro City Schools has special education staff and a memorandum of agreement with a local mental health private provider (if needed) for gifted students with intensive emotional or behavioral difficulties related to learning disabilities, depression, underachievement, ADHD, or other symptoms that require extra support or

intervention. In addition, AIG specialists share information on the social and emotional needs of AIG students to parents. The Asheboro City Schools' gifted specialists, in collaboration with other parent sponsored initiatives, will offer parent information concerning social and emotional needs of their gifted children. Asheboro City Schools will continue to survey both students and parents. The survey will include questions related to social and emotional issues in order to gather data in this area. This information will be used to expand the staff development and parent workshop topics.

Service options for gifted students include differentiated guidance services which target support and interventions for common concerns that specific groups of students share. As part of the differentiated program of counseling services, guidance personnel work collaboratively with the classroom teachers, gifted specialists, and administrators to support students' optimal learning and adjustment. The team will work collaboratively in a proactive approach to prevent social and emotional difficulties.

Practice G

Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration.

District Response: Children who are gifted learn at a faster rate and come to class with a higher level of base knowledge than other children. Therefore, they can often move through the curriculum at a developmentally appropriate accelerated pace. Because of their different learning and social needs, children who are gifted require time with like-minded and similar ability peers in order to establish relationships and promote growth. They may also require an alternate or compact academic course of study in order to facilitate learning growth. The Asheboro City Schools' Strategic Plan, the State Board of Education's Acceleration Policies, and our acceleration procedures are updated to articulate opportunities for various acceleration options.

AIG specialists may develop and implement professional development, provide support, and offer services to teachers of AIG students in order to create appropriate accelerative instructional and learning options. AIG specialists may also collaborate with key stakeholders to determine accelerated placement options for K-12 gifted learners.

Service delivery options may include:

Flexible Pacing Options: Flexible pacing is any provision that places students at an appropriate instructional level, creating the best possible match between student achievement and instruction and allows them to move forward in the curriculum as they achieve mastery of content and skills.

Accelerative Options: Based on student(s) needs which may be recognized by teacher recommendation, demonstrated performance on a nationally normed test, composite score on individual IQ test, student interest and commitment, score on IOWA Acceleration Scale, and/or interview with parents and students.

Advanced Placement/CTE Courses: Advanced Placement (AP) and CTE courses that earn high school and/or college level credit and/or certification may be offered so that able students can

accelerate their program of study.

Credit by Demonstrated Mastery: ACS follows NCDPI policies and procedures for CDM. According to NCDPI guidelines for Credit by Demonstrated Mastery: "Credit by Demonstrated Mastery (CDM) is the process by which a student may earn credit for a high school course by demonstrating a deep understanding of the content; without course enrollment or seat time. CDM was designed to respond to needs of students, families, AIG community, school personnel and leadership. CDM specifically offers NC students the opportunity to personalize and accelerate their learning, thus allowing for optimal student growth while providing an opportunity to have effective seat time to learn new content. Students shall demonstrate mastery through a multi-phase assessment, consisting of:
Phase 1: A standard examination, which shall be the EOC/EOG where applicable, or a final exam developed locally and

Phase 2: An artifact which requires the student to apply knowledge and skills relevant to the content standards.

While the CDM process is open to all students, it is not designed for whole groups of students.

Likewise, it is not intended to replace the general accelerated pathways local school districts often provide for advanced students."

Subject Advancement/Acceleration: Based on student(s) needs which may be recognized in various ways, students may test out and bypass specific subjects or skill levels. Subject advancement/acceleration may be offered to students who demonstrate mastery of content aligned with specific course standards through state and nationally normed data, teacher recommendation, and/or students who demonstrate high interest, commitment, and motivation. In accordance with State Bill § 115C-81.36. Advanced courses in mathematics: students who score a level five on EOG or EOC test for math will be enrolled in the advanced course for the next math course in which the student is enrolled. Parents may provide written consent for the student to be excluded or removed from the course.

The State Board of Education's Acceleration Policy on Credit By Demonstrated Mastery (CDM) may be included in this subject advancement.

Early entrance to Kindergarten: ACS meets the NCDPI Guidelines for Early Entrance to Kindergarten and the school principal retains legal responsibility for this decision.

Grade Skipping: Students move ahead one or more years, skipping levels in the normal sequence of promotion. This has traditionally been used successfully with highly gifted students as a method of acceleration. In ACS, students must meet all of the following criteria to be recommended for whole grade skipping.

- Teacher recommendation based on observation with documentation of very strong need for more intensive differentiation
- Demonstrated performance 3 or more years above grade level on a nationally normed test in reading and mathematics
- 95-99%ile composite score on an individual IQ test
- Student interest, commitment, and motivation based on portfolio review

-Academic, social and emotional readiness based on a score >46 points on the IOWA Acceleration Scale

-Extensive interview with parent and student

School principals retain legal responsibility for this decision.

See Attachment 7 for specific criteria/content modification guidelines.

Practice H

Implements intentional strategies to broaden access to advanced learning opportunities for under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. These strategies may include talent development efforts.

District Response: Some children who demonstrate giftedness may not be traditionally identified as gifted. This may be particularly true of students from underserved populations (culturally/ethnically diverse, economically disadvantaged, English Language Learners, highly gifted, and twice exceptional). For these students, additional consideration is needed to offer opportunities for identification and intentional, strategic support to promote success once identified. Asheboro City Schools implements a variety of practices to support traditionally under-represented AIG populations.

AIG specialists continue to research, develop, advocate for, and implement various intentional identification methods, services in support of traditionally under-represented AIG populations. Intentional programming options for traditionally under-represented AIG populations may include:

-TOPS forms for elementary students

-Professional development regarding under-represented populations in AIG and strategies to work with those students

-Collaborative meetings with support staff (EC, ESL, Title 1) to discuss service options and discuss referrals for differentiated services

-Enrichment opportunities provided by AIG specialist or classroom teachers

Practice I

Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.

District Response: Currently, Asheboro City Schools offers a variety of extra-curricular programs and events to enhance and further develop the needs and interests of AIG students during and outside of the traditional school day.

Many enrichment/talent development opportunities are available to students at the elementary, middle and high school levels. Student participation is based on student interest, motivation, teacher

recommendation, and the ability of the student to complete required prerequisites for participation if applicable. Choices will vary within each school each year. The school planning team will develop, implement, and communicate the options to staff, students, and parents in collaboration with AIG specialists to best address and enhance needs of AIG students.

List of possible options:

Elementary School:

- Geography Bee
- Technology Fair
- Speaking Day
- Literature Circles
- Expert Project
- Vocabulary Challenge
- Duke TIP
- Poetry Tea
- Biography Tea
- K-3 Grade Family Science Packs
- Spelling Bee
- Third Grade Science Day
- Seminars
- Family Math Night/Technology
- STEAM competition
- After school clubs
- Battle of the Books
- Science Olympiad
- Girls Excelling in Math and Science (GEMS)

Middle School:

- Math Fair
- Science Fair
- Battle of the Books
- Foreign Language
- Geography Bee
- Junior Great Books
- Duke TIP
- Student Government
- Science Olympiad
- Math Olympiad
- Beta Club
- Project Based Learning
- Socratic Seminars
- Spelling Bee
- Job Shadowing
- Yearbook Staff
- Extracurricular clubs
- STEAM competition

High School:

- National Honor Society
- Art Club
- ASHE-HI-CHAT
- ASHE-HI-LIFE
- Park Street Players
- Youth Leadership Programs
- Contests/Competitions
- International Club
- J-ROTC
- Fellowship of Christian Athletes
- Governor's School
- Governor's Page
- SAT Preparation
- Science Olympiad
- Health Occupations Student Organizations
- Service Projects
- Key Club
- Spanish Club
- French Club
- Latin Club
- Mock Trial Team
- Student Council
- Teacher Cadets
- Teenage Republicans
- Internships in Community

Ideas for Strengthen the Standard: During the 2019-2022 cycle, Asheboro City Schools has the following goals related to Standard 2:

- To further develop extra-curricular programs to enhance both academic growth and encourage talent development in AIG students
- To further on developing specific programs that focus on meeting the social and emotional needs of gifted learners

Sources of Evidence:

- Student enrollment lists: North Carolina Governor's School, AHS small learning communities, AP/Honors courses, etc.
- Roster of cluster groups
- Agendas and resources from professional development with school counselors, administrators and/or teachers
- Comprehensive progress monitoring (grades, common assessments, and benchmark assessments)
- Sign in sheet from DEP and other AIG meetings including parents, students, teachers, administrators and/or counselors
- Copies of Pacing/Curriculum Guides/Lesson plans

6/18/2019

- AIG Data Spreadsheets
- Differentiated Education Plan
- Collaborative planning minutes
- District wide communication: Monday Musing, district website, newsletters, Connect Ed phone messages
- AIG quarterly newsletters
- AIG brochures
- AIG annual presentation materials for parents/staff
- PowerSchool and district AIG database
- Posted school offerings of enrichment opportunities in newsletters, parent letters, announcements, emails, phone calls, parent nights, open house, report card pickup and other forms of communication
- TOPS forms/USTARS packets
- AIG specialists' data spreadsheets
- Dual enrollment courses

Standard 3: Differentiated Curriculum and Instruction

The LEA employs challenging, rigorous, and relevant curriculum and instruction K-12 to accommodate a range of academic, intellectual, social, and emotional needs of gifted learners.

Practice A

Adapts the NC Standard Course of Study (SCOS) K-12 to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate through the use of differentiation strategies, including enrichment, extension, and acceleration.

District Response: Asheboro City Schools understands that a continuum of programming services must be available for gifted learners including cluster group options, acceleration, special pull-out classes, mentorships, and dual enrollment to address students' academic needs. These flexible options are available for gifted students in Asheboro City Schools. When given the appropriate educational opportunities, children who are gifted or show potential will become increasingly knowledgeable; therefore, their need for differentiation increases when compared to others of their age, experience, and environment. In our 2019 stakeholder surveys, 95% of respondents believe that the district supports collaboration with schools and that AIG specialists collaborate to adapt, develop, and implement differentiated curriculum and instruction.

AIG specialists and classroom teachers collaborate during common planning sessions to adapt the NC Standard Course of Study to address the needs of advanced learners in language arts, mathematics, and other content areas as appropriate through the use of differentiation, enrichment, extension, or acceleration. The following options may be used to adapt the NC SCOS:

- K-8 flexible grouping and utilization of research based supplement resources.
- Collaborative planning with AIG specialists and other stakeholders in the AIG students' education will occur on a regularly scheduled basis.
- All gifted education students will have Differentiated Education Plans (DEPs).
- High school students are provided the opportunity to take Honors and Advanced Placement Courses.
- Credit by Demonstrated Mastery Guidelines from Department of Public Instruction (DPI) will be followed to create additional acceleration opportunities for middle school students.
- Middle School students are provided the opportunity to take High School courses in ELA, Math, Science and Social Studies

Practice B

Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles, to address a range of learning needs at all grade levels.

District Response: Children who are gifted share the ability to think with more complexity and abstraction than other children of their same age, experience, and environment; and, therefore they require differentiation in the curriculum and enrichment opportunities. When differentiated education is appropriately provided, children who are gifted or show potential, thrive in school.

AIG specialists and classroom teachers collaborate regularly to provide diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles, to address a range of learning needs at all grade levels. Service options available include curriculum compacting, flexible grouping, whole grade and subject acceleration. These are utilized based on abilities, readiness, interest and learning profiles. Diverse and effective instructional practices may include, but are not limited to:

- North Carolina Virtual Public School
- Advanced placement courses
- Honors level courses
- Small learning communities
- Subject advancement
- Subject acceleration
- Independent study
- Project-based learning
- Differentiated and higher level resources
- Extension and enrichment of classroom material
- Advanced coursework in middle school
- Curriculum compacting

In ACS, data is gathered about student' abilities, readiness, interests, and learning, profiles through the following options:

- Career interest inventories at the secondary level that are utilized in planning for middle and high school courses.
- All gifted education students will have Differentiated Education Plans (DEPs) that are reviewed annually.
- High school course offerings such as: Honors and Advanced Placement Courses.
- Professional Development opportunities for K-12 classroom teachers and school counselors for meeting the academic needs of gifted learners.
- Interest and multiple intelligence inventories.

Practice C

Incorporates a variety of evidence-based resources that enhance student learning.

District Response: Evidence-based resources are being utilized K-12 to enhance student learning for AIG students. Classroom teachers are provided professional development regarding implementation of resources.

AIG specialists implement current instructional practices to foster collaboration with classroom

teachers to ensure differentiated needs are being met. AIG specialists review the service delivery options in the schools with a program review that consists of methods of differentiation. These may include:

- The Junior Great Books Program in grades K through 8 to cultivate potential through small group inquiry-based discussions around a complex text
- Jacob's Ladder selections to develop students' skills in literary analysis and interpretation, persuasive writing, linguistic competency, and oral communication, as well as to strengthen students' reasoning skills and understanding of the concept of change
- Facilitation of the development of curriculum extension projects for identified students in 4th and 5th grades
- STEAM extension activities
- Depth and Complexity activities to enhance critical thinking abilities
- Layered Curriculum opportunities to foster independence and choice for gifted learners
- Middle school students may participate in high school schools in order to provide acceleration options for those students.
- High school online courses, advanced placement courses, and honors courses are acceleration options available. Parents may also wish to seek acceleration opportunities beyond the school setting in order to accommodate an individual student's need that cannot be met in traditional school settings.

Asheboro City Schools offers diverse competition opportunities to enhance student learning. These may include:

- Spelling bee for students in grades 3 through 8. The purpose is to help students improve their spelling, increase their vocabularies, learn concepts, and develop correct English usage that will help them all their lives.
- Elementary and middle school students have the opportunity to participate in academic competitions such as Science Olympiad, Math Olympiad and Geography Bee. The purpose of these competitions is to secure America's global competitiveness and inspire excellence, confidence, and curiosity in U.S. middle school students through fun and challenging programs.
- Math, Science, and Technology Fairs are offered to develop higher intellectual skills in mathematics and science. Asheboro City Schools may offer district level opportunities such as Science Fair, STEAM (Science, Technology, Engineering, Art and Math) competitions, Digital Expo and Math Fair for gifted students to enrich and extend classroom learning.

Practice D

Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, and leadership.

District Response: Asheboro City Schools fosters future-ready skills through our district strategic plan and high academic standards.

Collaboration between AIG specialists and stakeholders will continue around professional development and differentiated activities related to fostering future-ready skills. Practices may include:

- Independent Projects and/or Curriculum Extension Projects
- Science Fair
- Math Fair
- Digital Expo
- STEAM competition/camp
- Science/Math Olympiad
- Geography Bee
- AVID
- Problem Based Learning
- Asheboro High School small learning communities
- Career and Technical Education courses
- North Carolina Virtual Public School
- Middle School Electives
- High School Service Learning Project
- Career guidance consistent with their strengths and assistance in making appropriate college choices.
- AP courses (including AP Capstone)
- Dual Enrollment courses
- Service learning opportunities
- Maker space activities
- Financial simulations such as reality store and Junior Achievement

AIG specialists may also use appropriate technologies to create a learning environment that supports research-based best instructional practices, various cooperative learning activities in school and extracurricular activities. Independent projects and differentiated assignments provide multiple opportunities for students to foster future-ready skills.

Practice E

Uses on-going assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

District Response: AIG specialists and classroom teachers collaborate to meet differentiated needs of their students. This collaboration is based on data from formative and summative assessments which serve as tools for meeting individual student needs. AIG specialists meet during collaborative discussions to share strategies based on data.

AIG specialists and classroom teachers meet regularly to discuss formative and summative data of AIG students. Stakeholders review individual AIG student progress incorporating multiple assessments (district benchmarks, NC Check-ins, lexile levels, EOG scores, EVAAS (Education Value-Added Assessment System) growth, guided reading levels for elementary students). AIG specialists maintain data spreadsheets monitoring currently identified AIG students' progress and regularly participate in school data discussions to differentiate for AIG learners. AIG specialists and classroom teachers collaborate on the following data to meet the needs of AIG students:

- Classroom summative and formative assessments
- District benchmark and State Check-in assessments
- Aimsworld data
- Lexile level/ SRI data
- Cognitive Abilities Test
- IOWA Test of Basic Skills
- mClass/Guided Reading level (elementary)
- Multi Tiered Support System Data (MTSS)
- NC End of Grade/End of Course data

At the middle school level, formative and summative data of AIG students is used to individualize learning through accelerated coursework. Students who demonstrate readiness in these assessments may enroll in high school courses during middle school years.

Practice F

Addresses the social and emotional needs of AIG students through affective curricular and instructional practices.

District Response: Asheboro City Schools understands that a comprehensive gifted education program must establish a plan to recognize and nurture the unique social and emotional development of gifted learners. We support a well-defined affective curriculum that addresses personal/social awareness and adjustment, academic planning, and vocational/career awareness for gifted learners. Children who are gifted have some unique social needs and may feel "different" from other children of their age, experience, and environment; therefore, they may need access to appropriate counseling and support to assure their affective well-being. Asheboro City Schools offers staff development for regular education teachers and school counselors in meeting the social and emotional needs of gifted students and continues to develop instructional strategies to address aspects of social and emotional needs within curriculum and instruction.

Gifted students are provided with differentiated guidance efforts to meet their unique social and emotional development. The students may be offered a continuum of service options to meet their needs through classroom counseling activities, parent meetings, focus groups, and individual and family support. Asheboro City Schools will continue clustering AIG students which provides the opportunity to learn with others of similar interest, ability, and motivation. These guidance efforts may include: book club/study, bibliotherapy using literature, joint AIG and school counselors meeting, and differentiated lessons to address social and emotional needs of the gifted.

By increasing collaboration with school counselors and AIG specialists, the continuum of service

options will be extended through staff development delivered within individual schools. This collaboration occurs through regular meetings to discuss specific needs and issues related to gifted learners. Students may be offered a continuum of service options to meet their needs through classroom counseling activities, parent meetings, focus groups, and individual and family support.

The continuum of service options can be extended to individualized affective learning and needs of gifted learners with continued collaboration between school counselors and AIG specialists.

Practice G

Cultivates and develops the potential of young (K-3) students through purposeful and intentional differentiated curriculum and instruction.

District Response: The early educational experiences of potentially gifted students help to shape their learning habits; therefore, it is essential that young students with high abilities have access to appropriately stimulating and challenging education to help ensure that their potential is cultivated and developed. A cultivating education component is critical in ensuring that there is a plan in place to provide opportunities for all children to reach their potential. Our district believes in cultivating and developing the potential of young gifted students. AIG specialists and classroom teachers will collaborate to cultivate and develop the potential of young (K-3) students through purposeful and intentional strategies, differentiated curriculum and instruction.

Practices may include:

- Project U-STARS~PLUS (Using Science Talents and Abilities to Recognize Students-Promoting Learning in Underserved Students) to facilitate the recognition and cultivating of outstanding potential in typically under-served populations at the elementary level.
- Junior Great Books to cultivate potential through small group inquiry-based discussions.
- PETS (Primary Education Thinking Skills), a systematized enrichment and diagnostic thinking skills program suitable for Kindergarten through the primary grades, to align to the higher levels of revised Bloom's Taxonomy.
- Science and Nature Day for all third grade students to explore science and nature activities led by volunteers and teachers; activities correlate with the North Carolina Essential Science Standards.
- AIG specialists serve as resources for primary teachers to identify needs and locate material to extend learning opportunities.
- PD is offered to teachers at all levels about effectively teaching gifted students in order to increase the awareness of teachers to meet the needs of gifted learners.

Practice H

Develops and implements differentiated curriculum and instruction through collaboration among

regular education teachers, AIG personnel, and other related instructional staff.

District Response: Collaboration among AIG specialists and other staff is consistently implemented in each school. Survey data reveals that 84% of respondents feel that AIG specialists and classroom teachers collaborate with each other concerning differentiation for AIG students.

AIG specialists have a working knowledge of educational and psychological needs of the intellectually and/or academically gifted and application of a variety of instructional models and/or educational strategies appropriate for use with gifted and/or talented learners. This knowledge assists AIG specialists in developing differentiated curriculum activities in collaboration with regular education teachers to extend and enrich the standard course of study appropriate to meeting the unique intellectual and emotional needs and interests of AIG students. AIG specialists facilitate a decision making process among district personnel and design gifted services to supplement or extend the academic skills and knowledge learned in regular classrooms at all grade levels to ensure continuity as students progress throughout the program.

AIG specialists collaborate with other key personnel in delivering gifted education programming services and understand the importance of collaboration in delivering quality services for gifted learners in the classroom. This includes:

- Planning as a team to locate resources and materials to augment differentiated curriculum and to supplement independent study opportunities for individual students.
- Collaborating with counseling personnel in implementing intervention strategies for at-risk gifted students.
- Collaborating with school counselors during middle and high school scheduling for coursework
- Participating in the gathering of information that can be used to evaluate the gifted education program.
- Providing a lending library for teachers with curriculum materials that help to extend the critical thinking of students and meet the academic needs of advanced learners in the classroom.

This collaboration occurs between AIG specialists and classroom teachers includes at the following:

- Grade level collaborative planning meetings and vertical planning meetings
- MTSS Assessment Wall Data meetings
- Monthly AIG Specialists meetings

Practice I

Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, provide a continuum of services, and support school transitions.

District Response: Asheboro City Schools identifies students as Academically/Intellectually Gifted in English Language Arts and Math at all grade levels (K-12). We develop and document a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG students, such as a Differentiated Education Plan (DEP). This document is reviewed

annually with parents, families and AIG cluster teachers to ensure effective programming, a continuum of services, and support school transitions.

AIG Specialists develop Individual/Differentiated Education Plans annually for all AIG students and are reviewed mid-year. Each school's Needs Determination Team meets annually to review individual AIG student performance data.

Asheboro City Schools needs continued development of a 9-12 DEP that AIG students can use through their high school years. Currently, a 9-12 DEP provides a general overview of differentiated services available at the high school level and is developed for AIG students that includes areas of identification, possible learning environment modification, content differentiation options, and possible enrichment. This DEP is kept on file and held in a central database for digital access.

Ideas for Strengthen the Standard: During the 2019-2022 cycle, Asheboro City Schools has the following goals related to Standard 2:

-To research and implement a more comprehensive talent development program at the K-3 level in order to cultivate potential of students and to increase differentiation strategies for K-3 teachers to better differentiate for all learners.

-To develop a comprehensive four-year DEP for 9-12 AIG students to implement intentional and consistent programming options for high school gifted students. This plan will be developed through a collaborative effort between middle school counselors and AIG specialists to ensure consistent services from middle to high school.

Sources of Evidence: -Differentiated Education Plan

-Collaborative Planning Minutes

-Student schedules

-Cluster rosters

-Course descriptions/registration cards (middle/high)

-Unit/lesson plans

-IOWA Acceleration Scale

-AIG specialist schedules

-portfolio/pictures of projects

-PD logs

-AIG monthly meeting minutes

-AIG specialist data spreadsheets

-TOPS forms

-Science and nature day reflection/resources

-Parent meeting logs

-School counselor lesson plans/schedules

Standard 4: Personnel and Professional Development

The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the needs of gifted learners that is on-going and comprehensive.

Practice A

Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

District Response: It is important to select key personnel to work with gifted students. All AIG specialists serving in Asheboro City Schools possess AIG licensure. The AIG program is a component of the overall educational curriculum. Therefore, the implementation and monitoring of the plan is a collaboration between all district level and school level administrative leaders, the AIG specialists, and the AIG program coordinator.

Asheboro City Schools currently employs four full-time AIG-licensed gifted education specialists. These individuals serve the eight schools in the district where they collaborate to guide, plan, develop, implement, revise, and monitor the local AIG program and plan. One of our licensed specialists serves as lead coordinator for the district and serves as a representative for the AIG department at district collaborative conversations, regional meetings, and state level conferences, professional development opportunities, and other state initiatives to support gifted programs. In addition the lead specialist:

- oversees AIG student records, screening, referral, and identification processes.
- facilitates monthly AIG meetings.
- facilitates district AIG professional development for district staff.

Together, the AIG district team (Director of AIG services and AIG specialists) will:

- Implement procedures for selecting teachers with specific responsibilities for the identification and provision of services for academically and/or intellectually gifted (AIG) students.
- Select or hire qualified personnel to serve AIG students, monitor and evaluate their effectiveness in delivering differentiated curriculum and instruction.
- Encourage qualified applicants who do not possess AIG licensure to pursue additional coursework.
- Implement a comprehensive, ongoing professional development plan for all key personnel who work with gifted learners.
- Articulate the roles and responsibilities of all persons working with AIG students.
- Facilitate a regular AIG PLC meeting to guide, plan, develop, and implement the district AIG plan.

Practice B

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of gifted learners.

District Response: Asheboro City Schools strives to implement current best practices defined in the

field of gifted education to provide appropriate services that address the academic, intellectual, social, and emotional needs of gifted learners. AIG specialists collaborate with and provide support for classroom teachers to meet the academic and intellectual needs of gifted learners. Supports provided may include face-to-face or online professional development opportunities, modeling, co-teaching, common planning sessions, distribution of resources/materials, or small group lessons.

Current survey data showed that 94% of teachers agree with that our district supports collaboration between the AIG specialists to develop and implement differentiated curriculum. In the 2018-2019 survey data, teachers noted that collaboration included: AIG Specialists teaching lessons in clustered classrooms, providing curriculum materials, assisting with differentiation, providing small group support lessons, and conferencing with gifted parents. As a result of this survey data AIG specialists will continue to collaborate with and provide support for classroom teachers to meet the academic and intellectual needs of gifted learners through various models.

AIG specialists collaborate with school counselors to monitor and address the social and emotional needs of gifted learners. PLC meetings with AIG specialists and school counselors are held on an as needed basis to discuss issues and trends associated with gifted learners. This not only ensures that district counselors have the knowledge and awareness needed to address the social and emotional needs of gifted learners, but also helped ensure that a common mission and philosophy existed between AIG specialists and counselors. Through this collaboration, both parties can determine the most appropriate way to support gifted learners socially and emotionally at each school, as well as the best way to support teachers in addressing these needs.

AIG specialists and school administrators collaboratively address topics to support the academic, intellectual, social and emotional needs of gifted learners that may include appropriate clustering and placement options, appropriate enrichment opportunities, the determination of the types of professional development opportunities provided, or ideas for the future of the AIG program at each site.

AIG specialists support, plan, promote, and implement a range of diverse programs and activities to address the academic, intellectual, social, and emotional needs of gifted learners in the school district which may include the following:

- Spelling and Geography Bees
- Math, Science, and/or Technology Fairs
- Junior Great Books
- Independent Projects
- Science and Nature Field Trip (3rd grade students)
- North Carolina Virtual Public School courses
- Governor's School
- Summer Ventures
- Advanced coursework in middle school (Math/ELA core plus courses, high school courses)
- Academic competitions such as Odyssey of the Mind, Math/Science Olympiad
- Credit by Demonstrated Mastery

Practice C

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.

District Response: AIG specialists will provide and participate in professional development in the field of gifted education to afford knowledge and implementation of current and best practices.

Staff development may:

- be offered at various times throughout the year
- be offered at the grade level, school, or district level
- be offered by content area
- be differentiated for a target audience: novice, proficient, advanced
- be required for teachers with the AIG cluster of students
- be optional to address the diverse needs of teachers

Professional development opportunities will be provided in a variety of ways to help all personnel understand AIG needs and the AIG program. These opportunities are developed as a result of annual professional development survey data of Asheboro City Schools stakeholders. This data is used to offer professional development that is a collaboration of survey results, administration, central office staff and the AIG district team.

These professional development opportunities may be delivered via the following methods:

- Online trainings
- Webinars
- Face to face workshops
- Piedmont Triad Education Consortium
- College courses for AIG licensure

During the summer of 2018, the AIG department developed and facilitated a hybrid professional learning experience for ACS employees. This was comprised of two face-to-face sessions and an eight module Canvas course. Objectives for participants included: increased awareness of traditional and nontraditional gifted characteristics, underrepresented populations, and social/emotional needs of gifted learners; implementation of research based, effective differentiation strategies in the gifted clusters classroom; development and implementation of a lesson that incorporated a method, model, or differentiation strategy. In addition, the course offered an optional module that focused on preparation for statewide AIG add-on licensure and provided resources for pursuing this process. This is available for all ACS employees. Seventeen staff members completed this first course and all noted they would recommend this course to others on the PD evaluation. Teachers earned CEUs for successful completion of the course. This professional learning experience will be offered on a regular basis in order to increase ACS employees' capacity for working with gifted learners.

Practice D

Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.

District Response: Because the learning needs of children who receive gifted services are different

from other children of their age, experience, and environment, teachers responsible for these students must have appropriate knowledge and skills to meet these needs. More teachers in our district need to complete AIG licensure or professional development requirements in order to make it possible for all AIG students to be served by an AIG qualified teacher.

Asheboro City Schools' offered an optional hybrid professional development course that focused on understanding gifted characteristics, research based differentiation methods and modules, and social/emotional the needs of gifted learners, and gifted resources during the summer of 2018. This local professional development opportunity will continue to be offered regularly to ensure that teachers working with AIG students who do not have an add-on license can meet the requirements for that position. At the completion of the course, participants had the option to take the Praxis exam in order to add AIG licensure to their current teaching certificate.

Completion of the professional development training in gifted education or AIG licensure is a goal of all teachers serving AIG clusters. Documentation of appropriate classes, training, experience, or workshops in designated subject area(s) may also serve in qualifying an individual to serve the gifted population.

It is important to select key personnel to work with gifted education students. We understand that gifted learners are entitled to be served by professionals who have specialized preparation in gifted education, expertise in developing appropriately differentiated content and instructional methods, ongoing professional development, and exemplary professional/personal traits. Central office staff meets annually before the start of each school year with school administrators to ensure AIG cluster guidelines are being implemented at each elementary and middle schools. AIG specialists monitor and maintain these guidelines throughout the school year. This ensures that the AIG specialists can effectively collaborate and support regular classroom teachers who have AIG clusters. The district human resource office maintains a list of district staff who are currently hold an AIG licensure and this information is available to school administrators.

Asheboro City Schools' goal during this plan is to increase the number of classroom teachers who have earned an AIG add-on licensure through Institutes of Higher Education and/or Praxis requirements.

Practice E

Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education.

District Response: Professional development opportunities are essential in providing teachers and administrators with the knowledge and skills needed to appropriately serve AIG learners. To make professional development more efficient and effective for staff, efforts will be taken to align AIG professional development with district initiatives that reflect local program goals.

The district strategic plan, individual school improvement plans, and close collaboration with central office personnel will drive the selection, content, timing, and format of professional development offerings.

The Asheboro City Schools' Strategic Plan aligns district professional development with state and national standards and best practices in gifted education. AIG specialists, teachers, and administrators receive ongoing training relating to Future Ready Skills, the implementation of Common Core Standards, and the NC Essential Standards. Asheboro City Schools builds professional development days into the district calendar to ensure that an appropriate amount of time is allotted to building and refining skills in these areas.

Staff members are also encouraged to participate in professional development opportunities relating to Future Ready skills, the Common Core, and the NC Essential Standards sponsored by both the school district and NCDPI during the summer. AIG Specialists promote opportunities for Professional Development outside of the school district to promote best practices. The AIG lead coordinator attends regular regional meetings to collaborate with neighboring districts to provide PD.

The AIG District Team offers ongoing district and school level professional development that cover current research around topics such as gifted characteristics, methods and models, and social emotional needs. This occurs during face to face staff meetings, district professional development days and sessions as well as through online learning management systems. AIG District Team collaborates with instructional facilitators and administration to integrate best practices for gifted learners into school based PD.

Practice F

Provides opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning.

District Response: According to 2019 survey data, 94% of the teachers with AIG clusters have an AIG specialists collaborate on a weekly basis with grade level PLC's or subject area teachers. During PLC's, AIG specialists have the opportunity to work with other classroom teachers to plan, implement, and discuss best practices. Elementary schools have bi-monthly grade level planning and data meetings in which the AIG specialists participates in regularly. Middle and high schools have weekly PLC meetings, quarterly vertical team meetings, and monthly faculty meetings in which the AIG specialists may participate.

AIG specialists also co-teach regularly in AIG cluster classrooms at the elementary and middle school level. Staff will plan, implement, and refine skills obtained from AIG staff development. AIG specialists participate in data meetings to discuss AIG students.

AIG specialists for the district also meet together regularly to plan, implement, and refine applications of professional development learning and to monitor AIG plan.

Ideas for Strengthen the Standard: -To increase the number of teacher with AIG licensure. Asheboro City Schools' goal is to increase the number of classroom teachers who have earned an AIG add-on licensure through Institutes of Higher Education (IHE) or through Praxis add-on licensure.

6/18/2019

Sources of Evidence: -AIG staff meeting minutes and sign-in sheets

-AIG specialists schedules

-PD rosters

-AIG Clusters

-PD presentations

-List of participants (spelling/geography bee, math/science/technology fair)

-PD logs of AIG specialists

-List of licensed AIG personnel

-Collaborative planning meetings

-Assessment Wall/Data discussion meetings

-Canvas PD course

-PD Course Evaluation

Standard 5: Partnerships

The LEA ensures on-going and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.

Practice A

Develops partnerships with parents/families that are intentional and meaningful to support the following needs of AIG students:

- * academic and intellectual
- * social and emotional

District Response: AIG specialists and school level personnel, in collaboration with the Director of AIG Services, will conduct informational meetings for school staff, parents, and the local community. AIG school brochures with written, accurate information about the program options for gifted education and the AIG Plan will be located in each school and on the district website. A Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP) will be developed annually for each currently identified student as well as newly identified students. Parents will be invited via multiple formats (email, letters, phone calls, etc.) to discuss this plan with the AIG specialist. Each school will host a meeting annually to inform parents of enrichment opportunities available during the school year. In addition to the DEP or IDEP conference, student/parent/classroom teacher conferences may be scheduled to focus on the individual student's needs and academic progress.

A district newsletter will be provided quarterly with report cards as well as being sent electronically when possible to families of gifted students. Information may include opportunities for gifted students, meeting dates, and other pertinent information for parents of gifted students.

Information will be provided to parents about local workshops and opportunities sponsored by other organizations related to gifted issues (ie, Randolph County Public Library, Randolph Community College, and other local IHEs). This may include lunch and learn sessions for parents and school based informational sessions at family engagement nights at each school site.

Partnerships with school and other local civic organizations may include:

- Donation of appropriate materials and other types of support to elementary and middle schools
- Support of school activities
- Academic Excellence Awards
- Student enrichment trips or day activities
- College Campus visits

Asheboro City Schools networks with families regarding their children's academic and social progress by communicating and working in partnerships with colleagues, administrators, school boards, students, families, and business and industry on behalf of gifted learners. Networks may include but are not limited to the following methods:

- Create communication vehicles that explain the programming services available to AIG students (as stated above).

- Locate a variety of resources to share with parents to support their gifted children at home.
- Develop activities to encourage parental and community involvement in the education of the gifted.
- Participate in professional organizations related to gifted and talented education to inform the school district of best practices.

Practice B

Shares with stakeholders, including all students' parents/families, information regarding the local AIG program, the local AIG plan, and other policies relating to gifted education.

District Response: The Director of AIG Services, in collaboration with the AIG specialists, will conduct an informational meeting with Central Office personnel and school administrators. AIG specialists and school level personnel, in collaboration with the Director of AIG Services, will conduct informational meetings for school staff, parents, and the local community. AIG school brochures with written, accurate information about the program options for gifted education and the AIG plan will be placed on the district website and distributed to all schools. A Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP) will be developed annually for each currently identified student as well as newly identified students. Parents will be invited to discuss this plan with the AIG specialist. Each school will host a meeting annually to inform parents of enrichment opportunities available during the school year. In addition to the DEP or IDEP conference, student/parent/classroom teacher conferences may be scheduled to focus on the individual student's needs and academic progress. The AIG specialists will be a part of these parent/teacher conferences as their schedule allows. The AIG district team also provides information via approved social media outlets.

The Public Information Officer will provide ongoing information regarding gifted education to the community through the local media. The Public Information Officer and district and school leadership provide information through the automated telephone messages, district newsletters, Professional Development Notes, school websites, and Monday Musings.

The district AIG team will continue to develop ways to make information about the local AIG program, the local AIG plan and other policies concerning gifted education more easily accessible to all stakeholders through the district website and other forms of electronic communication. Resources will be posted on the district website where appropriate and translated as possible. We will continue to explore the use of a webpage specific to the needs of AIG students and their parents, and communicating information about how Asheboro City Schools addresses the social/emotional and educational needs of these students.

Practice C

Establishes and utilizes an advisory group to develop, implement, and monitor the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents and families, AIG teachers, and other instructional and support staff.

District Response: Asheboro City Schools develops an advisory team to review the existing gifted plan and assess the strengths and continuous improvement areas. This process involves school system staff, parents, students, administrative staff, and members of the community. The current team updated and revised the 2016-2019 AIG Plan which contained guidelines to identify potentially gifted students and establish procedures for providing appropriate educational services.

The current AIG Advisory Team met on November 5, 2018; February 4, 2019; and April 8, 2019 to make recommendations for the new AIG plan.

Asheboro City Schools Academically and/or Intellectually Gifted Program Advisory Team for 2018-2019 included the following participants: Dr. Terry Worrell - Superintendent, Dr. Julie Pack, Director of AIG Services, Dr. Drew Maerz - Testing Coordinator, Jordi Roman - Director of Elementary Education, Robin Harris-Director of Federal Programs, Kelly Patton - AIG Specialist, Melissa McKeown - AIG Specialist, Tara Taylor - AIG Specialist, Megan Smith - AIG Specialist, Julie Brady-Principal, Dr. Penny Crooks-Principal, Chandra Manning - Instructional Facilitator, Kelly Hagood - teacher, Keri Hill - teacher, Emily Bradshaw -Instructional Facilitator, Mallory Nye -teacher, Ashley Hutton -teacher, Nichole Smith -parent, Jennifer Holland-teacher, Angie Scott-teacher, Claudia Rodriguez -teacher/parent, Melissa Belote -teacher, Tiffany Conville -teacher, Laura King -teacher, Leslie Smith-parent, Caroline Rush - Instructional Facilitator, Carlos Gomez - Instructional Facilitator/parent, Brittany Teague -teacher, Keisha Dawalt -Instructional Facilitator.

The development of the AIG plan includes gathering the input of various stakeholders through the AIG Advisory Team meetings. AIG parents were selected to represent various schools and grade level spans and were invited to participate in the Advisory Team meetings through personal invitations from AIG specialists. Additional input from AIG students, parents, teachers, and administrators is gathered through online and paper/pencil surveys. The Advisory Team analyzes and uses this survey data to make revision recommendations for the 2019-2022 plan. Implementation and monitoring of the AIG plan is obtained by collecting parent, teacher, and administrator input on the AIG survey. The AIG Advisory Team meets annually to monitor and evaluate the effectiveness of Asheboro City Schools AIG plan.

Opportunities are provided for stakeholder involvement at parent engagement nights at individual school sites. Childcare is provided at these events to encourage participation.

Practice D

Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.

District Response: Asheboro City Schools will continue to increase communication and understanding among stakeholders regarding opportunities available to AIG students on an on-going basis and in their native language. Currently, the district employs interpreters to relay information to parents in their native language for both written communication and verbally at district meetings. The AIG link on the district website includes updated opportunities for AIG students. AIG specialists create an AIG newsletter that is distributed along with student report cards each quarter. This newsletter is available in English and Spanish. Expanded use of technology such as email and social media has

been implemented to increase wider communication and understanding among stakeholders. AIG materials will be translated. Interpreters are present at Differentiated Education Plan meetings and all AIG events for parents. The AIG specialist attends curriculum nights and/or open house nights at their assigned schools in order to communicate with the parents on how the curriculum is being differentiated and enriched to meet the learning needs of the AIG students. AIG specialists collaborate with the regular education teachers to make home visits to students as needed. AIG specialists attend parent/teacher "Student Led Conferences" as their schedule permits.

The Public Information Officer and district and school leadership will provide ongoing information regarding gifted education to the community through various methods including local media outlets, automated telephone messages, newsletters, Professional Development Notes, and school websites.

Practice E

Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and gain support for AIG programs and services.

District Response: Asheboro City Schools believes our partnerships with parents and community members are an essential component of student success. ACS will enhance support for AIG programs and services by maintaining and creating new partnerships with parents, institutions of higher education, and local business and industry.

The parent and community volunteers play an important role in our efforts to provide effective educational experiences for all students. The following events are district-wide initiatives that involve parents/families and community leaders in the support of gifted education:

- Faith-based school volunteers
- Mentors and judges
- Math Fair judges
- Science Fair judges
- AHS Small Learning Communities
- 3rd grade science day field trip in conjunction with the NC Zoo
- Career Day community volunteers
- Asheboro/Randolph Chamber of Commerce Student LIFT program
- Asheboro Rotary Club Student Leadership Program
- Randolph Arts Guild
- Randolph County Cooperative Extension and 4-H
- North Carolina Zoological Park
- Communities in Schools
- Student Internships
- Institutions of Higher Education
- Asheboro Public Library
- Digital Expo
- STEAM Competition
- After school enrichment opportunities with community partners

Ideas for Strengthen the Standard: During the 2019-2022 cycle, Asheboro City Schools has the following goals related to Standard 5:

- Increased effort to be inclusive of many stakeholder groups and balance the representation on the district's diverse population on the Advisory Council.
- Increase the use of technology as a way to increase the involvement of stakeholders in all aspects of the AIG program, including the development and revision of the AIG plan

Sources of Evidence: -Minutes from AIG Advisory Board meetings

- Copy of Differentiated Education Plan/Individual Differentiated Education Plans
- AIG brochures for elementary and middle schools
- Monday Musings electronic district newsletter
- Roster of AIG informational meetings
- DEP/IDEP plans signed by parents
- Copy of newsletters
- Survey results from parents, students, teachers and principals
- Annual Differentiated Plan Group meetings conducted with parents of all AIG students with interpreter present when needed
- List of mentors and judges from Senior Project
- List of Math Fair judges and organizers
- List of Tech Fair judges and organizers
- Pictures from Expert Project Fair
- List of Science Fair judges and organizers
- Presentation materials from events, web pages, rosters of club and event participants, programs

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 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}), which has been approved by the local board of education and sent to SBE/DPI for review and comment.

District Response: Asheboro City Schools submitted a 2016-2019 plan that was approved by the local board of education and sent to the NC State Board of Education for review. The feedback received from NCDPI in winter of 2014 indicated the local AIG plan submission was complete with many overall commendations and applauded ACS efforts in developing a local AIG plan that is comprehensive and aligns with NC AIG Program Standards.

The AIG plan outlines the identification process, service options, and delivery of services for AIG students in grades K-12. In accordance with the General Assembly passage of Article 9B, the Academically and/or Intellectually Gifted Students Amendment, a planning team, and an advisory team were formed to review the existing gifted plan and assess the strengths and continuous improvement areas. This process involved school system staff, parents, students, administrative staff, and members of the community. The team updated and revised the 2016-2019 AIG Plan which contained guidelines to identify potentially gifted students and establish procedures for providing appropriate educational services.

The result is an updated 8th Generation three-year plan for the Academically and/or Intellectually Gifted Education Program that is designed to meet the needs of gifted students and cultivate academically and/or intellectually gifted potential especially in under-served populations in accordance with the expectations of the North Carolina AIG Program Standards. The Director of AIG Services and AIG specialists implement a comprehensive AIG program that demonstrates knowledge of state and national standards with comprehensive services for K-12 AIG students based on the standard course of study and best practices.

The 2019-2022 AIG 8th Generation Plan was submitted to the Asheboro City Schools Board of Education at their May 2019 meeting. Copies of the plan will be given to each AIG specialist, principal, and school board member. The district AIG plan will be located on the district website.

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.

District Response: The plan for Academically and/or Intellectually Gifted Education is evaluated formatively and summatively. The plan insures that student assessments and services for

academically and/or intellectually gifted students are aligned and comply with both state and federal accountability standards. A variety of data collection strategies are used both initially for baseline data and throughout the three years of this plan. Data collection instruments may include test data, grade level team meetings, written and oral questionnaires, and review of multiple performance indicators and student portfolios. All evaluation procedures are supervised by the AIG Specialists and Director of AIG Services.

The AIG specialists meet bi-monthly to collaboratively plan with their cluster teachers and/or grade level teams at their assigned school sites. Regular AIG Team meetings with the AIG specialists and Director of AIG Services are held to discuss progress of the plan, to problem solve, and to make recommendations for improvement in AIG curriculum and instructional strategies. The AIG Year-at-a-Glance document is reviewed and amended at each monthly meeting and is a tool for monitoring the implementation of the AIG Plan. The Director of AIG Services and AIG lead specialist collect documents from the AIG specialists that are included in the sources of evidence for each practice. The Director of AIG Services and AIG specialists have knowledge of the identification procedures for intellectually, academically, creatively, culturally diverse, and twice-exceptional gifted learners. AIG specialists analyze assessment and achievement data for individual students throughout the school year.

AIG specialists perform the following:

- Implement the district AIG identification procedures and interpret assessments to identify the unique needs of gifted students.
- Collaborate with classroom teachers to nominate students for gifted education programming services on an ongoing basis.
- Conduct meetings to inform parents and teachers of students' eligibility and district procedures for program placement and services.

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.

District Response: Asheboro City Schools uses AIG state funds to pay for salaries, supplies and material for the local AIG program according to state policy.

The Director of AIG Services and district finance officer monitor expenditures of the AIG program through a budget spreadsheet. The director understands that gifted education funding should be part of the continuous budget planning process and should receive support comparable to similar efforts within the district and allocates adequate time, financial support, and personnel to implement the district's AIG Plan. AIG expenditures include supplies/materials, salaries, technology, and equipment for AIG specialists and students. In North Carolina, the number of gifted education students funded by the state is currently capped at 4% of each school system's Average Daily Membership (ADM). This number does not reflect the total number of eligible students served in the district.

Practice D

Maintains, analyzes, and shares student achievement, student growth, and annual drop-out data for AIG students.

District Response: Asheboro City Schools' district team uses disaggregated data to analyze the annual drop out data each school year to determine the percentage of AIG students who drop out. AIG specialists maintain data spreadsheets analyzing students achievement and growth through each school year and their overall school years. Data collected by specialists may include: lexile, district benchmarks, EOG scores and EVAAS growth data for AIG students.

EVAAS (Education Value-Added Assessment System) data will be used to determine the amount of AIG student growth from one year to the next. This data will be shared with principals and teachers in order to determine specific instructional changes that may need to be implemented. The Director of Testing and Accountability will share district benchmark data with AIG specialists, classroom teachers, and administrators. AIG student performance EOG data will be analyzed annually by AIG specialists and district stakeholders.

High school dropout data will be reviewed monthly. Rationale for students' exits and withdrawals will be collected by interviewing students who have dropped out. This data will be shared with appropriate stakeholders.

Practice E

Monitors the representation, performance, and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

District Response: The AIG specialists monitor local AIG data regarding the percentage of students in the AIG program by gender and race. Students can qualify for AIG services with a nonverbal score on the CoGat (Cognitive Abilities Test) as a cultural neutral assessment of general ability at the elementary and middle school levels. The district has accelerated options for the highly gifted students in middle school through CDM (Credit by Demonstrated Mastery) and high school course offerings in grade 8. High school students can take accelerated coursework through college transfer program at local community college, advanced placement courses, small learning communities and honors level classes.

The AIG district team generates reports from PowerSchool and district data to analyze data based on AIG demographic breakdown. The reports are maintained in the district AIG server. Additionally, EOG/EOC data is reviewed annually by AIG specialists in order to recommend appropriate modifications based on needs and area of identification during annual review.

Practice F

Maintains current data regarding the credentials of personnel serving AIG students.

District Response: The Human Resources office of Asheboro City Schools maintains a current

database of AIG certified staff. Each year the Director of AIG Services receives an updated list of the district personnel with AIG add-on licensure from the Human Resources Department. The Director of AIG Services individually meets with each principal to review the list of personnel at their school with the AIG add-on licensure and to discuss clustering the AIG students with the most appropriate teachers for the upcoming school year.

Practice G

Elicits regular feedback from students, parents/families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.

District Response: The district has an advisory team that consists of community members, parents, teachers of the gifted, AIG specialists, and central office staff who meet to review all aspects of the local AIG program. The AIG Advisory Team consists of diverse stakeholders from each school within the district. Surveys are given each year to parents, students and classroom teachers of AIG students. The data is analyzed by AIG specialists for continuous improvement and reviewed by this team. Participants on the Asheboro City Schools Academically and/or Intellectually Gifted Program Advisory Team are representative of the diverse population and interests within our district and oversee the continued implementation of the Academically and/or Intellectually Gifted Education Plan.

The district elicits regular feedback from stakeholders with the following:

- Annual parent survey at the Differentiated Education Plan (DEP) parent meetings or other school activities throughout the year
- Option to complete either a paper/pencil or online survey for parents; Parent surveys are available in English and Spanish
- Elicit feedback from classroom teachers with the AIG cluster of students and administrators at grade-level planning meetings.
- School based Needs Determination Team (NDT) meet yearly at each elementary and middle school to discuss the local AIG program and student needs.

The regular feedback is gathered through implementing effective data management systems and accountability requirements for gifted students and district personnel and develops formative and summative evaluation of the gifted program that focuses on both quantitative and qualitative outcomes. This leads to ongoing reflection of the strategies and instructional approaches used by teachers with gifted students.

Practice H

Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.

District Response: The local AIG plan is revised as mandated by the State Board of Education. Budget, staff development needs, number of AIG certified staff, number of identified students, AIG program standards and practices, student identification procedures, and other data sources are used

in the revision process for continuous program improvement.

The Asheboro City Schools 8th Generation AIG Plan was developed by using the results of the AIG Self-Assessment document, survey data from students, parents, and staff, input from AIG Advisory Team, and continuous feedback from AIG specialists. Our district organizes the evaluation of the AIG program using formal and informal evaluation techniques including systematic gathering, analyzing, and reports of formative and summative data. This data can be used to improve the existing program. AIG specialists gather information from all stakeholders using reliable and valid measures to determine AIG program effectiveness.

Practice I

Disseminates all data from evaluation of the local AIG program to the public.

District Response: The results of the AIG program evaluation are contained within the AIG Program Plan. The district AIG Program Plan is posted on the Asheboro City Schools AIG web page and the program evaluation results are also shared with stakeholders at the AIG Advisory Team meetings and district level meetings.

AIG specialists share the current AIG Plan with staff each year through school wide staff meeting and with parents at the yearly DEP meeting.

Practice J

Safeguards the rights of all AIG students and their parents and families 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.

District Response: The AIG plan is written and approved by the local school board and DPI. There is a clear process in place for student referrals, transfers from other LEAs and due process.

Transfer Students from other North Carolina districts with current AIG services will maintain those services for that school year. Eligibility may be verified by PowerSchool or other official AIG documentation from transferring school district. Eligibility of Transfer students from other states will be verified with documentation from transferring school district. AIG eligibility for all transfer students will be reviewed at the end of the school year during the annual review process.

The AIG Program Plan contains due process procedures regarding the identification and service decisions for all students. These procedures are used to resolve disagreements between parents/guardians and the school/district when a child is either not identified for formal AIG services or there is a concern regarding the appropriateness of services. Copies of these procedures are shared with parents at the annual Differentiated Education Plan (DEP) meetings and are available for parents upon request from the district office or individual school.

Due process procedures regarding the identification and service decisions are in place. This is a

procedure to resolve disagreements between parents or guardians and the local school administrative unit when a child is either not identified for differentiated services or there is a concern regarding appropriateness of services. The process begins in the school and, if not resolved, can proceed to the administrative level in the Central Office. Asheboro City Schools' due process procedures for Academically and/or Intellectually Gifted identification services decisions are as follows:

If the student was NOMINATED by parents, but not IDENTIFIED as needing differentiated services by the NDT-AIG, inform parent/guardian of this decision by providing them with the following:

1. Copy of Multiple Criteria Pathways for AIG services (see attached)
2. Copy of Due Process Procedures Brochure (see attached)

If the student was IDENTIFIED and the NDT-AIG recommends a DIFFERENTIATED EDUCATION PLAN, inform parents/guardian of this decision by providing them with the following:

1. Copy of Multiple Criteria Pathways for AIG Services
2. Copy of Differentiated Education Plan
3. Copy of Due Process Procedures
4. Asheboro City Schools AIG Program brochure

If parent/guardian has disagreements regarding nomination, identification, or service options, they are guaranteed the due process procedures as follows:

- I. Parent requests in writing a conference with the Needs Determination Team (NDT) at the school for AIG education.
- II. The parent will request a conference with the school principal if the principal is not a member of the NDT.
- III. The parent appeals the principal's decision to the Asheboro City Schools Director of AIG Services.
- IV. The parent appeals the AIG Director's decision to the Assistant Superintendent or Superintendent of Asheboro City Schools.
- V. The parent appeals the Superintendent's decision to the Asheboro City Schools Board of Education.
- VI. The parent petitions the administrative law judge for a contested case hearing.

Step 1: Appeal to school level Needs Determination Team (NDT) – AIG through AIG specialist

A. Parent/guardian may make a request* for a conference with the NDT-AIG to discuss the concerns about the recommendation. A written request is required and kept by the AIG specialist.

B. NDT–AIG reviews the student's record and previous nomination, identification, and service delivery options decisions. The team may gather additional information about the student from

teachers and/or parents as needed. The Individual Student Profile may be updated.

C. NDT-AIG grants the conference within ten (10) school days of request and responds to parent/guardian in writing within five (5) school days after the conference.

IF THE DISAGREEMENT IS NOT RESOLVED AT THE NDT-AIG CONFERENCE, THEN PROCEED TO STEP II - PRINCIPAL CONFERENCE (unless the principal of the school was on the NDT-AIG).

STEP II: – Principal Conference - (If principal was part of NDT-AIG, proceed to STEP III.)

A. Parent may make a written request within thirty (30) calendar days for a conference with the principal after the written notification.

B. Principal reviews the recommendation with the NDT-AIG chairperson.

C. Principal grants the conference within ten (10) school days and responds in writing within five (5) school days after the conference.

IF THE DISAGREEMENT IS NOT RESOLVED AT THE PRINCIPAL CONFERENCE, THEN PROCEED TO STEP III – DIRECTOR OF AIG SERVICES

STEP III – Appeal to Director of AIG Services

A. Parent/guardian may appeal principal's decision in writing to the Director of AIG Services within five (5) school days of receiving the response from the school principal.

B. Director of AIG Services reviews the grievance within five (5) school days of receipt of appeal.

C. Director AIG Services responds in writing to the parent and principal concerning the outcome of the review within ten (10) school days.

IF THE GRIEVANCE IS NOT RESOLVED AT STEP III, THEN PROCEED TO STEP IV – APPEAL TO ASSISTANT SUPERINTENDENT OR SUPERINTENDENT.

STEP IV – Appeal to Assistant Superintendent or Superintendent

A. Parent/guardian may appeal decision to the Assistant Superintendent or Superintendent within five (5) school days of receiving the response.

B. Assistant Superintendent/Superintendent reviews the grievance within five (5) school days of receipt of the appeal.

C. Assistant Superintendent/Superintendent responds in writing concerning the outcome within ten (10) days to the parent/guardian and principal.

IF THE GRIEVANCE IS NOT RESOLVED IN STEP IV, THEN PROCEED TO STEP V – APPEAL TO THE BOARD OF EDUCATION

STEP V – Appeal to Asheboro City Schools Board of Education

A. Parent may appeal to the Board of Education in writing within ten (10) school days following the written response from Step IV.

B. The Board shall offer a final written decision within thirty (30) calendar days.

IN THE EVENT THAT THE LOCAL GRIEVANCE PROCEDURE FAILS TO RESOLVE THE DISAGREEMENT, THEN THE STATE GRIEVANCE PROCEDURE WOULD BE IMPLEMENTED.

STEP VI – State Level Grievance Procedure

A. Parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review shall be limited to:

(i) whether the local school administrative unit improperly failed to identify the child as an academically and/or intellectually gifted student,

or

(ii) whether the local plan has been implemented appropriately in regard to the child.

B. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

Informed Consent is required for all individual assessments prior to taking place. When the Needs Determination Team determines individual testing is needed, a Permission for Testing is completed by the parents/guardians. Those recommended by the NDT or as parent/teacher request will be offered during the annual testing window in grades 3, 5, and 7. Student test scores are valid for two years after date of testing. Retesting will occur outside of the two year window.

See Attachment for Due Process Brochure

Ideas for Strengthen the Standard: During the 2016-2019 cycle, Asheboro City Schools has the following goals related to Standard 6:

-To increase communication to parents and community about AIG program (newsletter, parent sessions, etc.) and develop an executive summary to share with parents, community and staff.

Sources of Evidence: -2019-2022 AIG 8th Generation Plan

-Board of Education minutes/presentation

-Asheboro City Schools District Website

-AIG specialists data spreadsheets

6/18/2019

- AIG specialists schedules
- Year at Glance document
- Budget spreadsheet of AIG expenses
- Purchase orders/invoices for AIG materials
- EVAAS data
- Exit interviews of AHS students
- School wide screening of achievement and ability
- AIG district database
- PowerSchool AIG rosters
- DEPs
- List of AIG certified staff
- Advisory team rosters, sign in sheets, minutes
- Survey data
- Self-assessment document
- AIG district team agenda and minutes
- Due Process Brochures

Glossary (optional):

Acronyms:

CogAT: Cognitive Abilities Test

CTONI: Comprehensive Test of Nonverbal Intelligence

DEP: Differentiated Education Plan

Duke TIP: Duke Talent Identification Program

EVAAS: Education Value - Added Assessment System

GRS: Gifted Rating Scale

ITBS: IOWA Test of Basic Skills

NDT: Needs Determination Team

NNAT: Naglieri Nonverbal Ability Test

PETS: Primary Education Thinking Skills

RIAS: Reynolds Intellectual Abilities Scale

TOPS: Teacher Observation of Potential in Students

UNIT: Universal Nonverbal Intelligence Test

U~STARS~PLUS: Using Science Talents and Abilities to Reach Students Promoting Learning in Underserved Students

WISC-IV: Weschler Intelligence Scale for Children

Appendix (optional):

Standard 1 Attachment 1 -Woodcock-Johnson Testing.docx (*Appendix - Standard 1*)

Standard 1 Attachment 2 Criteria Grades K-3.docx (*Appendix - Standard 1*)

Standard 1 Attachment 3 Criteria Grades 4-8.docx (*Appendix - Standard 1*)

Standard 1 Attachment 4-Student Search Process.docx (*Appendix - Standard 1*)

Standard 1 Attachment 5 Student Search & Service Options.docx (*Appendix - Standard 1*)

Standard 1 Attachment 6 Recommended Testing Procedures.docx (*Appendix - Standard 1*)

Standard 2 Attachment 7 Matching Specific Criteria.docx (*Appendix - Standard 2*)

Standard 6 Attachment 8 Due Process Brochures.docx (*Appendix - Standard 6*)