

Wake County Public School System Academically Or Intellectually Gifted Program



WAKE COUNTY
PUBLIC SCHOOL SYSTEM

Lead Mine ES
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Wake County Public School System Vision:

WCPSS will serve as the national standard for increasing student achievement in the 21st century.

- Highly effective teachers and principals are empowered to raise the achievement of all children and will provide students with high quality classroom instruction that fosters intellectual development.

WCPSS recognizes children have different needs.

- WCPSS is committed to ensuring all students are challenged to reach their full potential and to be held accountable partners in their learning. Students will graduate in increasingly higher percentages and compete successfully as productive citizens.

AIG Service Delivery

- Students identified as AIG receive differentiated services at all Wake County Public Schools.
- Each school develops their AIG Plan outlining service delivery.
- Schools choose from a variety of service options.

AIG Program Service Options

K-2 Program Details

- Students in Kindergarten through 2nd grade receive differentiation and enrichment opportunities via the classroom teacher.
- AIG teachers consult and collaborate with grade-levels to provide resources to ensure each student has enrichment opportunities aligned with the grade-level Common Core Standard.
- Nurturing Program: Nurturing for a Bright Tomorrow

AIG Program Service Options

3rd Grade Explorers Model

- AIG teacher collaborates with 3rd grade teachers to provide a variety of in-class experiences for all students first semester.
- The AIG teacher will provide 3 different series of lessons:
 - Critical Thinking, CogAT Test Practice
 - Mathematics
 - English/Language Arts
- Students who demonstrate high performance will participate in small-group enrichment activities with the AIG teacher during first semester.
- 3rd Grade Explorers classes will end during second quarter to allow time for the third grade identification process to be completed.
- 3rd Grade Identified students will begin service during second semester.

Students are served through the following:

3rd-5th Grade Service Delivery

- Differentiated Instructional Units
- In-Class Flexible Grouping
- Cluster Grouping
- Pull Out Services

6th-8th Grade Service Delivery

- Differentiated Instructional Units
- In-Class Flexible Grouping
- Cluster Grouping
- Push In to Classes or Pull Out

High School Students

- Students self-select advanced courses.

Traditional Identification Process

- Screening of all WCPSS 3rd grade students
- Parent nominations, grade 4-8
- Teacher nominations, grade 4-8
- Student nominations, grade 4-8

Nomination Windows

- Nominations are accepted at any time.
- Nominations are reviewed each semester by the SBCGE before the semester testing dates.
- The SBCGE determines if nominated students will be referred for evaluation based on current data.
- Nomination Posters are posted throughout the school.



Testing Dates

- Testing dates are scheduled:
 - ✓ First Semester: in week 6 of the 1st quarter
 - ✓ Second Semester: in week 4 of the 3rd quarter
- Nominations received after the testing deadline will be considered during the next semester.



AIG Referral

- Referred students are administered the Cognitive Abilities Test and the Iowa Assessments.
- Data is compiled on an Individual Student Profile (ISP).
 - ✓ Informal Indicators
 - Teacher Checklist
 - Parent Checklist
 - ✓ Formal Indicators (Norm referenced assessments)
 - Current aptitude scores
 - Current achievement scores
 - Current scores are scores within one calendar year of each other
- SBCGE reviews the complete student profile to make a recommendation.

Informal Indicators

- Learning Behaviors
 - Parent and teacher checklists
- Student Performance
 - Parent and teacher checklists
 - Current academic grades in ELA and Math
 - Current portfolio work samples in ELA and Math
- Student Interest
 - Parent and teacher checklists
- Student Motivation
 - Parent and teacher checklists
- Other Informal Indicators
 - GRS, Anecdotal Records, Projects, Awards, EOG Scores



AIG School Based Committee for Gifted Education (SBCGE)

- Provides a team framework for evaluating data and recommending the most appropriate service for individual students who demonstrate a need for differentiation
- Includes administrator, AIG teacher, and staff members representative of core content areas and/or grade levels at each school.
- Makes recommendations regarding: AIG referral, AIG identification, AIG services, and any issues involving identified AIG students.

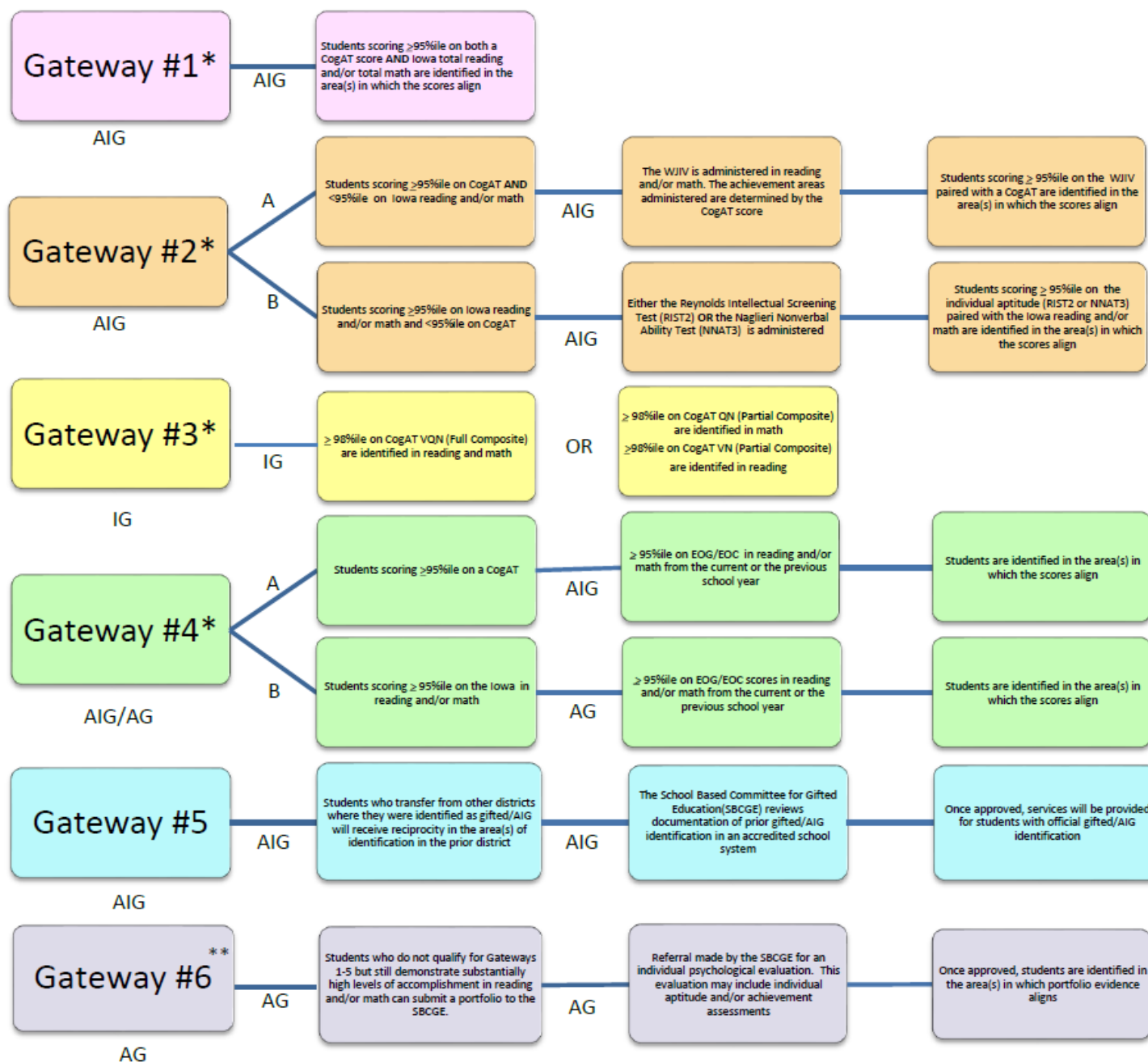
Formal Indicators

Norm Referenced Assessments

- Aptitude test scores
 - Cognitive Abilities Test (CogAT)
 - Individual tests administered as necessary
- Achievement test scores
 - Iowa Assessments (IA)
 - Individual tests administered as necessary



AIG identification criteria is used for service determination via both aptitude and/or achievement using one of our 5 Gateway Identification Paths.



2017 *Performance on cognitive and achievement batteries administered by a licensed psychologist can be used to determine eligibility through Gateways #1, #2, #3, or #4.

**Gateway #6 will be modified to better meet equity goals as outlined in the Achievement objective of the Strategic Plan.

Gateway 1

- Students scoring ≥ 95 percentile on both a qualifying CogAT AND IOWA total reading and/or total math score are identified in the area(s) in which the scores align.

Gateway 2A

- Students scoring ≥ 95 percentile on qualifying CogAT score
- AND < 95 percentile on Iowa reading and/or math, the most recent version of the Woodcock Johnson Achievement Test (WJIV) is administered in reading and/or math.
- The achievement areas administered are determined by the qualifying CogAT score.
- Students scoring ≥ 95 percentile on the WJIV paired with a qualifying CogAT score are identified in the area(s) in which the scores align.

Gateway 2B

- Students scoring ≥ 95 percentile on Iowa reading and/or math and < 95 percentile on a qualifying CogAT score, either the Reynolds Intellectual Screening Test (RIST2) OR the Naglieri Nonverbal Ability Test (NNAT3) is administered
- Students scoring ≥ 95 percentile on the individual aptitude (RIST2 or NNAT3) paired with the Iowa reading and/or math are identified in the area(s) in which the scores align.

Gateway 3

- \geq 98 percentile on CogAT Composite are identified IG in reading and math
- \geq 98 percentile on CogAT Verbal-Nonverbal Partial Composite are identified IG in reading.
- \geq 98 percentile on CogAT Quantitative-Nonverbal Partial Composite are identified IG in math.

Gateway 4A

- Students scoring ≥ 95 percentile on a qualifying CogAT, AND ≥ 95 percentile on EOG/EOC scores in reading and/or math from the current or the previous school year which align with the qualifying CogAT score
- Students are identified AIG in the area(s) in which the scores align.

Gateway 4B

- Students scoring \geq 95 percentile on the Iowa Assessments in reading and/or math
- AND \geq 95 percentile on EOG/EOC scores in reading and/or math from the current or the previous school year which align with qualifying Iowa score
- Are identified AG in the area(s) in which the scores align.

Gateway 5 Reciprocity

- Students who transfer from other districts where they were identified as gifted/AIG will receive reciprocity in the area(s) of identification in the prior district
- The School Based Committee for Gifted Education (SBCGE) reviews documentation of prior gifted/AIG identification in an accredited school system
- Once approved, services will be provided for students with official gifted/AIG identification

Gateway 6

Portfolio Assessment*

- Students who do not qualify for Gateways 1-5 but still demonstrate substantially high levels of accomplishment in reading or math can submit a portfolio to the SBCGE.
- Referral is made by the SBCGE for review by the Central Services Team. This evaluation may include individual aptitude and/or achievement assessments.
- Once approved, students are identified in the area in which the portfolio evidence aligns.

*Gateway 6 will be modified to better meet equity goals as outlined in the Achievement objective of the Strategic Plan.

SBCGE Decision

- Not Recommended for AIG Differentiation
- Recommended for AIG Differentiation in Language Arts *and/or* Mathematics
- SBCGE reviews student performance annually.



Differentiated Education Plan

Differentiated Course Plan

Differentiated Education Plan (DEP)

- Describes the AIG Program services at your school
- Reflects appropriate service delivery options

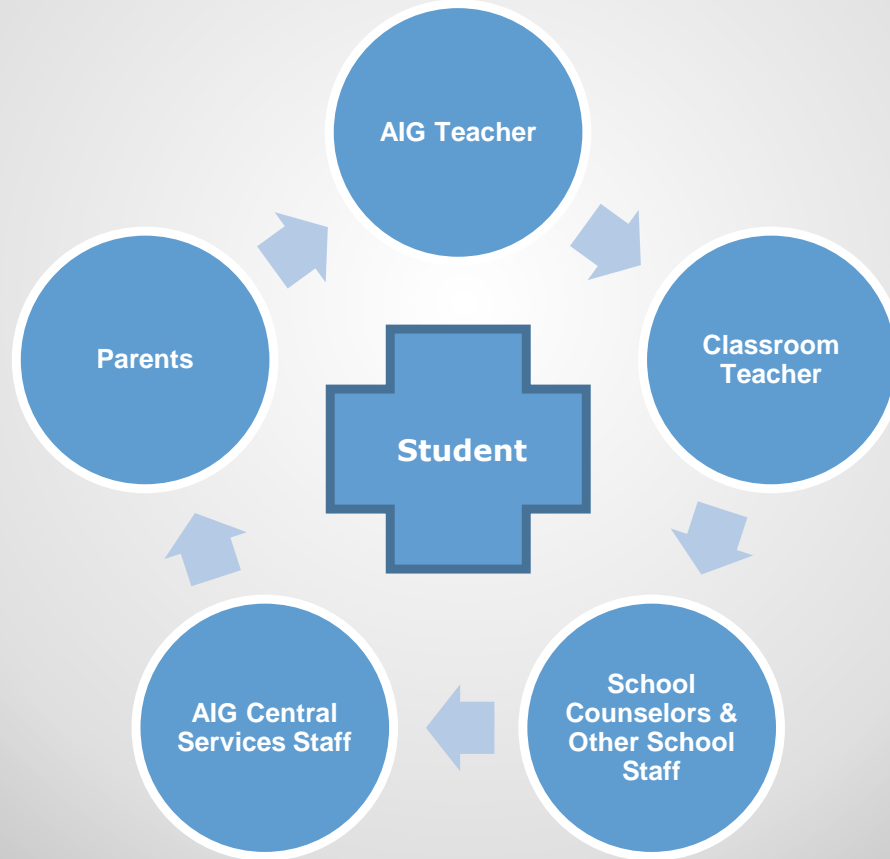


Differentiated Curriculum & Instruction

- Cluster grouping
- Flexible grouping
- Curriculum compacting
- Differentiated instructional units/centers
- Increased complexity and challenge
- Tiered activities and assignments
- Varied texts and materials
- Projects and investigations
- Technology applications



Stakeholders for AIG Student Success



Additional Information is Available From:

- AIG Teacher/email
- School websites and newsletters
- WCPSS website
- AIG Brochure
- AIG Parent Guide
- AIG Program Plan 2016-2019

