

TCS AIG Plan

NC AIG Program Standard 1: Identification: *The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.*

NC AIG Program Practices Standard 1	LEA Response
<p>a) Articulates and disseminates clear, comprehensive, and equitable screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large.</p>	<p>Because students may manifest gifts at different ages and because students may transfer into TCS from schools with different perspectives of giftedness, gifted identification can occur at any point in a student's entire academic career, K-12.</p> <p>To coordinate equal opportunity for identification throughout a student's educational career, parents, students, teachers, and school and district leaders must understand the identification process. TCS will continue to:</p> <ul style="list-style-type: none"> ● Include the AIG screening, referral, and identification processes for appropriate grade level bands in the elementary, middle, and high school student/parent handbooks. ● Coordinate with Curriculum & Instruction leaders, principals, instructional coaches/lead teachers, and guidance counselors to distribute applicable AIG materials with other transition materials at appropriate events throughout the school year (e.g., school registration, school/grade orientation events, student registration, new student meetings, etc.) ● Integrate open interest meetings into other stakeholder events at school levels K-12 (e.g., open houses, registration events, curriculum fairs, etc.) Advertise through electronic, written, and verbal means. ● Conduct annual "AIG Refresher Training" at the beginning of the year for all teachers, administrators, and instructional support staff, including Exceptional Children's and English Language Learner teachers, emphasizing that any personnel who work with students may serve AIG students and can make referrals.
<p>b) States and employs multiple criteria for student identification. 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.</p>	<p>TCS believes each individual child is uniquely distinguished by a combination of strengths, interests, accomplishments, avenues for growth, and needs. TCS uses multiple criteria to determine whether AIG services will enhance or support students' educational paths.</p> <p>TCS acknowledges that barriers to accurate and equitable identification exist. While research continues to offer new insights on addressing these barriers, TCS will continue to refine its identification process and criteria for eligibility. Students who are not identified at one point in their academic careers remain eligible for future consideration.</p> <p>TCS uses the designations below to indicate a general profile of students' strengths. Because the designation itself is not a comprehensive profile, however, AIG Specialists retain in the DEP folder specific documentation</p>

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	<p>including aptitude/achievement scores and observational data gathered during the identification process.</p> <p>The Academically Gifted designations generally comprise both traditional and non-traditional measures of aptitude and achievement, while the Intellectually Gifted designation makes wider use of non-traditional indicators and may suggest latent potential to achieve.</p> <ul style="list-style-type: none"> ● Academically Gifted in Reading (AR) denotes a student who demonstrated verbal/linguistic strengths through verbal aptitude testing, reading achievement testing, and parents' and teachers' perceptions of behavior characteristics associated with gifted children, or a combination of these indicators ● Academically Gifted in Math (AM) denotes a student who demonstrated mathematical reasoning strengths through quantitative aptitude testing, mathematics achievement testing, parents' and teachers' perceptions of behavior characteristics associated with gifted children, or a combination of these indicators ● Academically Gifted (AG) denotes a student who demonstrates both AR and AM strengths as described above. Additional evidence may include a portfolio reviewed by the district's AIG Specialists. ● Intellectually Gifted (IG) denotes a student who demonstrates advanced academic or intellectual abilities and interests through nonverbal aptitude testing and parents' and teachers' perceptions of behavior characteristics associated with gifted children. Additional evidence may include a portfolio reviewed by the district's AIG Specialists. ● <i>effective 2016-2017</i> Academically and Intellectually Gifted (AI) denotes a student who demonstrates both high intellectual capacity and high academic performance as described above <p>See Transylvania County AIG Identification pathways chart in Appendix.</p>
<p>c) Ensures AIG screening, referral, and identification procedures respond to traditionally 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.</p>	<p>In TCS academic and intellectual giftedness has been identified at higher rates among demographic majorities than among other populations. To increase sensitivity to gifted students in traditionally under-represented populations, TCS began using mass screening and research-based, nontraditional measures (e.g., Naglieri Nonverbal Ability Test and Bright Horizons Gifted and Talented checklists) in 2013.</p> <p>TCS continues to seek out additional culturally sensitive identification resources as new research brings them to light. For 2016-2019 the TCS identification procedure incorporates multidimensional Gifted Rating Scales, and a portfolio.</p> <p>TCS may use a variety of adult perspectives in order to compile a complete profile of student strengths and attributes, including parents, regular/core classroom teachers, and other professionals who interact with students,</p>

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	<p>including Specials/CTE/Arts teachers; ELL and EC teachers; and guidance counselors or other professionals who interact with students.</p> <p>TCS uses mass screening in elementary, middle, and high school as one mechanism to find students who may qualify for AIG identification. Elementary school AIG Specialists administer the CogAT Screener in the fall to all 4th grade students (parents may opt their children out of testing). Middle school counselors, instructional coaches/lead teachers, and/or assistant principals will screen for high performing students based on state or nationally normed tests (e.g., EOGs, ACT Explore/Aspire). High school counselors will screen for high performing students on state or nationally normed tests (e.g. EOCs, PSAT, SAT, ACT Plan, ACT).</p> <p>In addition to the mass screening mechanism, teachers, counselors, or parents may nominate a student in any grade for the pre-identification pool of students. Students may also self-nominate at any grade. Nomination and self-nomination extends to students who transfer into TCS.</p> <p>Students identified as academically/intellectually gifted by another LEA in North Carolina or another state may be placed in the AIG program on the basis of existing data in their cumulative records if the data supports local identification standards. If existing data does not support local identification, transferring students may proceed through TCS identification procedures with the current pre-identification pool.</p> <p>Students who do not initially meet the identification criteria may be re-evaluated at subsequent grade levels, as new data is gathered.</p>
<p>d) Implements screening, referral, and identification processes consistently within the LEA.</p>	<p>Regular communication and uniform processes are crucial to consistency in screening, referral, and identification decisions across all schools. To ensure this consistency, TCS will continue:</p> <ul style="list-style-type: none"> ● monthly AIG Specialists' practice of annually auditing DEP folders ● documenting when students from the pre-identification pool are not placed into AIG program, noting which pathway(s) were considered. By cross-referencing this documentation if students return to pre-identification pools later, AIG Specialists will observe proper testing intervals for test validity and/or request a student portfolio.
<p>e) Maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with parents/families.</p>	<p>As students move through different grades and schools, both curricula and extracurricular opportunities change, necessitating annual review of students' needs and possible revision of service options. AIG Specialists who specifically serve elementary, middle, or high school students use the annual DEP writing or revision process to recommend an optimal blend of existing school/district programs, targeted classroom differentiation, acceleration or</p>

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	<p>Credit by Demonstrated Mastery, enrichment opportunities, special/AIG programs, etc. according to each gifted learner's needs.</p> <p>As detailed in Standard 2i, during transitions from elementary to middle and middle to high school, AIG Specialists will conduct transition activities with students and parents/families, explaining how service options vary at the next school.</p> <p>Additionally, AIG Specialists use the annual review to increase families' and students' abilities to take advantage of or advocate for differentiation and/or personalization opportunities in the regular classroom.</p>
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Ideas/ Strategies for Strengthening the Standard:

- Create quick-reference guides for stakeholders. Post them on district's K-12 AIG webpage and link to them from each school's webpage.
- Revise the teacher portion of the annual AIG Stakeholder Survey to elicit feedback about the clarity and helpfulness of distinctions among the five gifted designations. Use the feedback to improve annual "AIG Refresher Training" and quick-reference guides for next school year.
- TCS AIG Coordinators and Specialists will continually research gifted characteristics of diverse populations, seeking to continuously build a library of culturally sensitive identification resources reflecting TCS demographics. Continue to update identification standards as appropriate. One resource TCS is currently examining for future use is the Slocumb Payne Teacher Teacher Perception Inventory.
- TCS will continue researching identification processes that lead more clearly to distinct AIG services.

Sources of Evidence:

- Complete screening, referral, and identification processes listed in AIG Parent Handbook
- Grade-appropriate portions of AIG screening, referral, and identification processes in the corresponding elementary, middle, and high school student/parent handbooks.
- Quick-reference guides posted on K-12 AIG webpage and accessible from each school's webpage
- Presentation artifacts (e.g., slideshows, agendas, meeting minutes) and advertising evidence (e.g., letters/flyers, ParentLink records, social media histories)
- "AIG Refresher Training" sign-in sheets
- AIG Meeting/PLC minutes or discussion notes
- Board-approved, dated revisions to identification standards