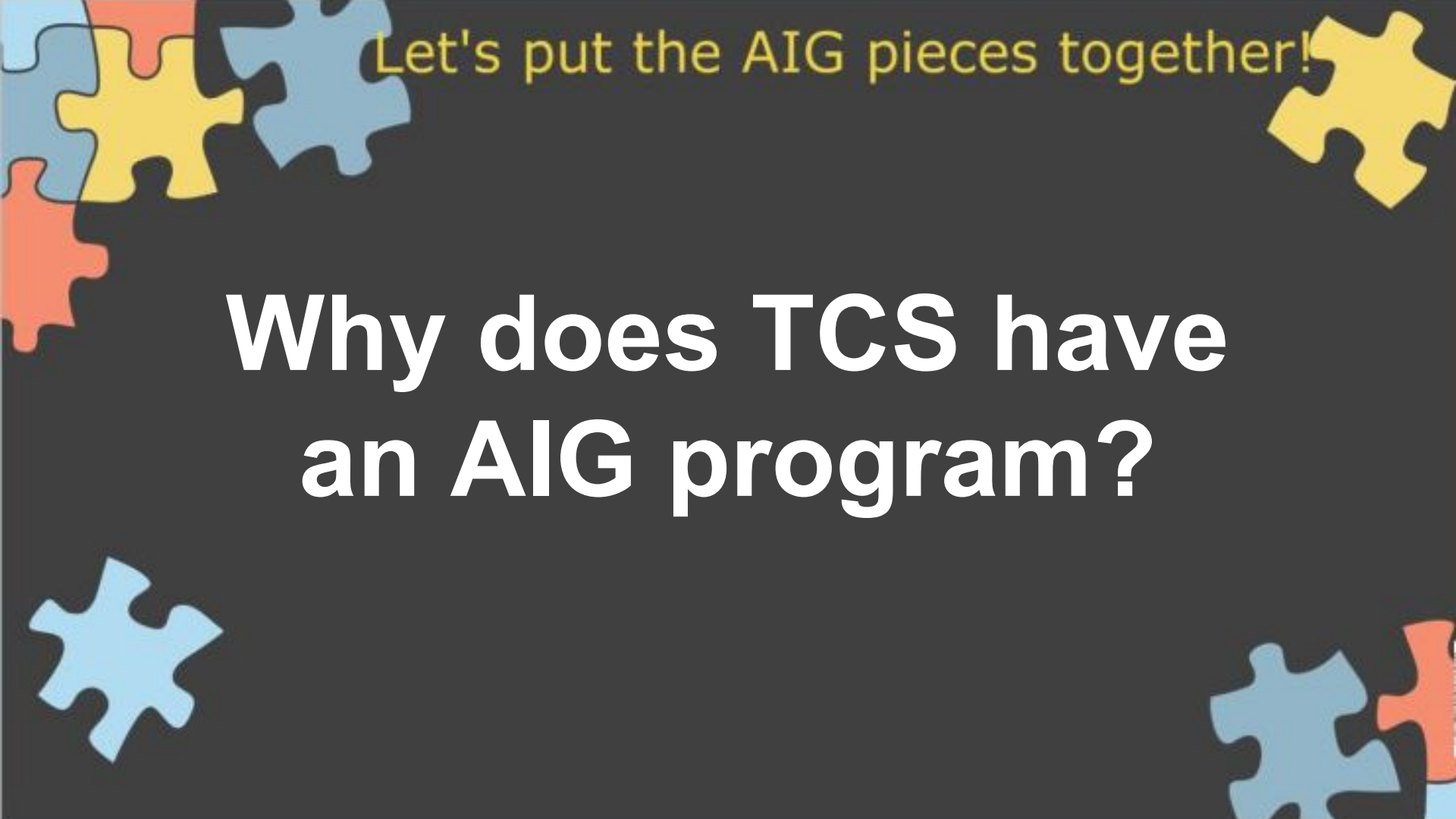




Let's put the pieces together!

Transylvania County Schools
**Academically &
Intellectually
Gifted Program**



Let's put the AIG pieces together!

**Why does TCS have
an AIG program?**

Since 1996,
NCGS §115C-150.5-.8 (Article 9B)



STATE DEFINITION OF AIG STUDENTS

Academically or intellectually gifted (AIG) students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experiences or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both the intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.

Since January 2008 state audit of NC AIG program,

Six performance standards are used to

- monitor program implementation,
- support quality and effective local AIG programs
- safeguard the rights of AIG students

Local Education Agencies (LEA) develop local three-year AIG plans to be approved by local school boards and subsequently sent to the State Board of Education and Department of Public Instruction (DPI) for review and comment.

1. Identification
2. Differentiated Curric & Instruction
3. Personnel & Professional Development
4. Comprehensive Programming within Total School Community
5. Partnerships
6. Program Accountability





Let's put the AIG pieces together!

Who puts the pieces together?

2. Differentiated Curric & Instruction

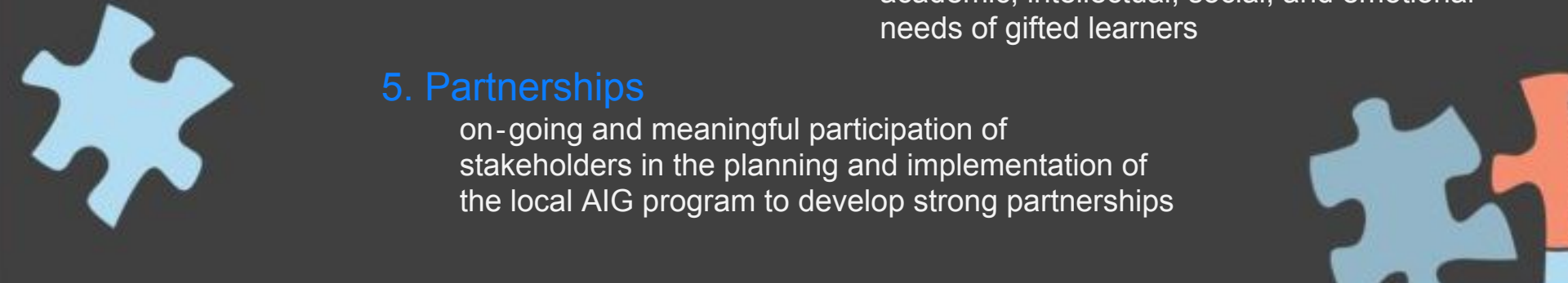
challenging, rigorous, and relevant curriculum and instruction K-12 accommodating a range of academic, intellectual, social, and emotional needs of gifted learners

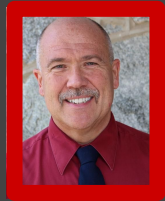
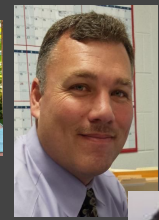
4. Comprehensive Programming within Total School Community

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

5. Partnerships

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





Kimberly Moore
AIG Teacher / Instructional Coach

Ann Wright
AIG Teacher / Intervention

Laura Smith
CTE & AIG Teacher

Stefanie Tomlin
AIG Specialist / Intervention



Heidi Bullock
AIG Specialist /
Coordinator



AIG Specialist / Intervention

Lisa Pauer

AIG Specialist / Intervention

Meg Buchanan
AIG Teacher



The background features several interlocking puzzle pieces in shades of blue, yellow, and orange, scattered across the dark grey background. The text is positioned at the top center.

Let's put the AIG pieces together!

How do we put the pieces together?

1. Identification: procedures are clear, equitable, and comprehensive and lead towards appropriate educational services

multiple criteria compare student to state/national norms

Pathway	Aptitude Testing	+ Achievement Testing	+ Behavior Inventory	Qualifies?
Academically Gifted in Reading AR	Verbal	Reading	Gifted Rating Scales	
	96% or above 94-95% 90-93%	96% or above 92-95% 90-91%	2+ scores of 84%ile or above	
Academically Gifted in Math AM	Quantitative	Math	Gifted Rating Scales	
	96% or above 94-95% 90-93%	96% or above 92-95% 90-91%	2+ scores of 84%ile or above	
Academically Gifted in Reading and Math AG	If student qualifies for both Reading and Math above, student qualifies as AG. See reverse for an alternative AG Pathway.			

Designations convey a general profile of student's strengths

AIG service is necessary to enhance or support student's educational path through TCS

Non-traditional measures of aptitude and achievement

Pathway	Aptitude Testing	+ Achievement Testing	+ Behavior Inventory	+ Portfolio	IG Pathway Qualifies?
IG Intellectually Gifted	Age-normed composite score of 98% or above	Continue ⇒ No minimum achievement scores necessary	Gifted Rating Scales completed by parent/family and teacher(s)?	Portfolio requested?	
AG Academically Gifted in Reading and Math	No ⇒ Age-normed composite score 96-97% 94-95% 90-93%	Reading Achievement 90% or higher Math Achievement 90% or higher	Gifted Rating Scales 2+ scores of 84%ile or above	Students are eligible for Portfolio if: • Composite score 92-95% on aptitude test but do not earn Behavioral Inventory points OR • Composite score 90-91% on aptitude test AND earn Behavioral Inventory points	
AI Intellectually and Academically Gifted	No ⇒ Age-normed, composite score of 98% or above	↑ If achievement is 89% or less, return to AG or IG Pathway. ⇒ If achievement is 90% or higher in BOTH reading and math, continue on AI Pathway.	Gifted Rating Scales completed by parent/family and teacher(s)?	Portfolio requested?	
Pathway	Aptitude Testing	+ Achievement Testing	+ Behavior Inventory	+ Portfolio	AI Pathway Qualifies?

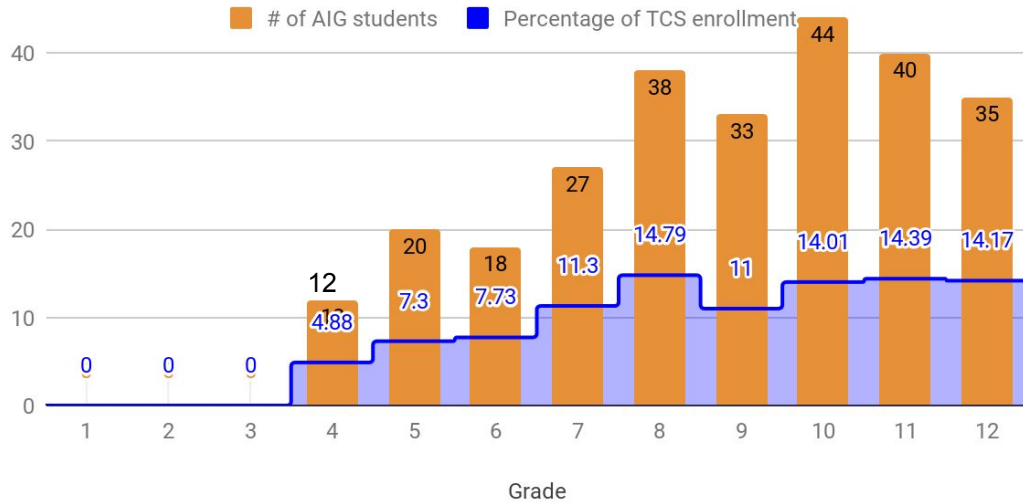
Newer designations: more flexible understanding of gifted profile

unique combination of strengths, interests, accomplishments, avenues for growth, and needs

3. Personnel & Professional Development:

relevant and effective professional development concerning needs of gifted learners that is on-going and comprehensive

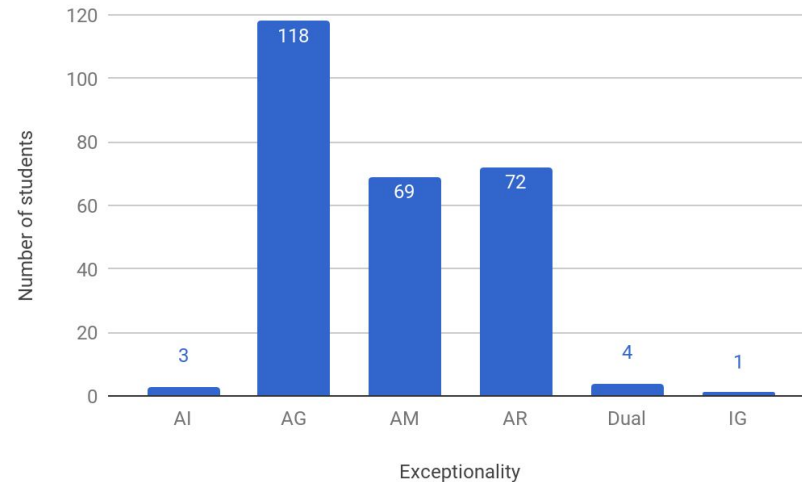
TCS AIG students, total number & percentage of student population, 2017-2018



Total AIG: 267

Overall % of enrollment: 7.88

Totals by Designation



5. Partnerships: ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program

Parents/families: annual writing/review of Differentiated Education Plan (DEP)
parent/family informational events

Students: from middle thru high school, increasing role in drafting DEP
speaking at parent/family and student information events

Teachers: receive copy of DEP, collaborative planning with AIG teacher
shared decision-making thru school's Team for Academically Gifted (TAG)
awareness/involvement in Multi-Tiered Levels of Support (MTSS)

Community: businesses, organizations/agencies, civic groups, individual
volunteers, and institutions of higher learning *see handout*

6. Program Accountability

implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective

Parents/families: annual AIG Stakeholder survey
event evaluation surveys

Students: exit interviews senior year

Teachers: annual AIG Stakeholder survey

Community: “TCS will strive to form an advisory committee to periodically review the AIG program. Complementary TCS programs, community partners, institutions of higher learning, and local business and industry currently are vital sources of support to all students, including AIG students.”

Indiana-style AIG Program Data Card



Let's put the AIG pieces together!

Questions, concerns, ideas?

Heidi Bullock

hbullock@tcsnc.org

828.276.3947

@GiftedInquiry

[facebook.com/tcsAIG](https://www.facebook.com/tcsAIG)