OVERVIEW - Changes to NC AIG Program Standards (ACIG-000)
The NC AIG Program Standards were revised and adopted by the State Board of Education in June 2021. These revisions incorporate feedback and suggestions from various internal and external stakeholder groups and were proposed in an effort to streamline and clarify the content and intent of the NC AIG Program Standards, as well as effectively integrate the language of our multi-year strategic initiative for realizing equity and excellence in gifted education. This document is a side by side comparison of the previously adopted language (June 2018) with the newly adopted revisions (June 2021), along with the rationale for the changes, to promote better understanding of the changes to the NC AIG Program Standards and better support district and school leaders through the local AIG plan revision process.

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

2018 Standards & Practices	Adopted revisions (June 2021)	Rationale for Change
a) Develops screening and referral processes that lead to AIG identification at all grade levels.	a) Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities for every student to show their strengths and talents.	Clarifies that both screening and referral processes are needed and expected. No "order" is implied, just both are necessary. The additional sentence helps to emphasize the equity and excellence initiative.
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.	No changes.	

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.	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 learners, highly gifted, and twice-exceptional.	Updates language to English Learners in alignment with federal guidelines.
d) Implements screening, referral, and identification processes consistently within the LEA.	d) Monitors the screening, referral, and identification processes for consistent implementation across the LEA.	Clarifies that the intent is monitoring of the process instead of sharing the process itself as this eliminates duplicate information.
e) Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/ families, students, and the community-at-large.	e) Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large.	Updates language to reflect parents/ guardians to ensure that communication is with the primary caregiver.
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.	f) Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records.	Shifts the focus from the identification process, eliminates duplicate information, and focuses on documentation of evidence used in determining a student's AIG identification.

		Also updates language to reflect parents/ guardians to ensure communication with the primary caregiver.

Standard 2: Comprehensive Programming within Total School Community
The LEA provides a K-12 AIG program with an array of services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners. These services will develop students' strengths through intentional learning experiences in various domains that are not dependent on the students' demographic background or economic means.

Rationale: Includes language of equity and excellence strategic initiative for emphasis and support and clarifies the expectation of an AIG program which includes an array of services for K-12 students.

2018 Standards & Practices	Adopted revisions (June 2021)	Rationale for Change
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.	a) Delivers an AIG program with comprehensive services that address the academic and intellectual needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel. Services are aligned to a students' advanced learning needs and AIG identification.	Clarifies the focus of the practice is meeting the students' academic and intellectual needs.

Adds language to include the variety of personnel collaborating to meet these needs. |

f) Addresses the social and emotional needs of AIG students through collaboration among school counseling personnel, regular education teachers, AIG specialists, and others.	**Previous 2f now shifts to 2b** b) Delivers an AIG program with comprehensive services that address social and emotional needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel based on student needs.	Clarifies this practice so it is distinguishable from the language of 3f and eliminates duplication of information. Provides a parallel structure to 2a but specifies the students' social and emotional needs. Adds language to convey a variety of personnel collaborate to meet the social and emotional needs of gifted learners.
b) Integrates and connects AIG services with the total instructional program and resources of the LEA in policy and practice.	**Previous 2b now shifts to 2c** c) Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice.	Clarifies language to focus on AIG program services alignment with district/school priorities and resources.
c) Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.	**Previous 2c now shifts to 2d** No other proposed changes.	
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	**Previous 2d now shifts to 2e** No other proposed changes.	

AIG program and plan.		
e) Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.	**Previous 2e now shifts to 2f** No other proposed changes.	
g) Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration.	g) Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration.	Updates to include dual enrollment.
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.	h) Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including talent development, at all grade levels.	Includes language of equity and excellence strategic initiative for emphasis and support.
i) Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.	i) Enhances and further develops the needs, talents, and interests of AIG students through extra-curricular programming.	Shifts focus to more actively providing opportunities for students.

Standard 3: Differentiated Curriculum and Instruction

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

Rationale: Clarifies K-12 refers to the student.

2018 Standards & Practices	Adopted revisions (June 2021)	Rationale for Change
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.	No changes.	
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.	No changes.	
c) Incorporates a variety of evidence-based resources that enhance student learning.	No changes.	
d) Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, and leadership.	d) Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, curiosity, and leadership.	Includes language that better addresses future ready skills based on feedback from the field.
e) Uses on-going assessment, both formative and summative, to	No changes.	

differentiate classroom curriculum and instruction and inform flexible grouping practices.		
f) Addresses the social and emotional needs of AIG students through affective curricular and instructional practices.	No changes.	
g) Cultivates and develops the potential of young (K-3) students through purposeful and intentional differentiated curriculum and instruction.	g) Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional differentiated curriculum and instruction.	Includes language of equity and excellence strategic initiative for fostering talent development for emphasis and support.
h) Develops and implements differentiated curriculum and instruction through collaboration among regular education teachers, AIG personnel, and other related instructional staff.	h) Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs.	Focuses on academic and intellectual needs to differentiate from 3f. Broadens personnel included in collaboration.
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	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/ guardians to ensure effective programming, provide a continuum of services, and support school transitions.	Updates language to reflect parents/ guardians to ensure that the communication is with the primary caregiver.

transitions.		

Standard 4: Personnel and Professional Development
*The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the **diverse** needs of gifted learners that is on-going and comprehensive.*

Rationale: Adds language to clarify the understanding that gifted learners have diverse needs.

2018 Standards & Practices	Adopted revisions (June 2021)	Rationale for Change
a) Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.	No changes.	
b) Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social and emotional needs of gifted learners.	b) Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social and emotional needs of K-12 gifted learners.	Emphasizes the needs for services and personnel responsible for all grade levels, K-12.
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.	c) Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers,instructional specialists, student services personnel, and school administrators.	Broadens stakeholders to target for intentional professional development.

d) Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.	-	
NEW Practice	e) Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.	Adds a new practice to focus on the recruitment and retention of AIG-licensed educators and better aligns to the language of the overall standard.
NEW Practice	f) Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.	Includes language of equity and excellence strategic initiative for emphasis and support.
e) Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education.	**Previous 4e now shifts to 4g** g) Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning.	Consolidates the old 4e and 4f to streamline the practices. The new consolidated practice becomes 4g.

f) Provides opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional learning.	**Previous 4f now shifts to 4g**	

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.

2018 Standards & Practices	Adopted revisions (June 2021)	Rationale for Change
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	a) Develops intentional, two-way partnerships with parents/ guardians to support the following needs of AIG students: ● academic and intellectual ● social and emotional	Clarifies that partnerships are mutually beneficial. Updates language to reflect parents/ guardians to ensure communication is with the primary caregiver.
e) Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to	**Previous 5e now shifts to 5b** b) Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and	Clarifies the intent of the practice which focuses on community stakeholders outside of parents/guardians.

enhance and gain support for AIG programs and services.	others to enhance and support the local AIG program and services.	
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.	c) Establishes and utilizes an advisory group to develop, implement, monitor, and revise 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/guardians, AIG teachers, and other instructional and support staff.	Adds language to further clarify the role of the advisory group. Updates language to include guardians to ensure communication is with the primary caregiver.
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. d) Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.	**Previous 5b now shifts to and is consolidated with old 5d** d) Informs all students, parents/ guardians, and the community of the following: • Local AIG Plan • Local AIG program services • Policies relating to advanced learning and gifted education • Ways to access opportunities available to AIG students Communication is ongoing and responds to the diverse language needs of the community.	Consolidates old practices b and d and clarifies topics to be communicated. Updates language to include guardians to ensure communication is with the primary caregiver.

Standard 6: Program Accountability
*The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the **diverse** academic, intellectual, social, and emotional needs of gifted learners.*

Rationale: Adds language to clarify the understanding that gifted learners have diverse needs.

2018 Standards & Practices	Adopted revisions (June 2021)	Rationale for Change
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.	No changes.	
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.	No changes.	
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.	No changes.	

d) Maintains, analyzes, and shares student achievement, student growth, and annual drop-out data for AIG students.	d) Maintains and analyzes multiple sources of student achievement and growth data, as well as annual drop-out data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.	Clarifies the focus of the practice on the achievement, growth, and drop out data for all AIG students. Includes language of equity and excellence strategic initiative for emphasis and support. Shifts the sharing of the data to one consolidated data sharing practice 6i to remove duplication.
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.	e) Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.	Focuses on data points associated with access and opportunity such as referral, identification, services and retention. Removes the duplicate content; now addresses the monitoring of performance data more explicitly in practice 6d. Includes language of equity and excellence strategic initiative for emphasis and support.
f) Maintains current data regarding the credentials of personnel serving AIG students.	f) Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the local AIG plan.	Clarifies that data is utilized to make decisions which align with the goals and strategies outlined in the local AIG plan.
g) Elicits regular feedback from students, parents, and families,	g) Elicits regular feedback from students, parents/guardians, and families, teachers,	Updates language to include guardians to ensure communication

teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.	and other stakeholders regarding the implementation and effectiveness of the local AIG program.	is with the primary caregiver.
h) Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.	h) Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.	Clarifies the expectation regarding comprehensive program evaluation.
i) Disseminates all data from evaluation of the local AIG program to the public.	i) Shares all data from the local AIG program evaluation with school and district personnel, students, parents/guardians, and other community stakeholders.	Clarifies the intent of the practice is to collect and share data throughout the three year plan cycle with internal and external stakeholders. Focuses on sharing all data, including indicators of achievement and growth as well as access and opportunity.
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.	j) Safeguards the rights of all AIG students and their parents/ guardians through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.	Updates language to include guardians to ensure communication is with the primary caregiver.