

Overview: Mission/Vision Statement and Funding

Durham Public Schools (320) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* LEA Superintendent's Name:

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Durham Public Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, and 2021). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor 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 aligned to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5). These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this local AIG plan for 2022-2025. This local AIG plan has been approved by the LEA's local board of education or charter school's board of directors and sent to NC DPI for comment.

For 2022-2025, the Durham Public Schools local AIG plan is as follows:

* Mission and/or Vision Statement(s)

Durham Public Schools Vision for local AIG program: The Durham Public Schools' Office of Advanced Academics will nurture potential (K-12) and open doors of opportunity for students throughout the school community advancing inquiry, fostering growth mindset, promoting transferable skills, and encouraging differentiated teaching and learning environments which allow students to excel in intellectual, academic and personal pursuits.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 5,797,925.00	* \$ 1,196,603.00	* \$ 11,939.00	* \$ 276,752.00

Standard 1: Student Identification

Durham Public Schools (320) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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 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.

The Office of Advanced Academics has established comprehensive and equitable screening, referral, and identification processes through all Durham Public Schools. The DPS Office of Advanced Academic's screening and referral processes include the following for each grade span:

K-2 Grade Span: Investigations in STEM

In collaboration with the classroom teacher, the Academically or Intellectually Gifted (AIG) specialists work with all students in grades K-2 to provide exposure to and experiences with thinking skills embedded in the curriculum, thereby allowing all AIG specialists to nurture advanced thinking and develop academic talent potential. At the K-1 level, if a student demonstrates the need for services beyond the grade-level classroom environment, the AIG specialist or classroom teacher may refer the child for the AIG identification process to best match the needs of the child for service delivery. In the Spring of the 2nd grade year, DPS uses the CogAT (7th edition) as a universal screener. Subscores or composite scores at or above the 89th percentile are automatic referrals for AIG identification. To build a more complete profile of student need for differentiated or accelerated services, additional testing can occur in order. Furthermore, teachers, administrators, community members, parents, or students can nominate a student throughout the school year. Students can also self nominate.

3-5 and 6-8 Grade Spans:

The elementary and middle school AIG Specialists conduct multiple broad sweeps of the general population throughout the academic year. At the start of the third grade, analysis of the Beginning-of-Grade assessments provide automatic AIG referral for any student with a score at or above the 85th percentile.

During the academic year, elementary and middle school AIG Specialists conduct ongoing sweep screens for all 3rd - 8th grade students using school or state wide assessments such as iReady, Case 21, common district assessments, End of Grade (EOG) or other similar assessments. In each of the grades 3 through 8, students who score at or above the 85th percentile on End-of-Grade/Course tests in reading and/or math or 89% or above on iReady are automatically referred for the AIG identification process.

AIG Specialists collaborate with Exceptional Children and English Language Learner teachers to use teacher observations, WIDA Spanish Language Development (SLD) Standards, previous assessments for students in Exceptional Children services, and additional measures that show student potential to ensure all students are part of the ongoing screening process.

Student referral for AIG identification is not limited to a specific grade or time period. It is an ongoing process as students continue to grow academically. Teachers, administrators, community members, parents, or peers can refer students at any time, as well as student self-nomination. Information about the process is shared with stakeholders and placed on the DPS Advanced Academics website in English and Spanish. Forms for student referral and a flow chart of the process is included on the website.

9-12 Grade Span:

The High School AIG Specialists conduct an annual review of all high school students, focusing on achievement data in the areas for automatic referrals, such as:

- achievement on the PSAT, SAT or ACT tests at or above the 89th percentile,
- achievement on an Advanced Placement tests at or above a 3;
- weighted G.P.A. of 3.25 or higher
- EOC achievement in area of identification at or above the 85th percentile within 12 months of assessment.

ALG Specialists collaborate with Exceptional Children and English Language Learner teachers to use teacher observations, WIDA Spanish Language Development (SLD) Standards, previous assessments for students in Exceptional Children services, and additional measures that show student potential to ensure all students are part of the ongoing screening process.

In partnership with the district's Research and Accountability Department and the Curriculum and Instruction Department, a Comprehensive Data Profile is used in collaboration with the AIG Specialists, school's counselors, administration, MTSS Coordinator, Teaching and Learning Coach, and additional school based staff to assist in academic screening.

Student referral for AIG identification is not limited to a specific grade or time period. It is an ongoing process as students continue to grow academically. Teachers, administrators, community members, parents, or peers can refer students at any time, as well as student self-nomination. Information about the process is shared with stakeholders and placed on the DPS Advanced Academics website in English and Spanish. Forms for student referral and a flow chart of the process is included on the website.

*** 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.

DPS' identification pathways are aligned with Article 9B [N.C.G.S. 115C-150.5-.8]. Each student referred for the DPS AIG program is reviewed using multiple criteria for student identification. Quantitative (i.e., test scores) and qualitative (e.g., portfolio, evidence-based recommendations) measures that reveal student aptitude, achievement, or academic potential are part of each student's comprehensive profile. No single criteria will exclude a student from AIG referral or identification.

Pathways to Identification by Grade Level Spans

Grades K-1

All kindergarten and first grade students are served by the school's AIG Specialist; however, if a student demonstrates the need for services beyond the small group instruction provided by the AIG Specialist, the student may be referred for the AIG identification process to best match the needs of the child for service delivery. The pathway criteria for grades 2 - 8 is followed.

Grades 2 -8 Identification Pathways:

Pathway 1: Aptitude - Intellectually Gifted (IG)

Students who are identified as Intellectually Gifted have met the following criteria:

- Age level composite score at or above the 96th percentile on a nationally normed aptitude/ability test (Cognitive Abilities Test/CogAT; Otis Lennon School Abilities Test/OLSAT, Naglieri Nonverbal Ability Test/NNAT, etc.).

Intellectually Gifted (IG) students have not met the criteria for achievement scores at or above 89th percentile. Intellectually Gifted (IG) students will have an Individualized Differentiated Education Plan (IDEP) to support their unique academic needs.

Pathway 2: Achievement - Academically Gifted (AR, AM, AG)

Students identified as Academically Gifted in the content areas of math (AM), reading (AR), or both reading and math (AG) have met two of the following criteria in the area of identification:

- Grade level achievement score at or above the 89th percentile on the nationally normed IOWA test in area of identification within 12 months of assessment.
- Age level achievement score at or above the 89th percentile on the nationally normed Woodcock-Johnson test in area of identification within 12 months of assessment.
- Diagnostic achievement score at or above the 89th percentile on the nationally normed iREADY* assessment in the area of identification. Most recent score report should be used.
- Achievement on the NC Beginning of Year (BOG) at or above the 85th percentile within 12 months of assessment.
- Achievement on the NC End of Grade (EOG) or End of Course (EOC) at or above the 85th percentile within 12 months of assessment.
- Portfolio of demonstrated evidence with a minimum of three performance artifacts** that support the student's advanced ability/achievement and need for AIG services in reading and/or math.

**Or other district adopted nationally normed assessment.

**Artifacts can be both quantitative and qualitative in nature, showing clear supporting evidence for student identification. Artifacts may include, but are not limited to the following: above grade level work products; student writing reflections; interviews; outstanding achievement outside of the classroom; ESL progressions; evidence-based teacher recommendations; and other standardized assessment measures. An additional “advocacy artifact” created outside of the classroom can be included.

Students who are identified as Academically Gifted in a specific content field (AG, AR, or AM) will have a Differentiated Education Plan/DEP unless a strong need for further individualization is required.

Pathway 3: Aptitude & Achievement - Academically and Intellectually Gifted (AIG)

Students identified as Academically and Intellectually Gifted in the content areas of math (AM) , reading (AR), or both reading and math (AIG) have met the following criteria:

- **REQUIRED:** Age level composite or subscore at or above the 89th percentile on a nationally normed aptitude/ability test (Cognitive Abilities Test/CogAT; Otis Lennon School Abilities Test/OLSAT, Naglieri Nonverbal Ability Test/NNAT, etc.).

And, one of the following additional performance

- Grade level achievement score at or above the 89th percentile on the nationally normed IOWA test in area of identification within 12 months of assessment.
- Age level achievement score at or above the 89th percentile on the nationally normed Woodcock-Johnson test in area of identification within 12 months of assessment.
- Diagnostic achievement score at or above the 89th percentile on the nationally normed iREADY* assessment in the area of identification. Most recent score report should be used.
- Achievement on the NC Beginning of Year (BOG) at or above the 85th percentile within 12 months of assessment.
- Achievement on the NC End of Grade (EOG) or End of Course (EOC) at or above the 85th percentile within 12 months of assessment.
- Portfolio of demonstrated evidence with a minimum of three performance artifacts** that support the student's advanced ability/ achievement and need for AIG services in that field

*Or other district adopted nationally normed assessment.

**Artifacts can be both quantitative and qualitative in nature, showing clear supporting evidence for student identification. Artifacts may include, but are not limited to the following: above grade level work products; student writing reflections; interviews; outstanding achievement outside of the classroom; ESL progressions; evidence-based teacher recommendations; and other standardized assessment measures. An additional “advocacy artifact” created outside of the classroom can be included.

Students who are identified as Academically and Intellectually Gifted (AIG) in a specific content field will have a Differentiated Education Plan/DEP unless a strong need for further individualization is required.

Grades 9-12 Identification Pathways:

Pathway 1: Aptitude - Intellectually Gifted (IG)

Students who are identified as Intellectually Gifted have met the following criteria:

- **REQUIRED:** Age level composite or subscore at or above the 96th percentile on a nationally normed aptitude/ability test (Cognitive Abilities Test/CogAT; Otis Lennon School Abilities Test/OLSAT, Naglieri Nonverbal Ability Test/NNAT, etc.).

Intellectually Gifted (IG) students have not met the criteria for achievement scores at or above 89th percentile. Intellectually Gifted (IG) students will have an Individualized Differentiated Education Plan (IDEP) to support their unique academic needs.

Pathway 2: Achievement - Academically Gifted (AG, AR, AM)

Students identified as Academically Gifted in the content areas of math (AM), reading (AR), or both reading and math (AG) have met two of the following criteria:

- Age level achievement score at or above the 89th percentile on the nationally normed IOWA test in area of identification within 12 months of assessment
- Age level achievement score at or above the 89th percentile on the nationally normed Woodcock-Johnson test in area of identification within 12 months of assessment
- Achievement on the NC End of Course (EOC) at or above the 85th percentile within 12 months of assessment
- Achievement on the PSAT, SAT, ACT at or above the 89th percentile
- Achievement on an Advanced Placement (AP) test of a 3 or above within 12 months of assessment

- **Weighted Grade Point Average of 3.25**

- Portfolio assessment with a minimum of three performance artifacts* that support the student's advanced ability/ achievement and need for AIG services in that field

*Artifacts can be both quantitative and qualitative in nature, showing clear supporting evidence for student identification. Artifacts may include, but are not limited to the following: above grade level work products; student writing reflections; interviews; outstanding achievement outside of the classroom; ESL progressions; evidence-based teacher recommendations; and other standardized assessment measures. An additional “advocacy artifact” created outside of the classroom can be included.

Students who are identified as Academically Gifted in a specific content field (AG, AAR, AM) will have a Differentiated Education Plan/DEP unless a strong need for further individualization is required.

Pathway 3: Aptitude & Achievement - Academically and Intellectually Gifted (AIG)

Students identified as Academically and Intellectually Gifted in the content areas of math, reading, or both reading and math (AI) have met two of the following criteria:

- **REQUIRED:** Age level composite score at or above the 89th percentile on a nationally normed aptitude/ability test (Cognitive Abilities Test/CogAT; Otis Lennon School Abilities Test/OLSAT, Naglieri Nonverbal Ability Test/NNAT, etc.).

And, one of the following:

- Age level achievement score at or above the 89th percentile on the nationally normed IOWA test in area of identification within 12 months of assessment
- Age level achievement score at or above the 89th percentile on the nationally normed Woodcock-Johnson test in area of identification
- Achievement on the NC End of Course (EOC) at or above the 85th percentile within 12 months of assessment
- Achievement on the PSAT, SAT, ACT at or above the 89th percentile

- Achievement on an Advanced Placement(AP) test of a 3 or above
- Weighted Grade Point Average of 3.25
- Portfolio assessment with a minimum of three performance artifacts* that support the student's advanced ability/ achievement and need for AIG services in that field

*Artifacts can be both quantitative and qualitative in nature, showing clear supporting evidence for student identification. Artifacts may include, but are not limited to the following: above grade level work products; student writing reflections; interviews; outstanding achievement outside of the classroom; ESL progressions; evidence-based teacher recommendations; and other standardized assessment measures.

Students who are identified as Academically and Intellectually Gifted or AIG in a specific content field will have a Differentiated Education Plan/DEP unless a strong need for further individualization is required.

Quantitative Measures, K-12

DPS accepts the following quantitative measures administered by the LEA or by a licensed psychologist:

- Cognitive Abilities Test (CogAT)
- Iowa Test of Basic Skills (ITBS)
- Otis Lennon School Ability Test (OLSAT)
- Naglieri Nonverbal Ability Test (NNAT)
- North Carolina End of Grade Tests
- North Carolina Beginning of Grade Tests
- North Carolina End of Course Tests
- Woodcock Johnson IV, Tests of Achievement

- Wechsler Intelligence Scale for Children — Fourth Edition (WISC-IV)

- Other nationally normed standardized tests as approved by the Testing and Accountability Office

With all quantitative assessments, AIG Specialists at each school are responsible for verifying that:

- In accordance with Programs for Exceptional Children, students with an Individual Education Plan (IEP) will be provided with appropriate accommodations and modifications as directed by the IEP
- In accordance with Section 504 of the Rehabilitation Act and the Americans With Disabilities Act, students with a 504 Plan are tested as directed by the 504 Plan with appropriate accommodations and modifications.

Transfer of Identification

Placement Process for Transfers within DPS (K-12)

Students transferring from one school to another within the Durham Public Schools system maintain their gifted identification. The Differentiated Education Plan, DEP / Individual Differentiated Education Plan, IDEP will be reviewed to ensure continuity of services or revised to match the service options offered at the receiving school. If a student transfers prior to the fourth quarter of the academic school year, a new DEP will be developed by the receiving school's AIG Specialist and classroom teacher(s) and a conference with the parents should follow in a timely manner.

Placement Process for Transfers Outside of DPS Elementary Transfer Process

When a student identified for the AIG program in another district or independent school with a state-recognized AIG program enrolls in a DPS elementary school, the parent/guardian will present all physical information regarding the student's identification for differentiated services to the receiving school. If this documentation is not available by the parent/guardian, the AIG Specialist or other designee will contact the student's previous school to request such documentation. Records will be reviewed by the AIG Specialist and the school level Equity in Advanced Academics

Leadership Committee to match service delivery options available at the receiving school to the student's learning needs.

Students will receive appropriate services while the Equity in Advanced Academics Leadership Committee reviews available records and collects any additional data as needed to create the student's Differentiated Education Plan, DEP. This data might include observations and/or work samples for students. If needed, the AIG District Review Team may be consulted to ensure appropriate match of services.

At the start of temporary services, the AIG Specialist will begin communication with the family.

Middle and High School Transfer Process

When a student identified for the AIG program in another district or independent school with a state recognized AIG program enrolls in a DPS middle or high school, the parent/guardian will present all physical information regarding the student's identification to the receiving school. If this documentation is not available by the parent or transferred within PowerSchool, the AIG Specialist or other designee will contact the student's previous school to request such documentation.

Students enrolling at the middle and high school level will be placed in academic classes based on their previous achievement history or self-selection of courses.

Interstate Compact on Educational Opportunity for Military Children, K-12

Article 29B. § 115C-407.5. Interstate Compact on Educational Opportunity for Military Children.

In accordance with the Interstate Compact on Educational Opportunity for Military Children as signed by North Carolina legislators in 2008, is hereby enacted into law and entered into with all jurisdictions legally joining therein in the form substantially as follows:

Article V: PLACEMENT AND ATTENDANCE.

A. Course placement - When the student transfers before or during the school year, the receiving state school shall initially honor placement of the student in educational courses based on the student's enrollment in the sending state school and/or educational assessments conducted at the school in the sending state if the courses are offered. Course placement includes but is not limited to Honors, International Baccalaureate, Advanced Placement, vocational, technical and career pathways courses. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. This does not preclude the school in the receiving state from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s).

B. Educational program placement - The receiving state school shall initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation/placement in like programs in the sending state. Such programs include, but are not limited to: 1) gifted and talented programs; and 2) English as a second language (ESL). This does not preclude the school in the receiving state from performing subsequent evaluations to ensure appropriate placement of the student.



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*** 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.

In North Carolina's "Call to Action: Equity and Excellence" brief, the second critical action is focused on using equitable identification practices. Durham Public Schools has placed equitable practices at its core, providing opportunities for every student to show their strengths and talents.

Identification practices are aligned with the district's belief that all students have potential. For multiple plan cycles, the Office of Advanced Academics has used universal screeners, nonverbal subscores, and referral practices that respond to ongoing academic talent search by all stakeholders. These practices include cross-department collaboration,

existing student data including data used for EC and EL programs, and including opportunities for qualitative data, portfolios, and district advocacy. The district is committed to providing multiple opportunities for all students, not multiple barriers.

Working together, the Office of Advanced Academics and the ESL Department provide assistance to AIG Specialists and classroom teachers on recognizing and nurturing ESL students showing traits of giftedness. Practices to increase students nominated and identified should include authentic procedures for evaluation such as portfolios or performance assessment, analyzing subtest scores for strengths, and developing culture-specific checklists and rating scales.

A greater awareness of the need for high-quality programming to develop talent of students from traditionally underrepresented populations is an ongoing focus for DPS. While there have been improvements in the percentages of ethnically diverse populations identified for the AIG program in the district, especially among our African American and Hispanic populations, the Office of Advanced Academics continues to pursue equitable representation reflective of the DPS demographics.

Utilizing non-traditional assessments for consideration of screening, referral and identification provide intentional focus on DPS subgroups including Hispanic, African-American, and low-socioeconomic status. Such assessments may include, but are not limited to, the following:

- Performance-based assessments
- Checklists with anecdotal notes
- Portfolios of demonstrated evidence
- Observations with anecdotal notes
- Gifted Behavior Scale Checklists
- Individual work products with evaluation rubrics
- Literacy Assessments
- Anecdotal/Case Studies

Advanced Academics District Advocacy Review Team

To further assist in identifying underrepresented populations, the Office of Advanced Academics has an Advanced Academics District Advocacy Review Team. Members include the Director of Advanced Academics, Coordinator of Advanced Academics, AIG Lead Specialists, and other stakeholders such as representatives from the Departments of Exceptional Children and English Language Learners as needed.

School based Equity in Advanced Academics Committees refer students to the Advanced Academics District Advocacy Review Team when their observed classroom performance is not reflected in assessment scores. The referral includes all quantitative data on the student, portfolio examples showcasing the student's abilities, and a letter of advocacy from the school's Equity in Advanced Academics Leadership Team. The Advanced Academics District Advocacy Review Team conducts a comprehensive review of nominations using a rubric that is designed to support non-traditional measures to identify students for differentiated service options. The District Review Team meets when there are nominations for review.

*** Practice D**

Monitors the screening, referral, and identification processes for consistent implementation across the LEA.

To ensure consistency within the district, the Office of Advanced Academics provides AIG Specialists with documents (flow chart, FAQs, checklists, standardized forms, etc.) that outline the screening, referral, and identification process in DPS. Specialists are involved in ongoing professional learning through monthly PLCs that focus on recognizing the characteristics of gifted/advanced learners with special attention given to culturally-relevant considerations. Barriers that often prevent underrepresented population identification are explored and opportunities for creating change within schools are identified and implemented.

Quarterly Headcount reports provide the Office of Advanced Academics an opportunity for monitoring of demographic data by school.

At the school level, AIG Specialists share all information regarding the screening, referral, and identification process using the district created documents (flow charts, FAQs, etc.) to support conversations with classroom teachers,

administrators, parents, and students. Topics of bias and barriers to identifying students should be a part of the staff discussion, including a review of site specific data to support improved access to advanced learning programming.

Student referral and screening is an ongoing process occurring throughout the instructional year as AIG Specialists work with classroom teachers to monitor students' needs for advanced learning services. Referrals can be made by classroom teachers, administrators, parents, peers, self-identification, or AIG specialists. Referrals can include both qualitative and quantitative data.

Once students enter the referral process, AIG specialists document each student's summary evaluation report and recommendation and share results with the school's Equity in Advanced Academics Leadership Committee. Documentation is then submitted to the Office of Advanced Academics. The Director for Advanced Academics is responsible for ensuring all processes have been followed appropriately, and upon determination will enter all identification information into PowerSchool.

The Office of Advanced Academics will coordinate with the Exceptional Children's (EC) and English Language Learners (ELL) Departments to provide professional development to assist classroom teachers with recognizing the needs of twice-exceptional (students who show giftedness in one area with learning challenges present in other areas) and English Language Learners. Assisting classroom teachers with recognizing these characteristics of unique learners will allow for more informed attention to referrals for AIG identification and service especially among often-underrepresented student groups.

During the K-2 nurturing services (Investigations in STEM), AIG Specialists work with all K-2 students and the associated classroom teachers to create an awareness of student strengths and to determine if more focused services are needed. If students present an identified need based on the Investigations in STEM checklist during these early years, referral and screening for identification is available. (More information about Investigations in STEM is located under Standard 3, practice g.)

Annually in the Spring, all second grade students in DPS are screened with the Cognitive Abilities Test/CogAT which allows for greater use of non-verbal subscores to assist in the increased identification of underrepresented populations.

Results from the CogAT are reviewed in depth by the AIG Specialists, giving careful consideration to all subscores for students who demonstrate or show potential for advanced cognitive processing. Any student with a subscore or composite score at the 89th percentile (Stanine 8) or higher is automatically referred for the AIG program.

Students who have a composite score at or above the 77th percentile (Stanine 7) will receive additional data collection in the area of achievement. These students are then considered for AIG referral and screening based on their individual student needs. Because DPS has an academic identification pathway (Academically Gifted/AG) that does not require an ability test score, results from the CogAT will not exclude students from further screening.

All students in grades 3-12 are screened annually using quantitative measures such as national or state tests (BOG, EOG, EOC, PSAT, SAT, ACT), iReady Diagnostic Assessments, and EVAAS (Education Value-Added Assessment System) indicators, as well as qualitative measures including nominations and referrals, observations, and portfolios of demonstrated evidence. Any student scoring at or above 89th percentile will automatically be referred for AIG identification.

Partnering with the Office of Research and Accountability, a data dashboard for high school students will be available beginning Fall 2022 to assist school based personnel with

*** Practice E**

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

The Office of Advanced Academics acknowledges the importance of clear and accurate information provided for school personnel, parents/guardians, students and the general public. In order to provide this information in more user-friendly formats, the Office of Advanced Academics offers the following documents for its various stakeholder groups:

- An Advanced Academics Website that includes procedural information on AIG identification, K-12 services, characteristics of advanced learners, social/emotional needs, differentiation strategies, advocacy tips, and more.

- A Frequently Asked Questions document shared via parent meetings, on the DPS website under the Office of Advanced Academics' departmental profile, and on the Advanced Academics website.

The Office of Advanced Academics will create and disseminate a video addressing various topics including gifted/advanced learning needs, characteristics of advanced learners from all racial and ethnic backgrounds, and an overview of AIG programming. These videos will be shared in various forums including on the district website, school-specific websites, in parent meetings, in community sessions, etc.

Each school's Equity in Advanced Academics Team will be responsible for ensuring school personnel, students, parents and families have referral, screening, identification and service delivery information. Expectations for information delivery include sharing AIG program information at the school's Open House, sharing AIG process information with school staff at the beginning of each school year and throughout the year in school-wide PLCs, and providing informational materials to parents at the beginning of each year.

The Office of Advanced Academics participates in district wide events, such as Countdown to Kindergarten and the Magnet Fair, which provide the opportunity to talk directly with parents/guardians, students, and the community-at-large about identification and AIG programming.

*** 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.

The processes and procedures for the DPS AIG screening, referral, identification, and service delivery models are shared with families and school staff via handbooks, FAQs, parent meetings, website information, and through individual parent/student conferences. AIG specialists adhere to a consistent checklist to ensure all documentation is completed in a timely manner, shared with parents and other stakeholders as needed, and maintained in the students' individual confidential folders which are created at the beginning of the referral process.

The following forms are maintained in the student's identification folder:

- Signed Consent for Assessment
- Individual Testing Protocols

- Summary Results of Evaluation with parent/guardian signature/s
- Other supporting documents as applicable (portfolio of evidence, student information form, etc.)
- Student's DEP/IDEP* with parent/guardian signature/s updated annually

This documentation is shared during the student's annual review with parents/guardians which occurs within the first 30 days of the beginning of school annually, or as needed, such as during a reevaluation or a student's add-on identification or change in service delivery options.

A student's documentation folder is shared between schools at key transition grades along with intentional conversations to ensure continuity of services.

*Information regarding the development of the DEP/IDEP is located under Standard 3, Practice i.

*** Ideas for Strengthening the Standard**

* Transfer all forms to an online platform to assist with parent communication.

Planned Sources of Evidence

* Copies of all forms available to the public in both English and Spanish

* Advanced Academics Website for Families

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Documents		
Type	Document Template	Document/Link

AIG Standard 1 Additional Resources

N/A

Standard 2: Comprehensive Programming within a Total School Community

Durham Public Schools (320) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 2: Comprehensive Programming within a 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.

*** Practice 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 students' advanced learning needs and AIG identification.

The DPS Office of Advanced Academics supports the premise that every child should have the opportunity to learn something new or explore a subject in depth and complexity each day.

NC's definition of gifted students clearly states that "academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular education program." This definition supports the MTSS (Multi-Tiered System of Support) model for student academic success including strategies for gifted/advanced learners that allow for faster paced, more complex, greater depth and/or breadth with respect to the curriculum and instruction.

According to the Council for Exceptional Children's position paper "RTI (MTSS) services are 'flexible and fluid, based on student need.' When considering the needs of gifted children, a similar level of flexibility is needed, since gifted children, and particularly twice-exceptional students will not demonstrate high levels of achievement in all areas. A flexible system of continuous and comprehensive services allows schools to meet the needs of gifted students at varying levels of development. In this way, services are less dependent on a student's label and more dependent on a student's need." (NAGC, n.d.)

Services, K- 12

AlIG-licensed specialists are employed at every K-8 school and all comprehensive high schools. AlIG Specialists are responsible for overseeing the AlIG program implementation and providing direct support of students. The AlIG Specialists collaborate with classroom teachers, counselors, and other staff members to ensure students' services match their needs.

To ensure a full continuum of services are provided across the school environment which support gifted/advanced learners' academic, intellectual, and social/emotional needs, schoolwide collaboration among stakeholders is imperative. These collaboration efforts could include:

- Coaching
- Co-teaching
- Consulting
- Resource development and support
- Professional development
- Participation in Professional Learning Communities/Teams

Formative and summative data points support staff's work towards meeting each student's individual needs.

The DPS Office of Advanced Academics has established comprehensive services for each grade span as noted below:

Elementary: Grades K-2

Service Delivery through Investigations in STEM:

All DPS students in K-2 will receive direct services from an AlIG Specialist in response to the district's focus on fostering academic talent in all demographic and socioeconomic student groups. AlIG Specialists provide a whole group and focused small group instruction with integrated lessons built around critical thinking, collaboration, creative

thinking, and problem solving within the field of STEM (Science, Technology, Engineering, Math). Lessons are aligned to the grade level's Standard Course of Study and are taught collaboratively with the classroom teacher.

Investigations in STEM aligns with the 2018-2023 DPS Strategic Plan with an emphasis on equity as outlined in Priority 1: Increase Academic Achievement, Goal 1A: By 2023, at least 90 percent of all DPS will meet or exceed standards for year-to-year academic growth as measured by the state model.

The Investigations in STEM program framework can be located in Standard 3, Practice g.

Service Delivery - Advanced Learners, K-2

K-2 students who show a need for advanced instruction outside of the general education classroom will receive a minimum of 270 minutes per quarter in reading and math by an AIG Specialist or an AIG licensed teacher.* Multiple data points are used to determine small groups. To ensure consistency throughout the district, an outline of data points will be provided each year to the school. Advanced Learner K-2 services are in addition to the small group Investigations in STEM services.

*Ignite Virtual Academy will develop minimum times based on the school's synchronous/asynchronous instructional framework.

If there is a need for service beyond the focused small group instruction, a student may be identified in the AIG program and services outlined in the DEP/IDEP. Services could include the following depending upon the individualized needs of the student:

- Single subject acceleration
- Multi-age academic focus group
- Consultation
- Provided support to the regular education or specialist (EC/ESL) to differentiate curriculum/instruction for the student

Elementary: Grades 3-5

Service Delivery:

All students identified in the AIG program (AR, AM, AIG, AG) should receive the maximum amount of direct appropriate academic services each week from an AIG specialist or AIG licensed teacher. At minimum, all elementary students identified in the AIG program must receive direct services from an AIG specialist or AIG licensed teacher for a minimum of 60 minutes weekly* in each area of their identification. Students who are identified in both reading and math will receive a minimum of 60 minutes of direct reading instruction and a minimum of 60 minutes of direct math instruction.

*Ignite Virtual Academy will develop minimum times based on the school's synchronous/ asynchronous instructional framework.

At each elementary school, AG, AR, AM, and AIG identified students will be served in at least one of the settings described below:

- Pull-out for part of the literacy and/or math block with a licensed AIG Specialist as outlined by the student's area of identification (AR, AM, AG, AIG) as noted on the DEP. NOTE: HB986/ Session Law 2018-32 requires that students who score a Level V on the Math EOG are placed into an advanced level math class grades 4-5.
- Clustered with other students identified in the same academic area in an AIG-licensed teacher's class.
- Subject and/or grade acceleration (AR, AM, AG & AIG) as deemed appropriate
- Inclusion (or push-in service) by a licensed AIG Specialist within the regular classroom under the following prerequisite conditions:
 - 1) the students are appropriately clustered by academic need and identification;
 - 2) classroom teachers match their instructional strategies to the specific learning needs of the advanced students;
 - 3) the students receive an appropriately differentiated curriculum which best meets their academic needs.

- Combination of any of the above services.

Students identified as Intellectually Gifted/IG will be served in at least one of the settings described below:

- Pull-out for part of the literacy and/or math block with a licensed AIG Specialist as outlined on the IDEP.

NOTE: HB986 /Session Law 2018-32 requires that students who score a Level V on the Math EOG are placed into an advanced level math class grades 4-5.

- Clustered with other AIG/AR/AM/AG students in an AIG-licensed teacher's class.
- Consultation with an AIG Specialist recognizing that IG students may have disproportionate aptitude/ability v. achievement performance as outlined on their IDEP
- Subject and/or grade acceleration as deemed appropriate
- Combination of any of the above services

SERVICES

Any elementary AIG student who has multiple data points which may reflect a need to remain in the general education classroom will have a support plan created by the student's parent/guardian, classroom teacher, and AIG Specialist. **One data point cannot exclude an AG/AR/AM/AIG/IG student from receiving services.**

Middle School: Grades 6-8

Service Delivery: In middle school, AG, AIG, and IG identified students will be served via:

- Clustered in advanced English Language Arts and/or Math classes based on identification and/or achievement performance (i.e. HB986 / Session Law 2018-32) requires that students who score a Level V on the Math EOG are placed into an advanced level math class grades 6-8) with an AIG-licensed teacher and/or one who has met the district's AIG service expectations.

In addition to the required service noted above, AG, AIG and IG identified students could be served in any of the following settings:

- Pull-out for part of the literacy and/or math block with a licensed AIG Specialist as outlined by the student's area of identification (AR, AM, AG, AIG) as noted on the DEP
- Inclusion (or push-in service) by a licensed AIG Specialist within the regular classroom as part of a flexible group to the extent/degree that there will be an impact on the student's learning (i.e. based on MTSS framework, this type of inclusion would support greater depth and complexity that advances the knowledge, understanding and skills of the advanced learner)
- Consultation (primarily for IG students recognizing that IG students may have disproportionate aptitude/ability v. achievement performance as outlined on the IDEP)
- Subject and/or grade acceleration (AR, AM, AG & AIG) as deemed appropriate
- Elective for gifted/advanced learners that allows for exploration of affective topics, independent studies on a topic of interest, and other enrichment units
- Combination of any of the above services

High School: Grades 9-12

Service Delivery: In high school, according to DPS Board Policy 3300- Student Access to High School Courses, any student identified in the AIG program has access to a variety of high school courses. Honors and Advanced Placement (AP), courses offered in each of the comprehensive high schools and most speciality high schools challenge students appropriately in their area of identification or area of interest. The International Baccalaureate program is available at one of the comprehensive high schools.

Other opportunities may include any of the following:

- Mentorships
- Dual enrollment at other DPS high schools or enrollment at JD Clements Early College or Middle College High School

- Consultation (primarily for the IG student recognizing that this student may have disproportionate aptitude ability v. achievement performance as outlined on the IDEP)

- Grade acceleration

- CDM (Credit by Demonstrated Mastery)

AP/Advanced Placement teachers are required by the College Board to attend AP course training; however, Honors courses require no special training for the teacher. Therefore, the AIG Coordinator/Director will work with district leadership and high school principals to ensure students in honors level classes are served by a teacher that understands and responds to the needs of gifted/advanced learners as outlined in Standard 4d.



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*** Practice B**

Delivers an AIG program with comprehensive services that address the 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.

Providing social/emotional support for all students is an important component of the 2018-2022 DPS Strategic Plan, Priority 2: Provide A Safe School Environment that Supports the Whole Child. The Office of Advanced Academics professional development plan is aligned with DPS Strategic Plan Goal 2A, “By 2023, 100 percent of Durham Public Schools will implement research-based cultural frameworks to support the social-emotional health and safety of students and staff”.

Specific strategies listed in the Strategic Plan include:

1. Identify and adopt a research-based cultural framework in every school.
2. Develop and utilize a district assessment to gauge cultural framework implementation.

3. Create and implement district-wide professional development that supports the effective implementation of cultural frameworks. Professional development topics will include:

- Restorative practices,
- Social-emotional learning,
- De-escalation and crisis prevention/intervention,
- Culturally responsive teaching,
- Reducing implicit bias and racial inequities.

4. Create and implement tiered support that provides standardized intervention strategies designed to address students' social, emotional, and behavioral needs.

5. Utilize the Student Climate Survey data to develop school-specific strategies that support the social-emotional health and safety of students and staff.

Working in tandem with the strategies listed above, the Office of Advanced Academics will provide guidance to schools, administrators and AIG specialists on how to address the unique social/emotional needs of gifted/advanced learners. Ensuring advanced students are included in the school and district MTSS work will create tiered supports that provide strategies designed to address students' social, emotional, and behavioral needs that might impede learning and social engagement in the classroom including our gifted and high academic achievers. For example, gifted learners sometimes exhibit perfectionism and often need to be reminded that failure is part of learning. The district MTSS meetings include a member of the Office of Advanced Academics to more intentionally call attention to the needs of gifted/advanced learners.

Each elementary, middle, and high school AIG Specialist facilitates an Equity in Advanced Academics Leadership Committee which serves as the monitoring group of advocates for AIG programming at each school site. Committee members may include counselors, AIG teachers, classroom teachers, Equity Champions, EC teachers, ELL teachers, and administrators to ensure multiple perspectives are influencing and addressing various aspects of the program.

Equity in Advanced Academics Leadership Committees at the middle and high school levels focus on building healthy environments for students, particularly those students who often hide their stressors because they don't want to be perceived as 'less than perfect'. Committee members are trained to recognize and respond to these often masked stressors and work to turn the stress into a positive experience for students. This work also focuses on creating opportunities for student leadership. Another pivotal goal for this group is to continue to develop talent in students throughout their high school experience ensuring that learning deepens and coping strategies are taught so that

challenges are seen more as opportunities than detractors, and the learning better prepares students for their next steps in college and/or career.

High School programming remains an area for improvement. The Office of Advanced Academics will collaborate with Student Support Services and the DPS Equity Affairs Office to provide guidance to school counselors that support the unique needs of gifted/advanced learners and thinkers.

In addition, the Office of Advanced Academics collaborates with other district departments (Curriculum & Instruction, Exceptional Children, ESL, Student Support Services) to ensure gifted/ advanced learner needs are considered and included into practices which support social and emotional learning. The expectation for schools is that during PLC meetings, social/emotional and behavioral needs are topics for discussion. The schools' AIG Specialist will be the site-based voice for ensuring the unique needs of gifted/advanced learners are part of the planning.

*** Practice C**

Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice.

As stated in the above practice, AIG programs and services at all schools are aligned with each area of student identification, as well as aligned with the 2018-2023 DPS Strategic Plan.

2018-2023 DPS Strategic Plan:

In 2018, a planning committee composed of 52 members including teachers, parents, faith based leaders, higher education partners, Durham Association of Educators, principals, students, community partners, and central service staff created the 2018-2023 DPS Strategic Plan. The plan includes the following key elements:

- *Mission: DPS embraces, educates and empowers every student to innovate, serve and lead.*
- *Vision: DPS Igniting Limitless Potential*

- **Core Beliefs: Equity, Shared Responsibility, High Expectations, and Child-centered Approach**

- *Theory of Action: If the Durham community shares responsibility in the investment of every child using a holistic approach, then we will ensure that resources and opportunities are informed by equity and that we are intentional about setting high expectations for all stakeholders in their role in educating the whole child, as we support and increase the capacity of administrators, teachers, staff, and parents so that they are equipped to support and develop efficacy in instruction and student learning.*

The Office of Advanced Academics' intentional focus on equity as outlined in Article 9B which states "outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor" is a guiding principle for program implementation. Using this guidance, Advanced Academics strategic priorities were developed to ensure every student has access to high-quality and rigorous academic programming, thereby ensuring comprehensive programming within a total school community.

For 2022-2025, the Office of Advanced Academics will continue its three key priorities aligned with the 2018-20123 DPS Strategic Plan. These priorities include:

1. Strengthening critical actions for "Equity and Excellence" to increase access and opportunities that increase achievement and growth for all
2. Providing high-quality professional learning opportunities to classroom educators that support differentiating curriculum and instruction for advanced learners
3. Increasing program accountability to ensure all advanced learners receive appropriate services

At the district level, the Office of Advanced Academics works across disciplines and departments to coordinate intentional supports for gifted/advanced learners including Exceptional Children, English Language Learners, Curriculum & Instruction, Career and Technical Education, Equity Affairs, Student Support Services, and Research & Accountability.

At the school level, the AIG specialist works to connect services based on student need by working with the specific department/discipline support personnel to

- Identify and engage in strategies to support the academic needs of twice-exceptional students, English Language learners, and children from disadvantaged backgrounds;
- Collaborate to design differentiated supports building on student strengths while addressing skill gaps;

- Adapt curriculum and instruction, pacing, and/or resources to best facilitate enriched learning environments and opportunities for students who may struggle in one academic area, but excel in another.

DPS leadership and the local Board of Education have continued to provide extensive local funding to provide at least one AIG Specialist in every elementary and middle school, and AIG Specialists in all comprehensive high schools and some specialty high schools.

DPS is implementing MTSS to support students' learning and the Office of Advanced Academics is aligning its work within this model for student success that includes strategies for gifted/advanced learners that allows for faster paced, more complex, greater depth and/or breadth with respect to the curriculum and instruction.

AIG Specialists will share best practices for gifted/advanced learners during their PLCs and share strategies that can positively impact learning for all students. AIG Specialists will also share with school leaders ideas of how best to include advanced learning into the School Improvement Plan (SIP).

*** Practice D**

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

The Office of Advanced Academics currently works with AIG Specialists and teachers to provide flexible grouping strategies that offer personalized services based on student need rather than the identification label.

Flexible Grouping with Intentionality

- Students with advanced learning needs are flexibly grouped during reading and math with students identified in the AIG program to foster academic talent.
- Flexible-grouping may include students using a single data point; however, one data point should not exclude a student. Advanced learners most often need only a few repetitions to master an objective.
- AIG students are clustered in general education classes outside of AIG services to further meet their academic and social/emotional needs. A cluster group should be a minimum of four students identified within the AIG program.

- All teachers should provide flexible grouping strategies within the classroom for the use of differentiation strategies to individualize instruction and meet students' needs. These flexible groups may be created using readiness/skill level, interest, preferred way of learning/thinking, experiences, and/or background to provide ongoing instructional differentiation.

During the 2022-2025 AIG Plan cycle, the Office of Advanced Academics will provide professional development on flexible grouping to assist teachers with "methods for determining classroom compositions, forming and managing flexible learning groups, designing tiered assignments, and teaching in a variety of settings where students are purposefully grouped" (Brulles and Brown, 2018).

Middle and high school supports come in the form of open-access to course selection whereby students are self-selecting into more rigorous academic courses. Advanced courses are not limited to only AIG identified students. The district's "Equitable Guide to Course Selection" provides families guidance on enrolling in advanced learning opportunities.

The AIG Specialists, 6 - 12, assist students by:

- a) identifying those with potential who may not have opted into the most rigorous courses,
- b) encouraging course progression based on student interest and/or academic achievement, &
- c) identifying and eliminating barriers so that students across all demographic groups and economic strata have access to higher-level courses (Equity and Excellence- AIG Priority 1).

Once students are enrolled in advanced courses, the Specialists and the Equity in Advanced Academics Committees also work to develop a community of support across departments and disciplines within the school climate to encourage the academic success of all students, including, but not limited to, study groups, peer mentors, faculty advisor, and academic counseling.

*** Practice E**

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.

DPS has a weekly newsletter (Leadership Weekly) that serves as the primary communication tool between central services and school level administrators. It is the expectation of district leadership that all departments contribute information to ensure effective communication is in place, thereby allowing the Office of Advanced Academics an opportunity to inform school leaders about regulations related to gifted education, the local AIG program, and scheduled events.

The AIG Specialists (K-12) meet with school faculty and staff at the beginning of each school year and throughout the school year during PLCs to explain the expectations of the advanced learning program and the characteristics, behaviors, and overall needs of gifted/advanced learners. The AIG Specialists (K-8) will collaborate with the classroom and speciality (EC, ELL) teachers to develop, implement and monitor the DEP.

A district-created Advanced Academics powerpoint is provided for AIG staff to use with staff and families, and is updated annually. The information included in the powerpoint provides consistent expectations and guidance and explains specific regulations related to gifted education at both the state and local levels, such as Article 9B,[N.C.G.S. 115C-150.5-8], the NC AIG Program Standards (State Board of Education Policy ACIG-000 – June 2021), the DPS AIG Plan, and HB986/Session Law 2018-32 (advanced math placement). The ‘official’ powerpoint is translated in Spanish (due to the number of English Language families in the district) and is prominently displayed on the district’s Advanced Academics website which allows easy access for all families.

The Advanced Academics website is maintained by the Advanced Academics Director/Coordinator allowing for frequent updates which help to explain and communicate differentiated services, regulations, and the district’s local AIG plan.

In addition to the powerpoint available to staff and families, the Office of Advanced Academics will provide informational guides and Frequently Asked Questions for various stakeholder groups, including:

- Student
- Parent/Family
- AIG Specialist
- School Counselors
- Principal/Administrator

Some of the information contained in these materials include:

- Characteristics of gifted/advanced learners
- What it means to be a gifted/advanced learner
- Expectations for gifted/advanced learners
- Social/emotional supports for gifted/advanced learners
- Scheduling support specific to middle and high school gifted/advanced learners
- Flexible grouping planning support
- Credit by Demonstrated Mastery guidance
- Growth mindset
- How to support the gifted/advanced learner with particular emphasis around English Language learners and children from disadvantaged backgrounds

*** Practice F**

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

The Office of Advanced Academics' Priority Goal 1: Equity and Excellence includes assisting classroom teachers, school staff, administrators, and parents/guardians to recognize gifted characteristics and ways to ensure those needs are met throughout their K-12 educational experience. One of the success factors that DPS has observed through the years is the support of identified and nurtured advanced learners in the transition years - 5th to 6th and 8th to 9th.

Students who transfer schools at any grade level also receive similar support. When a student leaves one school to attend another within the district, there are procedures in place for communication and transition of important documentation in the AIG file for the student. AIG Specialists work in tandem with the school's Records Specialist to ensure this information is transferred efficiently and effectively.

Elementary and Middle Transition Support:

Each elementary and middle school has an Equity in Advanced Academics Leadership Committee composed of teachers from different grade levels, counselors, Equity Champions, and other personnel involved in AIG Programming. During the Equity in Advanced Academics Leadership Committee meetings, the focus is on determining implementation strategies to more comprehensively address AIG programming throughout the entire school.

At the end of each school year, the elementary and middle AIG Specialists participate in the Advanced Academics SWAP Exchange (Students with Advanced Placement). During the SWAP, the sending elementary AIG Specialist serves as an advocate for his/her identified and nurtured students to ensure information is shared at the receiving middle school that will help support the students academic, intellectual, social, and emotional needs. The receiving school takes notes to assist in scheduling the student appropriately, as well as make any other arrangements necessary for each student's success.

DPS middle school administrators and district level content specialists work with the sending elementary schools to plan transition meetings for the rising 6th graders usually in the Spring. Advanced learning options are shared with students and families.

High School Transition Support:

Advanced learning PLCs occur between and among teachers of advanced courses; however, a growth item for the Office of Advanced Academics is to fully implement an Advanced Learning Leadership Committee at the high school level that includes administration and counselors with a focus on addressing Priority 1: Equity and Excellence.

At the high school level, open houses are hosted for rising 9th graders with a greater emphasis on the introduction to high school rather than service delivery options for gifted/advanced learners. The transition period from middle to high school can be a stressful time for students and parents/guardians as they embark on their career and/or college pathway; therefore, the implementation of Equity in Advanced Learning Committees at the high school level will support 8th grade to 9th grade SWAP (Students With Advanced Placement) Exchange that can better support student placement in advanced classes and understanding the unique needs of the individual student so that supports can be developed to ensure student success in advanced classes.

*** Practice 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.

Acceleration

The National Association for Gifted Children's position paper on academic acceleration includes multiple research-based statements that support the practice of acceleration:

“Educational acceleration is one of the cornerstones of exemplary gifted education practices, with more research supporting this intervention than any other in the literature on gifted individuals. The practice of educational acceleration has long been used to match high level student general ability and specific talent with optimal learning opportunities” (NAGC, n.d.).

“Researchers have found that, overall, acceleration influences high-ability students' academic achievement in positive ways, and that these students outperform peers in other areas, including scores on standardized tests, grades in college, and the status of the universities they attend and their later career paths” (NAGC, n.d.).

The Office of Advanced Academics promotes acceleration practices when students demonstrate a need for acceleration. The authors of *A Nation Deceived: How Schools Hold Back America's Brightest Students* define acceleration as “matching the level, complexity, and pace of the curriculum with the readiness and motivation of the student.” This educational intervention provides students opportunities to accelerate through content-based and/or grade-based acceleration practices, such as single-subject acceleration, curriculum compacting, dual or concurrent enrollment, Credit by Demonstrated Mastery, early entrance to kindergarten, advanced enrollment offerings, and online learning courses to further extend their learning.

“Acceleration is not a substitute for enrichment opportunities. Some students will be served best by enrichment, some by acceleration, and some by a mix of the two. Acceleration is not a replacement for gifted education services or programs. Rather, acceleration (and an acceleration policy) contributes to a broad, comprehensive gifted and talented program” (NAGC, n.d.).

The Acceleration Process for DPS is based on the following best practices:

- Access to referral for consideration of acceleration is open to all students and is not limited to any student based on gender, race, ethnicity, disability status, socioeconomic status, English language proficiency, or school building attended.
- Student evaluation for acceleration is fair, objective, and systematic using the appropriate assessment measures for the type of acceleration being considered.
- Parents/guardians are actively involved in the school’s procedures. Parents/Guardians must complete the “Consent for Evaluation” form prior to evaluation.
- The process specifies the comprehensive data for cognitive, social- emotional, and developmental domains.
- Acceleration decisions should be made by a school based committee composed of the AIG Specialist, counselor, and administrators at minimum. An acceleration decision should be informed by research-based best practices, not personal opinions or anecdotal evidence.

For whole grade acceleration, the district uses the Iowa Acceleration Scale (IAS) to objectively guide the gifted/advanced learner, parent/guardian, school administrator, AIG Specialist, and other team members through five domains:

1. Academic Ability, Aptitude, and Achievement;
2. School and Academic Factors
3. Developmental Factors
4. Interpersonal Skills
5. Attitude and Support

Based on the results and other information decided by them, the principal and their committee make the acceleration decision. Parents/guardians should be informed of the evaluation results in a timely manner (within 10 days is recommended). A comprehensive written plan for the acceleration of recommended students should be developed as part of the student's Differentiated Education Plan, DEP, a copy of which should be provided to the student's parents or legal guardian(s).

Any student who is not recommended for acceleration must have an intentional differentiated education plan created to ensure their academic needs are met.

Acceleration in High School:

Under the DPS Board Policy 3305- Advanced College Placement, articulation is given to dual enrollment. The policy states: "To meet the academic needs of high school students, principals are encouraged to permit students to take college courses while they are enrolled in high school. With the principal's approval, credit toward graduation may be awarded for college courses completed. Students taking courses from colleges under the concurrent enrollment plan may not take courses from the college that are offered in the high schools. All students who wish to receive concurrent enrollment, must get permission from the principal before registering for their college classes."

DPS Board Policy 3310 - Release of Students to Attend Community Colleges states: "The Board of Education encourages students to complete high school before seeking admission to a university, college or community college. However, a high school student 16 years of age or older may be permitted to attend appropriate courses at a community college if the Superintendent and principal determine that the student meets legal requirements and has special needs that could best be served by admission to the community college. Such students must be taking at least

three high school courses in a traditional schedule or two high school courses in a block schedule and be making appropriate progress toward graduation."

Credit by Demonstrated Mastery

Credit by Demonstrated Mastery allows students to earn credit by participating in a two-phase process by which they can show mastery of the course standards. Procedures and guidelines are in place through collaboration with the Research and Accountability Office of State Testing, Advanced Academics, Curriculum and Instruction, Career and Technical Education, and Student Support Services. Information is provided on the DPS website and also communicated during each of the three application periods through middle and high schools. District information sessions educate counselors on the policy, the process, and expectations so they can share with families. Research and Accountability conducts testing training sessions, and Content Specialists design performance tasks evaluated with a rubric for the second phase of the process. Counselors and AIG Specialists assist with communication and planning with students and families.

NC House Bill 986/Session Law 2018-32 - Enrollment in Advanced Mathematics Courses

In partnership with the DPS Curriculum and Instruction Department, the Office of Advanced Academics closely monitors the implementation of the June 2021 establishment of NC House Bill 986/Session Law 2018-32 *, keeping detailed records of students served by AIG nurturing and later identified as AG/AIG.

*[SESSION LAW 2018-32 HOUSE BILL 986, PART II. Enrollment in Advanced Mathematics Courses Section 2.(a) Part 1 of Article 8 of Chapter 115C of the General Statutes "§ 115C-81.36. Advanced courses in mathematics.]

- (a) When practicable, local boards of education shall offer advanced courses in mathematics in all grades three and higher.
- (b) When advanced courses are offered in mathematics, any student scoring a level five on the end-of-grade or end-of-course test for the mathematics course in which the student was most recently enrolled shall be enrolled in the advanced course for the next mathematics course in which the student is enrolled. A student in seventh grade scoring a level five on the seventh grade mathematics end-of-grade test shall be enrolled in a high school level mathematics course in eighth grade. No student who qualifies under this subsection shall be removed from the advanced or high school mathematics course in which the student is enrolled unless a parent or guardian of the student provides written consent for the student to be excluded or removed from that course."

Early Admission to Kindergarten

By NCDPI guidance, [Policy ID Number: GCS-J-001 Administrative Procedures Act Reference Number and Category: 16 NCAC 6E.0105], legislation passed by the 1997 NC General Assembly allows a child who has reached his/her fourth birthday by April 16 to enter kindergarten if he or she demonstrates an extraordinary level of academic ability and maturity.

Early Admission to Kindergarten is provided for students who meet the following criteria as outlined by NCDPI:

- score at or above the 98th percentile on either Reading or Mathematics on a standard test of achievement administered by a licensed psychologist
- score at or above the 98th percentile on a standard individual test of intelligence administered by a licensed psychologist
- demonstration of readiness during scheduled interview with the school principal and his/her Early Admission to Kindergarten Committee

Information packets including all forms, State Board Policy, and a flowchart of the Early Admission to Kindergarten process is posted on the district's Advanced Academics' and Office of Early Education websites and made available to elementary AIG Specialists, principals, and front office support staff to share with interested parents.

* Practice 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.

The District Equity in Advanced Academics Committee is composed of representatives from Curriculum and Instruction, Student Support Services, Student Academics, Specialized Services, Equity Affairs, and is led by the Director of Advanced Academics. Collaboratively, the team examines practices to assist all stakeholders in examining their beliefs and perspectives to ensure all students have equitable access and opportunity to advanced learning

opportunities. This collective work of anti-bias training, awareness of characteristics of advanced learners in traditionally underrepresented populations, and increasing access to advanced learning opportunities shifts mindsets, raises expectations for all, and continues our work toward equity and excellence.

The Director of Advanced Academics ensures inclusive strategies are used to broaden access for the district's Spanish-speaking families. Working collaboratively with the Multicultural Resource Center and Office of English Language Learners, all communication from the office of Advanced Academics and DPS is translated into Spanish. Translators assist during AIG conferences and family outreach events.

During the 2019-2022 AIG plan cycle, talent development, particularly in the K-2 grade span, produced significant results in increasing the number of often underrepresented student groups in advanced learning educational services. Five success factors contributed to the evidence of improved access and opportunity:

1. Personnel - AIG Specialists in every elementary, middle, and comprehensive high school and some specialty schools
2. Professional Learning with continual focus on "equity and access"
3. Multiple pathways for identification that include non-verbal assessments, use of subscores, portfolios of evidence, and district advocacy
4. Intentionality of implementing a K-2 talent development programming in all elementary schools
5. Universal Screening of all Second Graders using the Cognitive Abilities Test (CogAT/Form 7)

Grades K-2 Talent Development: Investigations in STEM

Aligning with the Advanced Academics' Priority 1: Equity and Excellence, the AIG specialist at each elementary school will work with all students in Kindergarten through 2nd grade* to foster talent development. The Investigations in STEM program allows elementary AIG specialists to nurture advanced thinking and develop academic talent potential in all demographic and socioeconomic groups in the primary grades. The Investigations in STEM program is designed around a three year framework with lessons which blend critical STEM based thinking skills, collaboration, creative thinking, and problem solving with grade level curriculum.

The Investigations in STEM framework can be located under Standard 3, Practice g.

Grades 3-5 Talent Development

To further foster academic talent at grades 3 - 5, advanced learners are flexibly grouped with students identified in the AIG program. AIG Specialists create school wide learning enrichments that provide all students access to higher level thinking and interest based opportunities such as book clubs, enrichment groups based on interests, STEM Fridays, partnerships with outside groups, etc..

Grades 6 - 12 Talent Development

Enrollment in advanced courses at the middle and high school level provide all student opportunities to develop academic talent. AIG electives and enrichment groups provide additional talent development supports, as well as school wide interest and mentoring groups.

Demographics

For the 2021-2022 instructional year, the racial composition of Durham Public Schools calculated at the end of the first month was as follows:

- African-American: 41.6%
- Hispanic/Latino: 32.8%
- White: 19%
- American Indian, Asian, Hawaiian-Pacific, Multi-racial: 6.6%

The total number of students on free and reduced lunch was 62.2% (2021-22) which includes 19 schools with Community Eligibility Provision where no applications are taken (100% free).

*** Practice I**

Enhances and further develops the needs, talents, and interests of AIG students through extra-curricular programming.

The focus of educating the whole child includes opportunities for students to develop their intellectual, social, and moral capabilities alongside growing their academic knowledge. Because gifted/advanced learners are often used to getting good grades, sometimes without much effort, they may be averse to taking risks or trying something new where success does not come as easily. The Office of Advanced Academics supports student involvement in academic endeavors, extra-curricular, sports, and the fine arts to provide opportunities for gifted/advanced learners to further develop their interests and create balance in their academic, social, and emotional growth.

Studies have shown that gifted/advanced students participating in extracurricular activities gain skills to a different degree than within the classroom. Participation in such programs:

- uncover hidden talents within students
- discover personal interests that may connect to future goals
- create possibilities for students to strive for personal improvement and overcome learning challenges
- build perseverance and resilience
- further problem solving, critical thinking, and collaboration opportunities
- enhance academic study
- refine time management and organization skills
- develop skills outside of the academic realm
- relieve stress and enhance academic study
- creates a sense of teamwork and belonging
- exposure to different perspectives

- conflict resolution

AIG Specialists, teachers, and counselors encourage students to pursue involvement in opportunities that encourage them to explore new areas of interest or take on challenges, such as:

- Outreach Programs from regional colleges/universities and other educational foundations
- Service Learning Projects
- Career and Technical Education offerings
- Visual and Performing Arts
- Sports
- School based interest and academic clubs
- Offerings from the North Carolina Association for Scholastic Activities such as Quiz Bowl, Twelve, Quill, Art Showcase, etc.,
- Beta Club, National Honor Society, Junior National Honor Society
- Odyssey of the Mind or Destination Imagination
- Scripps Spelling Bee
- District sponsored academic events such as Math Counts and Science Olympiad
- Battle of the Books (Elementary, Middle, and High School)
- Governor's School

*** Ideas for Strengthening the Standard**

Creation of an Acceleration Best Practices, Research, and Process Guidebook for Schools

Planned Sources of Evidence

* Acceleration Best Practices, Research, and Process Guidebook

* MTSS documents which reflect Advanced Academics within the systems of support

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Documents

Type	Document Template	Document/Link
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AIG Standard 2 Additional Resources	N/A	
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Standard 3: Differentiated Curriculum and Instruction

Durham Public Schools (320) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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.

*** 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.

“The foundation of gifted education is the belief that student learning should be calibrated to the child’s abilities and interests rather than the child’s age. For high-quality programs and services, this belief becomes a reality through a range of service delivery options to accommodate individual learning differences.” (Clarenbach, 2007).

The Office of Advanced Academics’ intentional focus on equity and excellence (AIG Priority 1) affirms that gifted/advanced learners must have modifications to their grade level Standard Course of Study that allow them the opportunity to learn something new each day or explore previously known concepts at a level of depth and complexity. Learning progress for gifted/advanced students must not be stagnant when proficiency is reached.

In a recent study published in The High Flyer (a collaborative document between the National Association for Gifted Children and the Thomas B. Fordham Institute), consistent evidence showed that an estimate of between 20–40 percent of elementary and middle school students perform at least one grade level above their current grade in reading, with 11–30 percent scoring at least one grade level above in math. In addition, the study also found large percentages of students performing well above grade level.

It is the expectation of district leadership and the Office of Advanced Academics that AIG Specialists, AIG teachers, regular education teachers, along with teachers of Advanced Placement and Honors Courses, responsibly plan,

prepare, and implement appropriate differentiated instruction for all students.

At each grade level, curriculum begins with the North Carolina Standard Course of Study and, through ongoing assessments to measure student needs, lessons are developed that provide opportunities for ongoing student exploration and learning. As aligned with the 2018-2023 DPS Strategic Plan, Priority 2: Provide A Safe School Environment that Supports the Whole Child*gifted/advanced learners must be presented with curriculum, instructional strategies, materials and resources that enhance, extend, and enrich using culturally responsive practices.

*By 2023, 100 percent of Durham Public Schools will implement research-based cultural frameworks to support the social-emotional health and safety of students and staff.

In alignment with the NC Department of Public Instruction framework provided for teachers of honors level courses, teachers should define how the content, instruction, materials and assessment differ from that of a standard level course. According to state guidelines, "curriculum should indicate depth, rigor, accelerated pacing, complexity, challenges and creativity beyond the standard level course."

Advanced Course Enrollment

Advanced Placement (AP), the International Baccalaureate (IB) program, and dual enrollment for college credit provide opportunities beyond the traditional high school curriculum. All opportunities offer advanced learners Both programs offer enrichment, extension, and acceleration of content.

Advanced Placement (AP) classes offered in DPS are part of a larger program run by the College Board. Participation in an AP class allows students to take a more rigorous course than Honors, giving students the experience of an intro- level college course which could earn them college credit and/or qualify them for more advanced classes in college.

International Baccalaureate (IB) is offered at the elementary, middle, and high school levels. The IB program combines advanced content knowledge with a focus on the development of critical thinking and an appreciation of global issues. Earning an IB diploma requires a multiyear commitment across disciplines.

Middle College High School (MCHS) at Durham Technical Community College provides DPS 11th and 12th graders honors-level high school courses and free college courses at Durham Technical Community College. Students at MCHS may graduate from high school with a year or more of college transfer credit. Some students also graduate from high school with an associate degree or a career/trade certification.

Josephine Dobbs Clement Early College High School (ECHS) at North Carolina Central University provides expanded learning opportunities for DPS high school students. ECHS offers students a rigorous curriculum including college courses leading up to two years of college credit.

City of Medicine Academy (CMA) educates and trains DPS students to work in the field of health services and medical care. City of Medicine Academy (CMA) accelerates students through the required academic courses through dual enrollment opportunities with Durham Technical Community College. Students in their junior year participate in clinical rotations as an extension of their academic and health care classroom training. As seniors, students will spend the majority of their day in the medical/healthcare environment or take college-level courses to help advance their knowledge and prepare them for post-secondary opportunities.

Acceleration

The Office of Advanced Academics promotes acceleration practices when students demonstrate a need for acceleration. The authors of *A Nation Deceived: How Schools Hold Back America's Brightest Students* define acceleration as “matching the level, complexity, and pace of the curriculum with the readiness and motivation of the student.” This educational intervention provides students opportunities to accelerate through content-based and/or grade-based acceleration practices, such as single-subject acceleration, curriculum compacting, dual enrollment, Credit by Demonstrated Mastery, early entrance to kindergarten/middle/high/college, telescoping curriculum, Advanced Placement offerings, and online learning courses. Multiple research studies have shown acceleration to be the most effective curriculum intervention for gifted/advanced learners having long-term beneficial effects - academically, socially, and emotionally. Acceleration is also referenced in Standard 2g.

Working closely with the Curriculum and Instruction Department, AIG Specialists will work over the next three years to ensure all curriculum unit maps for English Language Arts and Math have enrichments, extensions, and accelerations to be utilized by classroom teachers to best meet the needs of gifted/advanced learners in their classes.

*** 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.

Meeting the needs of gifted/advanced learners should begin with the unique learning needs of each student as variances in academic abilities, learning styles, and interest exist among gifted/advanced students. It is to this degree of variances that mandate teachers utilize effective instructional practices that directly respond to the differences present in their students or a personalized approach that addresses individual student need

Some of the specific strategies implemented include, but are not limited to, the following:

- Curriculum Compacting
- Simulations
- Tiered Assignments
- Socratic and Paideia Seminars
- Critical Thinking Routines
- Opportunities for choice in content, product, or process
- Project-Based Learning
- Problem-Based Learning
- Inquiry Based Learning
- Learning Contacts
- Independent Studies
- Technology Integration
- Learning/Interest Centers

* Practice C

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

The Office of Advanced Academics provides a variety of curriculum materials and resources to be used in gifted/advanced services at grade levels, K-12. Materials and resources used should align with and extend the content standards as well as provide opportunities for students to study topics in depth.

AIG Specialists and teachers use collaborative instructional time during monthly PLCs to share resources, incorporate them into grade level units of study, and make connections to the real world. With more evidence-based resources located on the internet, AIG Specialists have greater access to high quality materials that can be vetted for appropriate challenge, depth and complexity, and alignment with advanced curriculum.

Other resources utilized by the school district that complement the core curriculum include, but are not limited to, the following:

- District designed *Investigations in STEM* (talent development K-2) curriculum
- Making Thinking Visible, *Project Zero*, Harvard University
- Sandra Kaplan's *Depth and Complexity* framework
- William and Mary English/Language Arts (Grades 2-8)
- Mentoring Mathematical Minds (Grades 1 - 5)
- The Word Within the Word (Vocabulary series for grades 3-8)
- U-Stars (Cultivating potential through science and literacy for grades K-3)
- Novel sets (Grades 2 - 12)
- Jr. Great Books
- College Board resources and Support materials (Grades 9-12)

- Pre-AP strategies (Grades 6-12)
- Variety of online resources promoted by district level content specialists (Grades K-12)

*** Practice D**

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

Our ever-changing world and the rapid improvements in technology create a critical need for integrating opportunities for gifted/advanced learners to develop the skills of critical thinking and creativity, while utilizing the skills of collaboration, communication, and leadership. Author Daniel Pink remarked, “The future belongs to a very different kind of person with a very different kind of mind—creators and empathizers, pattern recognizers and meaning makers. These people... will reap society’s richest rewards and share its greatest joys.” (Pink, 2006). If students leave school without continuous opportunities to analyze and think critically, to create and innovate, and to collaborate and communicate, they will be underprepared for the challenges of society and the workforce.

The Office of Advanced Academics provides all AIG Specialists, AIG Teachers, and Advanced Academics Lead Teachers an “Educator’s Guide to the Four C’s”. This document expounds on each of the four C’s, giving definitions and strategies to integrate each skill into all content areas of the curriculum (math, english/language arts, science, history, world languages, the arts, etc.) K-12. Links to additional resources, including rubrics for assessing each skill, and additional resources to be utilized are included in the document.

Elementary and middle AIG Specialists have been trained in Inquiry-Based Learning. Inquiry based Learning provides multiple opportunities for students to engage in the 4 C’s: critical thinking, communication, creativity, and collaboration.

AIG Specialists also integrate thinking skill routines from Harvard University’s Project Zero: Making Thinking Visible, a flexible and systematic research-based approach to blending content learning across disciplines while cultivating the development of students’ critical and creative thinking. Each routine provides opportunity for student interaction through collaboration or discussion.

Additional instructional practices such as Project Based Learning and Problem Based Learning contain all future ready skills for gifted/advanced learners.

*** Practice E**

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

Assessment, both formative and summative, is an integral component of the curriculum and instruction planning process. According to the National Research Center on the Gifted and Talented, gifted elementary students have mastered between 40 and 50 percent of the school year's content in several subject areas before the school year begins and, if gifted/advanced learners master skills without needed repetitions, teachers must assess students on a continuous cycle to respond to their changing needs. The data obtained from multiple types of assessments informs decisions about curriculum content, instructional strategies, and resources that will continue to support the growth of gifted/advanced learners.

Teachers use the data to compact curriculum and/or appropriately extend, enrich, or accelerate content for students who have mastered a new skill or concept, while differentiating instruction for students who may need additional time to master a concept/skill. AIG Specialists and teachers understand that being identified as Academically Gifted does not ensure that all concepts will be quickly grasped and at the same time, students who have not yet been identified may show significant strength in an area of study. As referenced in Standard 2a, AIG Specialists and AIG Teachers create flexible, fluid grouping to allow personalized learning for all students.

Another data point considered for differentiating instruction and forming flexible grouping practices is the results from the Cognitive Abilities Test (CogAT) used as the district's universal sweep screen at the second grade level. AIG Specialists have received training on utilizing the results to assist classroom teachers in:

- identifying student potential in verbal, quantitative, and/or nonverbal reasoning
- using the online Interactive Ability Profile Interpretation System to determine characteristics of students for a particular profile, instructional strategies for building upon general strengths and/or weaknesses, and grouping strategies that best meet the needs of the learner
- connecting CogAT profiles with intervention or MTSS teams
- identifying students with high reasoning abilities who require differentiated services.

High School guidance counselors, AIG Specialists, and administrators use ACT, PSAT, classroom performance, EOC, and data provided by College Board to best recommend appropriate courses for students.

*** Practice F**

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

Social and emotional needs are at the core of well-being for all children and the foundation for academic achievement. Gifted/advanced learners have unique social and emotional needs that may require additional supports. The Office of Advanced Academics has developed a collaborative connection to Student Support Services, working with school guidance counselors to bring awareness of the social and emotional needs of gifted/advanced learners and develop strategies to better meet those needs.

While not all gifted/advanced learners experience one or more of the following, AIG Specialists and teachers should recognize the possible existence and plan for ways to respond:

- asynchronous development which may lead to difficulties with social/peer relationships
- perfectionism
- situational stressors
- underachievement
- pressure from families and/or self
- overexcitabilities
- search for identity
- test anxiety

Instructional settings such as cluster grouping or pull-out services with the AIG Specialist provide gifted/advanced learners opportunities to be with peers who share similar academic abilities, intellectual curiosity, and social and emotional needs.

Knowing that students who hold a growth mindset are likely to attempt challenging tasks and persevere through difficulties, AIG Specialists and teachers explored the books Growth Mindset and Mindsets in the Classroom based on

the work by Dr. Carol Dweck. Visual reminders in the classrooms promote awareness of key understandings and display the qualities of a growth mindset, as well as the "power of yet" when confronted with challenges. Curriculum lessons and seminars will continue to build upon the growth mindset philosophy.

As part of the curriculum development by the Office of Advanced Academics and AIG Specialists, intentional focus is given to integrating books and articles that can be used to address the unique social and emotional issues of gifted/advanced learners with application to cultural relevance. AIG Specialists collaborate on novels that serve as bibliotherapy for their students or ones who give opportunity for social and emotional issues to be discussed.

Summer programs sponsored by the Office of Advanced Academics extend learning for gifted/advanced learners . SPARK Camp, taught in conjunction with the DPS teachers fulfilling AIG Licensure requirements at Duke University, is for rising 4th - 8th graders served by AIG. Students select two courses based on interest to explore during the four day camp.

Another opportunity to extend learning over the summer is through the AP Summer Scholars Camp for rising 8th through 12th grade students. This 4 day camp, sponsored by the Office of Advanced Academics, focuses on knowledge, skills and dispositions needed for advanced level learning. This camp also exposes students to various high school advanced level course offerings across all academic disciplines including CTE courses and college admissions criteria.

*** Practice 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.

Research has shown that interventions that develop talent and close performance gaps must start in kindergarten as differences in exposure, learned ability measures, and achievement skills have already taken root. The Office of Advanced Academics recognizes the significant importance of cultivating and developing all students in the primary grades and its impact on future academic success.

Aligning this knowledge with Advanced Academics' Priority 1: Equity and Excellence, the AIG specialist at each elementary school will work with all students in Kindergarten through 2nd grade*. The *Investigations in STEM* program allows all elementary AIG specialists to nurture advanced thinking and develop academic talent potential in all demographic and socioeconomic groups in the primary grades. The *Investigations in STEM* program is designed around a three year framework with lessons that blend critical STEM based thinking skills, collaboration, creative thinking, and problem solving with grade level curriculum.

AIG Specialists move between whole group classroom facilitation and small group discovery each academic quarter. Balancing instruction between whole and small groups allows ongoing opportunities for all students to develop and demonstrate talent. During the five whole group lessons each quarter, classroom teachers are an integral part of the process. In collaboration with the AIG Specialist, classroom teachers use an Investigations matrix to record observations of individual students during each Investigations in STEM whole group lesson. The engagement of the classroom teacher during the Investigations in STEM lessons has resulted in teacher expectations of many students transformed as a result of their focused observation of student potential. Using the data collected from the Investigations matrix, small groups are formed. This collected body of evidence shows outstanding potential displayed by students in areas such as problem solving, critical thinking, and creativity in thought and is used to support flexible, small groups facilitated by the AIG Specialist. Small groups provide an additional opportunity for AIG Specialists to foster academic talent. Equitable access based on the Investigations Matrix showcase students from traditionally underrepresented populations instead of students with the highest academic achievement levels. The framework for Investigations in STEM quarterly programming include the following:

- 5 Whole Group Sessions, minimum of 150 minutes per K-2 class
- 3 Small Group Sessions, minimum of 90 minutes per student, based on the Investigations

Matrix

*Because DPS does a sweep screen for identification in second grade, schools have formal AIG services in place beginning in third grade.

* Practice 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.

Working closely with the Curriculum and Instruction Department, AIG Specialists will work over the next three years to ensure all curriculum unit maps for English Language Arts and Math have differentiated enrichments, extensions, and accelerations embedded for classroom teachers to utilize. To meet the needs of the diverse learners in classrooms, the Exceptional Children's and English as a Second Language Departments will collaborate to include supplemental resources as well.

In order to reach the wide range of academic and intellectual needs of gifted/advanced learners at all grade levels, collaboration among instructional staff members is imperative. AIG Specialists collaborate with EC and ESL teachers to give specific attention to gifted/advanced learners who are also English Language Learners or twice-exceptional.

Monthly AIG PLCs provide a collaborative time for AIG Specialists to develop lessons and curriculum units that provide support for gifted/advanced learners. Shared time at the school during grade level or content specific PLCs allow AIG Specialists to further develop and share these strategies to enhance gifted/advanced learning throughout the school day.

To support teachers in refining instructional delivery that meets the needs of gifted/advanced learners, AIG Specialists may model lessons that emphasize best practices, including interest based themes.

*** 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/guardians to ensure effective programming, provide a continuum of services, and support school transitions.

In accordance with Article 9B [N.C.G.S. 115C-150.5-.8], all students identified in the AIG program will have a Differentiated Education Plan (DEP) or if required, an Individual Differentiated Education Plan (IDEP). Students identified as Intellectually Gifted (IG) will have an Individual Differentiated Education Plan (IDEP).

Students identified as Twice-Exceptional (area of identified learning difficulty and criteria to meet AG/AIG) can use their IEP as the AIG IDEP; however, collaboration and clear articulation should be made between departments to ensure Twice-Exceptional Students are receiving both EC and AIG services.

The focus of the DEP includes the student's educational needs based on their academic strengths and outlines the services that will be provided to supplement and expand content standards to ensure continued academic gains. The DEP is developed as a collaborative effort between the AIG Specialist or AIG Teacher, at least one regular education teacher from the area of identification who can provide input about the levels of performance in the general education classroom, other educators who may have direct knowledge or special expertise regarding the student (EC, ESL), the parent/guardian of identified student, and the student.

Initial Invitation to Conference

When a child is identified within the AIG program, the parents/guardians are notified and invited to attend an Initial Placement Conference to discuss service delivery and develop a Differentiated Educational Plan (DEP)/Individual Differentiated Educational Plan (IDEP) for their child.

The AIG Specialist will provide the parent/guardian with a copy of the AIG Parent Handbook which includes the Procedures for Resolving Disagreements. (See Standard 6, Practice j for full information) if students were assessed through sweep screen testing, schoolwide assessments (BOG, EOG, EOC, etc.) and/or the portfolio process. Parents/guardians of students who had additional measures of aptitude and/or ability received the AIG handbook with the Consent to Evaluate Form. A parent/guardian may request a review of the plan at any time to assure the student is provided services best matched to student needs.

The parent/guardian receives a copy of the DEP. The DEP should be accessible to each teacher responsible for implementation. In addition, each teacher of the student shall be informed of the specific responsibilities related to the implementation and differentiation within the general education classroom.

Annual Review

An annual review is conducted with parents/guardians for each elementary and middle school student identified within the AIG program during the first thirty days of the instructional year. The Annual Review provides the opportunity to review the student's DEP and ensure appropriate services are matched to student needs. The match of services is based on student progress reports, report cards, standardized achievement test scores, and/or informal assessment data. Parents, classroom teachers, and the AIG Specialist will indicate any change in services on the DEP/IDEP before signing.

During the annual review, any student showing potential or increased achievement for adding an additional area of identification will be referred for re-evaluation. Consent for re-evaluation may take place at this meeting or at a later

date. For example, a student identified in the area of reading has shown the potential or performance to be referred for add-on identification in the area of mathematics.

If the annual performance review indicates that a student is not performing satisfactorily and a change in services may be required, the team and parent/family will collaborate to match service needs or develop a plan of support.

Advanced Academics will continue to work at the high school level to ensure an annual review process is implemented. The annual review will be conducted by the High School AIG Specialist.

*** Ideas for Strengthening the Standard**

- District designed *Investigations in STEM* (talent development K-2) curriculum

Planned Sources of Evidence

* Copies of Student DEPs

* K-2 Investigations in STEM framework and lesson plans

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Documents		
Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	

Standard 4: Personnel and Professional Development

Durham Public Schools (320) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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 ongoing 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.

Durham Public Schools employs an AIG licensed Director of Advanced Academics, Coordinator of Advanced Academics, and AIG licensed Lead Specialists. Working together as the Office of Advanced Academics, this group oversees the programs and advanced courses offered in DPS, K-12.

Responsibilities of the Director include, but are not limited to the following, to ensure fidelity of AIG programming:

- Develop, lead and monitor the implementation of the district's local Academically and Intellectually Gifted (AIG) plan 2022-2025 to improve student achievement, growth, and equitable access and opportunity for all students, K-12.
- Provide support to DPS schools and district leadership regarding best practices in identification, differentiated curriculum and instruction, and services for gifted/advanced learners.
- Support the implementation of equitable comprehensive programming to support students in higher level and advanced courses to ensure success
- Assist administration, counselors, classroom teachers, MTSS coordinators and Teaching and Learning Coaches with analysis, interpretation and use of data for instructional program planning which could support student

learning discussions during PLCs including results from district, state, and national assessments (EOG, EOC, AP, PSAT, SAT/ACT, Pre-ACT).

- Collaborate with counselors, teachers, and administration to support the academic, intellectual, social and emotional needs of all gifted/advanced learners.
- Support principals, AIG Specialists, and Teaching and Learning Coaches in providing classroom teachers with strategies for the appropriate differentiation of instruction for advanced learners and pre-AP strategies for AP/Honors classes.
- Design, customize and conduct district professional development based on data and needs assessment for gifted/advanced learners.
- Establish and maintain accurate and efficient records, including all budget and personnel reports, necessary for compliance with the Office of Advanced Academics, Durham Public Schools, and in alignment with the NC AIG Program Standards. (*State Board of Education Policy ACIG-000 – June 2021*)
- Maintain communication with various stakeholder groups through a variety of correspondence means including newsletters for AIG Specialists, correspondence with parents regarding identification referral and identification, handbooks for administrators, etc. (See Standard 1, Practice e)
- Oversee the screening, referral, and identification processes at the district level.
- Communicate and collaborate effectively with district and school leadership to achieve the district vision.
- Provide professional development on cultivating potential of all students and responding to the needs of advanced learners. (See Standard 4, Practice e)
- Serve as Advanced Academics liaison between the school system, parents, and community.
- Develop and foster collaborative relationships with institutes of higher education, businesses and other community groups.
- Provide leadership for and monitor the implementation of the roles and responsibilities of AIG Specialists.

*** Practice B**

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of K-12 gifted learners.

DPS Board of Education, in support of ensuring equity, access, and opportunity for all students in DPS, have allocated local funds to provide AIG personnel in every school.

Elementary and Middle School AIG Specialists:

Elementary and middle schools each have an AIG Specialist to oversee the AIG program and work directly with gifted/advanced learners to support their academic, intellectual, social, and emotional needs. In alignment with the NC Program Standards (*State Board of Education Policy ACIG-000 – June 2021*) and the current Durham Public School System's AIG Plan, all AIG Specialists in Durham Public Schools will:

- Have AIG Licensure or be enrolled in an AIG Licensure Program with an Institute of Higher Education.
- Oversee the implementation of the district's AIG Plan in the school and meet with school leadership weekly or bi-weekly as determined by administration.
- Adapt 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.
- Employ 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.
- Select and use a variety of research-based supplemental resources that augment curriculum and instruction.
- Foster the development of future-ready skills including:
 - critical thinking

- communication
 - collaboration
 - creativity
 - leadership
- Use on-going assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.
 - Create affective curricular and instructional practices which support the social and emotional needs of AIG students.
 - Collaborate with AIG personnel and other professional staff, including regular education teachers, special education teachers, ESL teachers, other instructional staff, and administrators, to develop and implement differentiated curriculum and instruction appropriate for advanced learners.
 - Cultivate and develop the potential of young (K-2) students through purposeful and intentional strategies and differentiated curriculum and instruction. [*Investigations in STEM* - Elementary schools only]
 - Attend and participate in monthly AIG Professional Learning Communities which will include the development of differentiated curriculum for gifted/advanced learners.
 - Develop and document 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) or Individual Differentiated Education Plan (IDEP). This document is reviewed annually with parents/ families to ensure effective programming, provide a continuum of services, and support school transitions.
 - Facilitate the school's Equity in Advanced Academics Leadership Committee which meets monthly to discuss, review, and refine the local AIG program/plan and advocate for the needs of gifted students from all populations at all grade levels.
 - Develop partnerships with parents/guardians, and the community that are intentional and meaningful to support the academic, intellectual, social, and emotional needs of gifted students. The AIG Specialist will facilitate the

school's AIG Partnership Committee which meets at least quarterly to discuss, review, and refine the local AIG program/plan and advocate for the needs of gifted students from all populations at all grade levels.

- Encourage extra-curricular programs and events that enhance and further develop the needs and interests of AIG/advanced learners. This may include coordinating professional learning and/or training for advisors of enrichment activities such as, but not limited to, MathCounts, Spelling Bee, Science Olympiad, Speech and Debate, National Junior Honor Society, and Odyssey of the Mind.
- Implement student screening, referral, and identification processes consistent with the district's AIG plan.
- Maintain accurate and appropriate records related to gifted education procedures which include individual student AIG documentation folders, PowerSchool reviews, and school level AIG IMPACT (Implementation, Partnerships, and Comprehensive Testing) Binders
- Create and implement a plan for regular communication in various forms (i.e. active maintained website, newsletter, email listserv, etc.) with parents and families of students identified and nurtured in the AIG program

High School AIG Specialists:

The responsibilities of High School AIG Specialists include, but are not limited to, the following:

- Conduct an annual review of all high school students, focusing on achievement on the PSAT, SAT or ACT tests at or above the 89th percentile; achievement on an Advanced Placement tests of a 3, 4 or 5; weighted G.P.A. of 3.25; and EOC achievement in area of identification at or above the 85th percentile for referral to the AIG Identification process.
- Assist with reviewing the Fall and Spring Headcount
- Assist students by:
 - a) identifying those with potential who may not have opted into the most rigorous courses,
 - b) encouraging course progression based on student interest and/or academic achievement,

c) identifying and eliminating barriers so that students across all demographic groups and economic strata have access to higher-level courses

- Encourage extra-curricular programs and events that enhance and further develop the needs and interests of gifted/advanced learners.
- Develop partnerships with parents/guardians and the community that are intentional and meaningful to support the academic, intellectual, social, and emotional needs of gifted/advanced students.
- Collaborate with AIG personnel and other professional staff, including regular education teachers, special education teachers, ESL teachers, other instructional staff, and administrators, to create supports for gifted/advanced learners.
- Facilitate Equity in Advanced Academics Leadership Committees to discuss, review, and refine the local AIG program/plan and advocate for the needs of gifted students from all populations at all grade levels

*** Practice 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.

Guided by the Office of Advanced Academics' Priority Goals of Equity and Excellence and Professional Development for 2022- 2025, specific and appropriate professional development offerings are provided for all personnel involved in AIG programming and services. These opportunities include, but are not limited to the following:

District Leadership

- Overview of the DPS AIG Plan as it aligns to the North Carolina Academically or Intellectually Gifted Program Standards (*State Board of Education Policy State Board of Education Policy ACIG-000 – June 2021*)
- Data to support program monitoring and implementation

Principals and Assistant Principals

■ Overview of the DPS AIG Plan as it fulfills the North Carolina Academically or Intellectually Gifted Program Standards (*State Board of Education Policy State Board of Education Policy ACIG-000 – June 2021*) and aligns to the 2018-2023 DPS Strategic Plan

- Implementation guidance for the DPS AIG Plan in terms of programming specifics that impact programming throughout the entire school (i.e. all elementary K-5 teachers are impacted):
- AIG identification and service delivery;
 - comprehensive programming in a total school community that supports advanced learners and ensures the inclusion of often under-identified demographic and socioeconomic groups;
 - differentiated curriculum and instruction strategies needed to meet the needs of advanced learners including evidence-based strategies for flexible and cluster grouping;
 - personnel and professional development systems of support that provide all staff best practices related to developing capacity in all students rather than focusing on their deficits;
 - monitoring the program effectiveness through multiple different measures, both qualitatively (i.e. classroom walk-throughs, staff surveys) and quantitatively (student achievement data, growth data, AP potential, etc.).

School Counselors

- Overview and understanding of DPS AIG Plan with a focus on:
- Strategies for addressing the social and emotional needs of all AIG students (including twice- exceptional and ELL)
 - Scheduling Practices that meet the needs of students identified in the AIG program (4 year–6 year plans of study) ensuring high achieving students, along with students identified in the AIG program, are given opportunity to take Advanced Classes
 - Knowledge of screening, referral, and identification practices

AIG Specialists and AIG Licensed Classroom Teachers

Ongoing professional learning and collaboration on the following:

- Talent Development Opportunities
- Anti-bias training and ways to serve underserved advanced learners
- Differentiated Curriculum and Instruction appropriate for AIG and high achieving students
- Professional Development Delivery
- Comprehensive Programming within a Total School Community
- Social and emotional needs of advanced learners and strategies for working with students identified in the AIG program
- Current research and practices in gifted education

School Staff to include Teaching & Learning Coaches, ESL & EC teachers, Instructional Assistants, Classroom Teachers:

- Continuation of a 30-hr PD credentialing course that allows teachers/staff members to learn more about recognizing the characteristics of advanced learners and strategies to respond to the academic, social, and emotional needs of advanced learners. (*TAP, Teachers Advancing Potential - DPS AIG Local Credentialing Course, Complete description in Standard 4, Practice d*)
- Differentiated Curriculum and Instruction appropriate for AIG and high achieving students
- Fostering the academic talents of Twice-Exceptional and EL students with advanced learning needs

*** 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.

For 17 years, the Office of Advanced Academics has partnered with local Institutes of Higher Education to assist cohorts of DPS teachers in obtaining AIG Licensure. Since that time, over 350 educators have completed the 12 graduate level hours and obtained AIG add-on licensure.

The Office of Advanced Academics works collaboratively with district leadership and principals to ensure the appropriate placement of AIG students and advanced learners with teachers who have AIG Licensure.

Elementary & Middle Schools:

AIG Specialists and members of the AIG Committee collaborate with administration on best practice guidance for clustering identified students and scheduling services to reflect academic needs of the students.

High Schools:

HS AIG Specialists collaborate with administration and school staff on best practice guidance for scheduling students in advanced level courses which includes Honors, AP, IB, and dual enrollment with a specific focus on ensuring advanced courses are reflective of the student population of the school and district. The Office of Advanced Academics works collaboratively with the Office of Equity Affairs and Research and Accountability to provide HS AIG Specialists and HS Principals with data reports that support increasing access to the most rigorous curriculum and instruction offerings for all students, particularly those from often underrepresented populations, so that barriers to advanced learning options in high school are identified and navigated at the school site level.

The Office of Curriculum and Instruction and the Office of Advanced Academics work collaboratively to determine the process for creating and offering DPS Honors courses. In alignment with the NC Department of Public Instruction framework provided for teachers of honors level courses, teachers should define how the content, instruction, materials and assessment differ from that of a standard level course. According to state guidelines, "curriculum should indicate depth, rigor, accelerated pacing, complexity, challenges and creativity beyond the standard level course."

All DPS Advanced Placement/AP teachers participate in a professional development offered during the AP Summer Institute provided by the College Board. AP teachers submit their syllabi through the College Board Course Audit process to be authorized. This authorization must be in place for students to earn AP credit.

The Office of Advanced Academics offers a 30-hr online PD credentialing course (*TAP, Teachers Advancing Potential*) to any educator, K-12. The course is designed to introduce and gain knowledge in the following areas of gifted/advanced learners:

- nature and needs
- social-emotional needs
- methods to differentiate curriculum and instructional strategies
- current research in gifted education

TAP, Teachers Advancing Potential is facilitated by licensed gifted educators, creating capacity among all teachers to develop best practices for differentiating curriculum and instruction to support gifted/advanced learners in the classroom setting. (Office of Advanced Academics' Priorities: Equity and Excellence, Professional Learning, and Outreach.)

Upon successful completion of the *TAP, Teachers Advancing Potential* program, participants will earn 3 CEUs and a DPS AIG Local Credentialing Certificate. TAP, Teachers Advancing Potential is not comparable to AIG state licensure and the certificate is non-transferrable to other school districts.

*** Practice E**

Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.

The Office of Advanced Academics' 2022-2025 Key Priorities listed below will guide the professional development plan to build capacity with all staff ensuring continuous program improvement that positively impacts teaching and learning.

1. Strengthen critical actions for "Equity and Excellence" to increase access and opportunities that increase achievement and growth for all
2. Provide high-quality professional learning opportunities to classroom educators that support differentiating curriculum and instruction for advanced learners
3. Increase program accountability to ensure all advanced learners receive appropriate services

Based upon the surveys conducted with students, school staff and parents, the following items were highlighted as areas to be addressed through professional training, collaboration and/or support:

- Depth and complexity in all classes, not just advanced level classes
- Greater access to advanced learning opportunities in and outside of the classroom environments (i.e. How might the school offer more advanced learning extracurriculars or allow more students to participate in current offerings that foster critical thinking, problem-solving, etc.)
- More applied learning opportunities that better connect a student's content knowledge with real-world experiences
- High-quality teachers that can deliver rigorous instruction empowered with differentiation strategies (such as flexible/cluster grouping) that support the diverse needs of all students in the regular education classroom setting and advanced learning opportunities
- Greater collaboration between the AIG Specialist/AA Lead Teachers and the regular education, ESL, EC teachers to support greater academic challenge in all disciplines and classrooms
- Improved communication with parents of all students that encourages a growth mindset toward learning thereby identifying and developing often hidden talent, capitalizing on student strengths while acknowledging deficits but scaffolding supports so that all students are pushed to the highest achievement level possible (MTSS connection).

The Office Advanced Academics annual Professional Development Plan will align to the needs noted above. At monthly meetings with AIG Specialists, professional development is aligned with best practices for gifted students such as project/problem-based learning, twice-exceptional learners, and characteristics/social and emotional needs of gifted learners, and with district goals of increased academic achievement, equity, culturally-relevant teaching and learning, safe schools and family/community partnerships.

The AIG Specialists at the elementary and middle school level and the High School AIG Specialists collaboratively with school leadership and the Office of Advanced Academics to ensure the practices as described in the LEA 2022-2025 AIG Plan are implemented with fidelity and are reflected in the School's Improvement Plan. Progress monitoring for AIG program implementation and student performance occurs at both the school and district level.

The Director and/or Coordinator of Advanced Academics lead professional development sessions throughout the district including beginning teachers, parent groups, district Teaching and Learning Coaches, grade level PLCs, and whole school faculty sessions. PD sessions include higher order questioning; strategies to facilitate higher level

thinking with formatted discussion, summarizing, and reflective writing; fostering growth mindsets; strategies for differentiating instruction (tiered lessons, choice boards, essential questions); teaching with poverty in mind; and how to conduct equity audits that guide improved access for underrepresented populations.

The Office of Advanced Academics will collaborate with Teaching and Learning Coaches and members of Curriculum and Instruction to integrate best practices for gifted/advanced learners, including learning instructional strategies and curriculum resources for enrichment, extensions and acceleration. At the high schools, course progression allows for acceleration options; however, the Office of Advanced Academics will collaborate with Curriculum and Instruction to build in depth and complexity in all academic disciplines.

The Office of Advanced Academics offers a 30-hr online PD credentialing course that allows teachers/staff members who are not AIG-licensed to learn more specifics about the instructional and social/emotional needs of advanced learners (TAP, Teachers Advancing Potential - DPS AIG Local Credentialing Course) Complete description in Standard 4d

AIG Specialists are afforded the opportunity to attend the annual NCAGT conference, and in addition, AIG Specialist and teachers participate in content specific professional learning within the district and across the state (i.e. NCTies) with a lens toward how to incorporate content-specific strategies in the advanced learning setting.

The Office of Advanced Academics collaborates with AIG Coordinators from across the region during quarterly AIG regional meetings and AIG Coordinator Institutes, and state or national professional conferences such as NC Association of Principal and Assistant Principals, NCASCD, and NAGC

*** Practice F**

Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.

The Office of Advanced Academics and the Office of Equity Affairs offers ongoing professional development sessions to all educators in the district with a strong focus on creating equitable access and opportunities for all students.

These professional development sessions lead participants to reflect on their own biases (including unintentional biases), influence, and actions to dispel myths.

Through *TAP: Teachers Advancing Potential*, teachers began to “reframe their lens” as they recognized the impact of viewing students as “at-potential” versus “at-risk.”

In collaboration with the College Board, high school educators and administration had a two day professional development session on “Equity in Advanced Placement” courses. The professional development contributed to the work being done to change mindsets, raise expectations for all students, and further the pathway toward equity and excellence.

School level professional development led by the AIG Specialists provides teachers strategies to recognize advanced learners from underrepresented populations as well as build potential to ensure no child’s potential is underestimated.

*** Practice 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.

Advanced Academics holds monthly PLCs for AIG Specialists and AIG Teachers with a strong professional development focus aligned with the DPS 2018-1023 Strategic Plan, Superintendent’s yearly goals, and the following 2022-2025 Key Priority Goals:

- Strengthen critical actions for “Equity and Excellence” to increase access and opportunities that increase achievement and growth for all
- Provide high-quality professional learning opportunities to classroom educators that support differentiating curriculum and instruction for advanced learners
- Increase program accountability to ensure advanced learners receive appropriate services

Monthly PLCs focus on professional learning to best meet the needs of gifted/advanced students; breaking down barriers that hinder referrals of underrepresented populations; and collaborating on curriculum and best instructional practices. Over the next plan cycle, more intentional focus will be given to establishing opportunities for teachers of Advanced Placement classes to collaborate.

During school level PLCs and/or professional learning time, AIG Specialists share best practices for working with advanced learners and curriculum components that extend, enrich, and accelerate the core content.

District established professional development days provide additional time for AIG Specialists, AIG teachers, and regular education classroom teachers to work together.

*** Ideas for Strengthening the Standard**

Create district Professional Learning Communities for Advanced Placement teachers to collaborate among disciplines.

Planned Sources of Evidence

* PLC standard guiding principles and minutes
*
*

Documents

Document Template

Document/Link

Type

AIG Standard 4 Additional Resources

N/A

Standard 5: Partnerships

Durham Public Schools (320) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 5: Partnerships

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

*** Practice A**

Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:

- academic and intellectual
- social and emotional.

In alignment with Priority 4 of the DPS Strategic Plan 2019-2023: Strengthen School, Family, and Community Engagement, the Office of Advanced Academics seeks out opportunities to engage parents/guardians at the district and school level. While many parents are involved, shifting the mindset from “parent/family involvement” to “parent/family engagement” will lead to stronger partnerships.

Each DPS school fosters intentional partnerships through individual school AIG Partnership Committees. These committees reflect the diversity of the school and involve stakeholders who share the common goal of advocating for the needs of gifted students from all populations and promoting community engagement around advanced learning.

School AIG Partnership Committees, led by the AIG Specialist and comprised of parents/family members, work together in the following ways:

- assist in implementing initiatives to intentionally engage parents and the community in meaningful ways that support gifted education (guest speakers, special projects, mentorships)

- form partnerships with community stakeholders to enhance and gain support for the AIG program, including services and enrichment opportunities (Environmental Protection Agency, Duke University, etc.)
- develop and/or assist with parent/ guardian/community information sessions and AIG family events
- serve as a liaison between the school and District AIG Advisory Board

In partnership with the DPS Family Academy and school level AIG Partnership Committees, the Office of Advanced Academics extends professional learning opportunities throughout the year with round table discussions to families around such topics as: Developing a Growth Mindset in Gifted/Advanced Learners, Social and Emotional Needs of Gifted/Advanced Learners, Parenting a Gifted/Advanced Child, and other topics that increase parent/family understanding of supporting their child’s unique academic, social, and emotional needs.

*** Practice B**

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

In alignment with the DPS Strategic Plan: *Priority 4 Strengthen School, Family, and Community Engagement*, the Office of Advanced Academics partners with a broad base of businesses, industries, and institutes of higher education that support AIG programming and services in DPS. Enhanced student and staff learning through mentorships, outreach programs, interest clubs, enrichment camps, and field-based experiences provide opportunities outside-of-school programming for K-12 schools in the district. Such diverse opportunities are provided by the:

- Museum of Life and Science
- Duke Lemur Center
- Bull Durham’s Baseball (student field based experience with filming)
- North Carolina School of Science and Math
- HUB Farm, an outreach of the CTE program
- Environmental Science Summer Program (ESSP)/Duke University

To foster the continued talent development in gifted/advanced learners, organizations such as the Arts Council, Full Frame Documentary Festival, Center for Documentary Studies at Duke University, Durham Performing Arts Center, and Carolina Theatre provide opportunities for student and AIG Specialist/Teacher involvement

To showcase some of the businesses, organizations, and community agencies that partner with the Office of Advanced Academics, an annual Summer Enrichment Expo is sponsored by the AIG Specialists. The event provides the opportunity for approximately 40 community stakeholders to showcase summer enrichment camps, internships, and programs to parents and families. Academic and non-academic representation is present, including area art museums, the Museum of Life and Science, the Lemur Center, technology camps, community education outreach, YMCA, etc.

Continued partnerships with area institutions of higher education offer student learning experiences beyond dual enrollment. DPS partners with NC Central, Duke University, NC School of Science and Math, and Durham Technical Community College to offer extended learning opportunities for gifted/advanced learners.

For approximately 17 years, the Office of Advanced Academics has partnered with area institutes of higher education to provide AIG Licensure to over 350 DPS teachers and staff members. The graduate level program has built greater capacity in recognizing and responding to the needs of gifted/advanced learners. The district supports this initiative through Title II funds.

As the district employs strategies (listed below as connected to AIG Partnerships) to meet *Priority 4: Strengthen School, Family and Community Engagement, Goal C: By 2023, every school will have a community partner that is committed to providing meaningful programs and services to meet the diverse needs of students* as outlined in the the 2018-2023 DPS Strategic Plan, additional support for AIG programs, services, and student will increase.

*Strategies for meeting Priority 4, Goal C, 2018-2023 DPS Strategic Plan

- Identify community partners for every school that could address the school's needs.
- Establish relationships between schools and community partners and utilize community services in schools

*** Practice 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.

With changes in administration, a new Advanced Academics Advisory Board was created. The diverse group, reflective of the district's demographics, brings together an assortment of unique knowledge and skills to effectively ensure various perspectives are considered when reviewing and developing AIG programming to best meet the needs of the district.

The membership of the Advanced Academics Advisory Board is fluid, retaining a core group and rotating other members on to bring in new ideas, perspectives, and energy. Parent liaisons, school administrators, Central Services administrators, AIG Specialists, AIG teachers, general education teachers, community members, school level Equity Champions, and representatives from Career and Technical Education, district Curriculum and Instruction, English as a Second Language, the Office of Equity Affairs, and Student Support Services are an integral part of the Board. Beginning in 2022, the Office of Advanced Academics will be intentional to invite student representation based on agenda topic(s) and provide opportunities to serve on committees.

(See Standard 6a for a description of the Advanced Academics District Advisory Board's work in developing the plan.)

*** Practice 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.

Information regarding the local AIG plan, program, and policies is shared in multiple ways to reach all stakeholders. Communicating with stakeholders include the following practices:

- DPS has an electronic weekly newsletter that serves as the primary communication tool between central services and school level administrators. It is the expectation of district leadership that all departments contribute information to ensure effective communication is in place, thereby allowing the Office of Advanced Academics an opportunity to inform school leaders about the local AIG program, the AIG plan, and regulations related to gifted education.
- School Board Members receive a weekly electronic newsletter which provides updates from all departments.
- The Director/Coordinator of Advanced Academics maintains the Advanced Academics webpage on the district's website which houses the AIG plan, programming information, annual powerpoint presentation, and current policies as it relates to DPS. School level AIG web pages provide a link for parents to quickly access the district communication.
- The Office of Advanced Academics will develop an annual powerpoint presentation reflecting current program, policies, services, data, and opportunities for involvement to be shared at school and parent informational meetings.
- At the time of referral for AIG, parents/guardians receive a Parent Handbook outlining the screening, identification, and placement procedures; service delivery options; annual review process; procedures for resolving disagreements; and contact names, emails, and phone numbers to receive additional information.
- When a child is identified within the AIG program, the parents/guardians attend an initial placement conference to discuss service delivery and develop a Differentiated Educational Plan (DEP)/Individual Differentiated Educational Plan (IDEP) for their child.
- Annual informational parent meetings will be held during the first six weeks of the academic school year to discuss AIG services as part of the annual review DEP/IDEP process.
- School based Equity in Advanced Academics Leadership and Partnership Advisory Committees assist in sharing information and building community support.
- Social media (Facebook, Instagram, Twitter) provides another means of communication with stakeholders.

Parents/guardians and other stakeholders in the community are informed of opportunities available to gifted/advanced learners and/or families in multiple means, such as:

- DPS school level websites with links to the Advanced Academics website
- flyers/brochures related to events,
- automated call systems
- email listserv
- excerpt in school newsletters
- Social Media outlets, such as Facebook (DPS and Advanced Academic pages), Instagram, and Twitter

Currently, printed information and phone communication shared by the district and the Office of Advanced Academics is primarily translated into Spanish. Translators present at district and AIG sponsored events are bilingual, helping bridge the connection to culturally and linguistically diverse families.

With over 80 different languages spoken in Durham Public Schools, multilingual communication with families is a priority. Many DPS students quickly attain proficiency in English; however, there often remains a language barrier when communicating with parents. The DPS Office of Public Relations, English as a Second Language Department, bilingual staff members at the DPS Multilingual Resource Center and the Office of Advanced Academics recognize the growing need for multilingual communication and will continue to partner together to ensure successful parent communication.

*** Ideas for Strengthening the Standard**

- Increase opportunities for student representation on the Advisory Board based on agenda topic(s)
- Provide opportunities for students to serve on Advanced Academics' committees
- Develop a monthly stakeholder newsletter

Planned Sources of Evidence

* Minutes from Advisory Board meetings

* Monthly stakeholder newsletters

Documents

Type	Document Template	Document/Link
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AIG Standard 5 Additional Resources	N/A	
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Standard 6: Program Accountability

Durham Public Schools (320) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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.

*** 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.

Durham Public Schools maintains a local AIG plan in accordance with state legislation and policy which is reviewed and revised every three years. The 2022-2025 AIG Plan for Durham Public Schools is aligned with the following resources:

- North Carolina’s Article 9B- Academically or Intellectually Gifted Students [N.C.G.S. 115C-150.5-.8]
- North Carolina Academically or Intellectually Gifted Program Standards (State Board of Education Policy ACIG-000 – June 2021)
- North Carolina’s Call to Action: Critical Actions to Realize Equity and Excellence in Gifted Education
- Durham Public Schools’ 2018-2023 Strategic Plan
- Research based processes and procedures to support traditionally underrepresented advanced learners
- DPS Office of Advanced Academics’ Key Priorities which include:

1. Strengthen critical actions for “Equity and Excellence” to increase access and opportunities that increase achievement and growth for all

2. Provide high-quality professional learning opportunities to classroom educators that support differentiating curriculum and instruction for advanced learners

3. Increase program accountability to ensure all advanced learners receive appropriate services

The 2022-2025 AIG Plan clearly articulates program guidance for student identification and service delivery expectations, differentiated curriculum and instruction strategies, personnel and professional development supports, comprehensive programming within a total school community that supports advanced learning options for all students regardless of identification, partnerships that build program capacity and contribute to program improvement, and program accountability that is evaluated periodically for refinement and continuous improvement.

During this plan cycle, feedback from multiple stakeholders including both internal and external groups (i.e. students, parents, staff, community members, district leadership) was incorporated to intentionally design support for AIG program improvement and innovation in all schools across the district. The following actions were taken to provide insights into current successful practices within the AIG program that should be retained as well as program improvement recommendations including:

- Focused work with the AIG District Advisory Board*
- A comprehensive review of the 2019-2022 DPS AIG Plan determining effective practices and noting goals for improvement completed by multiple audiences, including Elementary AIG Specialists, Middle School AIG Specialists, High School AIG Specialists, and the AIG Plan Advisory Team
- A cross-disciplinary team reviewing 2019-2022 LEA AIG Plans from multiple districts with emphasis on strengthening middle and high school programming options
- Conversations with district leadership and community members regarding areas of concern and improvement recommendations
- An intentional focus on alignment with the 2018-2023 DPS Strategic Plan
- A strategic review of all data points to create the 2022-2025 AIG Priority Goals
- A review of the draft version of the 2022-2025 DPS AIG Plan and feedback from the AIG Plan Advisory Team

*Advanced Academics District Advisory Board: This diverse group is reflective of the district's demographics and is comprised of parent liaisons, school administrators, AIG Specialists, AIG teachers, classroom teachers, community members, school level Equity Champions, and representatives from Career and Technical Education, district Curriculum and Instruction, and Student Support

*** 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.

To monitor the successful implementation of the local AIG program and plan according to current legislation and state policies (Article 9B, Academically or Intellectually Gifted Students [N.C.G.S. 115C-150.5-.8]) and North Carolina Academically or Intellectually Gifted Program Standards (State Board of Education Policy ACIG-000 – June 2021), the Advanced Academics Director / Coordinator conduct ongoing program monitoring and evaluation that allows for fidelity of implementation and successful outcomes for students including:

- Monitoring of student referrals and identification to ensure equity; all PowerSchool entries are reviewed and entered by the Advanced Academics Director
- Analyzing the disaggregation data from the Department of Public Instruction AIG Child Count to monitor demographic groups for equitable representation reflective of district demographics
- Collaborating with Research and Accountability to analyze student proficiency and growth data of all advanced learners
- Collaborating with Financial Services to ensure AIG funds are allocated appropriately to support the AIG program implementation
- Monitoring of K-8 service delivery options, including Investigations in STEM, at each school to ensure that the academic and instructional needs of AIG learners are being met

- Monitoring of 9-12 service delivery options where service delivery is built into course progression and advanced course offerings of honors, AP/IB, Dual Enrollment, CDM, etc.
- Completing Interim reports as provided by NCDPI to assess progress towards program implementation
- Conducting surveys from all stakeholders to collect and analyze feedback designed around program improvement
- Reviewing AIG IMPACT (Implementation, Partnerships, and Comprehensive Testing) Binders at each school that support programming as outlined in the DPS AIG Plan.

Implementing an AIG Classroom Walkthrough /Look Fors document that allows the Director, Coordinator, and Lead Specialists an opportunity to provide feedback to AIG Specialists. This document also provides assistance to the school administrator in program evaluation

*** 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.

To ensure AIG allotted funds from the state and additional funding from the local level are appropriately allocated to support AIG program implementation, the Director of Advanced Academics prepares and submits an annual budget aligned with program priorities which support the NC AIG Program Standards (State Board of Education Policy ACIG-000 – June 2021), and district Strategic Plan Goals. The budget is monitored monthly by the Chief Financial Officer, the Budget Administrative Assistant, and the Director of Advanced Academics ensuring oversight of funding and appropriateness of expenditures.

DPS is fortunate to support AIG programming at each elementary, middle, and comprehensive high school with at least one AIG Specialist who oversees the implementation of the DPS AIG plan. Additional personnel support is allocated to elementary and middle schools based on the school’s Average Daily Membership and number of AIG identified students.

Additional budget line items include, but are not limited to, the following:

- Salaries for AIG Specialist and AIG teachers who have obtained full or provisional AIG licensure and are directly supporting instruction with AIG identified and nurtured students
- Opportunities for Professional Development, including Summer Institute for AP teachers

- Materials and scoring services for universal screening at the second grade level, as well as additional assessment materials for ongoing screening in grades K-12

- Program implementation

- Support of Governor’s School tuition

- Title II funds designed specifically for professional learning contribute to the AIG licensure requirement supporting the district’s directive that all AIG identified students are served by a licensed AIG teacher

*** Practice D**

Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.

The Director and Coordinator of Advanced Academics have access to the DPS Office of Research and Accountability webportal RADD (Research and Accountability Data Drive) which houses all district achievement data. Periodic data pulls from RADD allow the Office of Advanced Academics a continuous cycle of collecting multiple data sources, interpreting the data to determine systems of support around AIG student achievement, and implementing changes as needed to ensure student growth continues. Data points include achievement from BOG, EOG, EOC, AP, IB, pre-ACT, ACT, PSAT and SAT scores, as well as predictions on student’s success probabilities from EVAAS (Education Value-Added Assessment System). Special attention remains on monitoring the achievement and growth of underrepresented populations. Data on student achievement and growth is systematically shared with Central Service Leaders, School Administrators, district level content specialists, and AIG Specialists.

Elementary & Middle School

Elementary and Middle School AIG Specialists develop individual support plans to assist students identified in the AIG program who may need support in challenging classes or who are not working at an expected level as aligned with their area of identification. Classroom teachers, the student, and their parents/guardians are part of the collaborative process to develop, review, and refine plans.

Supported by the DPS 2019-2023 Strategic Plan Priority 1, Goal c: Develop a centralized Early Warning Tracking System, beginning at elementary school, that identifies students who are at risk of disconnecting from school, AIG Specialists and teachers of gifted/advanced learners will develop additional supports for students based on needs.

High School

Beginning Fall 2022, a data dashboard for high school AIG Specialists will be available. Disaggregated data will provide opportunities to recognize patterns and trends over time, indicate students who need additional support or advanced opportunities, and inform mindsets, policies, and practices for equity and excellence.

Student Support Services works collaboratively with the Director/Coordinator of Advanced Academics to share early-warning data for drop-out prevention of advanced learners, including those students identified in the AIG program. Supports are developed collaboratively at the high school level to support students in danger of failing/dropping out. In support of AIG Priority 1: Equity and Excellence, the Office of Advanced Academics engages in ongoing monitoring of all students being referred and identified, achievement results of advanced learners, and the retention of identified students in DPS, especially during transition years

* Practice 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.

In alignment of AIG Priority 1: Equity and Excellence, the Office of Advanced Academics engages in ongoing monitoring of all students referred and identified, achievement results of advanced learners, and the retention of identified students in DPS by subgroups. Systems to enroll underrepresented populations in more rigorous classes and provide support for student success, such as monitoring pass/fail status, initiating parent/teacher/student conferences, involving a school social worker or mental health professional if needed.

Elementary and Middle Schools

Data audits for each school are conducted in the fall and spring to analyze variables that support student success, including an intentional review among students who are culturally/ethnically diverse, economically disadvantaged, English language learners, and twice-exceptional. Enrollment data for the district, divided by elementary, middle, and high school levels for a closer comparison, is used to support the measure for proportionality. Each school's data is shared with their Equity in Advanced Academics Leadership Committee for further review. When disproportionalities exist among subgroups of identified students (gender, race, SES, ELL, etc.) the team members explore root causes for the differences and identify strategies to increase referrals and identifications from underrepresented subgroups.

High School

At the high school level, student enrollment and performance in all advanced courses is reviewed by the Equity in Advanced Academics Committee. The subgroup percentages of students enrollment in advanced classes (Honors, Advanced Placement, International Baccalaureate, and Dual Enrollment for College Credit) are compared with the overall subgroup enrollment at each school. Equity in Advanced Academics Leader Committees at the school level create systems to enroll underrepresented populations in more rigorous classes and provide support for student success, such as monitoring pass/fail status, initiating parent/teacher/student conferences, involving a school social worker or mental health professional if needed.

An additional measure of increasing access to advanced courses for traditionally underrepresented populations is the “Active and Equitable Student Recruitment Planning Guide” developed to support high schools during the registration process. The guide was developed by the Equity in Advanced Academics Committee and shared with high school principals, AIG Specialists, Equity Champions, and counselors.

AIG High School Specialists facilitate additional analysis at the building level to ensure collaboration between counselors, teachers, equity champions, and administrators when discussing the representation, retention, and performance of subgroups within advanced classes.

The Director and Coordinator of Advanced Academics have access to the DPS Office of Research and Accountability’s web portal RADD (Research and Accountability Data Drive) which houses all district achievement data. During yearly analysis of student performance data from standardized testing and dropouts, special consideration is focused on underrepresented populations

The Spring 2022 AIG Headcount shows the following percentages of ethnicity identified as AIG in DPS:

	Asian	Black	Hispanic	American Indian	Pacific Islander	White	Two or More
Female	22.01	8.46	6.16	5.00	20.00	34.97	15.84
Male	22.36	7.14	5.86	25.00	18.18	32.67	17.54
AIG Totals	22.19	7.80	6.00	16.67	19.05	33.76	16.68

Additional data from the Spring 2022 AIG Headcount indicate 3% of the LEAs students are identified as Twice-Exceptional.



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*** Practice 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.

The Office of Advanced Academics, in partnership with the DPS Office of Human Resources, reviews current data regarding the credentials of personnel to ensure all AIG Specialists and teachers funded to deliver AIG services hold an AIG add-on license through the state of North Carolina. This information is shared with principals to guide staffing positions requiring an AIG license.

When teachers or other staff members earn an AIG add-on license or accrue professional development hours that address gifted/advanced learners, the Office of Advanced Academics works with the Professional Development Office to ensure data is updated. With the start of the *TAP, Teachers Advancing Potential*, program (30 hour credentialing course), principals will be notified of teachers who successfully complete the program. The *TAP* teachers should be given consideration when placing cluster groups of advanced learners with general education services.

*** Practice G**

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

To create a program rich in feedback, the Advanced Academics Director and Coordinator conduct formal and informal measures of response to elicit positive change and fuel growth of the AIG program.

Feedback is collected from stakeholders in a variety of ways to ensure all perspectives are considered:

- facilitate open conversation with the DPS Advanced Academics District Advisory Board
- review minutes from each school-based Equity in Advanced Academics Leadership and Partnership committee
- engage in round table discussions at monthly meetings with AIG Specialists

- gather updates from Lead Specialists based on their weekly school visits
- involve principals, AIG Specialists, regular education classroom teachers, and students in meaningful conversation during school visits, collaborative work committees or other district established meetings
- survey all stakeholders, allowing opportunities for open-ended questions
- engage in conversations with parents and teachers during district wide events where the Office of Advanced Academics is present (Magnet Fair, Countdown to Kindergarten, Transfer Fair, etc.)
- monitor feedback from social media on district and departmental sites

*Advanced Academic District Advisory Board: This diverse group is reflective of the district's demographics and is comprised of parent liaisons, school administrators, AIG Specialists, AIG teachers, classroom teachers, community members, school level Equity Champions, Executive Director of Exceptional Children, Director of English Language Learners, Curriculum and Instruction representatives, Student Support, and School Board representation.

*** Practice H**

Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.

Systematic reviews and meta analysis of the 2019-2022 DPS AIG Plan to determine effective programmatic practices and areas for improvement were completed by multiple groups representing both internal and external perspectives. Professionals with expertise in academically and intellectually gifted students and effective programming contributed to the evaluation.

Using a template of effectiveness, AIG Specialists provided feedback for each of the NC AIG Program Practices as it related to both the district level and their individual schools. Data gathered from the review was evaluated, marking the areas of strength and needs/opportunities for program improvement.

The Office of Advanced Academics incorporated information gathered from ongoing intentional conversations with the District Advisory Board, district leadership, school administrators, community members, and students regarding areas of concern and improvement recommendations.

Additional measures for the evaluation process include:

- summative evaluation every three years
- analysis of demographic data over time (trend data) reviewed to determine enrollment changes over time in diversity, gender, and district-wide access to the program.
- focused conversations with other DPS departments such as Curriculum and Instruction, Exceptional Children, English Language Learners, Student Support Services, Equity Affairs, and Professional Learning for areas of alignment, strength, and improvement
- comments from the North Carolina Department of Public Instruction (NCDPI) regarding the 209-2022 DPS AIG plan
- ongoing evaluation of student identification for compliance with the local plan
- analysis of disaggregated AIG student achievement results and growth
- utilization of feedback from professional development to educators as a component of a needs assessment
- end of year survey results from AIG Specialists to gather feedback on all six standards of the NC AIG Program Standards
- community group presentations and questions/feedback provided as a measure for growth
- classroom visits by the AIG Director, AIG Coordinator, and AIG Lead Specialists to oversee delivery of services, program implementation, and provide support
- regular meetings of AIG Lead Specialists with the AIG Director and AIG Coordinator to discuss programmatic effectiveness, quality improvements, and evidence-based best practices for gifted learners.

- individual conversations with administrators focused on AIG programming, celebrations, or recommendations for improvement.
- analysis of inquiries made to the Office of Advanced Academics from community members and/or other stakeholder

*** Practice I**

Shares all data from local AIG program evaluation with school and district personnel, students, parents/guardians, families, and other community stakeholders.

Data from informal and formal review of the AIG program is shared with the public through the AIG District Advisory Board quarterly meetings. Program implementation, data results, and areas of concern or for improvement are shared during district leadership meetings.

The Advanced Academics Director and Coordinator will prepare an annual report regarding the implementation of the AIG Plan to the Board of Education, the Superintendent, Assistant Superintendents, Members of the Curriculum and Instruction Department, and all other stakeholders. The report will articulate the status of current programming and provide formative and summative evaluation reports. Summary documents will be posted on the district's website page.

*** Practice 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.

In accordance with state law, Durham Public Schools employs consistent processes for safeguarding the rights of all students identified in the AIG program and their parents/guardians. The Office of Advanced Academics will ensure teachers, counselors, administrators, and families understand the policies, procedures, and practices in place to protect the rights of students identified in the AIG program.

Informed Consent Regarding Identification, Reassessment, and Placement

Written procedures that articulate informed consent regarding evaluation and placement are followed throughout the district. Parents/guardians are informed of the procedures outlined in the Parent Handbook at the beginning of the referral process.

Each student nominated has a confidential documentation folder in which all forms are filed. Such forms include the Consent to Evaluate and Reassess* - invitation to initial conference, minutes from conference, invitation to annual review, etc. Following the outlined procedure for documentation ensures that all parents/guardians are aware of processes and that each individual student receives consistent communication during the identification and placement process. During school annual review meetings to discuss the Differentiated Education Plans, the AIG Specialist will review students' rights for reassessment, appropriate services, and enrichment opportunities.

Students showing an academic need for differentiated, accelerated, and/or advanced services can be considered for reassessment on an annual basis. Parents will receive a Consent to Evaluate and Reassess* form communicating the process and seeking permission to conduct additional assessments.

* *Consent to Evaluate and Reassess* - When a student is referred for initial AIG identification and further academic testing is warranted, parent/guardian's receive a Consent to Evaluate form making them aware of the process and seeking permission to conduct additional assessments. The signed Consent to Evaluate Form is part of the documentation folder for each student. When a student is reassessed and further testing is needed, parents receive the Consent to Evaluate form again.

Once a student is identified, parents/guardians attend an Initial Placement Meeting with the AIG Specialist. During this meeting, the AIG Specialist reviews all assessment data used in the identification process, student strengths, and additional information about the AIG program. The parent/guardian signs the Summary of Evaluation Card, giving consent to services. Oftentimes the service delivery does not change since the student has participated in the talent development pool; however, parents are officially notified and give consent to continued services through the Initial Placement Meeting.

Reviewing Transfers

Placement Process for Transfers within DPS (K-12)

Students transferring from one school to another within the Durham Public Schools system maintain their gifted identification. The Differentiated Education Plan, DEP / Individual Differentiated Education Plan, IDEP will be reviewed to ensure continuity of services or revised to match the service options offered at the receiving school. If a student transfers prior to the fourth quarter of the academic school year, a new DEP will be developed by the receiving school's AIG Specialist and classroom teacher(s) and a conference with the parents should follow in a timely manner.

Placement Process for Transfers Outside of DPS Elementary Transfer Process

When a student identified for the AIG program in another district or independent school with a state-recognized AIG program enrolls in a DPS elementary school, the parent/guardian will present all physical information regarding the student's identification for differentiated services to the receiving school. If this documentation is not available by the parent/guardian, the AIG Specialist or other designee will contact the student's previous school to request such documentation. Records will be reviewed by the AIG Specialist and the school level Equity in Advanced Academics Leadership Committee to match service delivery options available at the receiving school to the student's learning needs.

Students will receive appropriate services while the Equity in Advanced Academics Leadership Committee reviews available records and collects any additional data as needed to create the student's Differentiated Education Plan, DEP. This data might include observations and/or work samples for students. If needed, the AIG District Review Team may be consulted to ensure appropriate match of services.

At the start of temporary services, the AIG Specialist will begin communication with the family.

Middle and High School Transfer Process

When a student identified for the AIG program in another district or independent school with a state recognized AIG program enrolls in a DPS middle or high school, the parent/guardian will present all physical information regarding the student's identification to the receiving school. If this documentation is not available by the parent or transferred within PowerSchool, the AIG Specialist or other designee will contact the student's previous school to request such documentation.

Students enrolling at the middle and high school level will be placed in academic classes based on their previous achievement history or self-selection of courses.

Procedures for Resolving Disagreements

Parents or guardians may request a review of Academically and/or Intellectually Gifted (AIG) services if they feel that:

- (a) Durham Public Schools improperly failed to identify their child as an AIG, AG, or IG student, or
- (b) The plan for the AIG Program has not been implemented appropriately in regard to their child.

Step 1: Principal's Conference

- a) If a disagreement concerning AIG services is not resolved with the AIG committee, the parent or guardian may file a written appeal of the committee's decision with the principal within five (5) school days.

b) The principal shall schedule a conference with the parent or guardian within five (5) school days of receiving the appeal and, after reviewing the challenged recommendation with the AIG committee chairperson, shall respond in writing to the parent or guardian and AIG committee within five (5) school days after the parent conference.

Step 2: Appeal to the Durham Public Schools' Office of Advanced Academics

- a) If the disagreement is not resolved through the principal's conference, the parent or guardian may file a written appeal of the decision with the district's Office of Advanced Academics within five (5) school days of receiving the principal's response. The written appeal must include concerns and specific points of disagreement as aligned to the DPS AIG Plan.
- b) The Office of Advanced Academics shall convene the AIG Appeals Committee and schedule a conference with the parent or guardian within ten (10) school days of receiving the appeal. The Director of Advanced Academics will review the concern and additional information may be requested from the child's teacher, AIG Specialist, parent/guardian, and/or the principal prior to the conference. Minutes will be recorded and signatures will be obtained from those present at the conference.
- c) The Office of Advanced Academics shall respond in writing to the parent or guardian and principal concerning the outcome of the review within five (5) school days after the conference.

Step 3: Appeal to Durham Public Schools' Superintendent

- a) If the disagreement is not resolved through the AIG Appeal Committee's review, the parent or guardian may file a written appeal of the decision with the DPS Superintendent within five (5) school days of receiving the response from the AIG Appeals Committee. The written appeal must include concerns and specific points of disagreement as aligned to the DPS AIG Plan.
- b) The Superintendent will review the written appeal and may request further information from the child's teacher, AIG Specialist, parents/guardians, the principal, and/or the Director of Advanced Academics.
- c) The Superintendent shall respond in writing and offer a final written decision to the parent or guardian within thirty (30) calendar days after receiving the appeal.

Step 4: Appeal to Durham Public Schools Board of Education

- a) If the disagreement is not resolved through the Superintendent's review, the parent or guardian may file a written appeal of the decision with the Durham Public Schools Board of Education within five (5) school days of receiving the response from the AIG Appeals Committee.
- b) The Board of Education shall offer a final written decision to the parent or guardian within thirty (30) calendar days after receiving the appeal.
- c) The Board of Education shall notify the parent or guardian that he/she has sixty (60) days to appeal to the Office of Administrative Hearings.

Step 5: State Level Grievance Procedure

a) In the event that the local grievance procedure fails to resolve the disagreement, the parent or 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 board 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 decisions 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.



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*** Ideas for Strengthening the Standard**

- Monthly AIG Specialist reports to strengthen accountability

Planned Sources of Evidence

* Monthly AIG Specialist reports

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Documents

Type	Document Template	Document/Link
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AIG Standard 6 Additional Resources	N/A	
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Local Board of Education Approval

Durham Public Schools (320) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

05/19/2022 

Original Application Submission Date: 07/14/2022

Documents

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <u>Local Board of Education Approval Template</u>	 <u>Board of Education Approval Durham Public Schools</u>

AIG Related Documents

Durham Public Schools (320) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 Board of Education Approval Durham Public Schools
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

Durham Public Schools (320) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Phrase	Definition
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The Local AIG Plan glossary is provided in an uploaded document.