

AIG Family Guide

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Our Purpose

As stated in [Article 9B](#) (our legislation and program standards the guide the work of AIG in North Carolina), the purpose of the Academically and/or Intellectually Gifted (AIG) Program is to provide an appropriately challenging educational program for students who perform, or show potential for performing, at remarkably high levels of accomplishment when compared to others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic status, and in all areas of human endeavor. Please see the [WCPSS 2022-2025 AIG Plan](#).

Identification Processes

School-Based Committee for Gifted Education (SBCGE)	<p>The goal of the School-Based Committee for Gifted Education across the LEA continues to focus on data-based decision making to ensure equitable access to screening, referral, and identification through the following practices:</p> <p>SBCGEs will study disaggregated data for potential referrals and referrals SBCGEs will use multiple data sets to identify and nurture high potential among students across all ethnic, geographic, and socioeconomic groups. SBCGEs will discuss all opportunities available for gifted identification with underrepresented populations. Schools will implement enrichment opportunities throughout all grade levels</p>
Nomination	<p>Each school will have an SBCGE that receives nominations from various stakeholders throughout the school year. A nomination may come from a parent/guardian, teacher, administrator, self-referral or other</p>

	<p>stakeholder. The nomination is a formal request to begin the referral process. By nominating a student, the stakeholder is effectively informing the SBCGE that they recognize traits of giftedness in that particular student.</p>
<p>Referrals</p>	<p>The referral process includes a collection and analysis of available classroom/school data as well as a review and analysis of historical data. This information is stored in an online database that is accessible for all AIG teachers. The SBCGE will utilize available data to determine next steps in the evaluation process and what additional data, if any, needs to be collected. The SBCGE team will determine what additional information, if any, needs to be collected to determine eligibility for gifted identification.</p>
<p>K-2 Early Identification</p>	<p>When a student in grades K-2 is nominated by a parent/guardian, teacher, self, or other stakeholder, the SBCGE would collect all available data using the K-2 Early identification checklist as part of the referral that will help inform identification decisions. This checklist may include, but is not limited to, data from the following sources:</p> <ul style="list-style-type: none"> ● Formative assessments ● Summative assessments ● Academic universal screeners ● Classwork samples ● Student observations <p>After this data is collected, the SBCGE may choose to request psychological testing from the ALS psychologist. This evaluation would include a cognitive and achievement assessment.</p>

<p>3rd Grade Universal Screening</p>	<p>Wake County Public School System administers the CogAT to all 3rd grade students. Students who attain a CogAT composite or subtest score at or above the 85th percentile will be eligible to take the Iowa Assessment. After taking the Iowa, students who score at or above the 95th percentile on either the CogAT and Iowa will be referred for gifted services.</p> <p>For students that perform well on the CogAT and/or Iowa tests but do not score above the 95th percentile, SBCGEs may continue the data collection process by using a portfolio. The portfolio data collection process uses multiple points to build a collection of evidence for gifted identification. These data points may include, but are not limited to, the following: Standardized ability tests; standardized achievement tests; classroom work samples; grade-level assessments; ACCESS scores (for multilingual learners); historical data (including report grades); gifted rating scales; and differentiated work samples.</p> <p>Students are identified as AIG (Academically and Intellectually Gifted), AG (Academically Gifted) or IG (Intellectually Gifted) in reading and/or math.</p>
<p>4-12 Identification</p>	<p>Based on the county Board approved AIG Plan, The School Based Committee for Gifted Education (SBCGE) refers a nominated student for evaluation and uses several data points to determine eligibility for differentiated services through the AIG program.</p> <p>These data points may include, but are not limited to, the following: Standardized ability tests; standardized achievement tests; classroom work samples; grade-level assessments; ACCESS scores (for multilingual learners); historical data (including report grades); gifted rating scales; and differentiated work samples.</p> <p>Students are identified as AIG (Academically and Intellectually Gifted), AG (Academically Gifted) or IG (Intellectually Gifted) in reading and/or math.</p>
<p>Reciprocity</p>	<p>Reciprocity is accessed when a gifted/AIG student from an accredited institution out of the district, or a student who is subject to the Interstate Compact for Military Children, transfers to WCPSS. Documentation of previous gifted/AIG identification is required and adequate information submitted to determine appropriate placement in the area(s) of language arts and/or mathematics.</p>

Gifted Services and Talent Development

In alignment with state guidance gifted students are gifted "all day everyday" which means they are provided rigorous experiences within the classroom as well as with the AIG teachers. Gifted education services are provided for students who qualify for the AIG program in Kindergarten through 12th grade and Talent Development program (in selected grades). Services for AIG and Talent Development students include differentiated curriculum and instruction that extends and enriches the North Carolina Standard Course of Study. Below outlines the support provided by the classroom teacher.

Identified Students

Grades K-2	Grades 3-5	Grades 6-8
<p>Identified Kindergarten, 1st and 2nd grade students receive differentiated curriculum and instruction in reading/language arts and/or mathematics within the general education setting. Options may include cluster grouping, flexible grouping, and a variety of extension and enrichment activities provided by the AIG teacher as well as collaboration with the classroom teacher.</p>	<p>All students receive differentiated curriculum and instruction in reading/language arts and/or mathematics within the general education setting. AIG Teachers provide direct and indirect services to gifted identified students in grades 3-5. Identified students are served directly a minimum of 45 minutes per week per area of identification.</p>	<p>All students receive differentiated curriculum and instruction in reading/language arts and/or mathematics within the general education setting. AIG Teachers provide direct and indirect services to gifted identified students in grades 6-8. Identified students are served directly a minimum of 4 times per year per area of identification.</p>

Grades 9-12

Accelerated high school students are served through self-selecting honors and advanced placement classes. Most high schools have other specialized programs designed for high achieving and gifted students. Other accelerative options for students in 9-12 include:

- [Career and College Promise](#)
- [Opportunities for College Credits \(AP, IB, CIHS, etc.\)](#)
- [Governor's School](#)



Opportunities for Enrichment and Development

Talent Development	Explorers	Achievers
<p>Talent Development students are defined by being high performing students that show the potential for gifted identification and/or that have high performing characteristics. Participation in the Talent Development Program will depend upon various factors and multiple data points determined by the School-Based Committee for Gifted Education. Students that are Talent Developed are served alongside their identified peers.</p> <p>Data is reviewed by the SBCGE at least three times per year to determine if a student in Talent Development qualifies for gifted identification.</p>	<p>Third Grade Explorers Model to provide opportunities for all third grade students to exhibit gifted behaviors and to nurture & develop those behaviors among students across all ethnic, geographic, and socioeconomic groups.</p> <p>Explorers is delivered in both whole groups and small groups that can change throughout the year. Participation in Explorers does not guarantee future gifted identification.</p>	<p>Title I Funded schools, and those schools with low gifted identification and participation, will be provided with a roster of students that are considered Achievers.</p> <p>These students will receive additional services that address reading, math, and expose students to critical thinking skills to leverage future access to gifted opportunities</p>

Additional Acceleration Opportunities Available to All WCPSS Students

Single Subject Acceleration (SSA)

Single Subject Acceleration (SSA) is the practice of assigning a student to a higher-grade level than is typical, given the student's age, for the purpose of providing access to appropriately challenging learning opportunities in either math or English/language arts.

Test requests will only be received by your child's school during the SSA Spring Test Request Window for your child's school calendar. Students may only be assessed for SSA in ONE subject area: reading or mathematics.

For additional information, please visit <https://www.wcpss.net/Page/3799>



[Early Kindergarten Entry \(EKE\)](#)

Early Kindergarten Entry (EKE) is designed for a child who shows advanced development in intellectual, academic, social and emotional maturity in addition to an interest in learning. For a child to be considered for Early Kindergarten Entry (EKE), the child must have reached his/her fourth birthday by **April 16th** of the current year.

A child must score at the 98th percentile or higher on a standardized intelligence battery administered by a licensed psychologist in order to be considered for the EKE program. The child must also perform at or above the 98th percentile on a standardized reading or math achievement battery.

All of the EKE required documents must be received within the designated dates noted on the EKE Timeline. The EKE Timeline is included in the packet located at your child's base school. Call (919) 431-7400 to determine your child's base school.

For additional information, please visit <https://www.wcpss.net/Page/186>.

[Credit by Demonstrated Mastery \(CDM\)](#)

Students may earn high school credit for specified courses without spending a set number of hours taking the course in a classroom. Under the state's Credit by Demonstrated Mastery (CDM) option, uniquely qualified students may "test out" or bypass a course if they have already mastered the content. The program provides another opportunity for students to learn new content, to challenge themselves with the next level of rigor in a subject, and even graduate early. This option is not designed to replace existing accelerated pathways, such as the Academically and Intellectually Gifted (AIG) program at WCPSS.

Application Deadline (must be submitted at your child's school): **December 16, 2022**

Phase I Testing Window: **February 2023**

For additional information, please visit this [website](#).

[Whole Grade Advancement \(WGA\)](#)

Whole Grade Advancement occurs when students move through traditional curriculum at rates faster than typical. The student who is whole grade advanced is placed into the next grade and should achieve at the same level as the top students in that grade level. The student should be able to maintain this high level of performance throughout his/her school career.

The WGA process is typically initiated by the parents/guardians of the student by submitting a request to the school's AIG teacher or SBCGE. The SBCGE will review multiple data points to determine whether WGA is appropriate for the student.

For additional information, please [use this link](#).



Procedures to Resolve Disagreements

A parent of a student going through the AIG process has the right to disagree with the recommendations made by the School Based Committee for Gifted Education. Disagreements can be made during the following stages: Nomination, Referral and Identification. To learn more on how to resolve a disagreement between a parent and the decision of the School Based Committee for Gifted Education visit: wcpss.net/aig or talk with your school's AIG Teacher.

Helpful Terms

Achievement test/score: Measures specific skills based on specific content that was taught.

Ability test/score: determines an individual's ability/potential to succeed in a certain task, with no prior knowledge or training.

Acceleration: An opportunity for a student to advance through the standard curriculum more quickly than it is designed. Acceleration takes several forms, such as content acceleration (in class), subject acceleration (SSA), whole grade advancement (WGA), Credit by Demonstrated Mastery (CDM), and dual enrollment (CCP and CIHS/Early Colleges).

Individualized Student Profile (ISP): official Wake County Public School document that shows data used for student identification.

Nationally Normed Standardized Test: is a test that has been given to large numbers of students at specific grade levels and ages and whose scores make up the norms which make it possible to compare students.

Nominated/nomination: process used when a parent, school staff member, or student asks the SBCGE to review their data to see if gifted services would be beneficial.

Referred/referral: the decision of data review to determine if AIG services are appropriate.



SBCGE: School Based Committee for Gifted Education is a school based team led by the AIG teacher to facilitate a data-based approach to meet the needs of gifted students. The purpose of this team is to review data, to determine if the student needs accelerated support in addition to Core instruction, and to identify giftedness and gifted potential in students.

Services: a time during the school day in which a student receives direct and/or indirect content specific instruction as facilitated by the AIG teacher.