



State of our State

NCAGT Convention 2010

North Carolina Academically or Intellectually Gifted Program Standards

As Approved by the State Board of Education on July 9, 2009

Historical Overview of Academically or Intellectually Gifted (AIG) in NC

North Carolina has had legislation governing gifted education since 1981, recognizing the state's strong commitment to gifted education for nearly fifty years. In 1974, legislation identified gifted and handicapped children as children with special needs. In 1977, Chapter 93 of the NC Session Laws brought into compliance a system of educational opportunities for all children requiring special education. In 1980, Chapter 107 of the NC Session Laws revised the program title to "Academically Gifted" to emphasize North Carolina's commitment to academic programs and legislation that a student's gifted education program may be described with an Individual Education Plan (IEP) or a Group Education Plan (GEP). In 1982, Chapter 321, Section 136(a) in NC Session Laws, required that the State Board of Education "reexamine the State's laws, rules, and policies concerning the education of academically gifted children." As a result, new legislation for gifted education was passed in 1985, resulting in Article 9B, Academically or Intellectually Gifted Students (N.C.G.S. § 115C-150.3). Article 9B provides a state definition for Academically or Intellectually Gifted (AIG) students and requires local education agencies (LEAs) to develop three-year AIG local plans with specific components. The law required local school boards and subsequently sent to the State Board of Education and Department of Public Instruction (DPI) for review and comment. Article 9B is the current legislation mandating identification and services for gifted education K-12.

State Definition of AIG Students, Article 9B (N.C.G.S. § 115C-150.3)

Academically or intellectually gifted students perform or show the potential to perform at academically high levels of accomplishment when compared with 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 the intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.

Rationale for the AIG Program Standards

"The General Assembly believes that public schools should challenge all students to aim for academic excellence" (Article 9B). The State Board of Education's (SBE) mission is that "every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st century" (adopted August 2006). Therefore, quality and comprehensive AIG programs are essential to supporting these goals and the needs of gifted learners across North Carolina.

In January 2008, the North Carolina AIG program, under the auspices of the Exceptional Children (Division of DPI), received a performance audit through the Office of the State Auditor. The audit was initiated in response to parent/family concerns that state allocated AIG budget funds were being used for purposes other than AIG programming, while AIG students were left under-served. The purpose of the audit was to identify weaknesses and make recommendations for the monitoring and evaluation of the AIG program in order for DPI, guided by the State Board of Education, to take appropriate corrective action. The State Auditor gathered relevant information from DPI, district personnel, and governing families. One of the recommendations of the audit was to develop state performance standards for local AIG programs in order to provide a consistent avenue for monitoring program implementation, to improve quality and effective local AIG programs, and to safeguard the rights of AIG students. The structure that holds gifted programs together is rooted in the policies, objectives, and guidelines that states have enacted through their State Board of Education. (Whitney & Eisenhaug, 2008). Local gifted programs, and subsequently the growth of gifted learners, are heavily influenced by the strength of the structures emanating from the state level. Moreover, the Federal No Child Left Behind Act of 2001 (P.L. 107-110) neither excludes nor includes gifted learners,

Sneha Shah-Coltrane

NC DPI, State Consultant for Academically/Intellectually Gifted

NC DPI AIG Child Count Summary

NC WISE, April 2009

# of Total NC Public School Students	# of total NC AIG students	% of total NC AIG students
1,499,824	161,866	10.8%

# of AIG Identified Twice-Exceptional Students		
Female	Male	Total
551	1726	2,277

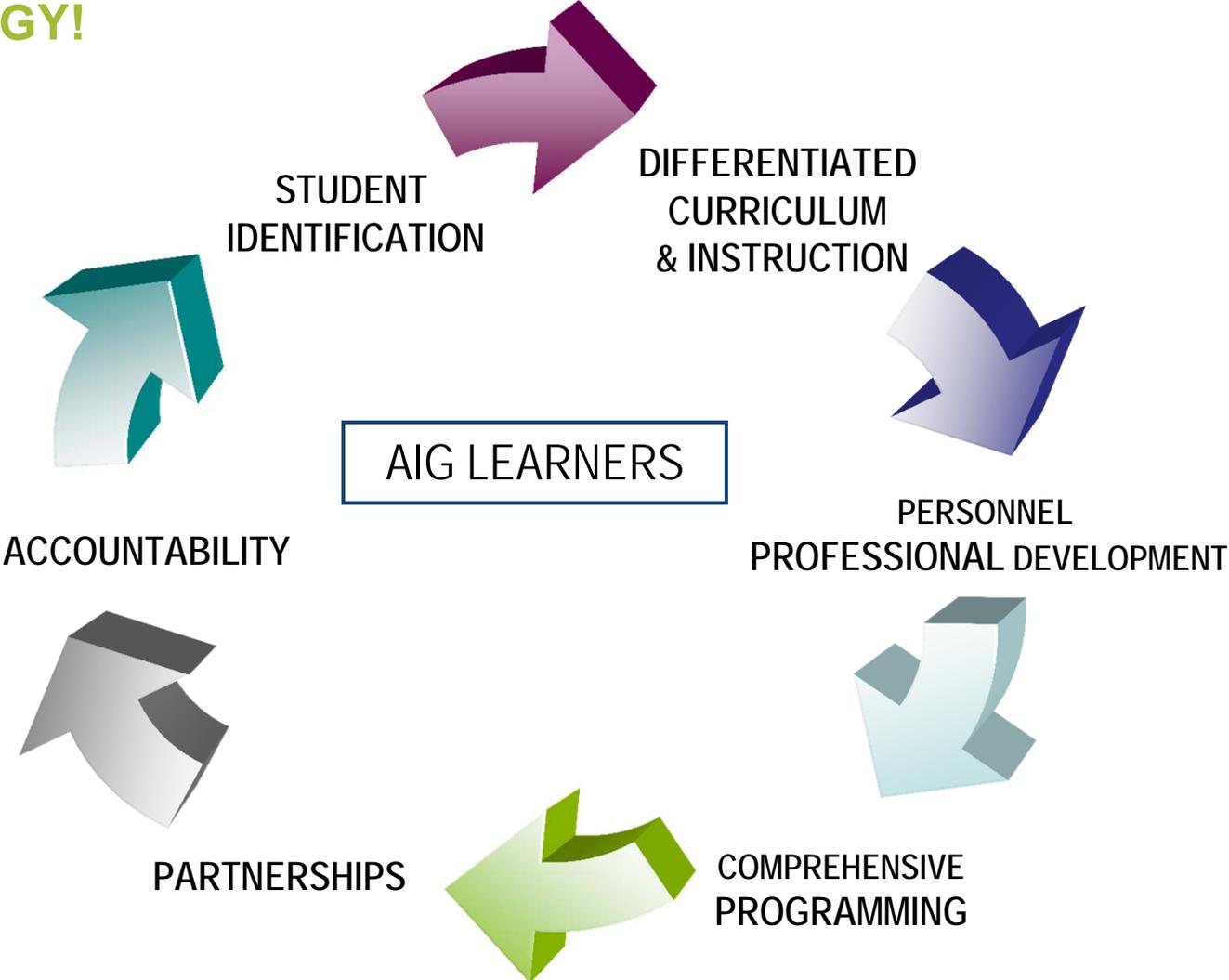


It's been an incredible year...

- **Growing our AIG community across the whole state**
- **Communicating with LEAs and IHEs**
- **Strengthening our AIG regions, building capacity**
- **Improving AIG Child Count with NC WISE**
- **Developing and getting approval for our NC AIG Program Standards, first in the nation!**
- **Maintaining AIG funding, PRC-034**
- **Integrating Charter Schools with AIG**
- **Creating and deploying our first AIG Plan software**



NC AIG Program Standards SYNERGY!



Our journey continues...

- Reflecting, planning and completing our *fifth generation* local AIG plans
- Continue developing our website, parents
- Providing professional development
- Understanding and using data, better data
- Working with RTTT and ACRE
- Planning for Program Reviews in 2010 and 2012
- Improving our programs
 - Focused support based on your needs!*



Hard questions...

- Are we recognizing and serving all of our AIG learners?
- Are we creating learning environments that truly cultivate and respond to AIG potential?
- Are we serving our students *well*? Are they really making a year's worth of growth?
- Are our families and communities involved in meaningful ways?
- How do we truly ensure that all of our children's potential is optimized?
- Have we achieved synergy?!



Further Analysis

Formally AIG identified, April 2009

# of students identified AIG by race/ethnicity						
Native	Asian	Black	Hispanic	Multi	White	# of total NC AIG students
1,323	7,051	17,047	5,683	4,791	125,971	161,866
% of identified AIG within each group						
6.0%	22.8%	4.4%	3.8%	9.0%	14.6%	



We are a turning point, and YOU are part of this momentous time.

Sneha Shah-Coltrane, AIG State Consultant

NC Department of Public Instruction
Academic Services and Instructional Support
6307 Mail Service Center
Raleigh, NC 27699-6307
(919) 807-3849
sshahcoltrane@dpi.state.nc.us

Please write
questions on cards
with names/emails.





...Failure to help gifted children reach their potential is a societal tragedy, the extent of which is difficult to measure but is surely great.

How can we measure the loss of the sonata unwritten, the curative drug undiscovered, the absence of political insight?

They are the difference between what we are and what we could be as a society.

James J. Gallagher, Ph.D. Senior Scientist Emeritus, FPG CDI, UNC-CH

