



Public Schools of North Carolina

Academically and/or Intellectually Gifted (AIG) Update

Strengthening North Carolina's AIG Programs

State Board of Education Presentation – January 2011

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Academic Services and Instructional Support

Overview of Presentation

- Background of AIG
- 2008 Audit Summary
- Responses to Audit: *Where are we now?*
- Considerations for SBE
 - AIG Program Standards and Review Process; LEA Testimonies
 - SBE Advisory Committee for Gifted
 - Mastery-based Learning
 - AIG Growth Data
- Future Vision



Background AIG Information

- **History:** NC has had legislation related to AIG close to fifty years; no federal legislation.
- **Budget:** NC General Assembly continues to fund close to \$70 million to LEAs, based on ADM.
- **Current:** Article 9B, N.C.G.S. § 115C-150.5-.8, mandates identification and services for AIG students; local plans to be written every three years; provides a state definition, no state criteria; and mandates that DPI provides comments and guidelines.
- **Students:** Currently, there are 172,947 AIG students in NC. This represents ~12% of our total student population.



Background Information (cont.)

AIG-EC Program Audit, 2008

Major Recommendations:

- Clarify monitoring of programs and increase accountability; clarify process for monitoring and do so regularly.
- Develop performance standards which are evidence-based
- Clarify budget allocations/transfers



Responses to Audit

Where are we now?

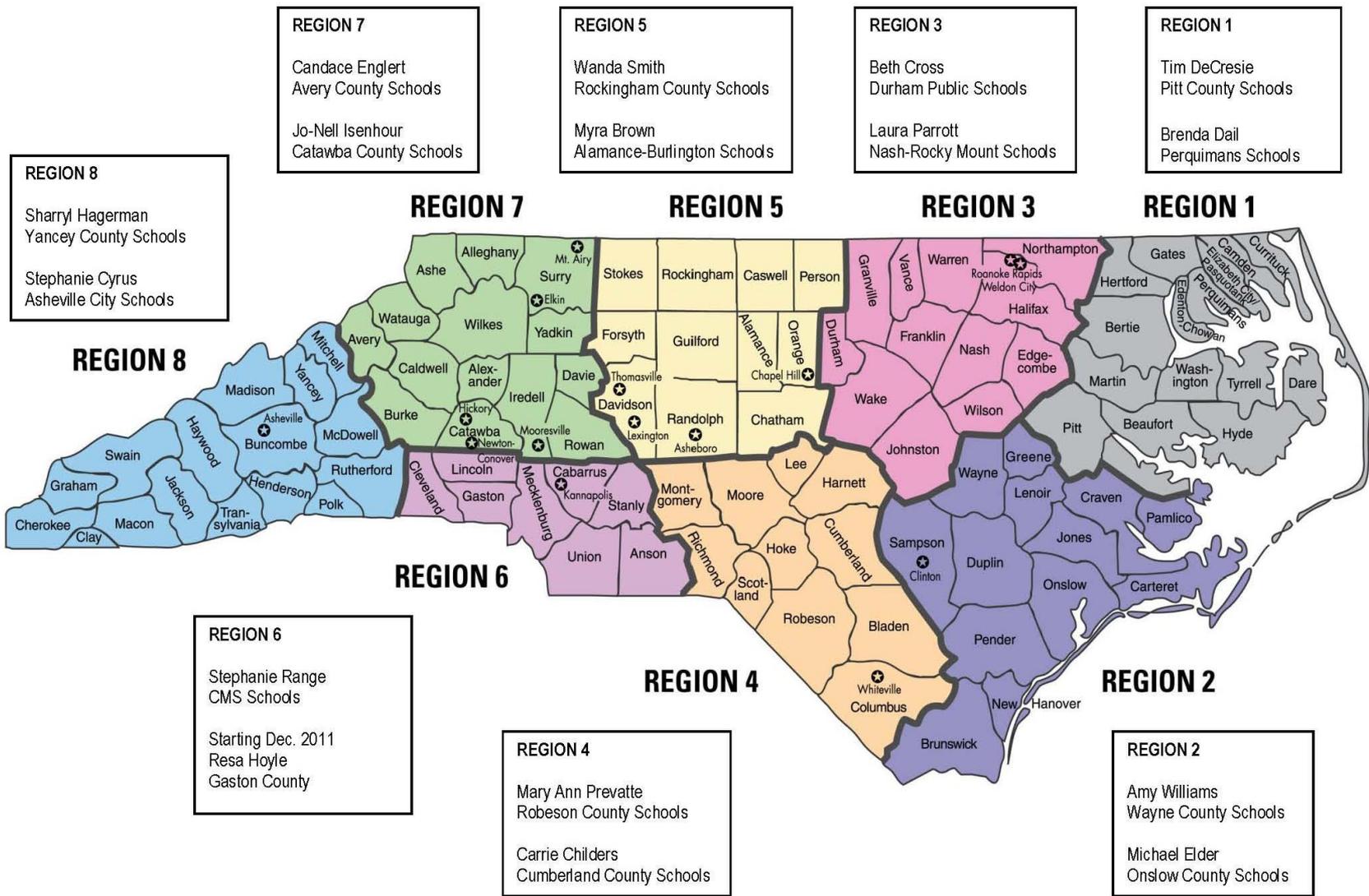
- **FOCUS: Program Development**

- NC AIG Program Standards developed and adopted, 2009
- AIG Plans: Aligned with Standards with strategic areas of focus; Electronic process through APEX
- *Unpacking AIG Program Standards* resource underway; Pockets of Excellence, shared
- Charter Schools invited to participate; 9 have plans.

- **FOCUS: Capacity Building**

- Internal AIG/C&I Team; cross-agency collaboration
- External AIG Regional Leadership Team; AIG Regional Roundtables
- AIG Coordinators' Institute
- Active AIG IHE Consortium
- On-going technical assistance
- Teacher support materials development





AIG Regional Roundtables and Leaders 2011-12

Responses to Audit (cont.)

Where are we now?

- **FOCUS: Meaningful Data**

- NC WISE as authoritative source
- NC WISE revisions to ensure effective student profile
- More valid student coding
- Growth data: developing better understanding
- Budget transfer collaboration

- **FOCUS: Monitoring for Growth**

- Regular communication
- Two phase reviews
- Mid-term report on goals
- Comprehensive comments and feedback
- Increased accountability
- AIG Plans on DPI website



State of NC's Local AIG Plans

- 115 LEAs submitted plans for 2010-13; aligned with NC AIG Program Standards
- Initially, 39 LEAs were in complete status; comprehensive feedback and assistance was provided
- 87 LEAs re-submitted plans with revisions; some were self-initiated
- Currently, 113/115 are in complete status; 2 revising
- Charter Schools, 9 with complete programs
- Pockets of Excellence are being shared



Consideration 1

Develop SBE policy regarding AIG Program Standards and review process

- To ensure systematic and intentional infrastructure for local AIG program development
- To ensure statewide framework that honors local context.
- To address mandate in Article 9B for SBE/DPI to provide guidelines for local AIG plans



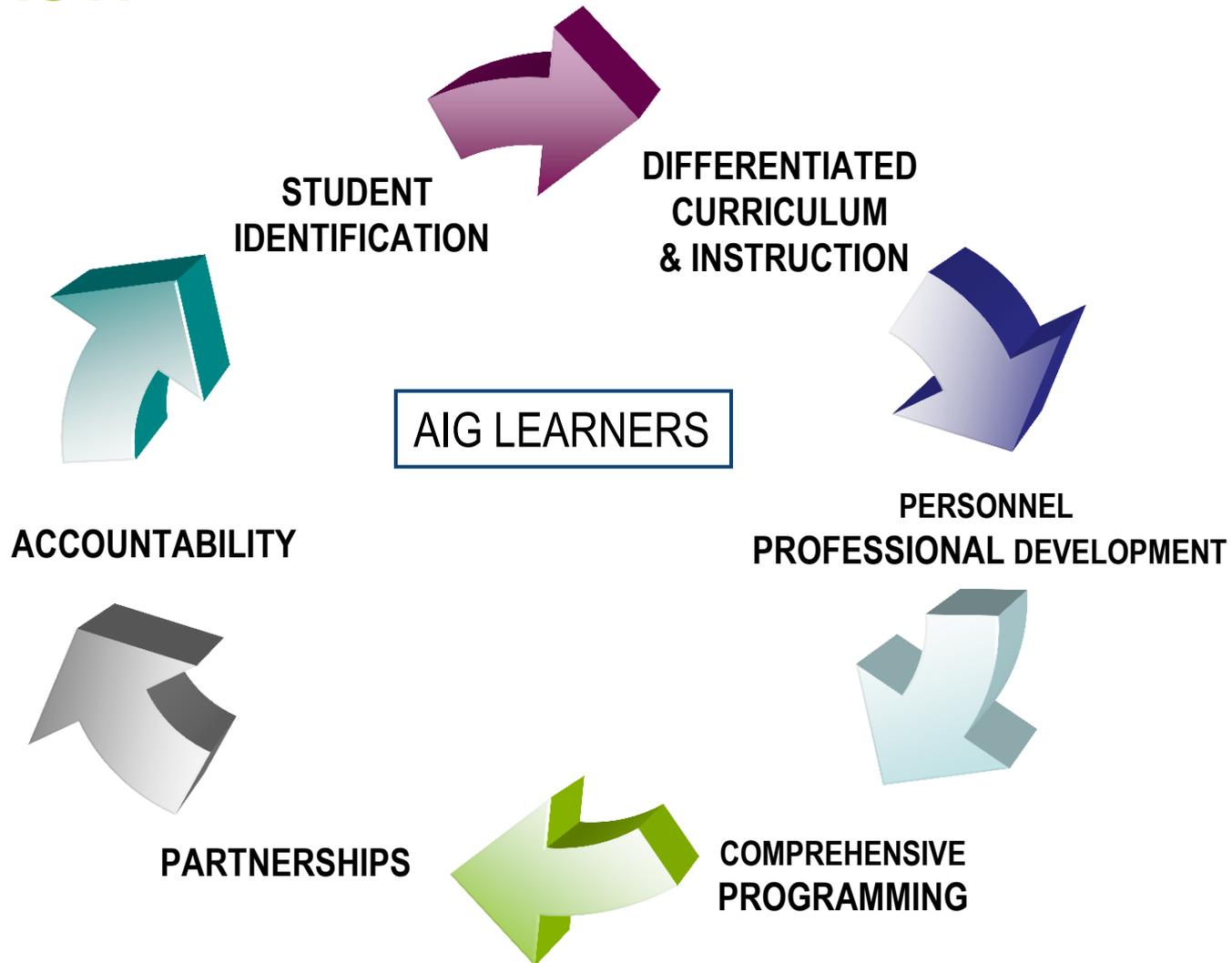
NC AIG Program Standards

- Aligns with legislation
- Adopted by State Board of Education, 2009
- Guides local AIG Program and Plan development
- Articulates expectations for LEAs
- Provides statewide framework, while honoring local context framework
- Serves as a vehicle for continuous program improvement and accountability



NC AIG Program Standards, SBE 2009

SYNERGY!



AIG Program Review Process

- Goals:
 - Monitor for growth; Increase accountability
 - Provide technical assistance, Article 9B
- Two-Phase
 - Document Review, every three years
 - Conference Review, evidence-based every six years
- Mid-Term Report, based on focused areas, every three years



School District Visitors

Sampson County – Region 2

Dr. Ethan Lenker, Superintendent

Dr. Charlotte Murphy, Asst. Superintendent/AIG Coordinator

Carolyn Lane, AIG Staff

McDowell County – Region 8

Dr. Ira Trollinger, Superintendent

Kim Lewis, AIG Coordinator



“If you trust and work with the (AIG Program) standards, they will drive, change, and build your AIG program!”

***LEA Coordinator, March 16, 2011
Day of Excellence, AIG Coordinators' Institute***



Implications

NC AIG Program Standards/process

Based on AIG Coordinators' Survey (n=90)

- 100% LEAs responding believe that the standards were effective in strengthening programs by providing:
 - Opportunity for reflection
 - Recognition of strengths and weaknesses
 - Meaningful framework
- LEAs envision their AIG programs being more reflective of best practices than before the new standards/process.



Consideration 2

Establish an SBE Advisory Committee for Gifted Education

- To ensure continued growth and focus of gifted education
- To develop a meaningful partnerships with various stakeholders so that AIG programs reflect the needs of the state
- To establish a critical component of an effective infrastructure for sustainability



Consideration 3

Research and develop policy regarding mastery-based learning for all

- To ensure potential of *all* students is optimally developed, including our most advanced students
- To ensure seat time in courses does not limit achievement
- To respond to the requests of LEAs, students/families



Possible Next Steps

- Establish committee
 - LEA leadership
 - AIG Coordinators
 - C&I DPI Leaders
 - Teachers
 - Accountability
 - NCVPS
 - Counseling Rep.
 - Other stakeholders
- Study current practices in LEAs
- Study other state efforts, such as Arizona, Michigan, Ohio
- Study existing SBE policies that may be impacted
- Propose initial recommendations to SBE by early summer 2012



Consideration 4

Further examine AIG student growth data (LEA level, overtime, course...)

- Current Data:
 - As expected, NC AIG students have a higher percentage proficient versus Not-AIG students.
 - NC AIG students show a higher percentage making growth versus Not-AIG students
 - AIG Math: 62.9% making growth (average .16) versus 55.8% making growth (average .06)
 - AIG Reading: 62.7% making growth (average .16) versus 56% making growth (.07)



Dig Deeper...

- Disaggregate AIG student data further:
 - Differences exist among tests (grade levels) in both proficiency and growth; analyze further.
 - LEAs could exhibit similar variability in overall proficiency and growth; analyze further.
 - Further analyze overall proficiency in regards to Level 3 and 4.
- Embed AIG learners as a sub-group for NC's Report Card and accountability model; Disaggregate AIG drop-out data.
- Ensure assessments address the academic and cognitive needs of AIG learners. Consider off-grade level assessments.



From Audit to Awesome...

Before Audit (2008)	Current
State legislation & Funding	State legislation & Funding
State Consultant	State Consultant and DPI AIG C&I Team AIG Regional Leads, volunteer-base
General guidelines	NC AIG Program Standards, 6 standards with defining practices
DPI comments done by Peer Review	Two Phases: Document Review by Expert Review Panel, DPI comprehensive review; Evidence-based conferences; Mid-term reports
Regional Roundtables of local program coordinators	RR: Capacity building model; Goal setting based on plans; Technical assistance based on goals; Active; Leadership development
AIG student data within EC	AIG system in NCWISE; AIG growth data
Local AIG Plans: paper driven, variety of formats	Plans: Electronic/on-line; published on website; based on Standards, goals; consistent



AIG in Five Years

Our Vision: Implement and Strengthen

- The needs of AIG learners are considered and intentionally met.
- All AIG learners will have access to appropriate, challenging learning experiences to optimally develop their potential.
- Schools will focus on the growth of AIG learners as much as other students.
- AIG is an integral part of schools.

AIG: All Day, Everyday!

