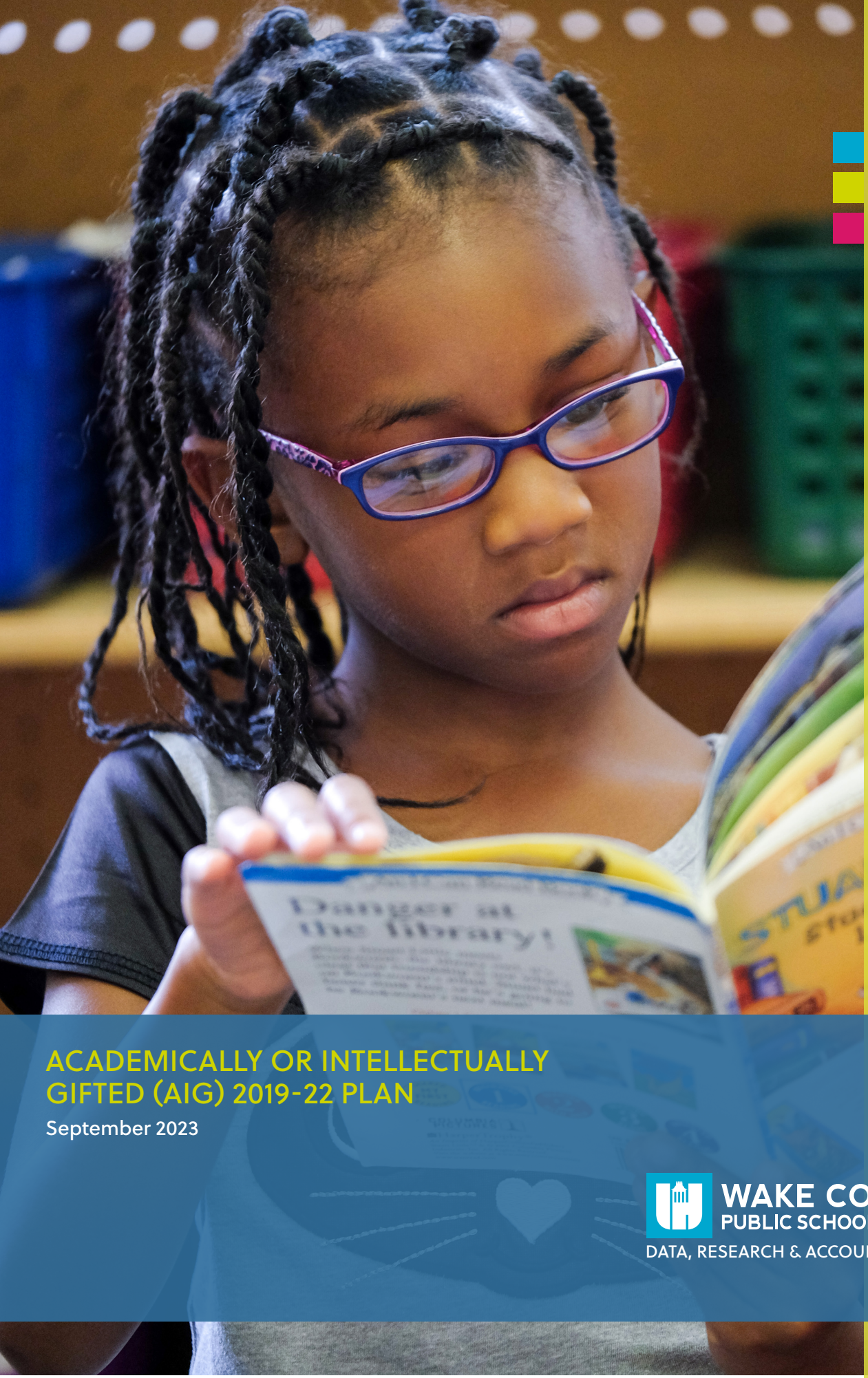

ACADEMICALLY OR INTELLECTUALLY GIFTED (AIG) 2019-22 PLAN

September 2023

WAKE COUNTY PUBLIC SCHOOL SYSTEM
DATA, RESEARCH & ACCOUNTABILITY

ABSTRACT

The Wake County Public School System's AIG 2019-22 Plan is designed to meet the academic, intellectual, social, and emotional needs of gifted and advanced learners with a focus on providing equitable access to AIG programming. To examine progress towards achieving the plan's goals, a descriptive study utilizing a variety of data sources was conducted. Emerging results from the District Nomination Local Norming Process are promising in addressing equitable access to AIG programming. Black/African American and Hispanic/Latino students were among the largest racial/ethnic subgroups nominated through this process. The goal of a 10% increase in underrepresented students identified was mostly achieved, but a similar goal for referred students was not. Related to comprehensive programming, the Talent Development (TD) program was also rolled out with 4th- through 6th-grade students. Specific to differentiated curriculum and instruction, the K-2 Science Nurturing Project lessons were completed and posted; however, teacher-reported usage was low. While Advanced Learning Services (ALS) and Academics staff planned for new math and English Language Arts (ELA) lessons for AIG and TD students in grades 3-8, these lessons were not created. Although the AIG 2019-22 Plan was not fully realized, there was a slight improvement in academic results. Seventy-nine percent of schools with an AIG subgroup met or exceeded expected growth for AIG students in grades 3-8 which represented an improvement from baseline. Demonstrated growth may be credited to the AIG processes and procedures already in place prior to the AIG 2019-22 Plan.

Recommendations for improvement include: 1) fully implementing the District Nomination Local Norming Process, 2) consistently tracking the three nomination processes and TD students in a central database, 3) exploring the dissemination of the K-2 Science Nurturing Project lessons, 4) continuing cross-departmental collaboration to address 3rd-8th grade math and ELA instructional expectations and lessons, and 5) gathering experiential feedback from AIG and TD students and parents.

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INTRODUCTION

North Carolina legislation governing gifted education (Article 9B) states that public schools should challenge all students to aim for academic excellence and requires local education agencies (LEA) to develop 3-year local plans to monitor Academically or Intellectually Gifted (AIG) program implementation, support quality and effective programs, and safeguard the rights of AIG students. The Wake County Public School System's (WCPSS) 2019-22 Board approved AIG Plan (hereinafter referred to as AIG 2019-22 Plan) outlines a comprehensive plan to meet the academic, intellectual, social, and emotional needs of gifted and advanced learners with an intentional focus on providing equitable access. This report examines the implementation and goal outcomes of the AIG 2019-22 Plan.

The three years of implementation (2019-20, 2020-21, and 2021-22) were unprecedented due to interruptions caused by the COVID-19 pandemic. In mid-March 2020, schools transitioned to remote learning and students began receiving instruction and services in a virtual environment through the end of the school year. The 2020-21 school year continued to be atypical as students began the year in a virtual learning environment, returned to the classroom on a cohort rotating schedule (which varied by school level), and finally resumed full-time classroom instruction towards the end of the school year. During 2021-22, students continued receiving full-time classroom instruction, but the carryover impacts of the pandemic continued to affect staff and students.

With these extenuating circumstances, researchers from the Data, Research, and Accountability (DRA) Department used available data to provide insight into the implementation of the AIG 2019-22 Plan, as well as to measure progress towards achieving goals related to equitable access, engaging curriculum, and academic growth. All phases of this evaluation were conducted in collaboration with the director and staff from the Intervention and Advanced Learning Services: Advanced Learning Services (ALS) Department.

BACKGROUND

Aligned with North Carolina General Assembly Article 9B (current legislation mandating identification and services for K-12 gifted education), the AIG 2019-22 Plan includes six program standards and accompanying practices. These standards define the expectations for quality, comprehensive, and effective local AIG programs. The accompanying practices clarify the standard, describe what LEAs should have in place, and guide LEAs to improve their programs. Serving as a statewide framework, these standards and practices guide LEAs to develop, coordinate, and implement thoughtful and comprehensive AIG programs. This framework also helps ensure that AIG students' academic, intellectual, social, and emotional needs are being met. Each of the standards and their defining statements are provided in Table 1. This report focuses on Standards 1 through 4.

Table 1

North Carolina AIG Program Standards

Standard	Defining Statement
Standard 1: Student Identification	The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.
Standard 2: Comprehensive Programming within a Total School Community	The LEA provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.
Standard 3: Differentiated Curriculum and Instruction	The LEA employs challenging, rigorous, and relevant curriculum and instruction K-12 to accommodate a range of academic, intellectual, social, and emotional needs of gifted learners.
Standard 4: Personnel and Professional Development	The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the needs of gifted learners that is on-going and comprehensive.
Standard 5: Partnerships	The LEA ensures on-going and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.
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 academic, intellectual, social, and emotional needs of gifted learners.

Source: State Board of Education, Department of Public Instruction (2018).

AIG 2019-22 PLAN GOALS

WCPSS' mission statement is that the "Wake County Public School System will provide a relevant and engaging education and will graduate students who are collaborative, creative, effective communicators and critical thinkers" (WCPSS, n.d.). In part to address this mission, the AIG 2019-22 Plan outlines a comprehensive plan to meet the needs of gifted and advanced learners. It has several goals which are demonstrated in the Pathway of Change (see Figure 1). The overarching goals are to (a) leverage equitable access for underrepresented populations with a targeted focus on student nomination, referral, and AIG identification, (b) provide an engaging curriculum to meet the unique learning needs of gifted and high-performing learners, and (c) increase the academic growth of advanced learners (for the logic model, see Appendix Table A1).

Figure 1

Academically or Intellectually Gifted (AIG) 2019-22 Plan: Pathway of Change

Effort: AIG 2019-2022 Plan
Need: In WCPSS, among student subgroups, there is disproportionality in the students identified as academically or intellectually gifted (AIG). In 2018-19, out of the K-12 students identified as AIG, only 5.3% were Hispanic/Latino, 5.9% were Black/African American, and .4% were English Learners (EL). WCPSS has not established a consistent math and ELA curriculum specific to gifted and high-performing learners intended to support their academic growth. As of 2018-19, for AIG students, 77.2% of schools met or exceeded expected growth which falls short of the MTSS' framework goal of 80%.

Strategies

AIG plan addresses 6 standards

Standard 1
Student Identification

Standard 2
Comprehensive Programming

Standard 3
Differentiated Curriculum & Instruction

Standard 4
Personnel & Professional Development

Standard 5
Partnerships

Standard 6
Program Accountability

Implementation & Short-Term Outcomes

Year 1: 2019-20

Standard 1
- District Nomination Local Norming Process implemented
- School Community Nomination Process established

Standard 2
- Talent Development Program (TD) developed and rolled out to 4th grade, 3rd grade optional

Standard 3
- K-2 Science Nurturing Project lessons developed and rolled out
- Math and ELA instructional expectations developed

Standard 4
- PD opportunities occur as planned and are well-attended

Intermediate Outcomes

Year 2: 2020-21

Standard 1
- School Community Nomination Process implemented to fidelity
- Establish the % of underrepresented students nominated, referred, and identified

Standard 2
- TD rolled out to 5th grade

Standard 3
- K-2 Science Nurturing Project lesson usage reported
- Math and ELA lessons observed

Standard 4
- Ongoing support provided to school-based staff

Long-Term Outcomes

Year 3: 2021-22

Standard 1
- Stronger alignment between students nominated and referred, and students referred and identified
- Increase of underrepresented students nominated, referred, identified

Standard 2
- Increase of students in TD program qualify for AIG

Standard 3
- Increase of curriculum implementation
- New math and ELA AIG lessons created

- EVAAS growth increases for AIG

Note. This report focuses on Standards 1-4.

AIG IDENTIFICATION PROCESS

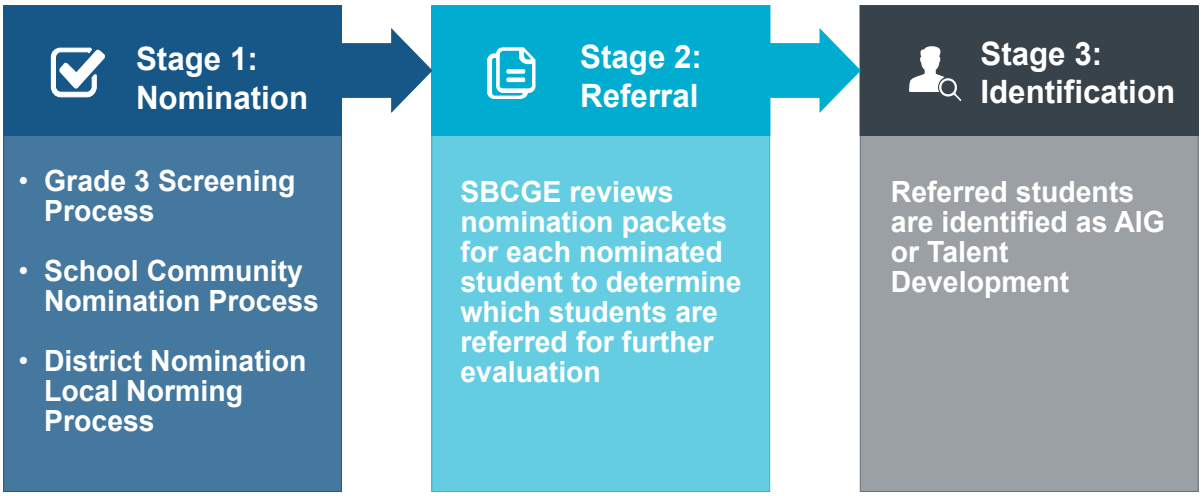
For students to be identified as Academically or Intellectually Gifted (AIG), Academically Gifted (AG), or Intellectually Gifted (IG) in math and/or English Language Arts (ELA), there are three main stages: nomination, referral, and identification (see Figures 2 and 3). At the nomination stage, students may be nominated for the AIG program through three processes: 1) As part of the traditional Grade 3 Screening Process, all 3rd-grade students participate in district-wide aptitude universal screening by taking the Cognitive Abilities Test (CogAT) in the fall. Students who attain a score at or above the 85th percentile are eligible to take the Iowa Assessment. Students who score at or above the 95th percentile on the CogAT or Iowa are nominated and considered for referral. 2) As part of the School Community Nomination Process, parents, students, and educators can nominate any K-12 student at any time during the year. 3) As part of the newly implemented District Nomination Local Norming Process, statistical analyses are conducted on a wide range of data to examine 3rd-grade students who are high-performing students, but who may not be nominated through the Grade 3 Screening Process.

At the referral stage, nominated students are considered for referral to the School Based Committee for Gifted Education (SBCGE). The SBCGE committee includes school-based staff members who represent core content areas and grade levels and consists of the following staff: AIG teacher, principal or assistant principal, regular education classroom teachers, students' regular classroom teacher (elementary school level), and students' math and/or ELA teacher (middle school level). The school psychologist, special education teacher, English Learner (EL) teacher, guidance counselor, instructional facilitator, and media specialist are also invited to participate as needed for specific cases. The AIG teacher serves as the committee chair. The committee meets monthly throughout the year to ensure that the needs of all AIG students are being met. During the fall and spring referral meetings, the SBCGE reviews nomination packets for each nominated student to determine who is referred for further evaluation. Based on the review of the existing data, the SBCGE determines whether the student is (a) not referred for AIG evaluation at that time, (b) referred for further evaluation (CogAT and Iowa testing or portfolio option), or (c) referred for psychological assessment specific to AIG evaluation (i.e., students needing individual nonverbal aptitude testing, students for whom group testing is not appropriate because of diagnosed medical problems, students whose group scores do not reflect the student's performance in the class as measured by a portfolio, and students with IEPs or 504 Plans).

At the identification stage, during the recommendation, identification, and service decision meeting, the SBCGE reviews students' testing and portfolio components and makes identification and service decisions. All referred students in grades 3-8 either qualify for the program (AIG, AG, or IG identification) or are placed in Talent Development (TD). TD students are served with identified students and go through the nomination process again after one year in the program.

Figure 2

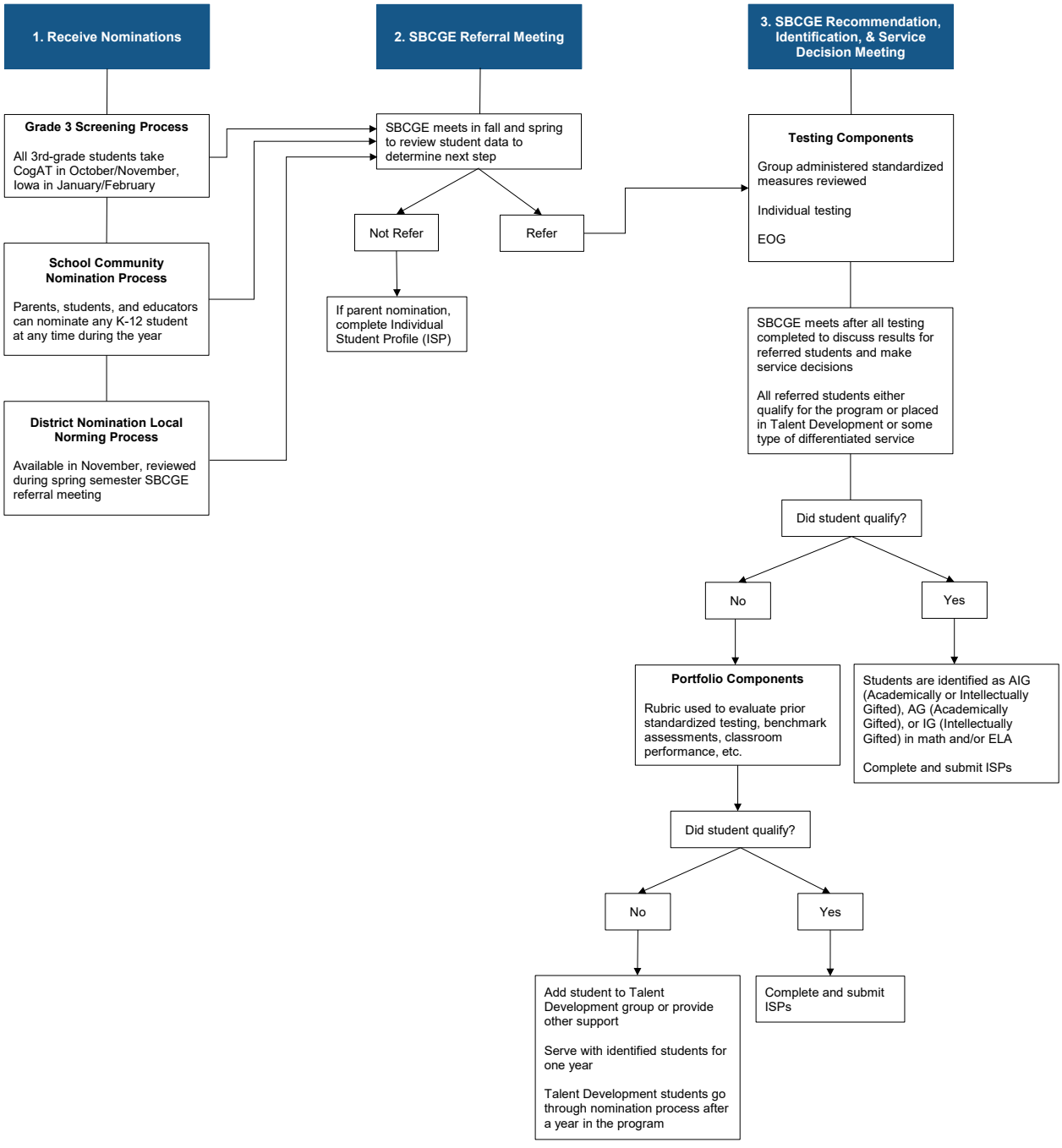
The AIG identification process is comprised of three main stages: nomination, referral, and identification



Note. The School Based Committee for Gifted Education (SBCGE) is comprised of school-based staff members representative of core content areas and grade levels. The committee meets monthly throughout the year to ensure that the needs of all AIG students are being met.

Figure 3

Comprised of three main stages, the AIG identification process takes place throughout the academic year



Note. The Individual Student Profile (ISP) shows data used for the AIG identification process.

METHODS

For this evaluation, DRA researchers utilized available quantitative and qualitative data to examine the implementation, short-term, intermediate, and long-term goals of the AIG 2019-22 Plan for the 2018-19, 2019-20, and 2020-21 academic years (for the logic model, see Appendix Table A1). The wide range of data sources used to assess the goals is shown in Figure 4. Data collected were descriptive in nature, and appropriate conclusions from these data are shown in Table 2.

Figure 4

Quantitative and qualitative data were collected from a variety of sources

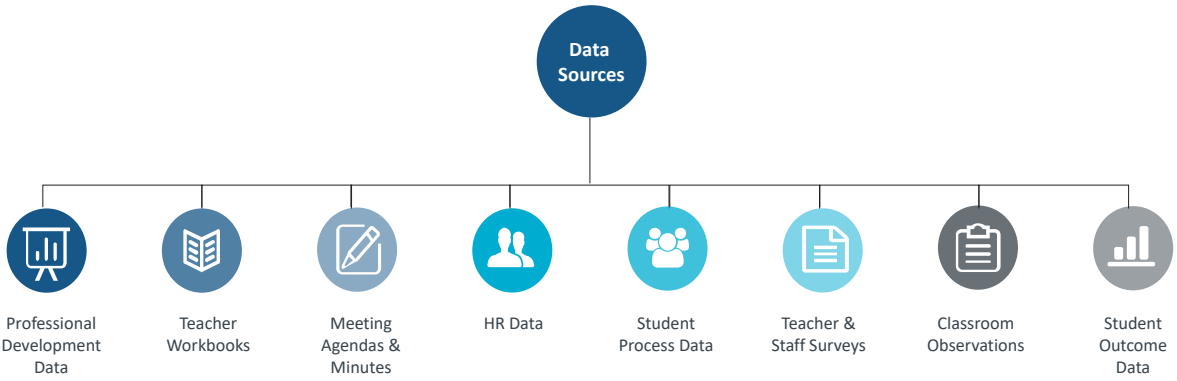


Table 2

Conclusions supported by the study's research design

Research Design			Conclusions
☐	Experimental		We can conclude that the program or policy caused changes in outcomes because the research design used random assignment.
☐	Quasi-Experimental		We can reasonably conclude that the program or policy caused changes in outcomes because an appropriate comparison strategy was used.
☑	Descriptive		These designs provide outcome data for the program or policy, but differences cannot be attributed directly to it due to lack of a comparative control group.
	☑	Quantitative	
	☑	Qualitative	

Data Source: List et al. (2011) and What Works Clearinghouse (2014)

FINDINGS

WERE THE 2019-20 IMPLEMENTATION AND SHORT-TERM AND 2020-21 INTERMEDIATE GOALS MET?

Despite the interruption of schools shifting to a virtual learning environment in mid-March 2020, and continued challenges from the COVID-19 pandemic, progress was made towards achieving goals during the first two years of the study. The District Nomination Local Norming Process was implemented. A high proportion of Black/African American and Hispanic/Latino students were nominated through this new process; however, nominated students were not consistently tracked. The School Community Nomination Process was mostly implemented. The Talent Development (TD) program was developed and implemented with 4th- and 5th-grade students and was optional for 3rd-grade students during the second semester. All K-2 Science and Nurturing Instructional Guides were completed; however, school-based staff did not have an opportunity to report on lesson usage. A variety of resources and supports were available to school-based staff concerning math and ELA instructional expectations (e.g., enrichment lessons, rubrics, and lesson reviews). While ALS staff were unable to observe teachers implementing math and ELA lessons (except for two virtual observations), they supported AIG teachers by monitoring and providing feedback on the School Based Committee for Gifted Education (SBCGE) meetings. A series of professional development sessions were held and were well attended. The status and progress made towards achieving the 2019-20 implementation and short-term goals, and 2020-21 intermediate goals are shown in Tables 3 and 4, respectively.

Table 3

Implementation and short-term goal status ratings show progress achieved in Year 1 (2019-20) ranged from fully met to partially met

Pathway of Change Goal Areas	Goal Status 2019-20
Implementation & Short-term Goals	
Standard 1: Student Identification District Nomination Local Norming Process implemented	■ ■ ■
Standard 1: Student Identification School Community Nomination Process implemented	■ ■ □
Standard 2: Comprehensive Programming Talent Development Program developed and rolled out to 4th grade, 3rd grade optional	■ ■ □
Standard 3: Differentiated Curriculum & Instruction K-2 Science Nurturing Project lessons developed and rolled out	■ □ □
Standard 3: Differentiated Curriculum & Instruction Math and ELA instructional expectations developed	■ □ □
Standard 4: Personnel & Professional Development PD opportunities occur as planned and are well-attended	■ ■ □

Goal Status: fully met ■ ■ ■ mostly met ■ ■ □ partially met ■ □ □ not met □ □ □

Table 4

Intermediate goal status ratings show progress achieved in Year 2 (2020-21) ranged from mostly met to partially met

Pathway of Change Goal Areas	Goal Status 2020-21
Intermediate Goals	
Standard 1: Student Identification School Community Nomination Process implemented to fidelity	■■□
Standard 1: Student Identification Establish the % of underrepresented students nominated, referred, and identified	■■□
Standard 2: Comprehensive Programming Talent Development Program rolled out to 5th grade	■■□
Standard 3: Differentiated Curriculum & Instruction K-2 Science Nurturing Project lesson usage reported	■□□
Standard 3: Differentiated Curriculum & Instruction Math and ELA lessons observed	■□□
Standard 4: Personnel & Professional Development Ongoing support provided to school-based staff	■■□

Goal Status: fully met ■■■ mostly met ■■□ partially met ■□□ not met □□□

Standard 1: Student Identification

One strategy used to address the disproportionality of underrepresented students identified as AIG, the ALS Department worked with the Student Information, Demographics, and Geospatial Analytics team in the Office of Student Assignment (OSA) and DRA to implement the new District Nomination Local Norming Process. This process uses a wide range of data including the CogAT (Verbal-Quantitative-Nonverbal, Quantitative, Quantitative-Nonverbal, Verbal, Verbal-Nonverbal), the mClass Beginning of Year (BOY) assessment, the North Carolina Department of Public Instruction (NCDPI) Beginning of Grade (BOG) Reading test, and the NCDPI End of Grade (EOG) Reading and Math tests (see Table 5). These assessments are used to examine 3rd-grade students who are high-performing, but who may not be nominated through the Grade 3 Screening Process. OSA staff share these nominated students' names with the ALS team for review in the fall. Based on the same scoring rubric used for referral and identification, the ALS team narrows down the list of students and shares these now referred students' names with their respective AIG teachers in the spring. If needed, AIG teachers collect additional data to generate student portfolios, which are reviewed at the SBCGE recommendation, identification, and service decision meeting to make identification decisions. These referred students are either identified as AIG or placed in the TD program.

Table 5

Standardized assessments used in the District Nomination Local Norming Process across 2019-20, 2020-21, and 2021-22

Year	Grade	Assessment				
		CogAT	BOY mClass	BOG Reading	EOG Reading	EOG Math
2019-20	3rd	x	x	x		
2020-21	The District Nomination Local Norming Process was not implemented due to disruptions of the COVID-19 pandemic.					
2021-22	2021-22 3rd-grade students	x		x	x	x
	2020-21 3rd-grade students	x			x	x

Note. In 2021-22, the process was implemented with current 3rd-grade students as well as with 3rd-grade students from 2020-21 who were unable to be screened due to the pandemic. The 2021-22 3rd-grade EOC reading and math assessment data were from spring 2022. The 2020-21 3rd-grade EOG reading and math assessment data were from spring 2021. In 2021-22, mClass data were unavailable when the Office of Student Assignment conducted the District Nomination Local Norming Process.

In 2019-20, as a result of this process, 2,025 student names were generated and shared with the ALS team for further evaluation, thereby meeting the established goal. White, Black/African American, and Hispanic/Latino students were the largest racial/ethnic subgroups nominated. Due to the COVID-19 pandemic and the shift in focus to support teachers and students in transitioning to virtual learning, these students were not incorporated into the nomination process nor considered for referral to the SBCGE. Then in 2020-21, the process was not implemented because it uses several standardized assessments which were not administered due to the pandemic. In 2021-22, the process resumed, and the results from the two years of implementation are shared in the long-term outcomes section of this report.

With the goal of standardizing implementation of the School Community Nomination Process, in 2019-20, the AIG Equity Collaborative Team (AEC) created the Nomination Form for SBCGE (see Appendix B). This form is intended to be used by the SBCGE during the fall and spring referral meetings to determine whether a student should be referred for further AIG evaluation. To provide training on the form, ALS held the 2019-20 Fall Kick-Off Conference. A total of 355 school staff members attended. In 2019-20 and 2020-21, information from completed forms was not saved electronically in one location. AIG teachers printed and filed the completed forms in their SBCGE meeting minutes folder. Given that this form's data were not yet being entered and stored electronically in a central database, consistent tracking of nominated students through the School Community Nomination Process was not available.

In January 2020, the AEC created the ALS' District Spring Nomination Data Form which was intended as an electronic form to track students

through the nomination process. It includes the following information: school name, student ID, grade, who nominated the student, nomination date, type of nomination, and nomination decision (i.e., referred, not referred). Due to disruptions of the COVID-19 pandemic and the continued priority of supporting teachers and students in a virtual learning environment, the form was not implemented in spring 2020 or 2020-21.

To further address the overarching Standard 1 goal of implementing student identification procedures that are clear, equitable, and comprehensive, two 2019-20 subgoals were established. These subgoals focused on standardizing the SBCGE's review of nominated and referred students' data. The SBCGE is designed to meet monthly which includes the two referral meetings. During these referral meetings, the SBCGE reviews nominated students' data to determine which students are referred for further evaluation. In their online teacher workbooks, AIG teachers were only required to provide a link to at least one of their monthly SBCGE meeting agendas. Therefore, links specifically for the two referral meetings documenting the review of all nominated students' data were not necessarily provided. Available data show that AIG teachers at 84.7% of elementary schools and 55.8% of middle schools provided a link to at least one of their monthly SBCGE meeting agendas.

At the recommendation, identification, and service decision meeting, the SBCGE reviews referred students' testing and portfolio components. In 2019-20, to standardize the portfolio process, ALS staff created the Portfolio Referral and Identification Decision Rubric (see Appendix B). Instead of relying solely on standardized testing data, the portfolio component considers the whole student and uses multiple data points including the following: benchmark assessments, historical data, aptitude and achievement tests, Gifted Rating Scale, EVAAS predicted score, ACCESS for English Learners, and exemplary classroom work samples. This rubric ensures that students who may not qualify for AIG based on their standardized testing scores have the opportunity for identification through a more academics-based approach. At the 2019-20 Fall Kick-Off Conference, ALS staff provided training on this rubric. All AIG teachers were invited to attend with the goal of an 83% AIG teacher attendance rate, with 80.5% of AIG teachers actually attending.

In 2020-21, in response to the COVID-19 pandemic, ALS staff revised the COVID-19 Portfolio Referral and Identification Decision Rubric. The switch to mostly virtual teaching in 2020-21, and the pandemic's suppressive effect on the percentage of students who took EOG assessments, impacted the interpretability of the EOG results in 2020-21. Given these pandemic-related data limitations, the following changes were made to the rubric: grade-level assessments were considered instead of benchmark assessments, differentiated work created by the AIG teacher replaced the EVAAS predicted score, and directions and wording were edited for clarity. With the aim of reliably tracking students' referral information, ALS collaborated with Student Information Systems (SIS) staff to add the rubric to the Individual Student Profile (ISP) within WCPSS' Services for Academically or Intellectually Gifted Students (SAGE) database. Doing so required an extensive update. It was determined from a development standpoint to incorporate the update alongside the total rewrite of SAGE that was already planned. The rewrite and

incorporation of the rubric took longer than anticipated and was not completed by the end of the 2020-21 school year.

One of the overarching goals of the AIG 2019-22 Plan was to increase the number of underrepresented students nominated, referred, and identified as AIG. To measure growth in equitable access to AIG services, a 2020-21 intermediate goal was to establish the percentage of underrepresented students nominated, referred, and identified. The data needed to establish the percentage of underrepresented students nominated were not available in 2019-20 and 2020-21 due to a lack of a central tracking system for these students. The percentage of underrepresented students newly referred and identified from 2018-19 (baseline year) to 2021-22 (year 3) and newly nominated in 2021-22 (year 3) are shown in the long-term outcomes section of this report and Appendix Tables C1-C3.

Standard 2: Comprehensive Programming

To meet the diverse academic, intellectual, social, and emotional needs of gifted learners, the TD program was developed. It is designed for high-performing students who are referred for further evaluation, but who need additional support in developing their areas of gifts and talents. TD students are served at the same time as AIG students in their areas of giftedness (math and/or ELA) and are to receive a minimum of 45 minutes of direct services per week per potential area of giftedness.

In 2019-20, ALS completed and disseminated the TD Guidelines to all AIG teachers (see Appendix D). They were shared through various opportunities (e.g., regularly scheduled meetings, professional development sessions, emails, and support/office hours). They are revised yearly, and the most up-to-date version is shared and accessible as a Google document. The TD program was first rolled out for implementation at all elementary schools with 4th-grade students and was optional for 3rd-grade students during the second semester. DRA staff examined a sample (24 elementary schools) of AIG teachers' workbook schedules to assess how much time they spent weekly providing direct services to their 4th- and 3rd-grade TD students. AIG teachers scheduled an average of 75-132 minutes of direct math and ELA services weekly across all TD students (not average time spent with each student individually; see Appendix Tables E1-E2).

In 2020-21, the implementation of the TD program with 4th-grade students was monitored and the program was rolled out to 5th-grade students at all elementary schools. To assess how much time AIG teachers spent weekly providing direct services to their 4th- and 5th-grade TD students, they completed a survey in spring 2021. The majority of AIG teachers reported providing at least 45 minutes of direct services per week per potential area of giftedness. In 2021-22, they were again surveyed, and results across these two years are shared in the long-term outcomes section of this report.

In 2019-20 and 2020-21, the data needed to establish the percentage of TD students later identified as AIG were not available due to a lack of a central tracking system for these students. AIG teachers listed their TD students in their teacher workbooks. Students' ISPs within the SAGE database contained a section for AIG teachers to write comments about their TD students. However, there was not a designated section to track TD students' information. The results for the 2021-22 year are shared in the long-term outcomes section of this report.

Standard 3: Differentiated Curriculum and Instruction

The purpose of the K-2 Science Nurturing Project lessons is to challenge advanced learners and allow classroom teachers to observe and document student responses that indicate potential gifted characteristics. At the end of the 2019-20 school year, only one of the 14 planned K-2 Science and Nurturing Instructional Guides was completed and posted on the WCPSS' Curriculum Management Application site (CMAPP 2.0). By April 2021, all 14 of the guides were completed and posted. Given that the lessons were completed by mid-spring semester, classroom teachers and/or principals did not have an opportunity to report on lesson usage.

In 2019-20, in terms of developing and refining math instructional expectations, elementary school classroom and AIG math teachers had access to enrichment lessons on CMAPP 2.0. A rubric was also available that included examples of level 4 opportunities that could be used to extend a student's learning. For developing and refining ELA instructional expectations, staff from the ALS and middle school ELA Academics departments collaborated to review lessons created by, and provide support to, classroom teachers. Discussions centered around ways the curriculum lessons could be enhanced to differentiate instruction to meet students' individual needs. ALS staff also conducted middle school walkthroughs to observe lessons and provided feedback to school and central services staff. This work slowed during the spring semester due to disruptions of the COVID-19 pandemic.

In 2020-21, ALS staff intended to observe classroom teachers implementing current math and ELA lessons quarterly (3rd-8th AIG, TD, and high-performing students) as well as AIG teachers implementing current AIG math and ELA lessons (3rd-8th grade AIG and TD students). Due to disruptions of the COVID-19 pandemic and restricted access to school buildings and classrooms, ALS' Coordinating Teachers (CTs) were unable to complete these observations except for two virtual observations.

Standard 4: Personnel and Professional Development

In 2019-20, to address the overarching Standard 4 goal of providing relevant and effective professional development, several goals were established (see Appendix Table A1). The goal focusing on professional development opportunities was met. The goals centering around providing support and resources to school-based staff were mixed.

In 2020-21, three goals were established within this standard (see Appendix Table A1). The goal focusing on providing ongoing support to school-based staff was met. The goals centering around assessing what instructional services and supports AIG teachers were providing their students, as well as recruitment efforts of personnel with NC AIG licensure were mixed.

Professional Development Opportunities: Throughout the 2019-20 school year, ALS staff held several professional development sessions which provided information on the AIG program and its processes (see Table 6). A total of 797 school staff participated in the professional development trainings. All AIG teachers were invited, and of the total attendees, 55.8% were AIG teachers.

Table 6

Professional development training sessions were held throughout 2019-20 and were well attended

Professional Development Session	# Attendees
AIG 101	17
AIG District Meeting: Fall 2019	43
AIG District Meeting: Spring 2020	30
AIG Plan	126
AIG Q&A	28
Fall Kick-off 2019	355
New AIG Teacher Institute	17
New Teacher Institute 2	19
New Teacher Institute 3	18
New Teacher Institute 4	12
Regional Meeting	107
Test Training for Woodcock Johnson IV	9
Woodcock Johnson IV Training for New Teachers	16
Total	797

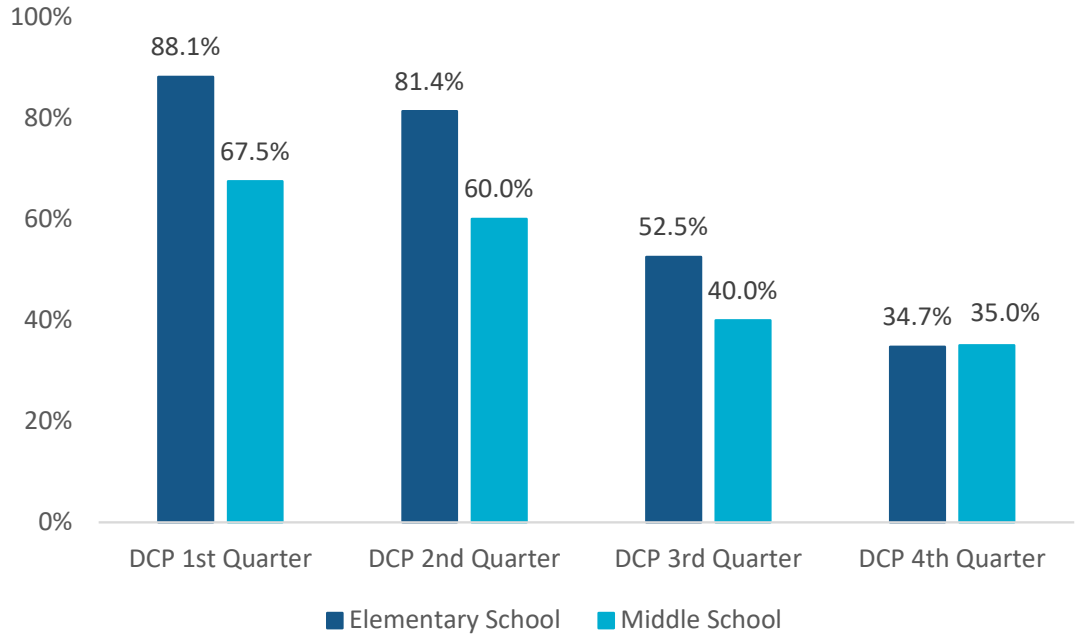
Note. The number of attendees varied by training session type. Teachers may appear in the table more than once if they attended more than one session type.

School-based Staff Support and Resources: Across the 2019-20 school year, AIG teachers provided support to and collaborated with school-based staff through various opportunities. These included participating in weekly Professional Learning Community (PLC) meetings and conducting monthly SBCGE meetings.

At the start of the second quarter of 2019-20, AIG teachers were to provide Differentiated Education Plans (DEP) as part of their teacher workbooks. This documents how students are being served in their areas of gifts and talents. AIG teachers at 89.8% of elementary schools and 90% of middle schools completed their DEPs. At the start of each quarter, AIG teachers were also to provide Differentiated Course Plans (DCP) as part of their teacher workbooks. This documents what content students are taught in their areas of gifts and talents (see Figure 5). Across the second and fourth quarters, elementary and middle school AIG teachers showed a notable decline in their completion of quarterly DCPs. The continued decline during the fourth quarter may in part be attributed to the disruptions of the COVID-19 pandemic.

Figure 5

Across the second and fourth quarters in 2019-20, elementary and middle school AIG teachers showed a decline in their completion of quarterly Differentiated Course Plans (DCP)

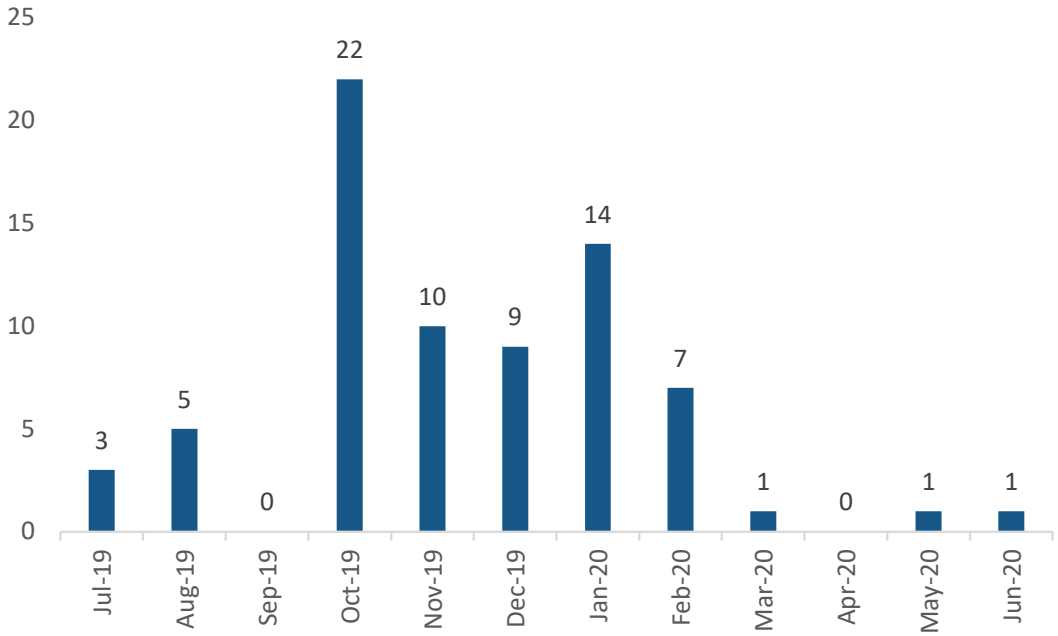


Note. Across the second and fourth quarters in 2019-20, there was a notable decline in elementary and middle school AIG teachers' completion of quarterly DCPs.

In 2019-20, to support AIG teachers, ALS' CTs reported reviewing and providing feedback on AIG teacher workbooks on at least a quarterly basis. To provide further support, ALS set the goal of observing and providing feedback monthly to a sample of AIG teachers regarding the effectiveness of their SBCGE meetings. During the year, ALS CTs observed and provided feedback on the effectiveness of 73 SBCGE meetings (see Figure 6).

Figure 6

During 2019-20, Advanced Learning Services staff observed a total of 73 elementary and middle school School Based Committee for Gifted Education (SBCGE) meetings



Note. The only months where an SBCGE meeting was not observed were September 2019 and April 2020. It should be noted that other ALS staff obligations took place in September and April, which in part accounts for the lowered staff availability to observe the meetings. The highest frequency of observations took place between October 2019 and February 2020. The disruption of the COVID-19 pandemic can be noted in the decrease in observations from March 2020 through June 2020.

For AIG teachers to develop a standardized timeline of what topics should be the focus of each monthly SBCGE meeting, in 2019-20 ALS provided AIG teachers with an SBCGE Running Agenda template which provides suggested topics to cover (see Appendix F). SBCGE meetings are to be held monthly; however, given that AIG teachers were not required to provide a link in their teacher workbooks to all of their monthly SBCGE meeting agendas, the consistency with which they met monthly could not be determined. AIG teachers at 84.7% of elementary schools and 55.8% of middle schools provided a link to at least one of their monthly SBCGE meeting agendas.

Throughout 2020-21, ALS CTs continued to support AIG teachers by monitoring and providing feedback on their SBCGE meetings. To do so, they reviewed SBCGE meeting agendas to identify topics discussed, if data were used, and how data were discussed. They also attended over 25 SBCGE meetings, filled out observation notes sheets, and shared their notes with the AIG teachers.

To provide support around the TD program in its first year of implementation (2019-20), as indicated in their workbooks, AIG teachers at 38% of elementary schools met with classroom teachers two times during the year about the TD

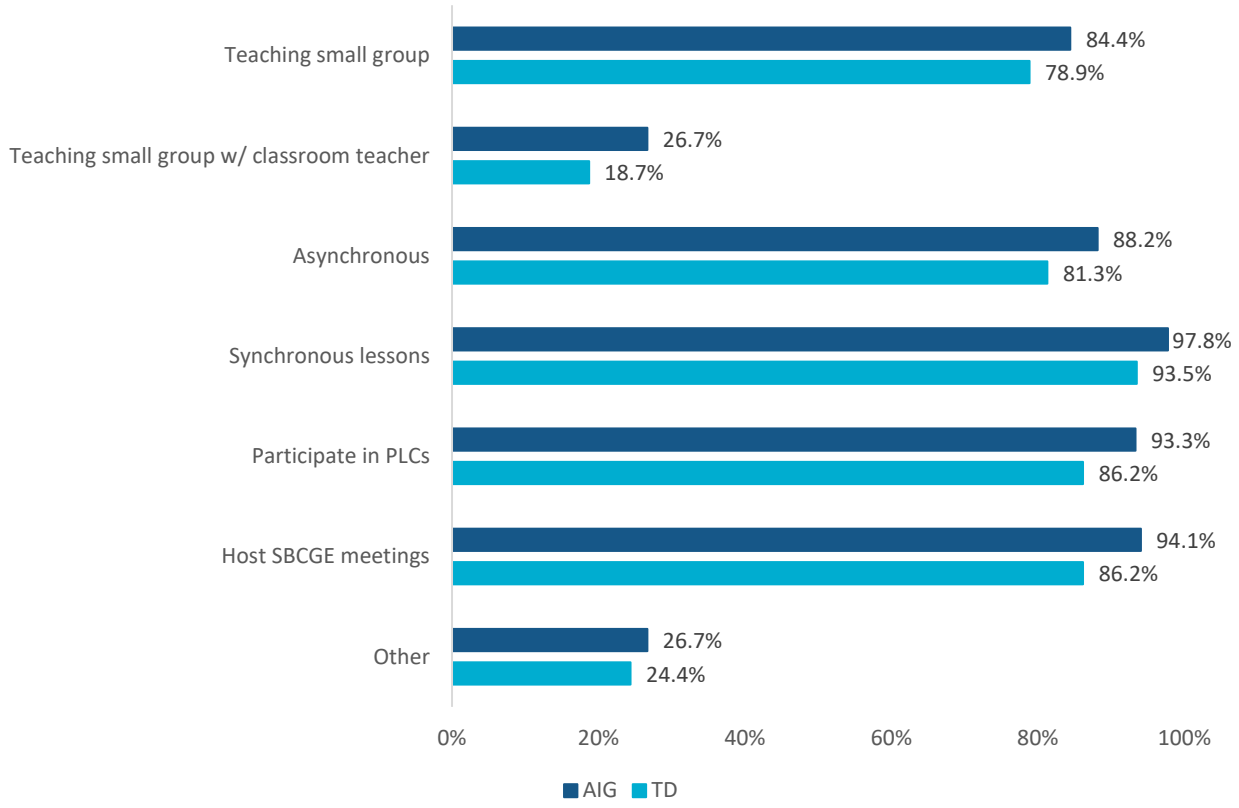
program, thereby not meeting the established goal of 95%.

In 2019-20, only one of the 14 K-2 Science and Nurturing Instructional Guides was completed and posted on WCPSS' CMAPP 2.0 by the end of the school year. Therefore, ALS staff did not offer professional development sessions to provide information and resources on the science lessons and expectations.

Direct and Indirect Instructional Services and Supports: To assess what direct and indirect instructional services and supports AIG teachers provided their AIG and TD students in 2020-21, AIG teachers completed a survey in spring 2021 (see Figure 7). They reported providing several services and supports including the following: teaching a small group, using asynchronous and synchronous lessons, participating in PLC, and hosting SBCGE meetings.

Figure 7

In 2020-21, AIG teachers reported providing several direct and indirect instructional services and supports to AIG and Talent Development (TD) students



Note. For the other category, AIG teachers also reported attending planning meetings (e.g., Professional Learning Community [PLC], School Improvement Team, Advanced Learning Services, Kid Talk, etc.), meeting one-on-one with students based on their individual needs, creating and providing enrichment resources, holding student lunch meetings, and collaborating with classroom teachers to provide classroom differentiation.

Recruiting Personnel: According to WCPSS recruiting and interviewing processes, teacher job interviews are conducted by principals at the school level. In terms of recruiting program personnel with NC AIG licensure, ALS staff reported that due to competing priorities they were unable to work with principals during the 2020-21 school year in the recruitment of program personnel with this licensure. While ALS staff were unable to make progress towards achieving this goal, they should continue monitoring their efforts if recruiting program personnel with this licensure remains a goal.

WERE THE 2021-22 LONG-TERM OUTCOMES MET?

Even though carryover impacts of the pandemic continued to affect the district throughout 2021-22, progress was made towards achieving the long-term goals. The status and progress made towards achieving these goals are outlined below and shown in Table 7.

- Implementation of the District Nomination Local Norming Process resumed. Black/African American and Hispanic/Latino students were among the largest racial/ethnic subgroups nominated through this new process; however, these students were not consistently tracked.
- While the alignment between students nominated and referred can be monitored moving forward, the alignment between students referred and identified narrowed across 2018-19 (baseline) and 2021-22 (year 3).
- The goal of a 10% increase in underrepresented students nominated could not be examined. A similar goal for referred students was not achieved, but a parallel goal for identified students was mostly achieved.
- Implementation of the Talent Development (TD) program with 4th- and 5th-grade students was monitored, and the program was implemented with 6th-grade students. There was not a consistent way to track and monitor TD students; therefore, the percentage that qualified for AIG identification after a year in the program could not be determined.
- Less than 25% of K-2 science teachers reported using the Science and Nurturing Instructional Guides.
- ALS staff discussed plans for creating new math and ELA lessons for grades 3-8 AIG and TD students; however, these lessons were not created due to the continued impacts of the pandemic.
- For AIG students in grades 3-8, 79.1% of schools that had enough tested students to calculate growth for the AIG subgroup met or exceeded expected growth.

Table 7

Long-term goal status ratings show progress achieved in Year 3 (2021-22) ranged from fully met to partially met

Pathway of Change Goal Areas	Goal Status 2021-22
Long-term Goals	
Standard 1: Student Identification Stronger alignment between students nominated and referred, and students referred and identified	■ ■ □
Standard 1: Student Identification Increase of underrepresented students nominated, referred, identified	■ □ □
Standard 2: Comprehensive Programming Increase of students in Talent Development program qualify for AIG	■ □ □
Standard 3: Differentiated Curriculum & Instruction Increase of curriculum implementation	■ □ □
Standard 3: Differentiated Curriculum & Instruction New math and ELA AIG lessons created	■ □ □
Improved Student Performance EVAAS growth increases for AIG	■ ■ ■

Goal Status: fully met ■ ■ ■ mostly met ■ ■ □ partially met ■ □ □ not met □ □ □

Standard 1: Student Identification

In 2021-22, the District Nomination Local Norming Process resumed. The process was implemented with current 2021-22 3rd-grade students as well as with 3rd-grade students from 2020-21 who were unable to be screened due to the pandemic. In step one of the process, 3,434 (1,774 2020-21 3rd-grade students and 1,660 2021-22 3rd-grade students) student names were generated by the Student Information, Demographics, and Geospatial Analytics team in the OSA and shared with the ALS team in fall 2021. It should be noted that spring 2021 EOG reading and math data for the 2020-21 3rd-grade students were available and incorporated into the process. Current 2021-22 3rd-grade students' spring 2022 EOG reading and math assessments had not yet been administered and were unavailable for this first step.

During the two years of implementation (2019-20 and 2021-22), White, Black/African American, and Hispanic/Latino students were the largest racial/ethnic subgroups nominated (see Table 8). These emerging results are promising in addressing equitable access to AIG services. Out of all K-12 AIG students identified in 2018-19 (baseline year), only 5.9% were Black/African American and 5.3% were Hispanic/Latino.

Table 8

Relative to all K-12 identified students in 2018-19, White, Black/African American, and Hispanic/Latino 3rd-grade students were the largest racial/ethnic subgroups newly nominated by the 2019-20 and 2021-22 District Nomination Local Norming Process

	All K-12 Students Identified		New Students Nominated in Step 1: District Nomination Local Norming Process					
	2018-19: Baseline		2019-20: 3rd-grade students		2020-21: 3rd-grade students		2021-22: 3rd-grade students	
Race/Ethnicity	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
White	17,975	66.8%	739	36.5%	651	36.7%	694	41.8%
Black/African American	1,598	5.9%	639	31.6%	495	27.9%	438	26.4%
Hispanic/Latino	1,417	5.3%	449	22.2%	429	24.2%	382	23.0%
Asian	4,773	17.7%	99	4.9%	90	5.1%	68	4.1%
Other	1,158	4.3%	99	4.9%	109	6.1%	78	4.7%
Total	26,921	100%	2,025	100%	1,774	100%	1,660	100%
EL	112	0.4%	235	11.6%	205	11.6%	181	10.9%

Note. The District Nomination Local Norming Process examines data for 3rd-grade students. Due to disruptions of the COVID-19 pandemic, the District Nomination Local Norming Process was not conducted in 2020-21. In 2021-22, the process was implemented with current 3rd-grade students as well as with 3rd-grade students from 2020-21 who were unable to be screened due to the pandemic.

In step two of the process, to keep data metrics consistent across the years of implementation, ALS staff reviewed the 2020-21 3rd-grade nominated students' existing data. They planned to review current 2021-22 3rd-grade nominated students' data in fall 2022 once their spring 2022 EOG data were available and incorporated. Using the same scoring rubric used for referral and identification, ALS narrowed down the list of 1,774 third-grade students to 318. Consistent with the nominated students generated in step one, White, Black/African American, and Hispanic/Latino students were the largest racial/ethnic subgroups nominated (see Table 9).

In step three of the process, ALS staff shared these 2020-21 3rd-grade students' names with their respective AIG teachers in spring 2022. AIG teachers were given the guidance to collect additional data, if needed, to generate student portfolios and enter students' data into WCPSS' Services for Academically or Intellectually Gifted Students (SAGE) database in either spring or fall of 2022. These students' data were not consistently entered into SAGE; therefore, consistent tracking of nominated students through the District Nomination Local Norming Process was unavailable. To address this gap, in 2022-23, ALS staff plan to enter these students' information into SAGE, thereby standardizing the process through which student information is consistently tracked.

Table 9

In 2021-22, White, Black/African American, and Hispanic/Latino students stayed consistent as the largest racial/ethnic subgroups nominated during the first two steps of the District Nomination Local Norming Process

	2021-22 New Students Nominated: District Nomination Local Norming Process					
	Step 1: Student Assignment 2020-21 3rd-grade students		Step 1: Student Assignment 2021-22 3rd-grade students		Step 2: Advanced Learning Services 2020-21 3rd-grade students	
Race/Ethnicity	**#**	**%**	**#**	**%**	**#**	**%**
White	651	36.7%	694	41.8%	116	36.5%
Black/African American	495	27.9%	438	26.4%	82	25.8%
Hispanic/Latino	429	24.2%	382	23.0%	75	23.6%
Asian	90	5.1%	68	4.1%	24	7.5%
Other	109	6.1%	78	4.7%	21	6.6%
Total	1,774	100%	1,660	100%	318	100%
EL	205	11.6%	181	10.9%	24	7.5%

Note. Step one of the 2021-22 District Nomination Local Norming Process was implemented with current 2021-22 3rd-grade students as well as with 3rd-grade students from 2020-21 who were unable to be screened due to the pandemic. Step two was implemented with 3rd-grade students from 2020-21 only.

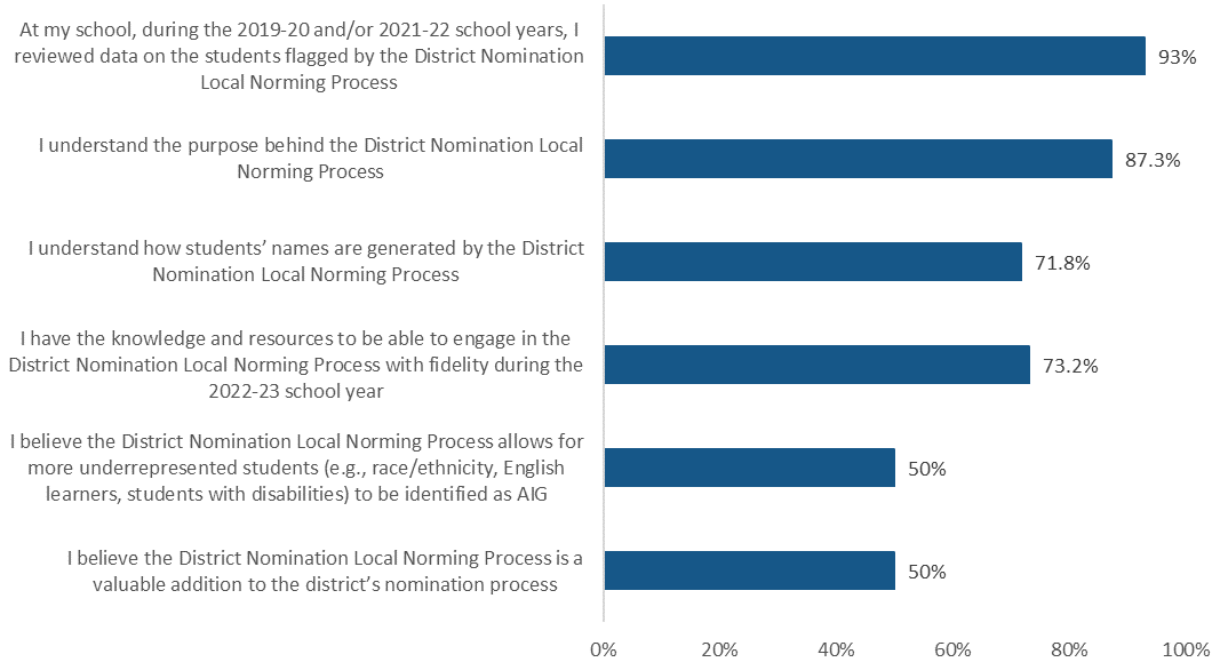
To assess AIG teachers' experiences with the District Nomination Local Norming Process, AIG teachers completed a survey in spring 2023 (see Figures 8 and 9). There were 116 respondents yielding a response rate of 63%. The majority of AIG teachers (85.2%) reported receiving information about the District Nomination Local Norming Process during the 2019-20 and/or 2021-22 school years.

Of the 80.7% of AIG teachers who reported that their school received a list of students flagged by the District Nomination Local Norming Process in 2019-20 and/or 2021-22, 93% reported that they reviewed data on the flagged students. The majority of these AIG teachers also reported that they understand the purpose behind the process (87.3%), understand how students' names are generated (71.8%), and have the knowledge and resources to engage in the process during the 2022-23 school year (73.2%). Half of these AIG teachers responded that this process allows for more underrepresented students to be identified

as AIG and is a valuable addition to the district's nomination process. Less than half reported the need for additional training and support in implementing the process (40.8%). Those indicating this need identified the following areas for additional training: understanding how student names are generated (36.6%), understanding the purpose (11.3%), understanding how to review a student's data (11.3%), and understanding what to do with the list of student names shared (9.9%). AIG teachers also listed a need for understanding how to handle cases when there is misalignment between student names generated by the process and student data, as well as how to support these students in the AIG setting if they are not performing at the same level as other identified AIG students.

Figure 8

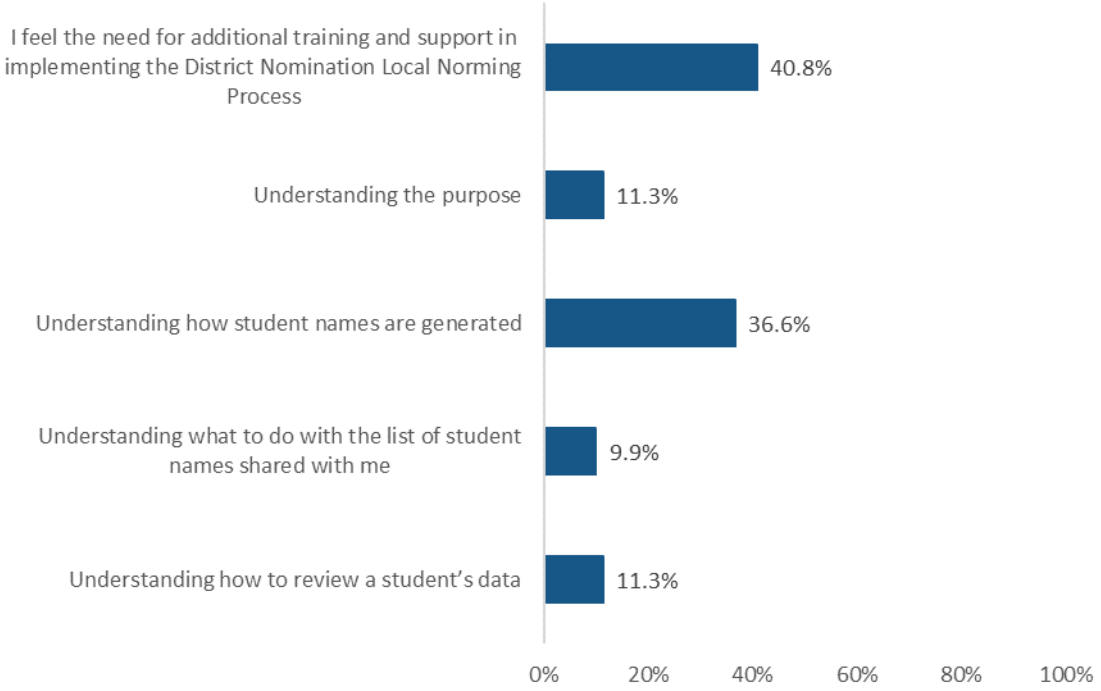
The majority of AIG teachers who received a list of students flagged by the District Nomination Local Norming Process in 2019-20 and/or 2021-22 reported understanding components of the process



Note. Survey items were rated on a 5-point Likert scale (1 = *strongly disagree*, 5 = *strongly agree*). Percentages reflect percent agreement (i.e., *agree* and *strongly agree* responses combined).

Figure 9

Less than half of the AIG teachers who received a list of students flagged by the District Nomination Local Norming Process in 2019-20 and/or 2021-22 reported needing additional training and support



Note. The first survey item displayed (i.e., need for additional training and support) was rated on a 5-point Likert scale (1 = *strongly disagree*, 5 = *strongly agree*). The percentage reflects percent agreement (i.e., *agree* and *strongly agree* responses combined). The last four survey items displayed were "*check all that apply*." Percentages reflect respondents who indicated that respective area for additional training and support.

The last survey item was open-ended and asked respondents if there was anything else they wanted to share about the process. Three main themes emerged from the responses. First, nominated students did not necessarily add diversity to the AIG program (example comment: "The local norming list for my school consisted of mostly [C]aucasian students, so I don't feel like it brought more diversity to my AIG roster."). Second, misalignment occurred between students' names generated and their fit with the program (example comment: "In theory it's a good idea however most of these students are currently performing below grade level and do not need to be pulled out for enrichment."). Third, respondents expressed an appreciation for additional training opportunities (example comment: "More training is always appreciated!").

In 2021-22, the SAGE database underwent an extensive update. A section was created for AIG teachers to enter data from the Nomination Form for SBCGE and the District Spring Nomination Data Form (see Appendix B). As of July 2021, AIG teachers entered students' nomination data into this central database. They were able to enter the nomination relationship (central office, other school staff, parent, and teacher); however, specifying the

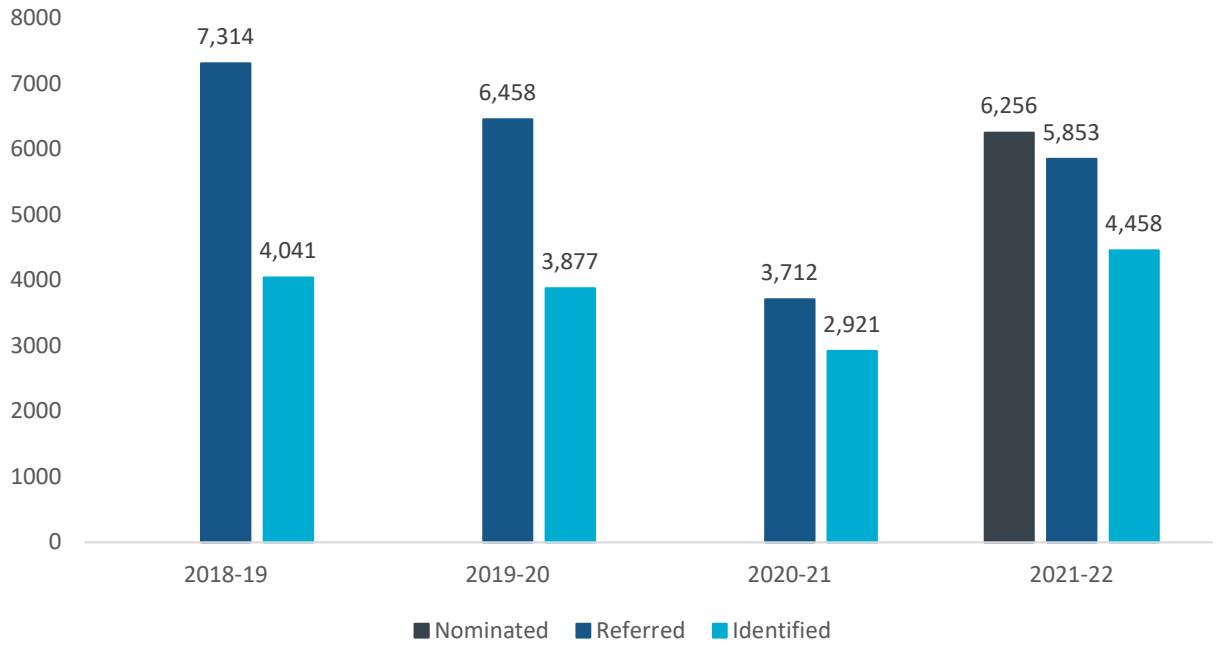
specific nomination process (Grade 3 Screening, School Community, and District Nomination Local Norming) was not included in the section. As a result, how the three nomination processes compare in terms of students from underrepresented subgroups as well as AIG identification could not be determined.

One of the long-term goals was stronger alignment between students nominated and referred, and students referred and identified.

In 2021-22, 6,256 students were nominated, and 5,853 students were referred (see Figure 10). With nomination data being tracked in a central database as of July 2021, the alignment between students nominated and referred can be monitored moving forward. In terms of the alignment between students referred and identified, the gap narrowed from 3,273 students to 1,395 students between 2018-19 (baseline) and 2021-22 (year 3), thereby strengthening the association (see Figure 10).

Figure 10

New students nominated, referred for evaluation, and identified for AIG from years 2018-19 (baseline year) through 2021-22 (year 3)



Note. Nomination data are only available in 2021-22. The overall decline in students referred and identified in 2020-21 may in part be attributed to the disruptions of the COVID-19 pandemic. Standardized testing (e.g., CogAT and Iowa) was not conducted in 2020-21, and with the shift in focus to support teachers and students in transitioning to virtual learning, fewer students were being referred and identified during these years.

Given that prior to July 2021, student nomination information was not yet being entered and saved electronically in a central database, the goal of a 10% increase in underrepresented students nominated from 2020-21 to 2021-22 could not be examined.

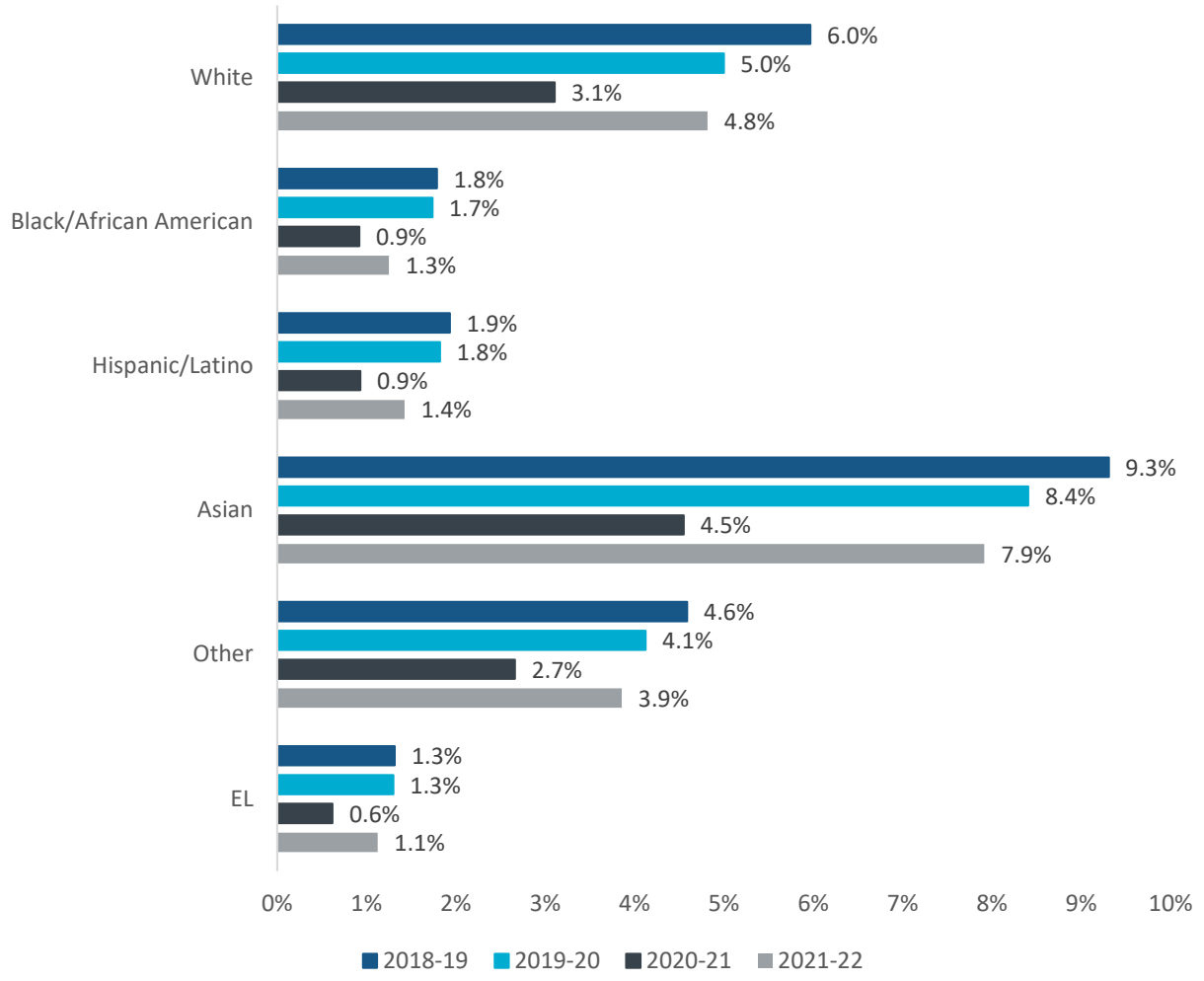
Due to disruptions of the COVID-19 pandemic, the goal of a 10% increase in underrepresented students referred from 2020-21 to 2021-22 was revised to examine 2018-19 (baseline year) to 2021-22. In 2021-22, 5,853 students were referred compared to 7,314 in 2018-19, demonstrating a

20% decrease (see Appendix Table C1). There was also a decrease in referrals in the following underrepresented student subgroups: Black/African American, 31.9% (n = 653 to 445); Hispanic/Latino, 23.4% (n = 561 to 430); Other, 14.3% (n = 308 to 264); and EL, 9.2% (n = 184 to 167). This decrease may in part be attributed to the impacts of the pandemic. Therefore, the goal of a 10% increase in underrepresented students referred was not achieved.

In addition, Figure 11 displays the percentage of newly referred students by student subgroup from 2018-19 to 2021-22 (see Appendix Tables C1-C2). For example, in 2018-19, out of all K-12 Black/African American students (n = 36,545), 1.8% were referred for AIG (n = 653). In 2021-22, out of all K-12 Black/African American students (n = 35,572), 1.3% were referred for AIG (n = 445). From 2018-19 to 2021-22, the percentage of newly referred students for all student subgroups decreased.

Figure 11

The percentage of newly referred students decreased from 2018-19 to 2021-22

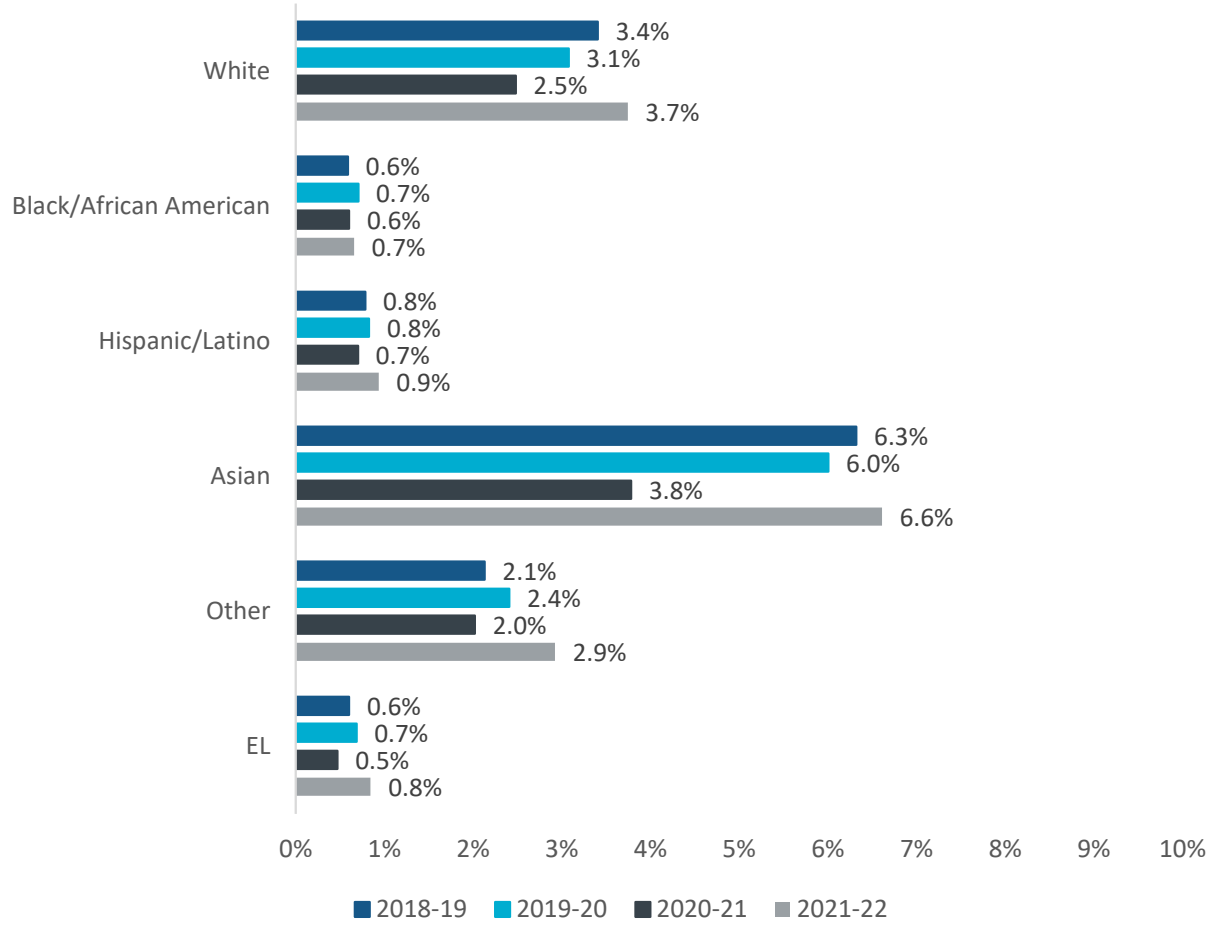


In 2021-22, 4,458 students were identified compared to 4,041 in 2018-19 (baseline year), demonstrating a 10.3% increase (see Appendix Table C1). There was also an increase in identifications across the following underrepresented student subgroups: Black/African American, 8.4% (n = 215 to 233); Hispanic/Latino, 24.2% (n = 227 to 282); Other, 39.9% (n = 143 to 200); and EL, 48.8% (n = 84 to 125). Therefore, the goal of a 10% increase in underrepresented students identified was mostly achieved.

Additionally, Figure 12 displays the percentage of newly identified students by student subgroup from 2018-19 to 2021-22 (see Appendix Tables C1-C2). For example, in 2018-19, out of all K-12 Black/African American students (n = 36,545), 0.6% were identified as AIG (n = 215). In 2021-22, out of all K-12 Black/African American students (n = 35,572), 0.7% were identified as AIG (n = 233). From 2018-19 to 2021-22, the percentage of newly identified students for all student subgroups increased slightly.

Figure 12

The percentage of newly identified students increased slightly from 2018-19 to 2021-22



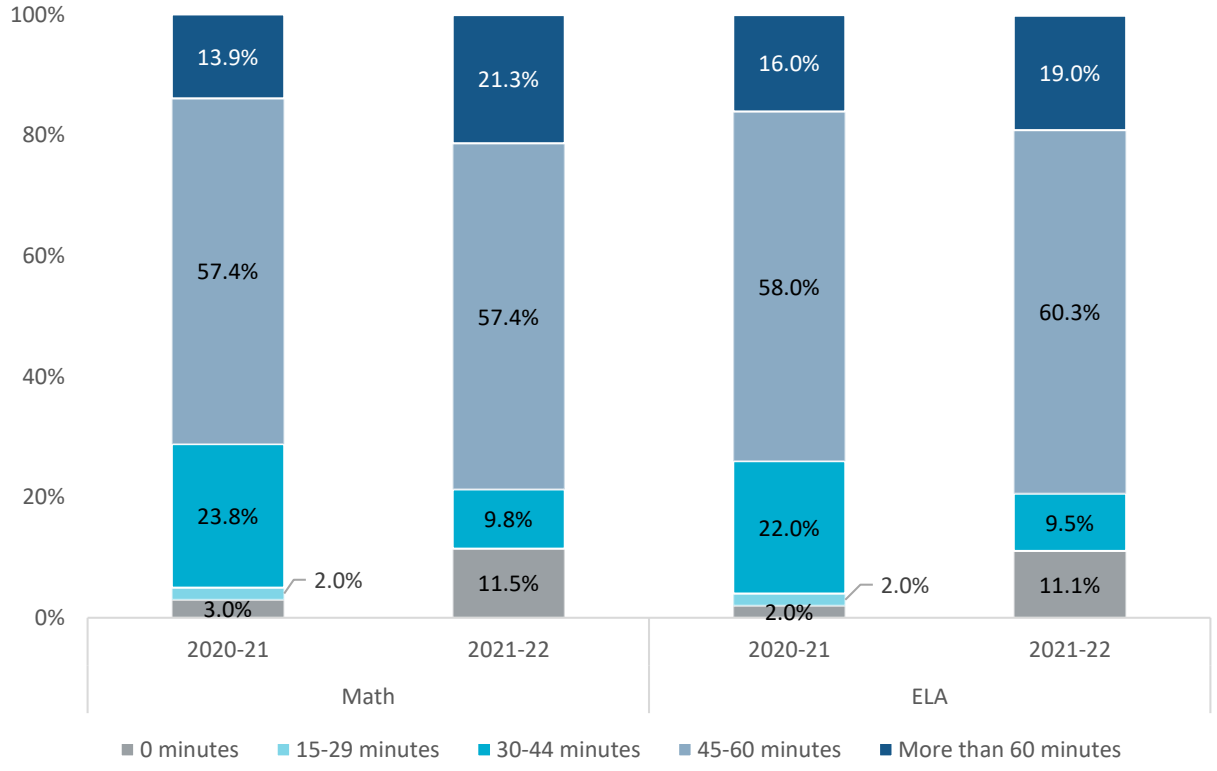
Standard 2: Comprehensive Programming

In 2021-22, implementation of the TD program with 4th- and 5th-grade students at all elementary schools was monitored. To assess how much time AIG teachers spent weekly providing direct services to their 4th- and 5th-grade TD students, they responded to a subset of questions in the spring 2022 Teacher Survey. The majority reported providing at least 45 minutes of direct services per week per potential area of giftedness (see Figures 13-14).

From 2020-21 to 2021-22, the percentage of AIG teachers reporting providing a minimum of 45 minutes of direct services per week to 4th-grade TD students in math and ELA increased from 71.3% to 78.7% and 74% to 79.3%, respectively. However, the percentage of AIG teachers reporting providing 0 minutes of direct services per week also increased from 3% to 11.5% and 2% to 11.1%, respectively.

Figure 13

From 2020-21 to 2021-22, the percentage of AIG teachers reporting providing a minimum of 45 minutes of direct services per week to 4th-grade Talent Development students in math and English Language Arts (ELA) increased from 71.3% to 78.7% and 74% to 79.3%, respectively

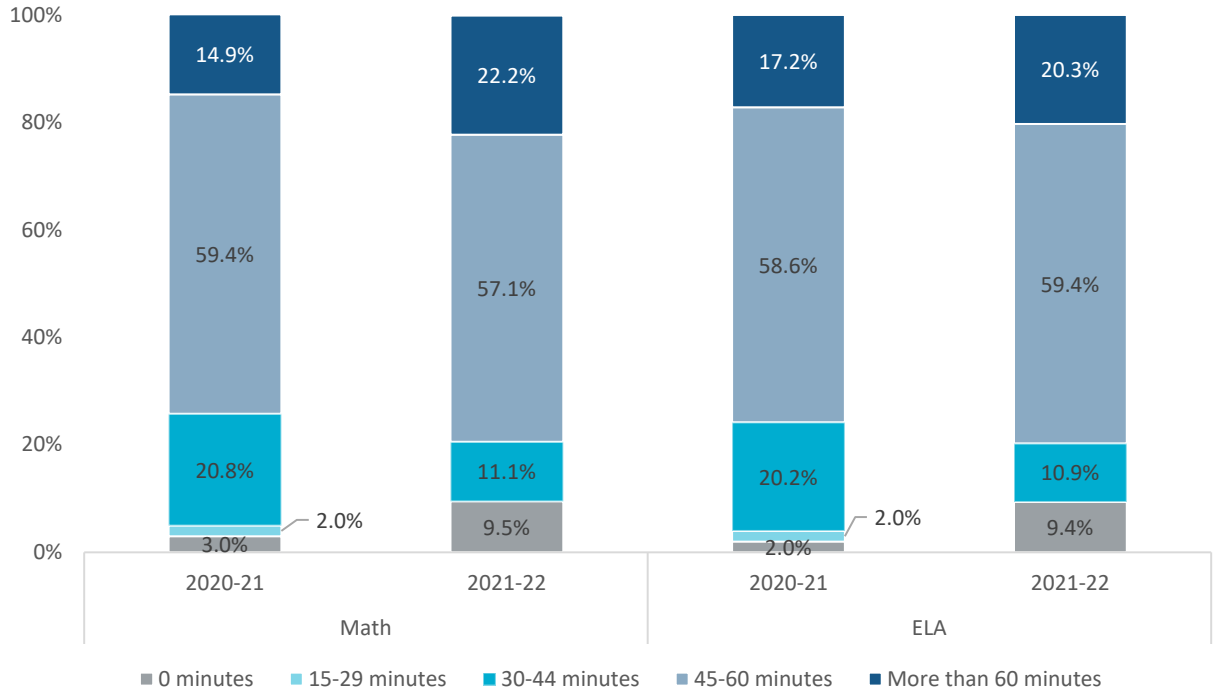


From 2020-21 to 2021-22, the percentage of AIG teachers reporting providing a minimum of 45 minutes of direct services per week to 5th-grade TD students in math and ELA increased from 74.3% to 79.3% and 75.8% to 79.7%, respectively.

However, the percentage of AIG teachers reporting providing 0 minutes of direct services per week also increased from 3% to 9.5% and 2% to 9.4%, respectively.

Figure 14

From 2020-21 to 2021-22, the percentage of AIG teachers reporting providing a minimum of 45 minutes of direct services per week to 5th-grade Talent Development students in math and English Language Arts (ELA) increased from 74.3% to 79.3% and 75.8% to 79.7%, respectively



In 2021-22, ALS staff met to discuss and develop implementation plans, and the TD program was implemented with 6th-grade students. In fall 2021, ALS staff members shared these plans with AIG teachers at the Academic Advancement Team (AAT) meeting. AIG teachers were asked to revisit their TD students at the beginning of the year to make service decisions and serve their TD students in the following ways: (a) pull-out or push-in group served with identified students, (b) extensions for the classroom during independent work time, (c) collaborate regularly with the teacher about the students' additional instructional needs, and (d) flexible grouping.

Within WCPSS' SAGE database and students' Individual Student Profiles (ISP), there was a section for AIG teachers to write comments about their TD students, but not a designated section to mark students as TD. Given that a TD identifier was not included in the database, for analysis purposes, the number of TD students was calculated on the backend based on identification status. Referred students who were not identified as AIG were assumed to be TD. In 2021-22, there were 1,372 TD students. The percentage of these students who qualified for the AIG program after a year in the program could not be determined. By the end of the

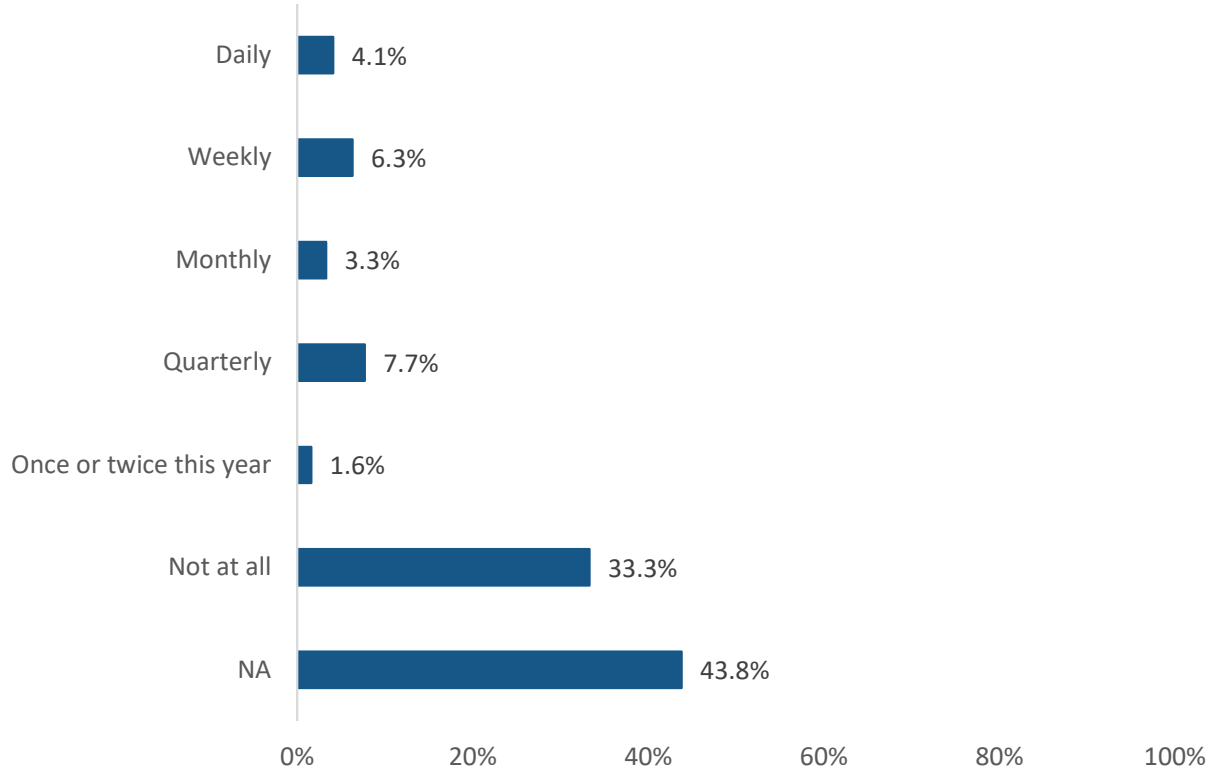
first quarter of 2022-23, it is possible that these students did not qualify for AIG identification, that they had not yet been re-evaluated, or that their information had not yet been updated in SAGE.

Standard 3: Differentiated Curriculum and Instruction

The purpose of the K-2 Science Nurturing Project lessons is to challenge advanced learners and allow classroom teachers to observe and document student responses that indicate potential gifted characteristics. To assess teachers' use of the 14 Science and Nurturing Instructional Guides during 2021-22, K-2 science teachers responded to a subset of questions in the spring 2022 Teacher Survey. Results showed that 23% of K-2 science teachers reported using the lessons at least once or twice during the year (see Figure 15) which does not meet the goal of 80%. Moreover, only 24.1% reported having access to the K-2 Science Nurturing Project lessons (see Figure 16), and only 14.1% reported they were expected to use the lessons with their students (see Figure 16). Regarding how the lessons were disseminated with school staff, an announcement with links to several of the lessons was posted on the Elementary Science Updates webpage in spring 2021. Science department staff also conducted virtual professional development sessions for K-2 science teachers and science specialists.

Figure 15

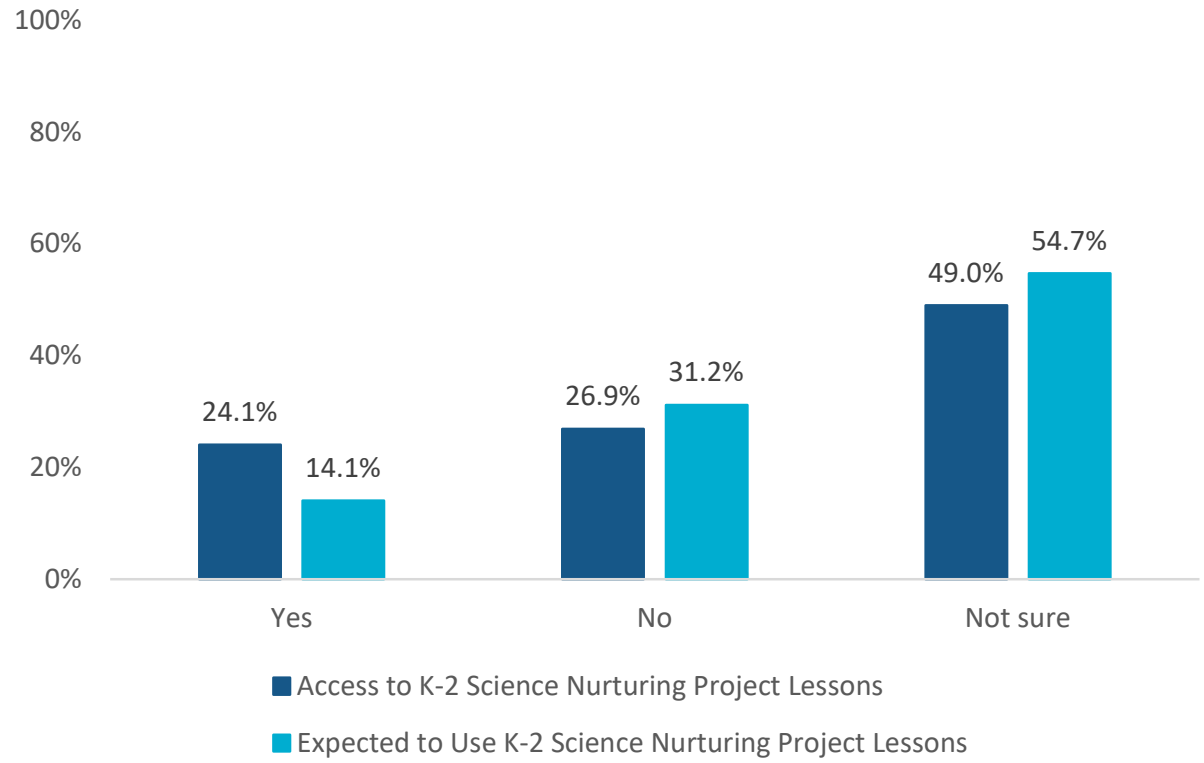
In 2021-22, 23% of K-2 science teachers reported using the K-2 Science Nurturing Project lessons at least once or twice during the year



Note. The survey response "*NA*" refers to respondents who replied, "*Not sure/don't know.*"

Figure 16

In 2021-22, less than 25% of K-2 science teachers reported that they had access to or were expected to use the K-2 Science Nurturing Project lessons with their students



In terms of creating new math and ELA lessons for AIG teachers to implement with their grades 3-8 AIG and TD students, these lessons were not created due to the continued focus on providing schools with additional resources and support in response to the impacts of the pandemic. ALS staff discussed plans to hire writers to help with lesson creation, as well as which updated resources could be shared with AIG teachers to accompany the lessons (e.g., books and websites).

Standard 4: Personnel and Professional Development

Personnel and professional development supported the implementation, short-term, and intermediate goals. Progress towards achieving Standard 4 goals is reflected in the 2019-20 implementation and short-term, and 2020-21 intermediate goals section of this report.

Student Performance

In alignment with challenging all students to aim for academic excellence, one of the overarching goals of the 2019-22 AIG Plan was to increase the academic growth of advanced learners (as measured by EVAAS). To examine academic growth, analyses were restricted to schools with AIG subgroup data at both 2018-19 and 2021-22. In 2018-19 (baseline year), for K-12 AIG students, 77.2% of schools who had enough students to calculate growth for the AIG subgroup met or exceeded expected growth. This fell just short of the Multi-Tiered System of Supports' (MTSS) framework goal of 80%. Specifically for AIG students in grades 3-8, 78.3% of schools who had enough students to calculate growth for the AIG subgroup met or exceeded expected growth. In 2021-22, for K-12 AIG students, 82.3% of schools who had enough students to calculate growth for the AIG subgroup met or exceeded expected growth, which met the goal of 80%. Specifically for AIG students in grades 3-8, 79.1% of schools who had enough students to calculate growth for the AIG subgroup met or exceeded expected growth. This demonstrated an increase from baseline as well as meeting the goal of 20%. It should be noted that the original goal focused on the growth of AIG students in grades 4-8. To obtain a more precise estimate of this goal, analyses would need to remove grade 3 data. EVAAS scores are reported to include grade 3, thereby providing an approximation of the intended goal.

AIG students' academic growth was also compared from 2018-19 (baseline) to 2021-22 (year 3) across grade levels and subjects at the district level. Results showed consistent growth in math (except 6th and 7th grades) and science. Across all grades, there was mixed or negative growth for ELA.

It should be noted that demonstrated growth cannot be directly attributed to the AIG 2019-22 Plan. Due to disruptions of the COVID-19 pandemic, and the continued focus on providing schools with additional resources and support, strategies specifically designed to bring about change in student academic performance were not initiated (i.e., creating and implementing new math and ELA lessons). Growth may be credited to the AIG processes and procedures already in place prior to the AIG 2019-22 Plan.

DISCUSSION AND RECOMMENDATIONS

The purpose of this report is to examine the progress made towards achieving the implementation and goal outcomes of the AIG 2019-22 Plan. The AIG 2019-22 Plan outlines a comprehensive plan to meet the academic, intellectual, social, and emotional needs of gifted and advanced learners with an intentional focus on providing equitable access. The overarching goals are to (a) leverage equitable access for underrepresented populations with a targeted focus on student nomination, referral, and AIG identification, (b) provide an engaging curriculum to meet the unique learning needs of gifted and high-performing learners, and (c) increase the academic growth of advanced learners. Despite interruptions caused by the COVID-19 pandemic, progress was made towards achieving these goals.

To address the disproportionality of underrepresented students identified as AIG, the District Nomination Local Norming Process was implemented in 2019-20 and 2021-22. During these two years, White, Black/African American, and Hispanic/Latino 3rd-grade students were the largest racial/ethnic subgroups nominated through this new process; however, these students were not consistently tracked. With improvements to the fidelity of implementation, these emerging trends could be more clearly evaluated regarding equitable access to AIG services.

Progress was made towards stronger alignment, and an increase in underrepresented students, across the three stages of the AIG identification process: nomination, referral, and identification. As of July 2021, nomination data is being tracked in a central

database; thus, the alignment between students nominated and referred can be monitored moving forward. The alignment between students referred and identified strengthened. The goal of increasing the percentage of underrepresented students nominated could not be examined in this report, but it too can be monitored moving forward. Though a similar goal for increasing the percentage of underrepresented students referred was not achieved, a parallel goal for underrepresented students identified was mostly achieved.

To meet the diverse academic, intellectual, social, and emotional needs of gifted learners, the Talent Development (TD) program was developed. Implementation of the program with 4th- and 5th-grade students was monitored, and the program was also implemented with 6th-grade students. Given the limitations of how TD students are currently tracked, the success of whether these students later qualified for the AIG program could not be determined.

The purpose of the K-2 Science Nurturing Project lessons is to challenge advanced learners and to allow classroom teachers to observe and document student responses that indicate potential gifted characteristics. While all 14 of the planned Science and Nurturing Instructional Guides were completed and made available to school staff, only a small percentage of K-2 science teachers reported accessing and using them. In terms of creating new math and ELA lessons for AIG teachers to implement with their grades 3-8 AIG and TD students, ALS staff discussed plans for creating new lessons. However, these lessons were not created. In alignment with challenging all students to aim for academic excellence, the last over-arching goal of increasing the academic growth of advanced learners was achieved.

To support continual progress towards meeting the needs of gifted and advanced learners, DRA offers the following recommendations for improvement:

The District Nomination Local Norming Process should be fully implemented and student names that are generated should be considered for referral to the School Based Committee for Gifted Education (SBCGE) and consistently tracked in a central database. The District Nomination Local Norming Process was implemented and showed promising results towards addressing equitable access to AIG services. However, in 2019-20, due to disruptions of the COVID-19 pandemic, these students were not incorporated into the nomination process and considered for referral to the SBCGE. This nomination process was not implemented in 2020-21 because standardized testing was not administered. In 2021-22, students' data were not consistently entered into WCPSS' Services for Academically or Intellectually Gifted Students (SAGE) database. As a result, consistent tracking of nominated students through this process was unavailable. To address this gap, in 2022-23 ALS staff plan to enter these students' information into SAGE, thereby standardizing the process through which student information is consistently tracked as well as reducing the burden on school-based staff. Additionally, even though a majority of AIG teachers reported receiving information about this process, they also expressed the need for additional training and implementation support. ALS staff should therefore continue providing professional development opportunities specific to this process.

To improve processes supporting equitable access to AIG services, the three processes through which students are nominated for the AIG program should be consistently tracked and reported. Among WCPSS' student subgroups, there is a disproportionality of students identified as AIG. Currently, there is not a consistent way to track through which of the three nomination process students are nominated. As of July 2021, AIG teachers entered students' nomination data into the SAGE central database. Based on the structure of the data-entry fields; however, which of the three specific nomination processes students were nominated through could not be determined. AIG teachers were able to enter the nomination relationship (central office, other school staff, parent, and teacher), but specifying the nomination process was not included. As a result, how the three nomination processes compare to one another cannot be determined. Therefore, nomination information from the three nomination processes — Grade 3 Screening Process, School Community Nomination Process, and District Nomination Local Norming Process — should be consistently entered electronically into SAGE.

TD students should be consistently tracked and reported to establish the percentage of these students who are later identified as AIG and to evaluate the success of the program. TD students are high-performing students who need further support in developing their areas of gifts and talents; however, there is not currently a consistent way to track and monitor these students. AIG teachers listed their TD students in their teacher workbooks. Even though Individual Student Profiles (ISP) within the SAGE database contained a section for AIG teachers to write comments about their TD students, there was no designated section to mark students as TD. Given that a TD identifier was not included in the database, for analysis purposes, the number of TD students was calculated on the backend. To monitor TD students' performance and help determine the program's success in developing students' gifts and talents, there should be a designated section and a systematic way to enter TD-specific data within SAGE and students' ISPs.

To increase awareness of and use of the K-2 Science Nurturing Project lessons, how the lessons are disseminated with school-level staff should be explored. The purpose of the K-2 Science Nurturing Project lessons is to challenge advanced learners and allow classroom teachers to observe and document student responses that indicate potential gifted characteristics. By April 2021, all 14 K-2 Science and Nurturing Instructional Guides were completed and posted on WCPSS' Curriculum Management Application site (CMAPP 2.0). However, in 2021-22, only 23% of K-2 science teachers reported using the lessons at least once or twice during the year. Moreover, a low percentage of teachers reported that they had access to the lessons or were expected to use the lessons with their students. These lessons were shared with school staff via the Elementary Science Updates webpage as well as virtual professional development sessions. To increase awareness of and use of the lessons, how they are disseminated with school-level staff and teachers' experiences implementing them should be explored.

Resume the cross-departmental collaboration between ALS and Academics focusing on 3rd-8th AIG, TD, and high-performing students. To employ challenging, rigorous, and relevant curriculum and instruction, 3rd-8th grade math and ELA instructional expectations need to be developed and refined. However, cross-departmental collaboration between ALS and Academics slowed due to disruptions of the COVID-19 pandemic. During 2019-20 and 2021-22, for math instructional expectations, elementary school classroom and AIG math teachers had access to enrichment lessons on CMAPP 2.0 as well as a rubric containing examples of level 4 opportunities that could be used to extend a student's learning. For ELA instructional expectations, staff from the ALS and middle school ELA Academics departments collaborated to review classroom lessons and to discuss ways in which the curriculum lessons could be enhanced. ALS staff also conducted middle school walkthroughs to observe lessons and provide feedback. Due to disruptions of the COVID-19 pandemic, this work slowed. In 2021-22, new math and ELA lessons for AIG teachers to implement with their grades 3-8 AIG and TD students were not created. ALS staff discussed plans to hire writers to help with lesson creation and which updated resources could be shared with AIG teachers to accompany the lessons. ALS and Academics staff should continue their cross-departmental collaboration to clarify the definition of instructional expectations followed by further development and refinement.

To support efforts of meeting the academic, intellectual, social, and emotional needs of gifted and advanced learners, AIG and TD students and their parents should be given the opportunity to provide feedback on their experiences in the program. The AIG 2019-22 Plan collected implementation feedback from school-level staff. During the three years of study, school-level staff engaged in opportunities to provide their feedback on their experiences with various aspects of the plan (i.e., District Nomination Local Norming Process, TD Program, K-2 Science Project lessons). Their feedback can be used to help make planning decisions and facilitate improvements in AIG program processes. The AIG 2019-22 Plan is a comprehensive plan designed to meet the needs of gifted and advanced learners. Therefore, to guide revisions and improvements to the AIG program, a goal should be established providing AIG and TD students and their parents the opportunity to share feedback on their experiences (e.g., survey and focus group data). Accordingly, in their work focused on the AIG 2022-25 Plan, ALS staff have partnered with Hanover Research. As part of this collaboration, they underscored the importance of seeking feedback from staff, parents, and students. In January 2022, they administered a survey to staff, parents, and AIG students in grades 6-12. The goal of the survey was to understand stakeholders' perceptions of the AIG program. Findings from this survey were used to inform plans for the AIG 2022-25 Plan.

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APPENDICES

APPENDIX A

Table A1

Academically or Intellectually Gifted (AIG) 2019-22 Plan: Logic Model

Need: In WCPSS, among student subgroups, there is disproportionality in the students identified as academically or intellectually gifted (AIG). In 2018-19, out of the K-12 students identified as AIG, only 5.3% were Hispanic/Latino, 5.9% were Black/African American, and .4% were English Learners (EL). WCPSS has not established a consistent math and ELA curriculum specific to gifted and high-performing learners intended to support their academic growth. As of 2018-19, for AIG students, 77.2% of schools met or exceeded expected growth which falls short of the MTSS' framework goal of 80%.
Strategy: NC legislation governing gifted education states that public schools should challenge all students to aim for academic excellence and requires local education agencies to develop 3-year plans to monitor AIG program implementation, support quality and effective programs, and safeguard the rights of AIG students. Aligned with NC General Assembly Article 9B, the AIG plan includes 6 standards with accompanying practices. The WCPSS' AIG 2019-2022 plan outlines a comprehensive plan to meet the needs of gifted and advanced learners. The plan is designed to meet the academic, intellectual, social, and emotional needs of gifted learners with an intentional focus on providing equitable access.

PROGRAM INPUTS/ACTIVITIES →	IMPLEMENTATION GOALS →	OUTCOMES - IMPACT		
		Short-Term 2019-20	Intermediate 2020-21	Long-Term 2021-22
Std. 1: Student Identification ●Nomination process ○District Nomination Local Norming Process ○School Community Nomination Process ●Referral ○Portfolio components (e.g., rubric used to evaluate prior standardized testing, benchmark assessments, classroom performance, etc.) ○Testing components (i.e., group-administered standardized measures) ●Identification ○Referred students either qualify for AIG or are placed in Talent Development (TD) program or some kind of differentiated service ***Std. 2: Comprehensive Programming*** ●Talent Development Program (TD), 2nd semester grade 3, grades 4-8 ***Std. 3: Differentiated Curriculum & Instruction*** ●K-2 Science Nurturing Project ●Instructional practices in the areas of math and ELA, grades 3-8 ***Std. 4: Personnel & Professional Development*** ●Intervention & Advanced Learning Services: Advanced Learning Services (ALS) ●School Based Committee for Gifted Education (SBCGE) ●AIG teachers ***Std. 5: Partnerships*** ●Ongoing participation of stakeholders in planning and implementation of AIG program ●Note: Std. 5 will only be described as a narrative (i.e., no data collected) ***Std. 6: Program Accountability*** ●AIG Equity Collaborative Team (AEC) ●Note: Std. 6 will only be described as a narrative (i.e., no data collected)	***Std. 1: Student Identification*** ●District Nomination Local Norming Process implemented by Student Assignment for student referrals (captured by OSA data spreadsheet). ***Std. 2: Comprehensive Programming*** ●TD Guidelines developed by ALS. ***Std. 3: Differentiated Curriculum and Instruction*** ●K-2 Science Nurturing Project lessons developed by Science Dept. ***Std. 4: Personnel & Professional Development*** ●AIG teachers receive PD training on the AIG program and PD sessions are well-attended. ●AIG teachers provide support to school-based staff as captured by PLT, SBCGE, and/or Other agendas, minutes, and AIG teacher workbook(s). ●95% of AIG teachers meet with classroom teachers to provide information about TD 2x/year as measured by AIG teacher workbook(s). ●ALS staff provide 90% of AIG teachers with knowledge and resources on K-2 Science Nurturing Project lessons and expectations (as measured by ALS agendas). ●At least monthly, AIG teachers collaborate with classroom teachers. For example: ○PLT meeting to analyze data for AIG, K-2 Science Nurturing, and TD students (AIG teacher workbook[s], SBCGE & PLT meeting agendas) ○Start of the 2nd quarter, ensure Differentiated Education Plans are in place (SAGE) ○Start of each quarter, review Differentiated Course Plans (AIG teacher workbook[s]) ●Monthly, ALS observes and provides feedback to a sample of AIG teachers about the effectiveness of their SBCGE (SBCGE Observation Form, Four Focus Areas Data Collection Tool)	***Std. 1: Student Identification*** ●School Community Nomination Process implemented: ○AEC creates Nomination Form (one form per student) ○ALS provides PD to AIG teachers on Nomination Form (captured by WakeLearns) ○AEC creates ALS' District Spring Nomination Data Form (spreadsheet of all nominated students) ●Prior to two annual testing windows, SBCGE meets to review all nominated students' data (captured by meeting notes and SAGE) ●Portfolio implementation: ○ALS creates and updates Portfolio Referral and Identification Rubric ○83% of AIG teachers attend ALS' PD on using Portfolio Referral and Identification Rubric (captured by WakeLearns) ***Std. 2: Comprehensive Programming*** ●4th grade TD rollout at all elementary schools ○Min. of 45 minutes of direct services per week per potential area of giftedness (as captured by teacher workbook) ●3rd grade TD optional rollout at all elementary schools during 2nd semester ○Min. of 45 minutes of direct services per week per potential area of giftedness (as captured by teacher workbook) ●Establish the % of students in TD program identified (descriptive) as measured by SAGE ***Std. 3: Differentiated Curriculum and Instruction*** ●100% of K-2 Science Nurturing Project lessons released on CMAPP and rolled out to all elementary schools by Science Dept. ●Math and ELA Depts develop and refine math and ELA instructional expectations (3rd-8th AIG, TD, & high performing students) ***Std. 4: Personnel and Professional Development*** ●AIG teachers, with support from ALS, develop a standardized timeline of what topics should be focused on at each monthly SBCGE meeting ●SBCGE meets monthly to discuss instructional outcomes (captured by meeting notes and minutes) ●AIG teachers collect and review SBCGE monthly meeting notes and minutes in order to refine SBCGE meeting structure ●Quarterly, ALS staff review AIG teacher workbook(s) (ALS staff provide feedback in workbooks)	***Std. 1: Student Identification*** ●AIG teachers complete Nomination Form (filed in AIG teacher records) ●AIG teachers complete ALS' District Spring Nomination Data Form ●Student Information Systems adds Portfolio Referral and Identification Rubric to Individual Student Profile (ISP) ●Establish the % of underrepresented students nominated, referred, and identified ***Std. 2: Comprehensive Programming*** ●4th grade TD monitored at all elementary schools ○Min. of 45 minutes of direct services per week per potential area of giftedness (as captured by AIG teacher survey) ●5th grade TD rollout at all elementary schools ○Min. of 45 minutes of direct services per week per potential area of giftedness (as captured by AIG teacher survey) ●% of students in TD program identified (descriptive) as measured by SAGE ***Std. 3: Differentiated Curriculum and Instruction*** ●Classroom teachers and/or principals report on K-2 Science Nurturing Project lesson usage as measured by Teacher Survey ●ALS observes classroom teachers implementing current math and ELA lessons (3rd-8th AIG, TD, & high performing students) as measured by quarterly school leadership classroom visits ●ALS observes AIG teachers implementing current AIG math and ELA lessons (3rd-8th AIG & TD students) as measured by quarterly school leadership classroom visits ***Std. 4: Personnel and Professional Development*** ●ALS monitors SBCGE meeting agenda fidelity as it relates to their data analysis of: ○Whole school ○Nomination students ○Identified students ○Growth ●ALS creates and disseminates a survey to all AIG teachers assessing what current instructional services and supports they are providing their students ●Recruit program personnel with NC AIG licensure	***Std. 1: Student Identification*** ●Stronger alignment between students nominated and referred ●Stronger alignment between students referred and identified ●10% increase of underrepresented students nominated compared to 2020-21 ●10% increase of underrepresented students referred compared to 2020-21 ●10% increase of underrepresented students identified compared to 2018-19 ***Std. 2: Comprehensive Programming*** ●4th grade TD monitored at all elementary schools as measured by Teacher Survey ●5th grade TD monitored at all elementary schools as measured by Teacher Survey ●6th grade TD planning as measured by AEC meeting agendas ●10% of students in TD program qualify for AIG as measured by SAGE ***Std. 3: Differentiated Curriculum and Instruction*** ●80% of classroom teachers utilize the K-2 Science Nurturing Project lessons as measured by Teacher Survey ●ALS creates new math and ELA lessons for AIG and TD students in grades 3-8 for AIG teachers to implement ***Improved Student Performance*** ●20% of grades 4-8 AIG students meet or exceed expected growth (as measured by EVAAS)

APPENDIX B

Nomination Form for School Based Committee for Gifted Education

WAKE COUNTY PUBLIC SCHOOL SYSTEM

Nomination Form for School Based Committee for Gifted Education

updated:Oct. 2019

Student Name:
Nominated by:
School:
Grade:

Date of nomination:
Relationship to student:
Teacher:

Purpose: The following document can be used by the School Based Committee for Gifted Education (SBCGE) to determine whether a student needs to be referred for further AIG evaluation. This document is designed as a guided discussion about each student and his/her performance in the classroom and possible need to be tested for gifted services.

Data Based Decision Making

The SBCGE must gather all relevant data and engage in a problem-solving discussion to determine next steps for the student. This data could be current year or previous year.

Elementary Student:

Data Source	Student Data/Year	Shows Need for Acceleration
Universal Screening *Collect all the data that is available*		
EOG/EOC scores		
Report Card		
Formative/Summative classroom assessments (if applicable)		
Performance Task Assessment (4th grade)		
Student Work Samples		
CogAT/Iowa scores (if applicable)		
Other (Parent, Teacher checklists, etc)		

Aligns to 2019-2022 AIG Plan
Keep this document in file folder #3 SBCGE Meeting Minutes

WAKE COUNTY PUBLIC SCHOOL SYSTEM

Nomination Form for School Based Committee for Gifted Education

Document Review

Middle School Student:

Data Source	Student Data/Year	Shows Need for Acceleration
Historical Universal Screening *Collect all the data that is available*		
EOG/EOC scores		
Report Card		
Progress Reports/Interims		
Pre ACT/ACT scores (if applicable)		
PSAT/SAT		
Performance Task Assessments (6-8)		
Student Work Samples		
Formative/Benchmark/Summative Assessments		
CogAT/Iowa scores (if applicable)		
Other		

Aligns to 2019-2022 AIG Plan
Keep this document in file folder #3 SBCGE Meeting Minutes

WAKE COUNTY PUBLIC SCHOOL SYSTEM

Nomination Form for School Based Committee for Gifted Education

The table below provides some differences between high achieving students and potentially gifted students. This table should be used as one part of the decision-making process that the SBCGE will use to determine whether the student will be referred. Place a check in the column(s) where the student falls to begin your discussion.

High Achiever...	Gifted...
Remembers the answers	Poses unforeseen questions
Is interested	Is curious
Is attentive	Is selectively mentally engaged
Generates advanced ideas	Generates complex, abstract ideas
Performs at the top of the group	Is beyond the group
Learns with ease	Already knows
Needs 6 to 8 repetitions to master	Needs 1 to 3 repetitions to master
Enjoys the company of age peers	Prefers the company of intellectual peers
Completes assignments on time	Initiates projects and extensions of assignments
Enjoys school often	Enjoys self-directed learning
Is highly alert and observant	Anticipates and relates observations
Is pleased with own learning	Is self-critical
Gets A's	May not be motivated by grades

Visually track where your checks are on the document to help the team make a decision about referral for each student. This document is designed to support a decision by reviewing the child's characteristics and need for gifted services, but the decision will ultimately be made by the team; regardless of what this document shows.

Aligns to 2019-2022 AIG Plan
Keep this document in file folder #3 SBCGE Meeting Minutes

WAKE COUNTY PUBLIC SCHOOL SYSTEM

Nomination Form for School Based Committee for Gifted Education

SBCGE Decision

Based upon review of existing data, the SBCGE Team has determined: (Please check one)	
1a. The student is **referred** for further evaluation: (CogAt and Iowa testing) for identification in the AIG program or referred to proceed with portfolio option if you have the data needed for identification. (Continue with Portfolio Referral and Identification decision form when opting for portfolio review.)	
1b. Decision for Central Services nomination students: ❑ **Referred** for further evaluation (CogAT and Iowa testing) ❑ **Referred** for Portfolio Option	
2. The student is **not referred** for AIG evaluation at this time, the student will continue to be challenged within the classroom. **(NOT an option for the Central Services spring nominated students.)** What evidence was used for this decision? Please write below:	
3. The student will be referred for a psychological assessment. There are circumstances under which a psychological evaluation can be accessed for any student.This may include, but is not limited to: ● Students needing individual nonverbal aptitude testing ● Students for whom group testing is not appropriate because of diagnosed medical problems ● Students whose group scores do not reflect the student's performance in the class as measured by a portfolio (all scores <95%ile) ● Students with IEPs or 504 Plans	

The signatures of these SBCGE members agree with the decision indicated above.

Signatures	Title:	Date:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Aligns to 2019-2022 AIG Plan
Keep this document in file folder #3 SBCGE Meeting Minutes

Portfolio Referral and Identification Decision Rubric

WAKE COUNTY PUBLIC SCHOOL SYSTEM

Academically or Intellectually Gifted Program
Portfolio Referral and Identification Decision (Grades 4-8)
USE THIS DOCUMENT IF STUDENT IS CONSIDERED FOR PORTFOLIO EVALUATION

Document Review

Portfolio Identification Decision

Student's Legal Name _____ School: _____

Grade: _____ Teacher: _____ DOB ___/___/___ Prior Notice and Consent for Evaluation Signed: ___/___/___

*Complete green boxes **ONLY IF** you have new testing information after nomination. If data being used is not new, proceed with portfolio process.

***Student Abilities: Most Recent**

CogAT: Year Administered ____/____/____ RIST2: Year Administered ___/___/___ Percentile: _____

Percentile: V___ Q___ VN___ QN___ VQN ___ NNAT3: Year Administered ___/___/___ Percentile: _____

***Student Achievement: Most Recent**

IOWA: Year Administered ___/___/___ Woodcock Johnson IV: Year Administered __/__/__ EOG Year Administered __/__/__

Reading Percentile: ____ Reading Percentile: ____ Reading Percentile: ____
Math Percentile: ____ Math Percentile: _____ Math Percentile: ____

Decision:

Does this student qualify for the AIG Program?

☐ Yes
Area of Identification: ☐ AIG reading ☐ AIG math ☐ AG reading ☐ AG math
☐ No, proceed to the portfolio evaluation

After portfolio evaluation, does the student qualify for the AIG Program? **TOTAL POINTS EARNED: _____Reading _____Math**

☐ Yes
Area of Identification: ☐ AIG reading ☐ AIG math ☐ AG reading ☐ AG math
☐ No, provide Talent Development
☐ No, provide other support Explain: _____

Place this document in file folder #3 SBCGE Meeting Minutes unless identified. Place in brown envelope of the yellow folder if student qualifies for the program.
Updated: 2/07/2020

WAKE COUNTY PUBLIC SCHOOL SYSTEM

Academically or Intellectually Gifted Program
Portfolio Referral and Identification Decision (Grades 4-8)
No Additional Testing Opportunities

Review all available data for evaluation using this rubric. No additional testing will be administered. When available, the student's portfolio must include the information listed in the table below. For a student to qualify for the gifted program, a score of 15 must be obtained.

Tool	Basis of Decision	1 Point (Little Support)	2 Points (Mild-Moderate Support)	3 Points (Strong Support)
Benchmark assessments (assessment given to the whole grade level, subject area or school)	Highest of two, most current data points	Below grade level R M	On grade level or above, but less than one grade above R M	Exceeds grade level expectations by one or more grade level(s) R M
Historical Data	Consecutive data that supports the need for acceleration	Student can receive one point R M		
Locally* or Nationally norm-referenced, aptitude battery	Consider aptitude scores that were obtained from instruments administered during the current and previous school years.	<90 percentile R M	90th percentile-94th percentile R M	≥ 95th percentile R M
Locally*, State or Nationally norm-referenced, achievement battery	Consider achievement scores that were administered during the current and previous school years.	<90 percentile R M	90th percentile-94th percentile R M	≥ 95th percentile R M
Gifted Rating Scale (GRS)	Consider where the selections fall in Intellectual Ability, Academic Ability and Creativity.	Gifted Classification shows Low Probability in Intellectual Ability, Academic Ability or Creativity ☐	Gifted Classification shows Moderate Probability in Intellectual Ability, Academic Ability or Creativity ☐	Gifted Classification shows High or very High Probability in Intellectual Ability, Academic Ability or Creativity ☐
EVAAS predicted score for a student based on past performance	Predicted score for students in 5th-8th grades	<90 percentile ☐	90th percentile-94th percentile ☐	≥ 95th percentile ☐
ACCESS for English Language Learners or other LEP/ELL assessments	English language growth of students who are or were enrolled in ESL program, compared to like peers	Did not make the expected amount of growth at the rate expected ☐	Made growth at the rate expected ☐	The speed of growth exceeded expectations ☐
5 exemplary work samples (Standard addressed must be written on top of each sample and each sample must address a different standard.)	Work samples must have been completed during the current and/or previous quarter.	All samples demonstrate level 1, 2, or 3 work. R M	All samples demonstrate level 3 or 4 work, but most work samples receive a level 3 rating R M	3 or more of the work samples demonstrate level 4 work while all remaining ones demonstrate level 3 work R M

*Obtain information from Central Services

Please distinguish between reading and math with the data. Total Points Earned: _____Reading _____Math

Place this document in file folder #3 SBCGE Meeting Minutes unless identified. Place in brown envelope of the yellow folder if student qualifies for the program.

Updated: 2/07/2020

APPENDIX C

Table C1

New students nominated, referred for evaluation, and identified for AIG from years 2018-19 (baseline year) through 2021-22 (year 3)

	2018-19: Baseline Year			2019-20: Year 1			2020-21: Year 2			2021-22: Year 3			
Race/Ethnicity	**Total K-12**	**# Referred**	**# Identified**	**Total K-12**	**# Referred**	**# Identified**	**Total K-12**	**# Referred**	**# Identified**	**Total K-12**	**# Nominated**	**# Referred**	**# Identified**
White	73,668	4,396	2,508	73,443	3,671	2,259	70,478	2,188	1,747	69,297	3,507	3,337	2,593
Black/African American	36,545	653	215	36,226	629	255	35,440	326	213	35,572	513	445	233
Hispanic/Latino	29,031	561	227	29,914	545	247	29,393	274	206	30,201	469	430	282
Asian	15,001	1,396	948	15,906	1,337	955	16,400	746	620	17,403	1,486	1,377	1,150
Other	6,714	308	143	6,694	276	161	6,691	178	135	6,849	281	264	200
Total	160,959	7,314	4,041	162,183	6,458	3,877	158,402	3,712	2,921	159,322	6,256	5,853	4,458
EL	13,988	184	84	14,771	192	101	14,691	91	69	14,864	194	167	125

Note. Nomination data are only available in 2021-22.

Table C2

Percentage of new students nominated, referred for evaluation, and identified for AIG from years 2018-19 (baseline year) through 2021-22 (year 3)

	2018-19: Baseline Year			2019-20: Year 1			2020-21: Year 2			2021-22: Year 3			
Race/Ethnicity	**Total K-12**	**% Referred**	**% Identified**	**Total K-12**	**% Referred**	**% Identified**	**Total K-12**	**% Referred**	**% Identified**	**Total K-12**	**% Nominated**	**% Referred**	**% Identified**
White	73,668	6.0%	3.4%	73,443	5.0%	3.1%	70,478	3.1%	2.5%	69,297	5.1%	4.8%	3.7%
Black/African American	36,545	1.8%	0.6%	36,226	1.7%	0.7%	35,440	0.9%	0.6%	35,572	1.4%	1.3%	0.7%
Hispanic/Latino	29,031	1.9%	0.8%	29,914	1.8%	0.8%	29,393	0.9%	0.7%	30,201	1.6%	1.4%	0.9%
Asian	15,001	9.3%	6.3%	15,906	8.4%	6.0%	16,400	4.5%	3.8%	17,403	8.5%	7.9%	6.6%
Other	6,714	4.6%	2.1%	6,694	4.1%	2.4%	6,691	2.7%	2.0%	6,849	4.1%	3.9%	2.9%
Total	160,959			162,183			158,402			159,322			
EL	13,988	1.3%	0.6%	14,771	1.3%	0.7%	14,691	0.6%	0.5%	14,864	1.3%	1.1%	0.8%

Note. Nomination data are only available in 2021-22.

Table C3

Across 2018-19 to 2021-22, White and Asian K-12 students were the largest racial/ethnic subgroups with AIG identification

	2018-19: Baseline		2019-20: Year 1		2020-21: Year 2		2021-22: Year 3	
Race/Ethnicity	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
White	17,975	66.8%	17,669	65.7%	16,924	64.8%	16,723	63.5%
Asian	4,773	17.7%	5,032	18.7%	5,073	19.4%	5,470	20.8%
Black/African American	1,598	5.9%	1,586	5.9%	1,534	5.9%	1,508	5.7%
Hispanic/Latino	1,417	5.3%	1,423	5.3%	1,447	5.5%	1,501	5.7%
Other	1,158	4.3%	1,165	4.3%	1,123	4.3%	1,131	4.3%
Total	26,921	100%	26,875	100%	26,101	100%	26,333	100%
EL	112	0.4%	125	0.5%	108	0.4%	176	0.7%

APPENDIX D

Talent Development Guidelines

WAKE COUNTY PUBLIC SCHOOL SYSTEM

Talent Development Guidelines

Our goal with the Talent Development Program is to provide an opportunity for high achieving students to develop gifted characteristics.

Talent Development

Through the process of data collection and analysis, intentional efforts are created to develop and cultivate the potential in high performing students whose strengths are not yet tapped or readily observable. Talent development efforts produce strength-based learning opportunities where teachers can observe and collect data for the purpose of gifted identification.

Talent Development Students

Talent Development students must have gone through the 3D Process for AIG identification and have data that supports being referred. Talent Development students have a need for challenging and enriching opportunities. These students should be on the cusp of identification, but do not qualify through traditional methods such as standardized testing.*

*see 4-8 Identification Process for additional Talent Development information and a link Third Grade Identification.

Transfer Student Option

Transfer students from out of district, without sufficient data, can be tested during the Nomination Process. The purpose of testing this student is to gather additional data in order to determine what services will meet the student's needs. Once the testing is complete, the SBCGE team will use the data collected to determine if a Referral will be made.

Talent Development Service and Options

Talent Development (TD) students must be served with the identified AIG students. A student who is in the Talent Development program can be referred for identification at any time of the year if data supports. A student can be placed in Talent Development in either reading and/or math depending on the student's strengths as indicated through the data discussion. **If a student qualifies for the AIG program in only one subject area after being served in Talent Development for both areas, the SBCGE will continue to monitor data for the second area identification.**

Updated: March 2023

Talent Development Options

Grades 3-5 (required): Talent Development students must be served with AIG identified peers.

Grades 6-8 (required): Options for serving referred students who do not qualify for the AIG program are listed below:

- ❏ Talent Development Pull-out or Push-in Group served with identified students
- ❏ Extensions for classroom during independent work time in Math/ELA class or schoolwide enrichment/remediation blocks
- ❏ Collaborate regularly with teacher about the student's additional instructional needs
- ❏ Flexible Grouping

Talent Development SBCGE Meetings

The SBCGE team will discuss the Talent Development students' BOY, MOY and EOY data throughout the year and add data to the workbook. It is best practice that all Talent Development students be tracked and their data monitored.

Suggestion for structuring SBCGE Talent Development data meetings is as follows:

BOY- all students who are currently placed in Talent Development will be reviewed using any new data (EOGs, formative and summative assessments, 3rd and 4th quarter grades, etc.)
MOY- in addition to the BOY activities, any students who were tested during the Fall Testing Window and/or put through the portfolio process should be reviewed.
EOY- all students who are in Talent Development, additional data will be reviewed. Enter EOG scores when they are received.

Paperwork for Talent Development

All Talent Development paperwork needs to be completed after the identification decision has been made. Required documentation to collect:

- Data collected is documented BOY, MOY and EOG on Workbook Data Form and placed in File 1
- Maroon Talent Development Folder placed in Cumulative Folder
- Talent Development Folder includes:
  - Inspection Log
  - Consent for Referral 1017 Form
  - Consent for Services 1021 Form
  - Original, Not Recommended ISP
  - 3D form (portfolio) if applicable

The maroon folder should be placed in the back of the student's cumulative record

Updated: March 2023

WAKE COUNTY PUBLIC SCHOOL SYSTEM

Wording for Talent Development Students ISPs, grades 3-8
After you've created your ISP: If the student qualified: ● Select Portfolio tab above the Comment Box ● Input the data collected/used for the portfolio on the portfolio tab. ● After the portfolio information (words that populate), type, **"The SBCGE recommends this student for AIG reading and/or math. He/She scored ___ or more points on his/her portfolio in math and/or reading."**
If a student only qualifies in one area, but will be served in Talent Development for the other area, state: ● Select Portfolio tab above the Comment Box ● Input the data collected/used for the portfolio on the portfolio tab. ● After the portfolio information (words that populate), type, **"The SBCGE recommends this student for AIG reading and/or math. He/She scored ___ points on their portfolio in math and/or reading. The SBCGE does not recommend this student for AIG reading and/or math. He/she will be served in Talent Development in ____ (subject). Services will begin on_____(date)"**
If the student did not qualify: ● Select the Portfolio Identification box. ● Input the data collected/used for the portfolio on the portfolio tab. ● In the Comment Box, type, **"The SBCGE does not recommend this student for AIG reading and/or math. He/She scored ___ points on their portfolio in math and/or reading. He/She will participate in Talent Development in_____(subject) and services will begin on ____ (date)."**

Updated: March 2023

WAKE COUNTY PUBLIC SCHOOL SYSTEM

Decision: Recommended AIG/AG/IG in one area, Talent Development in other Subject Area

If the SBCGE has reviewed the data and decided to identify the student in one subject area, but serve the student in Talent Development in the other subject area, then follow this procedure.

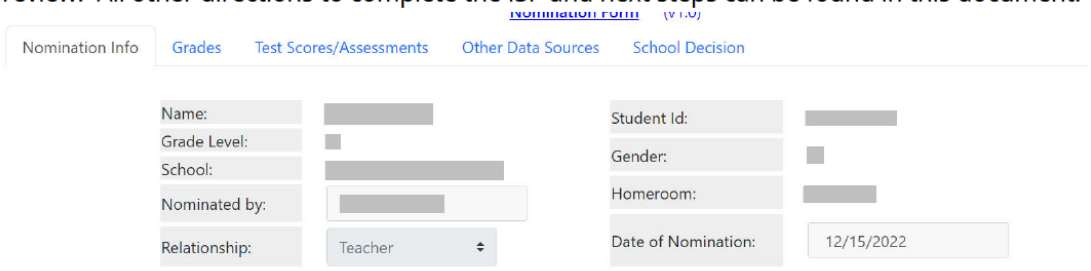
- Create yellow folder as described above
- In the brown envelope, place all Talent Development documents (all documents that would go in a maroon folder if the student did not qualify in one subject area)

From Talent Development to Identification

If a referred student does not qualify for AIG, this student will be served in Talent Development. Review Talent Development students' data at BOY, MOY and EOY using the TD Data Review workbook as a guide.

- After the SBCGE Talent Development Data meeting, if the data now supports identification, gather the 1017 (Consent for Referral) Teacher and Parent checklists (if the original checklists are over a year old) and create a new ISP.
- At the top of the ISP, select **Re-evaluation**. (see picture below)
- If this identification is second area, select "Second area of identification" and subject
- In the Reason Box type "Talent Development Data Review."
- The date would be when the student originally started Talent Development.

Complete the rest of the ISP as you would any portfolio ISP and submit for administrative review. All other directions to complete the ISP and next steps can be found in this document.



Updated: March 2023

WAKE COUNTY PUBLIC SCHOOL SYSTEM

Talent Development Students Moving to Middle School

Elementary Teachers

- In the Quarter 4 Tab in the Workbook, you'll need to click on the 5th grade EOY Talent Development Data page.
- The 5th grade EOY Talent Development Data Talk information discussed during the last SBCGE meeting in which these students were discussed will need to be placed in the workbook for Quarter 4, so the data can be shared with middle school teachers.

Middle School Teachers

- Once you receive an email from ALS with your TD student list, begin to collect data and prepare for your SBCGE meeting to discuss Talent Development students and portfolios.

Updated: March 2023

APPENDIX E

Table E1

In 2019-20, AIG teachers scheduled an average of 106 and 132 minutes of direct math and ELA services per week, respectively, to their **4th-grade** Talent Development (TD) students

Area of Direct Services	Avg. Minutes per Week	Range
Math	106	0-300
ELA	132	45-300
Unspecified	98	60-135

Note. N = 24 elementary schools. There was a range in specificity of how teachers filled out their workbook schedules. Most of the sample of teachers specified grade and class; however, some did not specify the class. Data show teachers' average weekly time spent providing services across all their TD students, not the average time spent with each student.

Table E2

In 2019-20, AIG teachers scheduled an average of 93 minutes of direct math and ELA services per week to their **3rd-grade** Talent Development (TD) students

Area of Direct Services	Avg. Minutes per Week	Range
Math	93	30-150
ELA	93	60-120
Math/ELA	75	n/a

Note. N = 24 elementary schools. There was a range in specificity of how teachers filled out their workbook schedules. Most of the sample of teachers specified grade and class; however, some did not specify the class. Data show teachers' average weekly time spent providing services across all their TD students, not the average time spent with each student.

APPENDIX F

School Based Committee for Gifted Education Running Agenda Template

WAKE COUNTY PUBLIC SCHOOL SYSTEM

SBCGE 2022-2023 Running Agenda

Meeting Dates and Bookmark Links:

August	September	October	November	December	January
February	March	April	May	June	

Meeting Topic: **Meeting Date and Time:** **Meeting Location:**	
Quick Reference Links:	
The Norms of Collaboration:	**Procedural Norms:**
IALS Resolve Goal: 70% of students will respond to intervention or advanced learning instruction as measured by accelerated growth in student plans aligned to district expectations.	

Select Desired Outcome(s): (You may want to select more than one option.)

TIPS (Use dropdown box below)	Identification Support
Review Data and Identify the Problem	Student Referrals

What - Why	Who	Time	Notes
Introduction to meeting Agenda review Purpose Roles clarification	AIG teacher	Minutes	**Meeting Roles:** Recorder: Time Keeper: Norm Keeper: **Members Present:**
PLT Report You may want to remove this section during identification discussions.	AIG teacher	Minutes	
Desired Outcome Item(s)	Team	30-40 minutes	
Meeting Evaluation	Team	Minutes	**Decisions made:** **Questions we have:** **Next Steps:** **Next Meeting and Topic:**

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