

Durham Public Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2016-2019

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Durham Public Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and relate to the categories related to NC's AIG legislation, Article 9B (N. C. G. S. 115C-150.5). These best practices help to clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs.

As LEAs continue to transform their AIG Programs to align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2016-2019. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2016-2019, Durham Public Schools local AIG plan is as follows:

Durham Public Schools Vision for local AIG program: The Department of Advanced Academics within Durham Public Schools will discover, cultivate, and develop the potential of every student through designing, guiding, and promoting rigorous programs that challenge and develop the gifts in all learners.

Sources of funding for local AIG program (as of 2016)

State Funding	Local Funding	Grant Funding	Other Funding
\$1784030.00	\$1264278.00	\$0.00	\$0.00

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Standard 1: Student Identification

The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.

Practice A

Articulates and disseminates the procedures for AIG student identification, including screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large.

District Response: The DPS Advanced Academics Department has clear, comprehensive, and equitable screening, referral, and identification procedures through all Durham Public Schools. AIG Specialists work with their school based AIG Leadership Team to ensure information regarding the referral and procedures for identification is shared with school personnel, parents/ families, students, and the community-at-large through various forms of media throughout the academic year.

A clear description of each of the following is embedded within the local AIG plan and is made available to the public on the Advanced Academics Departmental Website Page:

- Screening
- Referral and nomination procedures for the AIG program, including transfer students
- Identification procedures at the school and district level

In addition, each school's AIG Leadership Team has an intentional process of disseminating information to their school personnel, students, and parents/families. Actions may include, but are not limited to, linking information from the school website to the AIG Departmental district website, presenting information at Open House about the AIG program and its components, sharing an AIG overview powerpoint to the staff and parents at the beginning of the school year, and providing an AIG information pamphlet to all parents.

Practice B

States and employs multiple criteria for AIG student identification. These criteria incorporate measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both non-traditional and traditional measures that are based on current theory and research.

District Response: North Carolina's state definition of AIG Students, Article 9B, (N.C.G.S. § 115C-150.5), states that "Academically or Intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor."

Durham Public Schools utilizes identification pathways in alignment with Article 9B. Each student

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nominated for the Academically or Intellectually Gifted Program in the Durham Public Schools System is reviewed using multiple criteria for student identification. Quantitative and qualitative measures that reveal student aptitude, achievement, or potential to achieve are part of each student's comprehensive profile.

Intellectually Gifted (IG)

Students who are identified as Intellectually Gifted have an age level composite score of 96% or above on a nationally normed aptitude/ability test, but do not have supporting achievement criteria. IG students will have an Individualized Differentiated Education Plan (IDEP) to support their needs.

Academically Gifted (AG)

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

- composite or subscore at or above the 90th percentile on a nationally normed achievement test in

Reading and/or Mathematics

- EOG/EOC/BOG score at or above the 85% or a minimum of three performance artifacts* that support the student's advanced ability/ achievement and need for AIG services in that field

**Artifacts can be both quantitative and qualitative in nature, showing clear supporting evidence for student identification. Artifacts may include, but are not limited to the following: teacher rating scales that indicate gifted characteristics in learning, creativity, leadership, and adaptability with anecdotal notes; interview using district rubric; above grade level work products; student writing reflections; interviews; outstanding achievement outside of the classroom; ESL progressions; and other standardized assessment measures.

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

Academically and Intellectually Gifted (AIG)

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

- composite or subscore at or above the age level 90th percentile on a nationally normed aptitude/ability test

And one of the following:

- composite or subscore at or above the 90th percentile on a nationally normed achievement test in

Reading and/or Mathematics

- EOG/EOC/BOG score at or above the 85% or a minimum of three performance artifacts* that support the student's advanced ability/ achievement and need for AIG services in that field

**Artifacts can be both quantitative and qualitative in nature, showing clear supporting evidence for student identification. Artifacts may include, but are not limited to the following: teacher rating scales

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that indicate gifted characteristics in learning, creativity, leadership, and adaptability with anecdotal notes; interview using district rubric; above grade level work products; student writing reflections; interviews; outstanding achievement outside of the classroom; ESL progressions; and other standardized assessment measures.

Students identified as Academically and Intellectually Gifted will have a Differentiated Education Plan/DEP unless a strong need for further individualization is required.

Identification

Students in kindergarten through twelfth grade may be formally identified for academically and/or intellectually gifted services when there is a demonstrated need for differentiated services. Students will be screened using nationally normed aptitude and achievement tests, supported by a portfolio of artifacts.

Transfers within the Durham Public Schools System

Students transferring from another school within the Durham Public Schools system maintain their identification. The DEP/IDEP will need to be reviewed to ensure continuity of services or revised to match the service options offered at the receiving school. A new DEP will be developed by the receiving school's AIG Specialist and classroom teacher(s) and a conference with the parents to sign should follow in a timely manner.

Placement Process for Transfer Students Outside of DPS

When AIG students enroll in the Durham Public School System from another LEA, the parent/guardian will present all physical information regarding the student's identification for differentiated services to the receiving school. If this documentation is not available by the parent, the AIG Specialist or other designee should contact the student's previous school to request such documentation. The AIG Specialist will send a Transfer Letter and Parent Handbill to the parents, notifying them of temporary services until the AIG Leadership Committee has received all data to make identification and DEP decisions.

The AIG Specialist and AIG Leadership Committee will review available records to determine prior types of differentiated services, then match available service delivery options to the student's learning needs.

Students should receive temporary services for up to an academic year while the AIG Leadership Committee reviews available records and collects any additional data as needed for students who may not initially meet DPS AIG identification criteria. (This might include observations and/or work samples for students.) If needed, the District Review Team may be consulted to ensure appropriate match of services.

Practice C

Ensures AIG screening, referral, and identification procedures respond to traditionally under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

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District Response: A greater awareness of students from traditionally underrepresented populations of the gifted who show a need or the potential need for differentiated services is an ongoing focus for Durham Public Schools. As the school system's diverse population continues to increase, the Office of Advanced Academics strives to have identification numbers reflective of the changing demographics. The process used to identify students in need of gifted services is ongoing, reliant on multiple measures, free of bias, and non-exclusionary.

AIG Specialists and classroom teachers work throughout the academic school year to refer students in multiple ways. In the spring, all second-grade students are assessed using the Cognitive Abilities Test (CogAT). When scores are returned, a district-wide meeting is held with AIG Specialists, school counselors, classroom teachers, and school-based instructional facilitators to review available scores, identifying students who show clear evidence of needing AIG services or who show the potential for needing AIG services.

As a deeper awareness of the characteristics of gifted children beyond standardized test scores continues with all school personnel, an increase in referrals from the traditionally underrepresented populations should continue to emerge. AIG Specialists will support teachers in the early recognition of outstanding potential in children from all populations and share opportunities for cultivating potential in these students. In addition, the Exceptional Children's Department will provide professional development to AIG Specialists to give further recognition of students who are twice-exceptional.

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

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

- Cognitive Abilities Test (CogAT)
- Iowa Test of Basic Skills (ITBS)
- Otis Lennon School Ability Test (OLSAT)
- Naglieri Nonverbal Ability Test (NNAT)
- North Carolina End of Grade Tests
- North Carolina Beginning of Grade Tests
- North Carolina End of Course Tests
- Woodcock Johnson IV, Tests of Achievement
- Wechsler Intelligence Scale for Children — Fourth Edition (WISC-IV)
- Other nationally normed standardized tests as approved by the Testing and Accountability Office

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

- In accordance with Programs for Exceptional Children, students with an Individual Education Plan (IEP) will be provided with appropriate accommodations and modifications as directed by the IEP.

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- In accordance with Section 504 of the Rehabilitation Act and the Americans With Disabilities Act, students with a 504 Plan are tested as directed by the 504 Plan with appropriate accommodations and modifications.

Non-traditional assessments for consideration may include, but are not limited to, the following:

- Performance-based assessments
- Checklists
- Portfolios
- Observations
- Gifted Behavior Scale Checklists
- Individual work products with evaluation rubrics
- Literacy Assessments
- Anecdotal/Case Studies
- Student interviews with rubric

To further assist in identifying under-represented students in Durham Public Schools, an AIG district review team has been established. Members give a more comprehensive look at nominations from each school to ensure reflection of school demographics and support non-traditional measures to identify students for identification or service options through the program.

Practice D

Implements screening, referral, and identification processes consistently within the LEA.

District Response: Processes and procedures are in place to ensure reliable and consistent screening, referral, and identification within all Durham Public Schools. Standard and frequent communication with AIG Specialists is key to ensuring uniform adherence.

The Office of Advanced Academics will provide ongoing education on the characteristics of gifted children from all populations, as well as traits that can obscure gifted behaviors. AIG Specialists are expected to conduct and participate in Professional Learning Communities and other staff initiatives to decrease stereotypical perceptions of the gifted student and increase the awareness of atypical gifted learners. Students can be referred and reevaluated each year.

The Office of Advanced Academics works in conjunction with the EC Department to provide professional development sessions for classroom teachers to recognize and refer twice-exceptional students - those showing giftedness in one area with learning difficulties present in other areas.

Student screening is an active process occurring throughout the calendar year as AIG Specialists monitor students' need for specialized services. During the K-2 nurturing services, AIG Specialists work with all students and teachers creating an awareness of students strengths and possible need for advanced learning.

Each spring, all second grade students in the district are screened with the Cognitive Abilities Test/CogAT. Results from the CogAT are carefully reviewed for students reflecting strong

performance or the potential to show strong performance and possible AIG referral.

Students in grades 3-8 are screened using quantitative measures such as End of Grade testing results and EVAAS predictions, as well as qualitative measures including academic enrichment opportunities.

Partnering with Research and Accountability, the Director of Advanced Academics, along with high school representatives, reviews testing results for students in grades 9-12 to look for students who show a need for identification.

Referrals for AIG identification is an ongoing yearly practice and can be made by classroom teachers, administrators, parents, peers, self, or AIG Specialists. Referrals are based on classroom performance, standardized testing scores, and observations.

To ensure consistency across the district, training with AIG Specialists occurs at the beginning of the year, with refresher mini-sessions throughout the year. AIG Specialists adhere to a flow chart outlining each step and the form that is to be utilized during the nomination, referral, and identification process. AIG Specialists send a copy of each child's summary evaluation report and the recommendation of the AIG Committee to the Coordinator of Advanced Academics. The Coordinator enters all identification into PowerSchool, allowing an additional review that processes are being followed.

Practice E

Maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with parents/families.

District Response: The Office of Advanced Academics has established processes and procedures for each step of the referral, nomination, identification, and service matching process. AIG Specialists follow a consistent checklist to ensure all documentation is completed, shared with parents and other stakeholders as needed, and maintained in students' individual confidential folders which are started upon nomination.

The following paperwork is maintained within each student's folder:

- Signed Consent for Assessment
- Individual Testing Protocols
- Summary Results of Evaluation with parent signature
- Other supporting documents as applicable (portfolio of evidence, student information form, etc.)
- Student's DEP/IDEP with parent signature

This documentation is available for annual review with parents/families and during additional times of need, such as reevaluation of a student for add-on identification or change in service delivery options.

Ideas to Strengthen the Standard: -Continue developing the Portfolio of Evidence and educating

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staff members on their role in developing and supporting it.

- Ongoing training sessions and information sessions
- Consistent monitoring of all available data

Sources of Evidence: -AIG Child Count, November and April

- DPS identification forms
- Advanced Academics brochure
- Flowcharts for identification, referral, testing procedures, etc.
- AIG Specialist Handbook
- Parent Handbill
- Individual student documentation folders

Standard 2: 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.

Practice A

Adapts the NC Standard Course of Study (SCOS) K-12, to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate through the use of differentiation strategies, including enrichment, extension, and acceleration.

District Response: In Durham Public Schools, gifted education programming exists within the framework of the Teaching, Learning and Leadership Department. As such, general education classroom teachers have the responsibility to plan, prepare, and implement appropriate differentiated instruction for all students. AIG Specialists collaborate with classroom teachers to offer a challenging and relevant curriculum based on the North Carolina Standard Course of Study that meets the diverse needs of gifted learners at all grade levels.

Differentiated curriculum developed by the AIG Specialists and classroom teachers begins with the North Carolina Standard Course of Study and is then modified through content, process, product, learning environment, and affect with the needs of high achieving learners in mind. AIG students are challenged to make deeper connections, broaden understandings, and experience rigor and challenge. Enrichment and extension learning activities of the North Carolina Standard Course of Study are achieved as classroom teachers and AIG Specialists use pre- and on-going assessments to further direct their instruction.

At the elementary school level, curriculum is differentiated in all subject areas, with a primary focus on meeting the needs of students identified in Mathematics and/or English/Language Arts. When a body of evidence is appropriate, single-subject or whole-grade level acceleration is available.

Middle school adapts the mathematics curriculum by offering courses such as 6th plus (6th and half of 7th grade math curriculum), 7th plus (7th and half of 8th grade math curriculum), and Math 1 (high school course). The advanced English/Language Arts courses adapt the curriculum through use of enhanced conceptual understandings. English I, a ninth grade course, is an option for students performing at the highest level in eighth grade.

High School Honors and Advanced Placement courses are designed for adapting the curriculum with greater depth, breadth, and complexity to course objectives. When an academic need is greater than can be offered within the regular classroom setting, multiple opportunities exist for students, such as dual enrollment and Credit by Demonstrated Mastery.

Practice B

Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles, to address a range of learning needs at all grade levels.

District Response: To respond to students' unique learning needs and continue cultivating potential in all students, AIG Specialists and classroom teachers of advanced classes use multiple instructional strategies.

At all levels, classroom teachers differentiate to further respond to students' academic and social/emotional needs through, but not limited to, the following instructional strategies: Curriculum Compacting, Tiered Assignments, Socratic and Paideia Seminars, Critical Thinking, Choice Boards, Project-Based Learning, Problem-Based Learning, Higher-Order Questioning, and Flexible Grouping.

At the elementary school level, principals are encouraged to implement cluster grouping within grade levels of identified students. Clustering of AIG students (defined as a group of 5-7 identified students) allows students of similar interests, readiness, and abilities to work together. AIG Specialists extend these instructional strategies through weekly push-in and pull out services.

At the middle school level, AIG specialists collaborate with teachers of advanced English/Language Arts and math courses to ensure the above listed strategies are implemented. Modeling lessons that emphasize these best practices is another method to aid teachers in instructional delivery.

At the high school level, Advanced Academics Lead Teachers collaborate with colleagues to implement best practices for gifted and advanced students in Honors and Advanced Placement courses. Teachers of Advanced Placement courses must submit, and have authorized, a course syllabus which includes the effective instructional strategies which meet the needs of advanced learners. This syllabus is part of the AP Course Audit process for College Board.

Practice C

Selects and uses a variety of research-based supplemental resources that augment curriculum and instruction.

District Response: In order to appropriately challenge learners, it is critical that DPS continues to identify, create, and use a variety of authentic resources to extend, enrich, and supplement the curriculum district-wide. To ensure that this practice is ongoing, AIG Specialists are introduced to resources and provided the time to explore them during monthly Professional Learning Communities (meetings).

Resources utilized by the school district that complement the units of study include:

- William and Mary English/Language Arts units (Grades 2-8)
- Mentoring Mathematical Minds units (Grades 1- 5)
- The Word Within the Word (Vocabulary series for grades 3-8)
- U-Stars (Cultivating potential through science and literacy for grades K-3)
- Novel sets (Grades 2 - 8)
- Jr. Great Books (Grades K- 5)
- College Board resources and Support materials (Grades 9-12)
- Pre-AP strategies (Grades 6-12)
- Variety of online resources promoted by district level content specialists (Grades K-12)

- ☐ Sandra Kaplan's Depth and Complexity (Grades K-12)
- ☐ Costa's Levels of Questioning (Grades K-12)
- ☐ Making Thinking Visible (Grades K-12)
- ☐ Mindsets in the Classroom (Growth Mindsets for Grades K-12)
- ☐ AIG~IRP lessons

AIG Specialists, AP Teachers, and classroom teachers of advanced learners are encouraged to attend professional development opportunities focused on instructional resources that can be shared with other teachers in the district.

Practice D

Fosters the development of 21st century content and skills an advanced level.

District Response: The Advanced Academics Department will ensure that all DPS students have access to programs and courses that enhance and broaden opportunities for College and Career success. To achieve this, collaboration with the Teaching, Learning, and Leadership content specialists will lead to further development of curricular resources which foster 21st century content and skills.

AIG Specialists meet monthly to develop opportunities for students to practice these skills in the AIG programs at their schools. These experiences include advanced research skills, communication for/with authentic audiences, real world problem solving, higher order critical thinking, collaboration, and creativity.

Practice E

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

District Response: Through the district's implementation of the Teaching, Learning, and Leadership Framework, formative assessments are ongoing and impact classroom instruction. Through this, teachers are aware of students who may be struggling with a concept/skill to respond with appropriate differentiated instruction. As well, students who have mastered a skill or concept are appropriately challenged. For these reasons, DPS Advanced Academics will continue to promote a mindset that values formative instruction for differentiation purposes.

A variety of summative and formative assessment data is available to teachers and AIG Specialists (mClass, iReady, benchmarks, Schoolnet assessments [CDAs] EOG/EOC) for review as they monitor the impact of AIG services in their schools.

Advanced Academics will continue to work with MTSS at the individual school and district levels to ensure review of ongoing assessments and that advanced learners are a part of the process.

AIG Specialists and classroom teachers review data in weekly school PLCs and monthly district PLCs to guide and drive instruction. This data also includes informal assessments such as exit tickets,

journal responses, and observations to further develop flexible grouping and curriculum to meet the needs of all students.

Practice F

Creates affective curricular and instructional practices which support the social and emotional needs of AIG students.

District Response: The social and emotional needs of gifted students continues to be an area of focus as the needs of advanced students are wide and varying. There are several ways that school staffs are able to provide this support in DPS.

Through the practice of cluster grouping, AIG Specialists and classroom teachers are able to facilitate instruction with small groups of like-minded students. When elementary school AIG Specialists work with advanced students in pull-out situations, curricular practices that meet the social and emotional needs of advanced learners can be used.

Middle school AIG Specialists work with advanced students on goal setting and are able to explore social and emotional issues through elective classes at some schools. Others partner with honors classroom teachers to provide strategies and materials or co-teach to serve this need within a core class.

Under-represented populations and students with dual exceptionalities may show a greater need for support. Advanced Academics partners with other departments within the Teaching, Learning, and Leadership Department to discuss strategies and programs for these students which may include, but are not limited to ESL and Gifted, Females and Gifted, African-American Males and Gifted.

Curriculum development by the AIG Specialists includes books and scholarly articles that can be used to address the unique social and emotional issues of gifted students, such as perfectionism, underachievement, depression, and peer relationships. Seminars and reflection writings allow students time to connect their personal feelings to the complex emotional issues expressed in the text and dialogue.

All AIG Specialists have explored the books Growth Mindset and Mindsets in the Classroom based on the work by Dr. Carol Dweck. Bulletin boards throughout the schools continue to promote awareness of key understandings and display the qualities of a growth mindset, as well as the "power of yet" when confronted with challenges. Curriculum lessons and seminars will continue to build upon the growth mindset philosophy.

Advanced Academics collaborates with Student Support Services to provide professional development in the area of giftedness. Joint meetings with specialists and counselors allow them to have discussions regarding areas of need such as test anxiety, career choices and future planning, to ensure a school team approach for creating programming that will meet the social and emotional needs of advanced learners in a school.

Beginning with the 2016-2017 school year, Advanced Academics Lead Teachers at the high schools will explore ways to partner with Support Services and fellow teachers on the needs of gifted and

advanced learners in their schools.

Practice G

Cultivates and develops the potential of young (K-3) students through purposeful and intentional strategies and differentiated curriculum and instruction.

District Response: Students enter Durham Public Schools with a wide range of experiences. With this in mind, students need to be exposed to an enriched curricular environment and experience in the early years. DPS will continue to provide opportunities for all K-2 students* to cultivate problem solving skills and thinking skills through advanced mathematical and literary experiences.

Throughout the year, a balance of whole group instruction and small group instruction is facilitated in each primary grade classroom by the AIG Specialist. The instruction may include curriculum based on critical thinking skills, advanced literacy, mathematical problem solving, and/or U-Stars. Moving between whole group and small group instruction each academic quarter allows ongoing opportunities for all students.

During the whole group lessons, classroom teachers observe their students using a matrix to record observations. As a body of evidence emerges that supports flexible, small group instruction for students showing outstanding potential, the AIG Specialists works with them for a few weeks, then begins whole group lessons again.

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

Practice H

Collaborates with AIG personnel and other professional staff, including regular education teachers, special education teachers, other instructional staff, and administrators, to develop and implement differentiated curriculum and instruction.

District Response: In order to reach the wide range of academic and intellectual needs each gifted learner possesses, collaboration among all personnel is essential. A team of experts is needed to make sure every aspect of a student's needs is being met in an equitable, efficient, and effective manner so that student engagement and learning can be maximized.

AIG Specialists meet monthly in a district-wide PLC to develop curriculum units which align with district unit maps and include differentiated strategies for implementation. In addition, AIG Specialists meet with grade level teams at their schools to further develop and share these strategies to enhance gifted learning throughout the school day. During these weekly team meetings, Instructional Facilitators and administrators are present for further collaboration.

AIG Specialists collaborate with EC and ESL teachers to give specific attention to twice-exceptional learners and English Language Learners who are identified as gifted.

Plans developed at the district-wide monthly network meetings contribute to the collaborative work between AIG personnel and other stakeholders.

Practice I

Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, provide a continuum of services, and support school transitions.

District Response: An annual review is conducted with parents/families for each elementary and middle school AIG student to ensure appropriate services are matched to student needs; however, AIG students at the high school level have not had an annual review of their Differentiated Education Plan (DEP) or Individualized Differentiated Education Plan (IDEP).

During the annual review, which occurs within the first thirty days of school, parent/families look at student performance and the appropriate match of gifted services for the upcoming school year. The identification process is reviewed if a student is showing potential or achievement for adding an additional area of identification. For example, a student identified as Academically Gifted in Reading has shown the potential or performance to be nominated for add-on identification in the academic field of mathematics. Consent for re-evaluation may take place at this meeting or at a later date.

The match of services is based on student progress reports, report cards, standardized achievement test scores, and/or informal assessment data. Parents, classroom teachers, and the AIG Specialist will indicate any change in services on DEP/IDEP before signing.

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

Advanced Academics will continue to work at the high school level to ensure an annual review process is implemented. The annual review will be conducted by a counselor, AP Coordinator, or Advanced Academics Lead Teacher.

Ideas to Strengthen the Standard: -Collaborate with curriculum specialists in creating strategies and populating the Teaching and Learning Framework

- Professional Learning Community content time each month
- Google Docs for content ideas per grade level, per subject
- Fall Expo to highlight Advanced Academics
- AIG Summary Reports
- Advanced Academics to continue presenting at Instructional Facilitator meetings
- Advanced Academics presenting during Learning and Leading Networks (L2N)

Sources of Evidence: PLC agendas, minutes, sign-in sheets
School/Class drop-ins

AIG Summary Reports
Four-year plans
Six-year plans

Standard 3: 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.

Practice A

Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

District Response: Durham Public Schools employs an AIG licensed Director of Advanced Academics and an AIG licensed Coordinator of Advanced Academics. Working together as the Office of Advanced Academics, they oversee the programs and advanced courses offered in DPS, K-12. Responsibilities include, but are not limited to the following, to ensure fidelity of AIG programming:

[] Develop, lead and monitor the implementation of the district's local Academically and/or Intellectually Gifted (AIG) plan to improve student achievement and growth, K-12.

[] Provides support to DPS schools and District regarding best practices in identification, differentiated curriculum and instruction, and services for academically and/or intellectually gifted students.

[] Creates comprehensive programming to support students in higher level and advanced courses to ensure success.

[] Assists Professional Learning Communities (PLCs), administration, counselors and other Instructional Facilitators with analysis, interpretation and use of data for instructional and program planning including results from district, state, and national assessments (EOG, EOC, AP, PSAT, SAT/ACT, Pre-ACT).

[] Collaborates with the counselors, teachers, and administration to support the needs of all AIG students.

[] Supports principals, AIG Specialists, and Advanced Academics Lead Teachers in guiding teachers in the differentiation of instruction and pre-AP strategies for AP/Honors classes.

[] Design, customize and conduct district professional development based on data and needs assessment for gifted and advanced learners.

[] Establishes and maintains accurate and efficient records, including all budget and personnel reports, necessary for compliance with the Office of Advanced Academics, Durham Public Schools, and in alignment with the NC AIG Program Standards.

[] Maintains communication with all stakeholders through a variety of correspondence, including newsletters.

- Communicate and collaborate effectively with all levels of the organization to achieve the district vision.
- Serve as Advanced Academics liaison between the school system, parents and community.
- Develop and foster collaborative relationships with universities, businesses and other community groups.
- Oversee the roles and responsibilities of all AIG Specialists and AIG Lead Teachers.

Practice B

Ensures that AIG-licensed specialists are engaged in tasks which explicitly address the academic, intellectual, social, and emotional needs of gifted learners.

District Response: Each elementary and middle school in Durham Public Schools has an AIG Specialist to oversee the AIG program. In alignment with the NC Program Standards (State Board of Education Policy GCS-U-000 – October 2015) and the current Durham Public School System's AIG Plan, all AIG Specialists in Durham Public Schools will:

- Have AIG Licensure or be enrolled in an AIG Licensure Program with an Institute of Higher Education.
- Oversee the implementation of the district's AIG Plan in the school and meet with school leadership weekly or bi-weekly as determined by administration.
- Adapt the NC Standard Course of Study (SCOS) K-12, to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate through the use of differentiation strategies, including enrichment, extension, and acceleration.
- Employ diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles to address a range of learning needs at all grade levels.
- Select and use a variety of research-based supplemental resources that augment curriculum and instruction.
- Foster the development of 21st century content and skills at an advanced level.
- Use on-going assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.
- Create affective curricular and instructional practices which support the social and emotional needs of AIG students.
- Cultivate and develop the potential of young (K-3) students through purposeful and intentional

strategies and differentiated curriculum and instruction.

[] Collaborate with AIG personnel and other professional staff, including regular education teachers, special education teachers, other instructional staff, and administrators, to develop and implement differentiated curriculum and instruction.

[] Attend and participate in monthly AIG Professional Learning Communities which will include the development of differentiated curriculum for gifted students.

[] Develop and document a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP). This document is reviewed annually with parents/ families to ensure effective programming, provide a continuum of services, and support school transitions.

[] Facilitate the school's AIG Leadership Committee which meets monthly to discuss, review, and refine the local AIG program/plan and advocate for the needs of gifted students from all populations at all grade levels.

[] Develop partnerships with parents/families and the community that are intentional and meaningful to support the academic, intellectual, social, and emotional needs of gifted students. The AIG Specialist will facilitate the school's AIG Partnership Committee which meets at least quarterly to discuss, review, and refine the local AIG program/plan and advocate for the needs of gifted students from all populations at all grade levels.

[] Encourage extra-curricular programs and events that enhance and further develop the needs and interests of AIG students. This may include coordinating professional learning and/or training for advisors of enrichment activities such as, but not limited to, MathCounts, Spelling Bee, Science Olympiad, Speech and Debate, National Junior Honor Society, and Odyssey of the Mind.

[] Implement student screening, referral, and identification processes consistent with the district's AIG plan.

[] Maintain accurate and appropriate records related to gifted education procedures which include AIG files, documentation for AIG plan, and PowerSchool.

[] Create and implement a plan for regular communication in various forms (i.e. active maintained website, newsletter, email listserv, etc.) with parents and families of AIG students.

Practice C

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.

District Response: Specific and appropriate professional development requirements have been established for all personnel involved in AIG programming and services. These opportunities for training/sharing include, but are not limited to the following:

-Annual-

District Leadership

- o Overview of the DPS AIG Plan

-Each Semester-

School Counselors

- o Overview and understanding of DPS AIG Plan with a focus on the unique social and emotional needs of AIG students
- o Strategies for addressing the social and emotional needs of all AIG students (including twice-exceptional and ESL)
- o Understand and implement effective scheduling practices that meet the needs of AIG students (4 year–6 year plans of study)
- o Ensuring high achieving students, along with AIG students, are given opportunity for taking Advanced Placement Classes
- o Knowledge of screening, referral, and identification practices

EC and ESL Department – District Leaders and Teaching Staff

- o Overview and understanding of DPS AIG Plan as it relates to twice-exceptional and ESL students
- o Understanding of the unique social and emotional needs of AIG students
- o Strategies for addressing the social and emotional needs of all AIG students (including twice-exceptional and ESL)
- o Knowledge of screening, referral, and identification practices
- o Understand appropriate instructional practices for AIG and 2E/ESL students

-Quarterly-

School Based Administration – Principals and Assistant Principals

- o DPS AIG Plan with a focus on NC AIG Program Standard Two: Differentiated Curriculum and Instruction
- o DPS AIG Plan with a focus on NC AIG Program Standard Three: Personnel and Professional Development
- o DPS AIG Plan with a focus on NC AIG Program Standard Four: Comprehensive Programming within a Total School Community
- o DPS AIG Plan with a focus on NC AIG Program Standard One: Student Identification

-Monthly-

AIG Specialists and AIG Licensed Classroom Teachers

Ongoing professional learning and collaboration on the following:

- o Differentiated Curriculum and Instruction – appropriate for AIG and high achieving students

- o Personnel and Professional Development
- o Comprehensive Programming within a Total School Community
- o Social and emotional needs of AIG students and strategies for working with AIG students
- o Current research and practices in gifted education

Instructional Facilitators

Ongoing professional learning and collaboration on the following:

- o Differentiated Curriculum and Instruction – appropriate for AIG and high achieving students and ALL students
- o Current research and practices in gifted education

Practice D

Places AIG students in general education classrooms with teachers who have earned an AIG add-on license from an Institute of Higher Education (IHE) or who have met the LEA's professional development requirements for that position.

District Response: For over ten years, the Office of Advanced Academics has partnered with local Institutes of Higher Education to provide AIG Licensure Cohorts. Since that time, over 500 educators have completed the 12 graduate level hours and obtained AIG add-on licensure.

The Office of Advanced Academics works collaboratively with principals to ensure the appropriate placement of AIG students with teachers who have AIG Licensure. AIG Specialists and members of the AIG Committee work collaboratively with administration to cluster identified students and schedule services to reflect academic needs of the students.

At the high school level, DPS requires that teachers of Advanced Placement classes experience training through an AP Summer Institute before teaching the course. If there is an obstacle to attending training, the district provides mentor support and workshop training until the teacher is able to attend. Redesigned classes require this attendance. Further, AP teachers submit their syllabi through the College Board Course Audit process to be authorized. This authorization must be in place for students to earn AP credit.

Beginning with the 2016-2017 school year, Advanced Academics will partner with Teaching, Learning and Leadership Specialists to implement a district honors portfolio process which will span three years. The plan prioritizes certain classes each year, as well as outlines professional development for the teachers.

Practice E

Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education.

District Response: Durham Public Schools has an ongoing initiative known as Graduate Durham. Within this initiative rests the Superintendent's goals: Increase the Graduation Rate, Decrease

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Suspension Rates, Increase Student Achievement, and Decrease the Drop- Out Rate. As a part of this initiative, the Teaching, Learning, and Leadership Department has developed the Teaching and Learning Framework to guide the district's curriculum and instruction work, in which Advanced Academics aligns and offers professional development that supports the framework, such as effective questioning, problem/inquiry, and differentiated instruction.

At each of the monthly meetings with AIG Specialists, professional development is aligned with the district's goals as well as best practices for gifted students such as project/problem-based learning, twice-exceptional learners, and characteristics/social and emotional needs of gifted learners.

The Director and Coordinator of Advanced Academics lead professional development sessions throughout the district including beginning teachers, parent groups, district Instructional Facilitators, grade level PLCs, and whole school faculty sessions. PD sessions include higher order questioning; strategies to facilitate higher level thinking with formatted discussion, summarizing, and reflective writing; fostering growth mindsets and the power of process praise; strategies for differentiating instruction (tiered lessons, choice boards, essential questions)

Practice F

Provides opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning.

District Response: Advanced Academics offers monthly PLCs for AIG Specialists and other teachers for the purpose of collaborating on curriculum.

During monthly early release dates, the district provides options for professional development for teachers, during which time AIG Specialists are able to collaborate with other Specialists and teachers to plan and refine their craft.

AIG Specialists also meet with weekly PLCs in their schools to ensure reflection of practices is taking place and making continuous improvement.

Ideas to Strengthen the Standard: -Collaborate with Teaching and Learning as well as Professional Growth and Development regarding PD offerings
-Create a PD team for the district
-Create PD modules during AIG PLCs
-Work with principals on checklists for AIG staff
-Meet with all school AIG staff monthly, not just school AIG Specialists

Sources of Evidence: AIG Specialist Handbook

Mid-Year Walkthroughs

Agendas, Minutes, Checklists

Professional Development schedule

Rosters

Flyers

Standard 4: 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.

Practice A

Delivers AIG programs and services which are comprehensive of the academic, intellectual, social, and emotional needs of gifted learners across all classroom environments, grade levels, and settings.

District Response: The DPS Advanced Academics Department is aware of the multi-faceted needs of gifted and advanced students and aligns programs and services to match these needs.

Based on their performance, students are identified as:

- Academically and Intellectually Gifted in both reading and math, math only, or reading only.
- Academically Gifted in both reading and math, math only, or reading only.
- Intellectually Gifted.

There are well-trained AIG Licensed Specialists at every K-8 school who oversee the program, work with students, and collaborate with classroom teachers, counselors, and other staff members to ensure students' services match their needs. The district feels that this collaboration is required to ensure gifted students' needs are met all day long, not only during the time that students are in a classroom with the AIG Specialist or a member of the AIG team. To be intentional with services for the varying needs of gifted students requires a special balance to ensure the social and emotional needs of students are being met at the same time as their academic and intellectual needs.

There are a variety of models that are used to serve these students well, and using formative and summative data and multiple qualitative and quantitative data points helps staff determine how to meet each student's individual needs.

In K-5, identified students are served in a variety of ways:

- Pull-out for part of the literacy and/or math block with a licensed AIG Specialist
- Clustered with other students identified in the same academic area in an AIG-licensed teacher's class
- Inclusion (or push-in service) by a licensed AIG Specialist within the regular classroom as part of a flexible grouping
- Consultation
- Combination of any of the above services

In middle school, students are clustered for services in advanced English Language Arts and/or Math classes. In addition, several middle schools offer an elective for AIG students that allows exploration of affective topics, independent studies on a topic of interest, and other enrichment units. Opportunities for curriculum compacting and virtual teaching provide students advanced coursework that aligns with their area of identification.

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In high school, according to DPS Board Policy 3300- Student Access to High School Courses, students have a variety of high school courses to which they have access. Honors and AP courses offered in each high school challenge students appropriately in their area of identification or area of interest. Other opportunities, such as mentorships, dual enrollment, and independent studies are provided.

Practice B

Aligns AIG programs and services with each area of AIG identification, goals of the program, and resources of the LEA.

District Response: As stated in the above practice, AIG programs and services at all schools are aligned with each area of student identification. This alignment further supports the goals of the district and AIG program.

For 2016-2019, Advanced Academics has three primary goals. A district goal, as well as one of the Advanced Academics Departmental goals, is to continue increasing growth in AIG academic performance. Each AIG Specialist leads his/her school program, collaborates with others to ensure students are receiving the appropriate challenge throughout their school day, and analyzes data to help the program continuously improve.

A second goal of the DPS Advanced Academics Department is strengthening the content of K-2 programming. Each AIG Specialist or AIG team is responsible for ensuring that all students in K-2 experience a deliberate and intentional program that cultivates potential. As seen in the past, the nurturing practices for K-2 have proven effective; giving students access and cultivating an environment that engages them helps them grow academically as well as socially and emotionally. During the whole group instruction, students from all demographics and socio-economic groups are recognized for an advanced academic need that is different from their peers.

A third goal is to strengthen programming at grades 9-12. Beginning the 2016-2017 school year, Advanced Academics Lead Teachers will be appointed for each high school. This will be an existing high school teacher who teaches either Honors or Advanced Placement courses, or both, so that this person is familiar with the AP Course Audit or Honors Portfolio processes. The appropriate rigor of these courses and best instructional practices for AIG students must continue through high school, even though many courses are accessible to all interested and/or motivated students.

Throughout the Advanced Academics goals, there are common themes that arise: diversity, communication, and rigor. It is important that the AIG program of each school respond to its population by creating opportunities to cultivate potential in all students, especially the youngest, in grades K-2. Communication must exist within the school programs as well as with partnerships, and appropriate rigor must be present to ensure the expectations throughout the district are high.

Practice C

Delivers AIG programs and services that are integral and connected to the total instructional program of the LEA in policy and practice.

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District Response: The Office of Academic Services has articulated instructional programming for all DPS Schools through the following documents:

- Teaching and Learning Framework
- Bottom Line Expectations*
- Goals for the District
- District Improvement Plan

All programs and services from the Advanced Academics Department must align with these expectations, as well as the NC AIG Program Standards as outlined in Practice a) and b) in this standard.

Advanced Academics also meets weekly with members of the Teaching, Learning, and Leadership Department to discuss AIG as a part of the overall instructional framework of the LEA. During these meetings, Advanced Academics staff compares information gathered during instructional rounds for alignment of programs and services. Based on results, collaboration with professional development, intentional work with schools on specific strategies, and identification of more/different resources may occur.

As AIG Specialists and High School Advanced Academics Lead Teachers meet with different grade level teams at their schools to ensure their programs and services are part of the overall instructional program.

* The Bottom Line Expectations developed by the Office of Academic Services:

- Utilizing data to drive effective decision-making
- Optimizing instructional processes
- Leading strategically for innovation
- Monitoring for excellence
- Coaching for sustained student success
- Establishing a culture of high performance

Practice D

Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

District Response: It is the responsibility of the AIG Specialist (K-8) or Advanced Academics Lead Teacher (9-12) to meet with school faculty and staff to explain the expectations of the Advanced Academics department and the characteristics, behaviors, and overall needs of gifted and advanced learners.

The Advanced Academics Department creates a presentation kit to empower AIG Specialists to accomplish this consistently across the district and is available to assist when support is needed.

The Advanced Academics website is maintained by a district webmaster, and the staff is able to have information posted that will help explain and communicate differentiated services, regulations, and the

district's local AIG plan. This information is also maintained on an intranet site- central.dpsnc.net- for DPS teachers, administrators and support staff.

Practice E

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

District Response: The Advanced Academics Department has implemented several strategies over the years to support communication between grade levels and schools, with an emphasis given to transition grades. Each elementary and middle school has an AIG Leadership Committee comprised of teachers from different grade levels, counselors, and other personnel involved in AIG Programming. During AIG Leadership Committee meetings, agenda items include discussing programming at the school at all grade levels.

When a student leaves one school to attend another within the district, there are procedures in place for communication and transition of important documentation in the AIG file for the student. AIG Specialists work in tandem with the school's Records Specialist to ensure this information is transferred efficiently and effectively.

At the end of each school year, the AIG Specialists participate in a folder exchange. Each elementary, middle, and high school is represented by their AIG Specialist or Advanced Academics Lead Teacher. During this time, the AIG Specialist serves as an advocate for his/her AIG and nurtured students to ensure information is shared that will help the receiving school support the students academically, intellectually, socially, and emotionally. The receiving school takes notes and is then able to schedule the student appropriately, as well as make any other arrangements necessary for each student's success.

Practice F

Facilitates collaboration among school counseling personnel, regular education teachers, AIG specialists, and others to address the social and emotional needs of AIG students.

District Response: It is an Advanced Academics expectation that each AIG Specialist or Advanced Academics Lead Teacher facilitates an AIG Leadership Committee at the school which serves as the monitoring group of advocates for gifted programming at each site. Counselors, other AIG teachers, regular classroom teachers, and other specialists such as EC and/or ESL, serve on this committee to ensure multiple perspectives are influencing and addressing the strengths and needs of the AIG program.

At the district level, the Student Support Services Coordinator and Advanced Academics staff meet regularly, present to each other's group, and collaborate on presentations for the district. The more these groups can share information it will help educate others in the district, including families, on the social and emotional needs of gifted students.

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Practice G

Articulates and implements opportunities for acceleration, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration when an appropriate body-of-evidence indicates the need.

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

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

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

For subject or whole grade acceleration, the district uses the Iowa Acceleration Scale (IAS) to objectively guide the student and his/her family through these opportunities. School administration collaborates with AIG Specialists and classroom teacher(s) using quantitative information obtained through the Iowa Acceleration Scale. Parent involvement is a part of this process, as a meeting with parents provides the committee qualitative information as required in the IAS. Based on the results and other information decided by them, the principal and his/her committee makes the decision.

Early Admission to Kindergarten is another accelerative process in the district. Per state policy, packets are available at each elementary school in early March to provide information for interested parents. The Office of Advanced Academics, Office of Student Assignment, and the Pre-Kindergarten Office collaborate in these efforts to communicate and guide families through this process.

Acceleration also includes the act of compacting curriculum for our highest able students for whom one grade level of acceleration may not be enough to meet his/her needs. In 2015-2016, the district (Advanced Academics partnering with Teaching, Learning, and Leadership) began a pilot program for 6th grade math by creating a compacted math class that targets topics for all three middle school grade level curricula. Students will learn all three grade levels of math by topics while in the sixth grade. The class is currently taught virtually by a math teacher in the district who video conferences from his/her base school. The first year of the pilot the district was able to benefit from a partnership with the NC School of Science and Math using one of the studios to broadcast. Also in 2015-2016, the district began a pilot program for 8th graders to enroll in English I as a replacement for their English class. Students targeted for both programs have scored in the upper percentiles regarding EVAAS predictors using trend data for each student.

Practice H

Provides intentional programming for traditionally under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

District Response: Monthly Professional Learning Communities for AIG Specialists provide a time dedicated for these educators to collaborate on curriculum for gifted students which includes culturally responsive and bibliotherapy units. AIG Specialists also discuss strategies that have been successful with ESL students which will help move AIG programming forward. Each student within the gifted identified group is unique in many ways. Intentional programming and planning for these unique students will result in success for them.

Not only do the school AIG Specialists collaborate, but they work with other specialists in their schools to help determine the appropriate service match for different groups. Collaborating with Exceptional Children's Department to help educate both staffs on the characteristics and needs of students who have been identified with gifts in an area and disabilities in another. It is similar with the English as a Second Language Teacher for students who still require services from that department. Through this collaboration, each specialist is able to better understand the student, his/her strengths, his/her needs, and help him/her succeed.

Intellectually Gifted students are identified due to their sophisticated intellect and may or may not struggle in an advanced class. AIG Specialists and their committees are intentional about developing an Individual Differentiated Education Plan (IDEP) to reflect the appropriate learning environment and services that help the students achieve success.

Highly gifted students continue to be a challenge to educators who use specific strategies and create services which will result in growth for these students. Compacting the curriculum through the pilot program is one way the district is providing an opportunity for them.

Practice I

Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.

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District Response: Extracurricular programs, competitions, and service learning activities are designed to further develop academic, social, and emotional skills of AIG students while building critical thinking skills, creativity, perseverance, and collaboration. Outreach programs from regional colleges and universities, museums, and other educational foundations provide additional opportunities for AIG students to build interest and engage in real-world learning.

Each year, the Office of Advanced Academics sponsors a "Summer Opportunities Expo." This showcase features over 40 businesses or nonprofit organizations exhibiting and interacting with families as they discuss enrichment provided throughout the year, as well as summer opportunities for students. Some of the exhibitors include local art museums, Duke Lemur Center, North Carolina Museum of Life and Science, Moviemakers, and Camp Invention. There are additional summer opportunities within the district that are also highlighted during the Expo or at the beginning of the year and throughout the year at monthly AIG PLCs. Some examples include Governor's School, Environmental Science Summer Program through Duke's Nicholas School for the Environment, AP Summer Scholars (week long camp for rising 9th and 10th graders - introduction to AP content, skills, etc.), and SPARK camp (rising 4th - 8th graders - taught by Duke University's AIG Licensure Cohort).

Throughout the year, AIG Specialists with their school-based AIG Leadership and AIG Partnership Committees, plan and support additional programs to intentionally further the interests of AIG students.

These events include, but are not limited, to the following:

- Battle of the Books
- Duke TIP
- Chess Clubs
- Academic Clubs and/or contests
- Outreach Programs from regional colleges and universities, museums, and other educational foundations
- Service Learning Projects
- Quiz Bowl - either school based (high school) or through the North Carolina Association for Scholastic Activities (middle school)
- Twelve, Quill, Art Showcase, etc., through the North Carolina Association for Scholastic Activities (middle and high school)
- Beta Club, National Honor Society, Junior National Honor Society
- Odyssey of the Mind or Destination Imagination
- Scripps Spelling Bee
- Service Learning Projects
- MathCounts
- Science Olympiad
- Beta Club, National Honor Society

Practice J

Utilizes intentional, flexible grouping practices to facilitate effective instruction and support the growth of AIG students.

District Response: One of the "Bottom-Line Expectations" set by the Academic Services Office is that all Durham Public Schools will use data to drive instructional decisions. This expectation articulates the use of summative and formative assessment data to continuously create flexible grouping at all grade levels and align instruction to best meet their needs.

The AIG Specialists further support this practice by using flexible grouping in their services to include students who may not be identified, but are showing mastery of specific skills.

Ideas to Strengthen the Standard: -Collaborate with Student Support Services in joint meetings for AIG Specialists and Counselors for planning

-Fall Expo to help communicate services through Advanced Academics and co-curricular activities available in Durham Public Schools

-AIG program outline per school specifying services and resources available completed at the beginning of each year

Sources of Evidence: Meeting agendas, Expo flyer, AIG program outlines

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.

Practice A

Develops partnerships with parents/families and the community that are intentional and meaningful to support the following needs of AIG students:

- academic and intellectual
- social and emotional.

District Response: Each elementary and middle school provides opportunity for intentional partnerships through individual school AIG Partnership Committees. These committees reflect the diversity of the school and involve stakeholders who share the common goal of advocating for the needs of gifted students from all populations at all grade levels.

School AIG Partnership Committees:

- assist in implementing initiatives to intentionally involve parents and the community in meaningful ways that support gifted education. (guest speakers, special projects)
- form partnerships with community stakeholders to enhance and gain support for the AIG program, including services and enrichment opportunities. (Environmental Protection Agency, Duke University)
- assist with parent/ guardian/community information sessions.
- serve as a liaison between the school and the District AIG Advisory Council.

Meaningful conversations and opportunities to collaborate further complement the AIG program to meet the academic, intellectual, social, and emotional needs of gifted learners. Through the development of strong parent, family, and community partnerships at each school, the district partnerships continue to be strengthened.

The District AIG Advisory Council has become a group that benefits from its each individual partnership committees, as well as continued to strengthen district partnerships for overall ongoing program improvement, as the district strives for excellence.

Practice B

Shares with stakeholders, including all students' parents/families, information regarding the local AIG program, the local AIG plan, and other policies relating to gifted education.

District Response: Information regarding the local AIG plan, program, and policies is shared in multiple ways to reach all stakeholders. Such forms of communicating with stakeholders include the following practices:

- The Office of Advanced Academics will continue to maintain the district's website communicating

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the local AIG plan, programs, and policies.

- Parents receive a Parent Handbill at the time of AIG Referral outlining the screening, identification, and placement procedures; service delivery options; annual review process; procedures for resolving disagreements; and contact names, emails, and phone numbers to receive additional information.
- The Office of Advanced Academics will develop an annual powerpoint presentation reflecting current program, policies, services, data, and opportunities for involvement to be shared at school and parent informational meetings. The powerpoint will also be made available through the district's website.
- Parents/guardians attend the initial placement conference to discuss service options and develop a Differentiated Educational Plan (DEP)/Individual Differentiated Educational Plan (IDEP) for their child.
- Informational parent meetings will be held during the first six weeks of each academic school year to discuss elementary and middle school services as part of the annual review DEP/IDEP process.
- School based Leadership and Partnership Advisory Committees will assist in sharing information and building community support.

Practice C

Establishes and utilizes an advisory group to develop, implement, and monitor the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents and families, AIG teachers, and other instructional and support staff.

District Response: School-based and district-wide advisory committees collaborate to discuss, review, and refine the local AIG program and plan. Each elementary and middle school provides opportunity for development, implementation, and monitoring of the local AIG program and plan through school based AIG Leadership Committees and AIG Partnership Committees. These committees reflect the diversity of the school and involve stakeholders who share the common goal of advocating for the needs of gifted students from all populations at all grade levels. Representatives from each elementary and middle school's AIG Partnership Committee serve as a liaison to the district's Advisory Council.

Since the adoption of Article 9b (§ 115C-150.5. Academically or intellectually gifted students) in 1996, the Office of Advanced Academics has had a district level AIG Advisory Council. This diverse group is reflective of the district's demographics and is comprised of parent liaisons, school administrators, AIG Specialists, AIG teachers, classroom teachers, community members, and district Teaching, Learning, and Leadership representatives. The Advisory Council meets quarterly to develop, implement, and monitor the local AIG program and plan.

With the implementation of Advanced Academics Lead Teachers in each high school, partnership committees which represents the different stakeholders in the school will begin. Parent liaisons from this group will be added to the AIG District Council to ensure communication and monitoring at the 9-12 level is strengthened.

Practice D

Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.

District Response: Knowing that increased communication leads to greater knowledge and participation, thereby creating continuous program improvement, the Office of Advanced Academics and each AIG Specialist is committed to ongoing communication with all stakeholders. Information regarding opportunities for AIG students and their families is made available in Spanish. With the district's diverse population, the Department of Advanced Academics recognizes the need to share information in other languages and has partnered with the ESL Department to provide translation when communicating. Translators are available at events to ensure families are able to benefit from the information being presented.

Parents/families and other stakeholders in the community are informed of opportunities available to students and/or families through the Advanced Academics departmental website, departmental Facebook page, Twitter, brochures, automated call systems, and school/district level newsletters.

Practice E

Forms partnerships with institutions of higher education, local business and industry, and other stakeholders within the community to enhance and gain support for AIG programs and services.

District Response: The Durham Public Schools System is fortunate to be located in an area surrounded by a broad base of businesses, industries, and institutes of higher education that support AIG programming and services. Enhanced student learning through mentorships, outreach programs, interest clubs, enrichment camps, and field-based experiences provide opportunities outside of school programming within almost 60 schools in our district.

From providing prizes for school competitions to physical spaces for professional development and guest speakers, local businesses provide a wide range of much-needed resources to support the AIG programs. Within Durham's rich downtown area, organizations such as the Arts Council and Carolina Theatre provide academic and aesthetic enrichment to students throughout the year.

Continued partnerships with institutions of higher education offer experiences beyond dual enrollment. DPS partners with NC Central, Duke, NC School of Science and Math, and Durham Technical Community College to offer a variety of learning experiences.

True partnerships exemplify two-way communication regarding the business of the school district and services for the students. Advanced Academics staff provide presentations for local organizations such as the Durham Rotary Club and the Durham Exchange Club to increase awareness of AIG programming.

To showcase some of the businesses with which DPS Advanced Academics partners, each school's AIG Specialist sponsors one or more community agencies at a Summer Opportunities Expo. Each business or organization offers a summer enrichment program, which may be a local art museums like Nasher and Ackland, technology camps, Lemur Center, Morehead Planetarium, Museum of Life and Science, a movie-making camp, DPS Community Education camps, etc. DPS Advanced Academics hosts these programs in a centralized location for parents and other guests to visit,

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explore, and become educated about for their children.

DPS plans to continue emphasis of partnerships with these institutions as well as the development and strengthening of faith-based organizations and businesses. The goal of Durham Public Schools is to ensure that students' needs are met academically and socially/ emotionally. To achieve that end requires partnerships.

Ideas to Strengthen the Standard: -Collaborate with Public Affairs and Career and Technical Education to strengthen partnerships with local businesses and industry

Sources of Evidence: -Meeting agendas
-Events planned for students, student feedback

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.

Practice A

Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. § 115C-150.5-.8 [Article 9B]), which has been approved by the LEA's school board and sent to SBE/DPI for review and comment.

District Response: Durham Public Schools maintains a local AIG plan in accordance with state legislation and policy which is reviewed and revised every three years. Using the North Carolina Academically or Intellectually Gifted Program Standards (State Board of Education Policy GCS-U-000 – Dec. 2012) and Article 9B [N.C.G.S. 115C-150.5-.8], the district's written plan reflects the statewide framework for quality AIG programming.

Clear articulation is given to student identification, differentiated curriculum and instruction, personnel and professional development, comprehensive programming, partnerships, and program accountability. Feedback from stakeholders and the district was used to carefully design support for AIG program improvement and innovation in all schools across the district. In addition, the district AIG Advisory Committee guided the plan development to ensure a thoughtful and comprehensive plan.

Practice B

Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.

District Response: To monitor the successful implementation of the local AIG program and plan according to current legislation and state policies [Article 9B, Academically or Intellectually Gifted Students [N.C.G.S. 115C-150.5-.8] and North Carolina Academically or Intellectually Gifted Program Standards (State Board of Education Policy GCS-U-000 – Dec. 2012)], the Advanced Academics Director, Advanced Academics Coordinator, and AIG Specialists meet monthly to review practices and work towards continual improvement.

The Advanced Academics Director, Coordinator, and AIG Specialists will conduct ongoing program evaluation in the following consistent ways:

[] Monitoring of student referrals and identification to ensure equity

[] Ongoing program evaluation at monthly AIG meetings and quarterly AIG Advisory Committee meetings

[] Collaboration with other AIG Coordinators across the state

- Opportunities for professional development in the area of differentiated curriculum and instruction for AIG Specialists and classroom teachers of AIG students
- Monitoring of service delivery options at each school to ensure that the academic and instructional needs of AIG learners are being met
- Placement of students in classrooms of AIG licensed teachers
- Collaboration with Research and Accountability to analyze student proficiency and growth data of AIG students
- Disbursement report of AIG funds through Budget and Finance
- Disaggregation of Department of Public Instruction AIG Child Count
- Implementation of intentional programs to cultivate potential
- Surveys from all stakeholders

Practice C

Uses and monitors state funds allotted for the local AIG program according to state policy.

District Response: The Department of Advanced Academics works closely with state leadership and the Finance Office of Durham Public Schools to ensure AIG allotted funds are used appropriately. Funding from both state and local sources is used to support AIG teaching positions, instructional programming, and service options for AIG students.

Quarterly meetings are held between the Executive Director of Budget and Management Services and the Director of Advanced Academics to ensure AIG funds are allocated in the best interest of the AIG program. The Executive Director of Budget and Management Services sends each district program/department a monthly personnel report to ensure accuracy of expenditures. AIG state funds in DPS are used to support salaries of AIG personnel in each elementary and middle school.

Local funds are used to expand the number of personnel used in the district as well as to fund necessary expenditures for AIG programming which is prioritized to ensure comprehensive support. Alignment of the budget with goals of the district's Academic Services and Teaching, Learning, and Leadership Department is submitted and approved before the academic school year.

Practice D

Maintains, analyzes, and shares student achievement, student growth, and annual drop-out data for AIG students.

District Response: Members of the Office of Advanced Academics work closely with the district's Research and Accountability Department, as well as the Teaching, Learning, and Leadership

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Department, to review, analyze, and monitor data reports for all schools. These data points are used to analyze trends that can be used for AIG program improvement. Such data points include EOG, EOC, EVAAS, AP, IB, pre-ACT, ACT, PSAT and SAT.

This information is used in monthly meetings with AIG specialists to ensure they are aware and understand how to access and interpret data. This will help them to intentionally identify and address their schools' program needs and improvements.

In addition, Advanced Academics collaborates with Student Support Services to develop supports for students in danger of failing/dropping out through Advanced Academics Lead Teachers at the high school level.

AIG Specialists develop Intervention Plans to assist AIG students who may need support in challenging classes or who are not working at an expected level as aligned with their identification. Classroom teachers, the student, and his/her parents are part of the collaboration as Intervention Plans are developed.

Practice E

Monitors the representation, performance, and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

District Response: The proportionality of the Durham Public Schools AIG Headcount is reflective of the student demographics in the district. While the Office of Advanced Academics strives to ensure ongoing nurturing and recognition of potential for all students, awareness of students who are culturally/ethnically diverse, economically disadvantaged, and English Language Learners remains a priority.

The Office of Advanced Academics works closely with the Director of English as a Second Language Services throughout the identification process to use qualitative and quantitative data collected from the ESL Department.

SES data is difficult to obtain due to federal regulations; therefore, partnering with the Title One Office is important as another way to address this underrepresented population holistically.

The Office of Advanced Academics also partners with the Executive Director of the Exceptional Children's Program to further increase referrals and identification among twice-exceptional children. Professional Development provided to AIG Specialists on recognizing characteristics and responding to behaviors that may mask giftedness.

At the high school level, student enrollment and performance in Advanced Placement and Honors classes are analyzed in a partnership between Teaching, Learning, and Leadership and Advanced Academics. Advanced Academics Lead Teachers facilitate the analysis at the building level to ensure collaboration between counselors, teachers, and administrators when discussing the representation, retention, and performance of groups within their classes.

All students identified as AG/IG/AIG in Durham Public schools are entered in PowerSchool by the Office of Advanced Academics. This practice provides an ongoing opportunity to monitor each school's child count, looking for trends in the school's identification. This information is shared with the AIG Specialist and Principal of each school, allowing them to give closer attention to their screening and referral process.

Through the ongoing data analysis at the district and school level, performance and retention of all underrepresented populations is carefully monitored.

Practice F

Maintains current data regarding the credentials of personnel serving AIG students.

District Response: Current data regarding the credentials of personnel serving AIG students is made available from the Human Resources Department in Durham Public Schools System. The Office of Advanced Academics uses this data to ensure all AIG Specialists and teachers funded to deliver AIG services are AIG licensed through the state of North Carolina.

Professional development hours accrued through opportunities that address gifted education are maintained and monitored to ensure teachers' ongoing professional development in the area of gifted.

With the ongoing partnerships with local universities and colleges for AIG Licensure programs, the Office of Advanced Academics works closely with principals to monitor placement of AIG students with AIG Licensed teachers.

Practice G

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

District Response: Durham Public Schools Advanced Academics Department considers feedback from all stakeholders extremely important to the continuous improvement of the overall AIG program.

Feedback is garnered in a variety of ways to ensure all perspectives are considered. This feedback is analyzed through stakeholder surveys, the DPS AIG Advisory Council, school-based AIG Leadership and Partnership committee minutes, and monthly meetings with AIG Specialists. The Office of Advanced Academics has an open door policy with AIG Specialists to ensure that information can be shared that will initiate problem solving as well as the highlighting of AIG accomplishments. Monthly meetings with specialists generally begin with team round table discussions to initiate information sharing.

Feedback is also solicited through weekly school visits. It is then that formal and informal conversations can be had with specialists, principals, and students. Advanced Academics Lead Teachers at the high school also facilitate conversations with students, especially to capture key transition points, such as with freshmen. In the 2015-2016 school year, District Lead Teachers in the Office of Advanced Academics were hired to support AIG Specialists. Weekly updates from this

group's school visits enhance the ability of the district administrators to monitor and synergize information.

Weekly meetings with members of the Teaching, Learning, and Leadership Department provide another source of continuous feedback on AIG programming and possible areas for improvement. Aligning teaching practices observed during school visits with district performance data contribute to AIG program monitoring.

Practice H

Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.

District Response: Data from multiple sources is used to guide the decisions made regarding the district's AIG program to ensure all are well grounded and in alignment with best practices for gifted learners. Surveys, focus groups, formal and informal school visits, program evaluation documents, assessment data, and other quantitative and qualitative data are utilized as the Office of Advanced Academics continuously reviews the local AIG plan and program for continuous improvement.

Practice I

Disseminates all data from evaluation of the local AIG program to the public.

District Response: Data from informal and formal review of the AIG program is shared with the public through the District AIG Advisory Council, as well as district departments through collaborative efforts.

The Advanced Academics Director and Coordinator will prepare an annual report regarding the implementation of the AIG Plan to the Board of Education, the Superintendent, Assistant Superintendents, Members of the Teaching, Learning, and Leadership Department, and all other stakeholders. The report will articulate the status of current programming and provide formative and summative evaluation reports. Copies of the report will be made available through multiple means of communication.

Practice J

Safeguards the rights of all AIG students and their parents and families through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

District Response: In accordance with state law, the Durham Public School System employs consistent processes for safeguarding the rights of AIG students and their parents/families. Written procedures that articulate informed consent regarding evaluation and placement are followed

throughout the district. Parents/families are informed of the procedures outlined in the Parent Handbill at the beginning of the referral process.

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

The process for reviewing transfers from other LEAs is articulated in the Parent Handbill, the AIG Specialist Handbook, and in the DPS AIG Plan under Standard 1, Practice b. Parents are made aware of this process through the Temporary Services/Transfer Form upon registration.

AIG Specialists will educate school staff to ensure teachers, counselors, and administrators understand the policies, procedures, and practices in place to protect the rights of AIG students.

Procedures for Resolving Disagreements

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

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

Step 1: Principal's Conference

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

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

Step 2: Appeal to the Office of Advanced Academics

(a) If the disagreement is not resolved through the principal's conference, the parent or guardian may file a written appeal of the decision with the district's Office of Advanced Academics within five (5) school days of receiving the principal's response.

(b) The Office of Advanced Academics shall convene the AIG Appeals Committee and schedule a conference with the parent or guardian within five (5) school days of receiving the appeal.

(c) The Office of Advanced Academics shall respond in writing to the parent or guardian and principal concerning the outcome of the review within five (5) school days after the conference.

Step 3: Appeal to Durham Public Schools Board of Education

(a) If the disagreement is not resolved through the AIG Appeal Committee's review, the parent or guardian may file a written appeal of the decision with the Durham Public Schools Board of Education within five (5) school days of receiving the response from the AIG Appeals Committee.

(b) The Board of Education shall offer a final written decision to the parent or guardian within thirty (30) calendar days after receiving the appeal.

(c) The Board of Education shall notify the parent or guardian that he/she has sixty (60) days to appeal to the Office of Administrative Hearings.

Step 4: State Level Grievance Procedure

(a) In the event that the local grievance procedure fails to resolve the disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes.

The scope of the review shall be limited to:

(i) Whether the local school board administrative unit improperly failed to identify the child as an academically and/or intellectually gifted student, or

(ii) Whether the local plan has been implemented appropriately in regard to the child.

(b) Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decisions of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

Ideas to Strengthen the Standard: -Survey for students to ensure feedback is timely and personal for them.

Sources of Evidence: Survey form and feedback from students

Glossary (optional):

Appendix (optional):

2016-2019 AIG Plan approval 10.27.16.pdf (*Local Board Approval Document*)