

# 2019-2022 AIG Plan

Alamance-Burlington School System

A dark blue diagonal graphic that starts from the bottom left corner and extends towards the top right corner, covering the lower half of the page.

# NC AIG Program Standards

The NC AIG Program Standards were revised and adopted by the State Board of Education in June 2018. These revisions represent feedback and suggestions from various internal and external stakeholder groups, designed to streamline and clarify the content and intent of the NC AIG Program Standards. A side by side comparison of the newly adopted revisions with 2015 language, along with the rationale for the changes can be found by clicking [here](#).

# NC AIG Program Standards

Article 9B requires that each district develop and implement a local AIG plan every three years based on the following six standards...

1. Student Identification
2. Comprehensive Programming Within a Total School Community
3. Differentiated Curriculum and Instruction
4. Personnel and Professional Development
5. Partnerships
6. Program Accountability

For more information about the NCDPI Academically and Gifted Standards please visit this [link](#).

# State Definition of AIG Students

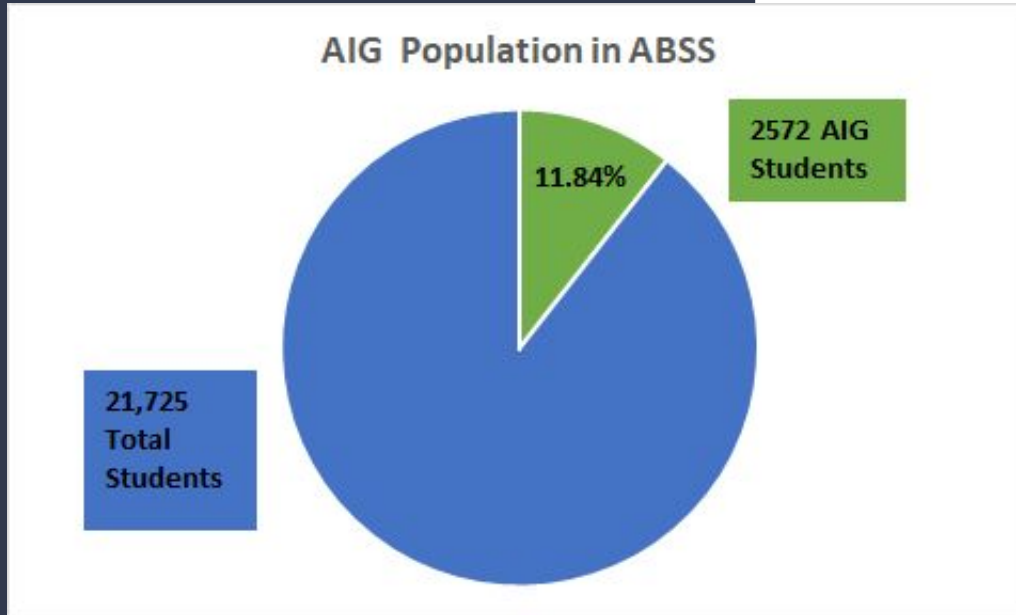
Academically or intellectually gifted students:

- perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment
- exhibit high performance capability in intellectual areas, specific academic fields, or in both
- require differentiated educational service beyond those ordinarily provided by the regular educational program

# ABSS AIG Program Goals

- To provide fair access to all students ensuring representation of students from varied ethnic groups and from varied socioeconomic backgrounds
- To nurture academic and intellectual potential of students from underrepresented populations
- To allow multiple pathways of entry into the AIG program
- To provide an array of services to meet the diverse needs of students recognized as gifted
- To provide continuing staff development to enable teachers to appropriately serve advanced learners
- To communicate advanced learning opportunities to parents and students through a variety of formats
- To increase district awareness of learning characteristics and best practices in gifted education
- To annually review program goals and objectives

# ABSS AIG



## AIG Demographic Breakdown

Of the 2572 AIG Students:

- Asian 3%
- Black 9%
- Hispanic 16%
- Two or More 4%
- American Indian .02%
- White 74%

# Identification Criteria Pathways

## Grades K-2

### AIG Pathway (Academically and Intellectually Gifted)

- ❑ 97-99% on a Standardized Aptitude Test (CogAT)- Verbal and/or Quantitative Batteries)

AND

- ❑ 97-99% on a Standardized Achievement Test (IOWA)- Total Reading and/or Math

### AG Pathway (Academically Gifted Services)

- ❑ 97-99% on a Standardized Achievement Test (IOWA)- Total Reading and/or Math

### IG Pathway (Intellectually Gifted Services)

- ❑ 97-99% on a Standardized Aptitude Test (CogAT)- Verbal and/or Quantitative Batteries

# Identification Criteria Pathways

## **Grades 3-8**

### **AIG Pathway 1 (Accelerated Academically and Intellectually Gifted Services)**

- ❑ 97-99% on a Standardized Aptitude Test (CogAT)- Verbal and/or Quantitative
- AND**
- ❑ 97-99% on a Standardized Achievement Test (Iowa)- Total Math and/or Reading

### **AIG Pathway 2 (Academically and Intellectually Gifted Services)**

- ❑ Standardized Achievement Test Score (IOWA, EOG, or BOG for current 3rd graders) of 93-99%- Total Reading and/or Math
- AND**
- ❑ Verbal, Quantitative, Verbal/Nonverbal partial composite or Quantitative/Nonverbal partial composite Aptitude Test Score (CogAT) of 90-99%



# Identification Criteria Pathways

## **Grades 3-8 continued**

### **AG Pathway 1 (Academically Gifted Services)**

- ❑ Standardized Achievement Test Score (IOWA) of 93-99%- Total Reading and/or Math

### **AG Pathway 2 (Academically Gifted Services)**

- ❑ Standardized Achievement Test Score (IOWA) of 90-92%- Total Reading and/or Math
- AND**
- ❑ Minimum EOG or BOG (for current 3rd graders in reading) of 93%

### **IG Pathway (Intellectually Gifted Services)**

- ❑ 97-99% on a Standardized Aptitude Test (CogAT)- Verbal, Quantitative, Verbal/Non-verbal partial composite, Quantitative/Non-verbal partial composite

# AIG Services K-3

Students are served two times each week for a minimum of 30 minutes per class. This equals 1 hour per week in each identified area.

They are re-evaluated during the 3rd grade Cognitive Abilities Test sweep.

# AIG Services in Grades 4-5

Students are served a minimum of 1 ½ hours per week (usually 45 minutes per class, two times each week) for each identified area. In some schools/classes a co-teaching model may be used where the AIG and classroom teachers collaborate, plan, and teach together.

# AIG Accelerated Services in Grades 4-5

Students are served an **additional** 30 minutes per week in each identified area.

This is an opportunity for students to investigate topics of interest with more depth and complexity.

# AIG Services in Grades 6-8

Students are placed in advanced math and or language arts classes if they are identified as AIG in one of those subjects. A co-teaching model may be used where the AIG and classroom teachers collaborate, plan, and teach together. The AIG teacher may also work with AIG students during an enrichment time depending upon the schedule of the individual school.

# AIG Accelerated Services in Grades 6-8

Students identified as “accelerated” in math and/or reading will receive **additional** service time with the AIG Specialist in each identified area at least once a week for a minimum of 45 minutes depending upon the schedule at each individual school.

# AIG Program Service Options

Cluster Grouping or  
Flexible Skill  
Grouping in  
Reading/Math

Enrichment time with  
AIG Specialist and/or  
Co-Teaching with  
AIG/Classroom Teachers

Subject Grouping  
Independent Study

Grade Acceleration for  
Math (beginning in  
grade 6)

# What About High School?

**Honors Courses:** are weighted with additional GPA quality points (1/2 an extra quality point)

- More research-based assignments
- More written composition
- More presentations
- Independent study
- Collaborative projects
- Authentic assessments
- Projects that teach others



# What About High School?

**AP Courses:** are weighted with additional GPA quality points (1 extra quality point)

- College level, college pace
- AP Exam in May: Depending on the college, a score of 3 or higher can give a student college course credit (many schools require a score of 5 – the highest you can score).

**International Baccalaureate Program at WWHS**

- Encourages both personal and academic achievement, challenging students to excel in their studies and in their personal development.

**Credit by Demonstrated Mastery (CDM):**

- Students may demonstrate mastery of a course's content by passing the End of Course test and completing an artifact.