

Date: July 13, 2009

AREA: Instructional Services
AGENDA ITEM(S): Annual AIG Plan Review
CONTACT PERSON(S): Robin McCoy, Assistant Superintendent
<input type="checkbox"/> ACTION <input checked="" type="checkbox"/> FOR INFORMATION

I. Synopsis of Agenda Item (Overview & Purpose)

The Plan for Gifted Education is a collaboration model based on the philosophy of differentiation. The AIG teacher and the regular education teachers work together to serve students who need advanced learning opportunities. The plan is reviewed and revised every three years based on input from parents, the school community, and representatives of the Chatham County community. The current plan is due for revision during the 2009-2010 school year.

II. Organizational Impact (Academic, Fiscal & Personnel)

This is the yearly review of the three year district AIG Plan.

III. Superintendent's Recommendation (For Information Only)

IV.

Suggested Motion: (For Information Only)

Academically & Intellectually Gifted Program 2008-2009

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AIG Headcount

The April 1, 2009 official AIG headcount to the NC Department of Public Instruction reported **1, 425** AIG-identified students in Chatham County Schools. This represents approximately 19% of the total student enrollment.

K-8 AIG Teachers

Teacher	School(s)	All Students	AIG-Identified
1. Molly Upchurch	Bennett/Bonlee	253 + 379 = 632	40 + 47 = 87
2. Brad Chance	Ch. Middle/J.S. Waters	414 + 346 = 760	62 + 54 = 116
3. Tracy Miller	Horton/Moncure	393 + 223 = 616	96 + 46 = 142
4. Margaret Lowry	Harrison	637	136
5. Susan Southern	North Chatham	812	160
6. Melissa Hamm	Pittsboro Elementary	515	61
7. Wendy Copelin	Siler City Elementary	576	80
8. Dara Jacob	Silk Hope	435	107
9. Felicia Sawyer	Virginia Cross	480	41

High Schools

School	All Students	AIG-Identified
Chatham Central	455	131
Jordan-Matthews	670	148
Northwood	945	334
SAGE Academy	49	1

Ethnicity

Ethnicity	Total	% April 2007	% April 2008	% April 2009
Asian	7	1%	1%	1%
Hispanic	149	4%	8%	10%
Black	123	7%	8%	9%
White	1105	86%	80%	77%
Multi-Racial	41	2%	3%	3%
	District: 1,425			

Academic Nurturing

The AIG Program includes a nurturing component for students in kindergarten through grade three. The AIG teacher visits *all* K-3 classrooms and presents both whole group and small group lessons using a thinking skills curriculum. The goal is to nurture and develop the academic and intellectual abilities of students from different socioeconomic and cultural backgrounds.

Academic Screening

All third graders are screened for gifted education services each spring using a district-wide assessment. Currently, the Cognitive Test of Abilities, a norm-referenced assessment, is used. In February of 2009, 615 third graders were screened, and nearly 200 students were further evaluated for possible need for gifted education services.

All seventh grade students are screened for mathematics aptitude each May using a district-wide assessment. Data from the Iowa Algebra Aptitude Test is used as one of multiple criteria to determine the level of mathematics needed for each rising eighth grader. This year, 520 seventh graders were screened.

Identification

Students in grades kindergarten through twelve may be identified as academically and intellectually gifted (AIG) and receive gifted education services. A student may qualify for service options in reading and/or mathematics.

The following information will be reviewed in determining the need for gifted education services:

- classroom performance
- student interests
- student work products
- research-based inventories
- AIG identification from another school system
- standardized achievement test scores
- standardized aptitude test scores

Students demonstrating 3 or more of the following criteria will receive gifted education services in reading and/or mathematics:

- 90% or higher on a standardized aptitude test
- 90% or higher on a standardized achievement test
- 93% or higher in specific subject area(s)
- Portfolio of student work products demonstrating above-grade level performance
- Research-based teacher inventory assessing gifted characteristics
(Teacher's Observation of Potential in Students- TOPS)
- Evidence of identification for gifted services in another school district

Some students may not meet the district AIG placement criteria stated, but a school's Needs Determination Team may assess available information and find that gifted services are appropriate for a child.

Differentiation Kits

Based on data collected during the 2006-2007 school year, teachers indicated they would like suggestions for enrichment and extension of the curriculum. As a result of that request, the AIG Program put together Differentiation Kits based on the North Carolina Standard Course of Study for Social Studies. These enrichment and extension activities include teacher-created lessons and ideas as well as commercial resources to implement them. The lessons and activities are written to address different learning styles, intelligences, and needs.

The lessons can be used as anchoring activities for stronger students who frequently finish faster than their peers. These can be ongoing independent tasks that students move to when they have completed regular assignments, or several related activities can be set up as a learning center. The teacher could choose tiered activities for use with the whole class.

To date, Differentiation Kits have been completed for grades 1-5. The topics are:

Grade 1- My Community

Grade 2- My Country

Grade 3- Communities Around the World

Grade 4- Native Americans & Early Explorers

Grade 5- American Presidents & Civil Rights