Academically and Intellectually Gifted Plan 2019-2022

Overview of primary revisions
Mission
Guilford county students will graduate as responsible citizens prepared to succeed in higher education, or in the career of their choice.*

*This mission was adopted by the Guilford County Board of Education on December 12, 2000.

Vision
Transforming learning and life outcomes for all children
State Gifted Law: Article 9b

- Definition of Academically or Intellectually Gifted (AIG) students
- Mandate to identify academically or intellectually gifted students and to provide differentiated educational services beyond those ordinarily provided by the regular educational program.
AIG Plan Review

State Feedback
- Commendations
- Recommendations
- Statewide Coordinator Institutes
- Regional Collaboration

AG Advisory Board
- Quarterly meetings
- Cross-district, interdepartmental, school, parent, Partners for the Advancement of Gifted Education (PAGE) representation

Stakeholder Input
- Surveys targeting service provision – students, parents, teachers, admin
- Focus groups – elementary Academically Gifted teachers, middle school Team for Academically Gifted (TAG) chairs, high school Advanced Placement Coordinators, Curriculum Facilitators, Counselors, parents

External Review
- Colin Seale
- Founder and Chief Executive Officer of thinkLaw
- Expert in Educational Equity and Gifted Education
- Forbes contributor
Stakeholder Input

Survey Participation – 2789 responses

Parent Focus Groups:

<table>
<thead>
<tr>
<th>School</th>
<th>Date/Time</th>
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</thead>
<tbody>
<tr>
<td>Joyner Elementary</td>
<td>April 17, 7:30 am</td>
</tr>
<tr>
<td>Cone Elementary</td>
<td>April 17, 5:30 pm</td>
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<tr>
<td>Murphey Elementary</td>
<td>April 18, 6:00 pm</td>
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<tr>
<td>Welborn Middle</td>
<td>April 18, 6:00 pm</td>
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<td>Alderman Elementary</td>
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<td>Oak Hill Elementary</td>
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<tr>
<td>Northeast Middle</td>
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<tr>
<td>Sumner Elementary</td>
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<tr>
<td>Western Middle</td>
<td>May 2, 5:30 pm</td>
</tr>
<tr>
<td>Triangle Lake Montessori</td>
<td>May 3, 7:30 am</td>
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</table>
## AG by the Numbers

### Percent of Ethnic Subgroups Identified as AIG

(denominator = total number of students in the subgroup)

<table>
<thead>
<tr>
<th></th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>Native American</th>
<th>Multi</th>
<th>Pacific Islander</th>
<th>White</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>M/F</td>
<td>M/F</td>
<td>M/F</td>
<td>M/F</td>
<td>M/F</td>
<td>M/F</td>
<td>M/F</td>
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</tr>
<tr>
<td>State</td>
<td>24.55</td>
<td>24.64</td>
<td>4.36</td>
<td>5.35</td>
<td>5.8</td>
<td>5.46</td>
<td>6.64</td>
<td>7.07</td>
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<tr>
<td></td>
<td>24.60</td>
<td>4.85</td>
<td>5.64</td>
<td>6.85</td>
<td>11.55</td>
<td>8.63</td>
<td>18.40</td>
<td>12.44</td>
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<td>GCS</td>
<td>22.36</td>
<td>26.16</td>
<td>8.20</td>
<td>10.16</td>
<td>11.88</td>
<td>11.91</td>
<td>10.49</td>
<td>14.29</td>
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<tr>
<td></td>
<td>24.18</td>
<td>9.16</td>
<td>11.90</td>
<td>12.41</td>
<td>21.32</td>
<td>9.17</td>
<td>33.73</td>
<td>18.89</td>
</tr>
</tbody>
</table>

*Spring 2018 K-12 Headcount (GCS membership as of 4/30/18)
External Evaluation

Based on:

- best practices compiled from the National Association for Gifted Children
- publications from the National Center for Gifted Research
- experts on gifted equity issues
- selected best practices for gifted education from member districts of the Council of Great City Schools
External Evaluation – Equity Allowance Formula

According to the equity allowance formula for minimal representation in gifted education created by gifted education equity expert Dr. Donna Ford, underrepresentation in gifted subgroups that are more than 20% lower than the subgroup’s representation in the general student population subgroups are likely caused by implicit or explicit distraction.

Notably, these are not quotas for representation, but calculations that should be used as a metric for identifying potential discrimination and the need for intentional acts to overcome this bias.

In GCS, the minimal representations in gifted education using the equity allowance formula would be broken down as follows:

- 32.8% African American
- 26.5% White
- 12.8% Hispanic
- 4.8% Asian
- 3.2% Multi-racial
AG by the Numbers

District Enrollment Snapshot

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>6.7%</td>
</tr>
<tr>
<td>Black</td>
<td>40.7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>16.4%</td>
</tr>
<tr>
<td>White</td>
<td>31.3%</td>
</tr>
<tr>
<td>Others</td>
<td>4.8%</td>
</tr>
</tbody>
</table>

Percent of AIG/Talent Development Students

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>9.0%</td>
</tr>
<tr>
<td>Black</td>
<td>22.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>11.1%</td>
</tr>
<tr>
<td>White</td>
<td>52.4%</td>
</tr>
<tr>
<td>Others</td>
<td>5.1%</td>
</tr>
</tbody>
</table>

Data updated May 2019
Primary Revisions for 2019-2022 AIG Plan

- More Inclusive Identification
- Increase Availability of Advanced Coursework
- Teacher Recruitment and Development
Two Goals

Identification of students from underrepresented populations

Appropriately differentiated services for identified students
Primary Revisions for 2019-2022 AIG Plan

- More Inclusive Identification
- Increase Availability of Advanced Coursework
- Teacher Recruitment and Development
Recommendations of 2019-2022 AIG Plan

**Universal or sweep screen**
- Objective
- Does not rely on referral
- Access for all students

**Use of inclusive assessments which acknowledge student differences**
- Multiple data points
- Nonverbal assessments
- Use of local norms
- Performance Observations

**Multiple pathways and entry points**
- Pathways which acknowledge student strengths
- Opportunities for identification at multiple grade levels
More Inclusive Identification Practices
(SP Priority II: Eradicate Gaps in Access, Preparation and Achievement)

- Cognitive Abilities
- Iowa Achievement
- Use of local norms
- Use of BOG scores
- Use of student performance portfolios and observations

Initial 3rd Grade Screening

Annual Screening Grades 3-7
- End-of-Grade
- End-of-Course
- Naglieri Nonverbal Abilities Test (3rd edition)
- Use of rubric to increase participation of underrepresented students
- Increase seats in gifted magnet schools including a second middle school site

Secondary Recruitment
- PSAT (AP Potential)
- Equal Opportunity Schools
- AP Discrepancy Report

New in 2019-2022 Plan
More Inclusive Identification Practices
(SP Priority II: Eradicate Gaps in Access, Preparation and Achievement)

• Student Performance Portfolios
  o Provide additional measures to consider for AG identification
  o Examples include:
    ▪ Underachievement Identification Instruments and Scales (Rimm & Whitmore)
    ▪ Performance Tasks and observations
  o Use of trained culturally competent assessors to review portfolios
• Rubric for entry into gifted magnet school programs
  o Takes into account factors, such as poverty, parent education level and language spoken at home, that may prevent high-achieving students from underrepresented populations from qualifying for the program
• Increase access to gifted magnet school options
  o Increase number of seats to accommodate additional qualifying students
  o Offer second more geographically accessible site
Primary Revisions for 2019-2022 AIG Plan

- More Inclusive Identification
- Increase Availability of Advanced Coursework
- Teacher Recruitment and Development
## Increased Availability for Advanced Coursework

*(SP Priority II: Eradicate Gaps in Access, Preparation and Achievement)*

### Math Current State
- Middle School Classrooms
  - Accelerated math sequences appropriate for advanced learners which allow students to earn high school credit in middle school
- Common math curriculum with limited resources to assist teachers with differentiation
- Teacher-developed *Annual Plan for Differentiation*
- CTE Computer Science courses available in middle school

### Math AG Plan Changes
- Middle School Classrooms
  - Differentiation techniques and strategies for Eureka and Open Up
  - Standard districtwide *Annual Plan for Differentiation*
- High School Classrooms
  - Increase AP course offerings and student participation in Computer Science in high school to offer a continuation of middle school offerings
  - Increase Duke Talent Identification Program Participation

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New in 2019-2022 Plan
Increased Availability for Advanced Coursework
(SP Priority II: Eradicate Gaps in Access, Preparation and Achievement)

English/Language Arts
Current State

- Middle School Classrooms
  - Advanced level courses are not qualitatively distinct from Standard level courses
  - Common ELA curriculum with limited resources to assist teachers with differentiation
  - Teacher-developed *Annual Plan for Differentiation*
  - No opportunity to earn high school English credit in middle school

- High School Classrooms
  - Honors level courses are not qualitatively distinct from Standard level courses
  - Need to increase student enrollment and success in AP courses

English/Language Arts
AG Plan Changes

- Middle School Classrooms
  - Define Advanced ELA
  - Differentiated extension and enrichment components for ARC units
  - Standard districtwide *Annual Plan for Differentiation*
  - Increase access to high school course offerings in English in middle school
  - Increase Duke Talent Identification Program Participation

- High School Classrooms
  - Implement Pre-AP English in high school in order to offer an additional ELA option
  - Define Honors ELA

New in 2019-2022 Plan
### Increased Availability for Advanced Coursework

**SP Priority II: Eradicate Gaps in Access, Preparation and Achievement**

#### Science and Social Studies

**Current State**

- **Middle School Classrooms**
  - Students heterogeneously grouped in Science and Social Studies
  - No advanced courses available
  - Little to no differentiation
  - Teachers are not required to submit an *Annual Plan for Differentiation*

- **High School Classrooms**
  - Honors level courses are not qualitatively distinct from Standard level courses
  - Need to increase student enrollment and success in AP courses

#### AG Plan Changes

- **Middle School Classrooms**
  - Increase access to high school course offerings in science and social studies (including blended/online options)
    - African American, Latin American History or World Humanities
    - Earth/Environmental
    - Standard districtwide *Annual Plan for Differentiation*

- **High School Classrooms**
  - Implement Pre-AP Biology in high school

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New in 2019-2022 Plan
Primary Revisions for 2019-2022 AIG Plan

- More Inclusive Identification
- Increase Availability of Advanced Coursework
- Teacher Recruitment and Development
Teacher Recruitment and Development
(SP Priority II: Eradicate Gaps in Access, Preparation and Achievement)
(SP Priority V: Invest in our People)

AIG Add-On Licensure

- Scholarship opportunities open to all K-8 core teachers - Partnership with Duke University – In-Service Summer Camp
- Selection prioritizes teachers of color and male teachers
- Select Title I school to pursue AIG licensure for entire certified staff

Local Minimum Requirement for General Education Teachers

- 12 hours of content
  Characteristics of Gifted Learners
  Classroom Practices for High Ability Learners
- Develop content-specific differentiation sessions

New in 2019-2022 Plan
Teacher Recruitment and Development

(SP Priority II: Eradicate Gaps in Access, Preparation and Achievement)
(SP Priority V: Invest in our People)

Culturally Relevant Instruction and Pedagogy

- TLPD departments will include gifted differentiation strategies in content PD
- TLPD departments will embed enrichment and extension opportunities for advanced students in curricular units

Recognizing Giftedness in Special Populations

- Recognizing Giftedness in African American Males
- Money Talks: Recognizing Giftedness in Students of Poverty
- I Too Am AG: Understanding the Needs of Twice-Exceptional Students
- Recognizing Giftedness in English Language Learners
- Girls Do Code: Recognizing STEM Gifts and Talents in Girls

New in 2019-2022 Plan
Next Steps: Recommendations

• Create timeline of implementation recommendations within a three-year period

• Create a communications plan