

EXECUTIVE SUMMARY

Title: Academically or Intellectually Gifted Program Revision Update

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute #Article 9B 115 C-150.5-8
- SBE Policy # _____
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Mr. Robert L. Logan (Associate Superintendent, Innovation and School Transformation), Mrs. Mary N. Watson (Director, Exceptional Children Division) and Dr. Elissa Brown (Consultant, Academically or Intellectually Gifted)

Description:

An action plan with proposed timeline and strategies to address necessary changes to be made in the Academically/Intellectually Gifted program will be presented to the State Board of Education for discussion and input. The action plan is in response to a recent audit by the Office of the State Auditor and addresses the relevant findings. Auditor’s findings were in the areas of program development, program monitoring/evaluation, AIG funding, and parent satisfaction. DPI personnel will seek input from a variety of stakeholder groups such as state advocacy groups, institutions of higher education, administrators of gifted programs, parents, teachers and state school board members.

Resources:

NCDPI, Exceptional Children Division staff and other agency personnel, AIG audit report, Article 9B, NC AIG Program Guidelines, and literature review

Input Process:

NC State Auditor’s report, NCDPI staff with the Exceptional Children Division, Institutions of Higher Education, parents/guardians of AIG students, State gifted advocacy associations, local AIG program coordinators, and regional AIG liaisons.

Stakeholders:

AIG students of North Carolina schools (representing 11% of the ADM), teachers and parents.

Timeline For Action:

This item is presented for discussion of final recommendations at the May State Board of Education meeting.

Recommendations:

It is recommended that the State Board of Education review and discuss the proposed recommendations and provide input.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
- Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____
- Document Camera (for transparencies or paper documents – white paper preferred)

AIG Audit (Categories)	Current Context	Proposed Changes	Strategies	Timeline for Initiating Strategies
<p>A. Program Development (Service Delivery Models)</p>	<p>No state policies exist for AIG.</p> <p>No formal nurturing programs exist statewide. No official child-count is collected on nurturing students</p> <p>Student identification is not aligned to service delivery models consistently.</p> <p>While screening and identification are mandated (Article 9B), LEAs choose which assessment measures, criteria, cut-offs, and timeline are employed.</p> <p>Current AIG plan reviews occur every three years.</p>	<p>A.</p> <ol style="list-style-type: none"> 1. Develop state policies (e.g., acceleration, contact time, curriculum policy, etc.). 2. K-2 Nurturing: Scale-up Project Bright Idea, Project U-Stars Plus and other research-based programs state-wide 3. Ensure that program delivery aligns with student identification. 4. <i>Develop state framework for identification.</i> 5. <i>Reconsider cycle of AIG plan reviews.</i> 	<ol style="list-style-type: none"> 1. Look at research on effectiveness of program delivery types. 2. Develop a trainer-of-trainer model for scale-up. 3. Revise “Guidelines for Governing Local Gifted Programs.” 4. Work with IHEs to ensure licensure requirements for AIG teachers and integrity of coursework. 5. Garner stakeholder input of review cycle, including a mid-point review check. 	<ul style="list-style-type: none"> • Fall, 2008 • 2010 • 2009-2010 • Ongoing • 2008-2009
<p>B. Program Monitoring/Evaluation</p>	<p>Program monitoring does not occur at the state level.</p>	<p>B.</p> <ol style="list-style-type: none"> 1. Increase authority and resources of DPI to monitor AIG programs. 	<ol style="list-style-type: none"> 1a. Fidelity check on local implementation of AIG plans. 	<ul style="list-style-type: none"> • 2010-2012

Note: *Italicized* notes are statutory changes that would need to be made by the General Assembly.

			<p>1b. Develop state AIG performance standards/goals to use as benchmarks for evaluating program effectiveness.</p> <p>1c. Establish regional consultants (hosted by LEA) to monitor and provide technical assistance.</p>	<ul style="list-style-type: none"> • 2008-2009 • Resource dependent
<p>C. Use of AIG funding</p>	<p>The use of AIG funding at the local level is not monitored at the state level.</p> <p>AIG funds (4%) are appropriated regardless of AIG plan review.</p>	<p>C.</p> <p>1. <i>Revise legislation (Article 9B)</i></p> <p><i>a. on the use of AIG funds;</i> and</p> <p><i>b. to allow DPI to approve plans prior to funding being released.</i></p> <p>2. Establish a system of checks & balances between finance and AIG program area (DPI)</p>	<p>1a. and b. Work with DPI legislative liaison to make recommendations to the Joint Legislative Education Oversight Committee.</p> <p>2. Collaborate with finance to develop a communication and feedback system for internal monitoring of AIG funds.</p>	<ul style="list-style-type: none"> • 2008-2010 • 2008-2009
<p>D. Parent/Stakeholder satisfaction</p>	<p>Including a parent component within the AIG plan is mandated; however, no mechanisms exist to</p>	<p>D.</p> <p>1. Strengthen the parent participation component of the local AIG plans.</p>	<p>1a. Revise “Guidelines for Governing Gifted Programs.”</p>	<ul style="list-style-type: none"> • 2009-2010

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	strengthen or monitor parent satisfaction.		<p>1b. Add targeted AIG items to every LEA system-wide “parent satisfaction survey.”</p> <p>1c. Collaborate with state advocacy associations, higher education, and other agencies to develop strategies for increasing parent satisfaction.</p>	<ul style="list-style-type: none"> • 2009-2010 • 2008-2010
3	E. Student Achievement	AIG student achievement data is collected but not coordinated among DPI divisions.	<p>E.</p> <p>1. Disaggregate AIG students’ scores.</p> <p>2. Collect additional data on AIG (e.g., number of AIG students who dropped out of high school, number of students being home-schooled or attending charters, number of AIG students in dual enrollment or alternative learning context, scores on AP or IB tests, college entrance exams, and student satisfaction).</p>	<p>1. LEAs collect trend data on student performance (EOGs/EOCs, NAEP) and other forms of summative and formative data.</p> <p>2. Coordinate data collection efforts with other divisions within DPI.</p> <ul style="list-style-type: none"> • 2008-2012 • 2008-2009

Note: *Italicized* notes are statutory changes that would need to be made by the General Assembly.

AIG Recommendations

In order for Academically/Intellectually Gifted students to be globally competitive in the 21st century, the following recommendations are presented to the SBE for discussion and input.

Authoritative Source	Recommendation	Description	Alignment to proposed changes in AIG Action Plan (presented April, 2008)
SBE	Develop AIG Program Performance Standards.	Designed to assist the state agency in examining the quality of LEAs' programming for gifted learners. This would establish a blueprint of observable indicators and evidence-based aspects of local AIG plans for ensuring continuous growth of gifted learners and development and monitoring of local programs.	Program Development (Service Delivery Models) (A2: A3) Program Monitoring (B1)
SBE	Develop state guidance in programming, funding, and accountability for gifted education.	State guidelines in gifted education would provide the infrastructure of state-wide consistency while honoring local control.	Program Development (Service Delivery Models) (A1) Program Monitoring (B1) Use of AIG funding (C1)
SBE	Develop an annual parent satisfaction survey.	A survey instrument should be developed to gather input from parents/guardians to determine their perceptions of local gifted programs and levels of satisfaction and involvement. Data would be used for program improvement. Survey questions could be incorporated into existing survey instruments that are currently employed in LEAs.	Parent Satisfaction (D1)

SBE	Develop a state resource guide for differentiation of instruction for students with diverse abilities, uneven profiles, and at-risk.	A clear need appears to exist for providing LEAs some concrete suggestions for adapting and accommodating curriculum and instruction to students who do not fit the “typical” profile of gifted behavior. Such a resource guide could be seen as a basis for professional development across the state.	Program Development (Service Delivery Models) (A1)
SBE	Integrate AIG into other state-initiated school reform efforts.	Identified gifted students make up 11% of the ADM in North Carolina constituting a critical mass of students across the state. Incorporating language in other plans or initiatives that include gifted such as School Improvement Plans, Professional Development Plans, and Superintendent’s Performance Goals will ensure that gifted students are embedded within larger systemic efforts.	Student Achievement (E2)
SBE	Establish a mechanism for annual review of gifted student performance.	Assessment data including EOGs and EOCs, Advanced Placement (AP), and International Baccalaureate (IB) exams should be collected. In addition, data should be collected on AIG drop-out rates, alternative educational placements (e.g., private schools, home-school, alternative schools, etc.	Student Achievement (E1; E2)
SBE	Propose revisions to Article 9B.	The current legislation was passed in 1996. Additional research has been published with regard to best practices in identification, program delivery, and program evaluation.	Program Development (A4; A5) Use of AIG funding (C1a)