

## DPS Advanced Academics: Student Referral, Identification Process, and Service Delivery

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<b>Q</b>	<b>What is the philosophy of the DPS Office of Advanced Academics?</b>
<b>A</b>	<p>The Office of Advanced Academics in Durham Public Schools believes that it is our collective responsibility to discover, nurture, and develop the potential of every student to be successful, both in school and in adult life. We further believe that we must provide a challenging education for all students. Services for academically and intellectually gifted (AIG) students are an integral part of this overall goal to achieve an excellent level of education for all 21st century learners.</p>
<b>Q</b>	<b>Is there state level legislation for gifted programming in North Carolina?</b>
<b>A</b>	<p>Since 1996, North Carolina has had legislation on gifted education that mandates student identification, services, development of a local plan, and a process to resolve disagreements.</p> <p>“§ 115C-150.5. Academically or intellectually gifted students. The General Assembly believes the public schools should challenge all students to aim for academic excellence and that 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. 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. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)”</p> <p>Visit <a href="#"><u>Article 9B (N.C.G.S. § 115C-150.5)</u></a> for the remainder of the legislation.</p>

<b>Q</b>	<b>What is the criteria for identification? K-1, 2-8, and 9-12</b>
	<p>DPS' identification pathways are aligned with Article 9B [N.C.G.S. 115C-150.5-.8]. Each student referred for the DPS AIG program is reviewed using multiple criteria for student identification.</p> <p>Quantitative (i.e., test scores) and qualitative (e.g., portfolio, evidence-based recommendations) measures that reveal student aptitude, achievement, or academic potential are part of each student's comprehensive profile.</p> <p><b>Grades</b> [REDACTED]</p> <p><b>K-1</b></p> <p>All kindergarten and first grade students are served by the school's AIG Specialist. If a student demonstrates the need for services beyond the grade level, the student may be referred for the AIG identification process to ensure his/her academic needs are best met. The identification process for grades 2 - 8 would be followed.</p> <p><b>Grades 2-</b> [REDACTED]</p> <p><b>8</b></p> <p><b>Pathway 1: Aptitude - Intellectually Gifted (IG)</b></p> <p>Students who are identified as Intellectually Gifted have met the following criteria:</p> <ul style="list-style-type: none"> <li>• Age level composite score at or above the 96th percentile on a nationally normed aptitude/ability test (CogAT, OLSAT, NNAT, etc.)</li> <li>• Assessment for supporting achievement criteria was below 90th percentile for identification as Academically and Intellectually Gifted (AIG) or Academically Gifted (AG).</li> </ul> <p>IG students will have an Individualized Differentiated Education Plan (IDEP) to support their needs.</p> <p><b>Pathway 2: Achievement - Academically Gifted (AG)</b></p> <p>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:</p> <p>REQUIRED: Achievement on nationally normed test (IOWA, Woodcock-Johnson, etc.) at or above  the 89th percentile (composite or subscore in area of identification)</p> <p><b>And, one of the following:</b></p> <ul style="list-style-type: none"> <li>• Achievement on State tests (BOG, EOG, EOC) in area of identification at or above the 85th  percentile</li> </ul>

- Portfolio assessment with 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: above grade level work products; student writing reflections; interviews; outstanding achievement outside of the classroom; ESL progressions; evidence-based teacher recommendations; and other standardized assessment measures.

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

### **Pathway 3: Aptitude & Achievement - Academically and Intellectually Gifted (AIG)**

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

REQUIRED: An Aptitude test (CogAT, OLSAT, NNAT, etc.) with a composite or subscore score

(aligned with area identification) at or above the 90th percentile

**And, one of the following:**

- Achievement on nationally normed test (IOWA, Woodcock-Johnson, etc.) in area of identification at or above the 89th percentile
- Achievement on State tests (BOG, EOG, EOC) in area of identification at or above the 85th percentile
- Portfolio assessment with a minimum of three performance artifacts\* that support the student's advanced ability/ achievement

\*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: above grade level work products; student writing reflections; interviews; outstanding achievement outside of the classroom; ESL progressions; evidence-based teacher recommendations; and other standardized assessment measures.

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

**Grades**  
**9-12**

The AIG Specialists in grades 9-12 will conduct an annual review of all high school students. Students who have the following criteria will automatically be referred for the AIG Identification process:

- achievement on the PSAT, SAT or ACT tests at or above the 90th percentile
- achievement on an Advanced Placement tests of a 3, 4 or 5
- rank in the top 10% of their grade level

In addition, teachers, administrators, community members, parents or students can nominate a student throughout the school year.

### **Pathway 1: Aptitude - Intellectually Gifted (IG)**

Students who are identified as Intellectually Gifted have met the following criteria:

- Age level composite score at or above the 96th percentile on a nationally normed aptitude/ ability test (CogAT, OLSAT, NNAT, etc.)
- Assessment for supporting achievement criteria was below 90th percentile for identification as Academically and Intellectually Gifted (AIG) or Academically Gifted (AG).

IG students will have an Individualized Differentiated Education Plan (IDEP) to support their needs.

### **Pathway 2: Achievement - 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 two of the following criteria:

- Achievement on nationally normed test (IOWA, Woodcock-Johnson, etc.) in area of identification  
at or above the 89th percentile
- EOC in area of identification at or above the 85th percentile
- Achievement on the PSAT, SAT, ACT at or above the 90th percentile
- Achievement on AP tests of a 3,4 or 5
- Rank in the top 10% of their grade level
- Portfolio assessment with 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: above grade level work products; student writing reflections; interviews; outstanding achievement outside of the classroom; ESL progressions; evidence-based teacher recommendations; and other standardized assessment measures.

	<p>Students who are identified as Academically Gifted (AG) in a specific content field will have a DEP/ Differentiated Education Plan unless a strong need for further individualization is required.</p> <p><b>Pathway 3: Aptitude &amp; Achievement - Academically and Intellectually Gifted (AIG)</b></p> <p>Students identified as Academically and Intellectually Gifted in the content areas of math, reading, or both reading and math (AI) have met two of the following criteria:</p> <p>REQUIRED: An Aptitude test (CogAT, OLSAT, NNAT, etc.) with a composite or subscore score (aligned with area identification) at or above the 90th percentile</p> <p><b>And, one of the following:</b></p> <ul style="list-style-type: none"> <li>• Achievement on nationally normed test (IOWA, Woodcock-Johnson) in area of identification at or above the 89th percentile.</li> <li>• EOC in area of identification at or above the 85th percentile</li> <li>• Achievement on the PSAT, SAT, ACT at or above the 90th percentile.</li> <li>• Achievement on AP tests of a 3,4 or 5.</li> <li>• Rank in the top 10% of their grade level.</li> <li>• Portfolio assessment with a minimum of three performance artifacts* that support the student's advanced ability/achievement and need for AIG services in that field</li> </ul> <p>*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: above grade level work products; student writing reflections; interviews; outstanding achievement outside of the classroom; ESL progressions; evidence-based teacher recommendations; and other standardized assessment measures.</p> <p>Students who are identified as Academically and Intellectually Gifted (AIG) in a specific content field will have a Differentiated Education Plan/DEP unless a strong need for further individualization is required.</p>
<b>Q</b>	<b>What are the steps in the AIG Identification Process?</b>
<b>A</b>	<p>To ensure consistency within the district, the Office of Advanced Academics provides AIG Specialists with documents (flow chart, FAQs, etc.) that outline the screening, referral, and identification process in DPS.</p> <p><b>Referrals:</b> Students who show outstanding academic and/or intellectual performance can be referred at any grade level (see special note in the above criteria question about K-1) during any time of the year to the school's AIG Specialist. Referrals can be made:</p>

	<ul style="list-style-type: none"> <li>• by administrators, teachers, parents, self, peers, or community members</li> <li>• through data results from CogAT (scores 90% or above); BOG, EOG, EOC scores (85% or above) ; High School top 10% ranking; AP Exam score of 4 or 5; other quantitative and qualitative data</li> </ul> <p>Note: A referral does not indicate further testing must follow; however, it does signal the collection and review of current data.</p> <p><b>Collection of Data:</b> The AIG Specialist will collect data to support a student’s referral. The school based AIG Leadership Committee will review all information to decide if a student needs additional assessments, nurturing services, or additional time for classroom foundational skills.</p> <p>Data may include, but is not limited, to the following:</p> <ul style="list-style-type: none"> <li>• portfolio of student work showing above grade level performance and/or complex critical thinking</li> <li>• academic behavioral checklist</li> <li>• teacher anecdotal records</li> <li>• state or national assessment scores.</li> </ul> <p><b>Assessments:</b> If additional assessments are needed, the <i>Student Information and Consent to Evaluate Forms</i> are sent home to parents/guardians. Prior to testing, consultation with the classroom teacher for possible testing accommodations and/or modifications must occur and all accommodations/modifications followed during testing.</p> <p><b>Criteria Met:</b> If the criteria is met, the AIG Specialist contacts parents/guardians and proceeds with service matching and initial invitation to conference, K-8. Differentiated Educational Plan (DEP) or Individual Differentiated Education Plan (IDEP) is developed by AIG Specialist and classroom teacher(s).</p> <p><b>Criteria Not Met:</b> If the criteria is not met, the AIG Specialist communicates with the classroom teacher(s) and parents and student paperwork is filed for future reference. Student’s academic performance is monitored for possible re-evaluation at a later date.</p>
<p><b>Q</b></p>	<p><b>If a child has been previously identified in another school or district, does this identification transfer to Durham Public Schools?</b></p>
<p><b>A</b></p>	<p>AIG students transferring from one DPS school to another will retain their gifted identification. As service delivery options may vary from one school to another, the student’s DEP/IDEP may need to be revised. Students transferring from another district or state will present to the receiving DPS school all information regarding the student’s identification for differentiated services. The receiving school will review the</p>

	information, apply Durham Public Schools' district-wide criteria for identification, and make a decision concerning service delivery options.
<b>Q</b>	<b>What services are in place for AIG students?</b>
<b>A</b>	<p>The program service options for AIG students involve three components:</p> <ul style="list-style-type: none"> <li>• Learning Environments</li> <li>• Content Modifications</li> <li>• Enrichment Opportunities.</li> </ul> <p><b>Learning Environments</b> are the ways students are grouped to receive instruction. Environments may include options such as consultation in the regular classroom, flexible grouping, grade acceleration, and concurrent enrollment in high school and college for students in grades 9-12.</p> <p><b>Content Modifications</b> include the ways curriculum may be adapted to meet the needs of gifted students. Modification may include acceleration, compacting, flexible pacing, and the use of more advanced or complex concepts, abstractions, and resources.</p> <p><b>Enrichment Opportunities</b> are those programs which may exist within the curriculum, but which are often outside the regular curriculum or even outside the school. They provide students with opportunities to explore topics or pursue interests in greater depth. Enrichment opportunities may include Science Olympiad, Math Counts, Battle of the Books, and Odyssey of the Mind, as well as mentorships, apprenticeships, and a variety of leadership opportunities. (Note: Due to size of school and available personnel and resources, not all options are available at every school.)</p>
<b>Q</b>	<b>What are the procedures for resolving disagreements?</b>

**A** 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 Leadership 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 Leadership 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.

**Durham Public Schools does not discriminate on the basis of sex, race, color, religion, national origin, age, or disability in any of its educational or employment programs or activities. If any employee, student, parent, or community member believes such discrimination has occurred, he/she should call the Assistant Superintendent of Human Resource Services at 919-560-2353 or write the Director, Office of Civil Rights, Washington, DC 20202.**

For more information about the AIG Program, please contact:  
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