Empowered Parents in Community (EPiC)

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Academically or Intellectually Gifted Programs:
Bringing Educational Equity to Black Students in Durham Public Schools

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I. Executive Summary

Academic and Intellectually Gifted (AIG) educational programs intend to provide high-performing students with differentiated instruction. In practice, AIG programs often have inequitable inclusion and outcomes for minoritized students.[1] Empowered Parents in Community (EPiC) is a local nonprofit organization in Durham, NC that aims to cultivate parent leadership and improve family engagement to better support students' educational needs. To better understand how AIG affects Black students in Durham County Public Schools, EPiC asked the following question:

How should DPS AIG programs be structured to focus on providing an equitable education to Black elementary school (K-5) students?

In North Carolina, students can be designated as AIG in math, reading, and other areas, such as art. Students may also have multiple designations. Students designated as "AIG Other" are intellectually or academically gifted in ways that do not fit the traditional math and reading designations. "AIG Other" allows students who may excel in a certain subject to engage with a rigorous curriculum through AIG programs[2].

The goal of broadening AIG subject designations is to eliminate the notion that gifted education is just for a select few students who perform highly on standardized tests and fit a set of traditional criteria[3]. Instead, the AIG program and specialists promote inclusionary practices across the state and look for new methods to develop, recruit, and support AIG students. In 2021, the State Board of Education discussed new AIG requirements to make state-wide implementation more

[1] Lenora M. Crabtree, Sonyia C. Richardson, and Chance W. Lewis, "The Gifted Gap, STEM Education, and Economic Immobility," *Journal of Advanced Academics* 30, no. 2 (May 1, 2019): 203–31, https://doi.org/10.1177/1932202X19829749.

[2] Ford, James E. "E(Race)Ing Inequities: How Race Influences Who Is Designated 'Gifted' in North Carolina." EducationNC, December 19, 2019. https://www.ednc.org/eraceing-inequities-academically-or-intellectually-gifted-aig/.

[3] Parrott, Laura. Durham Public Schools AIG Specialist. Personal, March 28, 2022.

equitable. The current strategic plan incorporates new standards and helps schools improve access and opportunities for Black and Brown students in AIG programs.[4]

Team members performed research into AIG program structure in North Carolina using qualitative and quantitative methods. Qualitative methods included rigorous background research using scholarly and academic sources in addition to interviews with experts working in the field. The team also conducted case studies of other school districts with qualities similar to those of DPS, focusing on the implementation of recent AIG-related changes. Finally, the team conducted an extensive quantitative analysis of DPS demographics to analyze AIG enrollment. The materials and analyses developed through these methods helped us develop recommendations that EPiC can use to inform parent advocacy.

Based on our research and analysis, we recommend that EPiC advocate for DPS to perform the following actions:

- Increase professional development for teachers,
- Promote equity in universal screenings,
- Build qualitative and quantitative review teams,
- Analyze AIG proficiency data,
- Evaluate the effect of the COVID-19 pandemic,
- Monitor Chapel Hill-Carrboro City Schools gap closures, and
- Implement strength-based assessment lenses.

[4] Fofaria, Rupen R. “Here's How Dpi Is Trying to Serve More Black and Brown Kids through Gifted Education.” EducationNC, May 27, 2021. https://www.ednc.org/2021-05-26-nc-dpi-proactive-steps-recruit-identify-gifted-black-brown-students-education-program/.

II. Background

This section will provide essential background knowledge on AIG policy. First, we will establish a baseline definition of AIG programs and their key characteristics. We will then give a brief history of AIG programs in the U.S., focusing on historical equity issues and key recent federal and state legislation. Next, we will discuss education equity by defining and touching on broadly equitable educational environment characteristics. We will then provide a general overview of common equity concerns within AIG programs before exploring AIG program implementation in Durham Public Schools.

Defining AIG

Academically and Intellectually Gifted (AIG) Programs offer differentiated instruction and classroom settings for students who "show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment."[5] Students are identified based on intelligence testing, academic testing, or referral.[6] [7]

In Durham County Public Schools, where we focused our research, AIG students are identified based on the Cognitive Abilities Test (CogAT), End-of-Grade (EOG) academic assessments, and referrals.[8] The CogAT, administered to every second-grade student in DPS, is an intelligence test that identifies potential AIG students through universal screening.[9] EOG assessments, which monitor the academic progress of every student at the end of the academic year, can also qualify students for AIG when

ill 2019-2022.Pdf," accessed February 27, 2022, =https://www.dpsnc.net//cms/lib/NC01911152/Centricity/Domain/137/Ad +2019-2022.pdf.

ill 2019-2022.Pdf."

ill 2019-2022.Pdf."

[8] "Advanced Academics_AIG Parent Info Handbill 2019-2022.Pdf."hand
[9] "Advanced Academics_AIG Parent Info Handbill 2019-2022.Pdf."

they reach a high level of proficiency. The referral process begins when a teacher, parent, student, or community member nominates a student for AIG services.[10] School personnel then build a portfolio that the AIG Leadership Committee reviews to determine if a student qualifies for AIG services.[11]

Differentiated instruction includes learning environment changes, content modifications, or enrichment opportunities.[12] A learning environment change may include moving a child to the next grade, providing in-class grouping with other peers, or a classroom setting with exclusively AIG students.[13] Content modifications are when regular classroom instructional materials are modified to be more challenging.[14] Enrichment opportunities encompass anything beyond traditional instruction. Opportunities include but are not limited to opportunities to participate in clubs, exposure to more field trips, and academic teams.[15]

Education Equity Lens

Educational equity means that all students receive the differentiated resources and education necessary to succeed before and after graduating from high school.[16] All students, regardless of whether they identify with any number of minoritized identities, should receive rigorous academic materials, access to quality teachers, and inclusive disciplinary practices.[17] [18]

Academic Rigor

[10] Durham Public Schools, "Academic Support Services / AIG Identification Flowchart," Durham Public Schools, accessed February 6, 2022, https://www.dpsnc.net/Page/http%3A%2F%2Fwww.dpsnc.net%2Fsite%2Fdefault.aspx%3FPageID%3D6198.

[11] "Advanced Academics_AIG Parent Info Handbill 2019-2022.Pdf."

[12] "Advanced Academics_AIG Parent Info Handbill 2019-2022.Pdf."hand

[13] "Advanced Academics_AIG Parent Info Handbill 2019-2022.Pdf."

[14] "Advanced Academics_AIG Parent Info Handbill 2019-2022.Pdf."h

[15] "Advanced Academics_AIG Parent Info Handbill 2019-2022.Pdf."

[16] Patti Barthe, "Educational Equity: What Does It Mean? How Do We Know When We Reach It?" (Center for Public Education, January 2016), https://www.nsba.org/-/media/NSBA/File/cpe-educational-equity-research-brief-january-2016.pdf.

[17] Nancy Duchesneau, "Social, Emotional, and Academic Development Through an Equity Lens," *Educational Trust*, 2020, 52.

[18] Barthe, "Educational Equity: What Does It Mean? How Do We Know When We Reach It?"

Academic rigor occurs when students receive grade-appropriate, culturally relevant, and challenging classroom materials.[19] When students have access to rigorous classroom curricula and experiences, they are more likely to succeed in and out of school. For instance, when a student enters a classroom and is a grade level behind but receives access to grade-appropriate assignments, they can close the gap by seven months more than their peers who did not receive them.[20] For students to meet academic standards, it is necessary to provide rigorous material that will allow them to excel.

Quality Teachers

Quality teachers are instructors who hold high expectations, come from a range of different cultural backgrounds, are qualified to teach their subject, and provide students with robust and engaging instruction.[21] This requires racial bias training, integrating restorative justice practices in the classroom, and including parents and community members in discussions around a child's education.[22] Research has found that educators of color hold higher expectations for students of color.[23] By diversifying the workforce and prioritizing environments that retain teachers of color, schools can raise expectations for students of color.[24]

Disciplinary Practices

Integrating disciplinary practices that do not remove students from the classroom environment allows students to receive a rigorous education from quality teachers.[25] Positive disciplinary procedures reduce harm and repair relationships, rather than strictly punishing students through suspensions and expulsions.[26]

lopment Through an Equity Lens."

[20] "Choosing the Opportunity Gap | The Opportunity Myth," TNTP, 2018, https://opportunitymyth.tntp.org/choosing-the-opportunity-gap.

[21] "Choosing the Opportunity Gap | The Opportunity Myth."

[22] "Choosing the Opportunity Gap | The Opportunity Myth."

[23] Duchesneau, "Social, Emotional, and Academic Development Through an Equity Lens."

[24] Duchesneau.

[25] Barthe, "Educational Equity: What Does It Mean? How Do We Know When We Reach It?"

[26] Duchesneau, "Social, Emotional, and Academic Development Through an Equity Lens."

Given the scope of EPiC's policy question, we focused on equitable education in terms of academic rigor and quality teachers. The AIG system directly affects these tenets of equitable education because enrolled students have access to higher levels of both.[27] While positive disciplinary practices are essential to equitable education for all students, it would be necessary to address those in a broader context than the AIG processes in Durham.

Contemporary Equity Concerns with AIG

Underrepresentation of Minoritized Populations in AIG Programs

Compared to their peers, Black, Hispanic, Native American, and impoverished students face underrepresentation in AIG programs.[28] Nationally, the underrepresentation of Black students is approximately 50%, and the underrepresentation of Hispanic students is approximately 40%.[29] While the underrepresentation of Native American and impoverished students is an essential aspect of the inequities within AIG programs across the nation, given the scope of our policy question, we will not focus on these groups in our analysis.

Underrepresentation in North Carolina AIG programs is consistent with national trends. A 2021 report from the Hunt Institute and Duke's Sanford School of Public Policy found that Black students in North Carolina are "substantially underrepresented" or "underrepresented" in 84% of local education agencies (LEAs), while only "well represented" in 12% of LEAs.[30] Hispanic students are considerably

[27] Marcia et al., *System Failure: Access Denied* (Purdue University Gifted Education Research and Resource Institute, 2019).

[28] Gentry et al.

[29] Donna Y. Ford et al., "Going Beyond Lip Service When It Comes to Equity: Characteristics of Equity-Minded, Culturally Responsive Allies in Gifted and Talented Education," *Gifted Child Today* 44, no. 3 (July 1, 2021): 174–78, https://doi.org/10.1177/10762175211011210.

[30] Kristen R Stephens, "EQUITY AND ACCESS IN GIFTED EDUCATION: AN EXAMINATION WITHIN NORTH CAROLINA," 2021, 9.

"underrepresented" or "underrepresented" in 77% of LEAs and "well represented" in 11% of schools.[31] Notably, White students are not "underrepresented" in any LEAs across the state.[32]

Entrance Barriers to AIG

Much of the underrepresentation in AIG programs results from the recruitment methods employed by schools. The two main categories of recruitment methods in the United States are intelligence testing and teacher referral.[33] Both approaches have led to the underrepresentation of Black gifted students.

Two methods of intelligence testing, verbal and non-verbal, result in significantly different outcomes for racially and ethnically minoritized groups.[34] Many of these tests also fail to report average test scores based on race.[35] The few that do consistently show lower results for Black participants.[36] These assessments do not regulate and recognize bias in test outcomes, which perpetuates the rates of underrepresented minority students.

A 2018 study authored by Carol A Carman, Christina A. P. Walther, and Robert Bartsch, showed that Black students have the lowest standard score on the CogAT7, a CogAT iteration meant to improve racial disparities[37] In this study, Black students had a mean score of 115.1. White students had a mean score of 126.18. Similarly, a 2020 study found that historically underrepresented groups were less likely to be identified as AIG by the CogAT.[38]

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[31] Stephens.

[32] Stephens.

[33] Meghan Ecker-Lyster and Christopher Niileksela, "Enhancing Gifted Education for Underrepresented Students: Promising Recruitment and Programming Strategies," *Journal for the Education of the Gifted* 40, no. 1 (March 1, 2017): 79–95, https://doi.org/10.1177/0162353216686216.

[34] Ecker-Lyster and Niileksela.

[35] Gentry et al., *System Failure: Access Denied*.

[36] Gentry et al.

[37] Carol A. Carman, Christine A. P. Walther, and Robert A. Bartsch, "Using the Cognitive Abilities Test (CogAT) 7 Nonverbal Battery to Identify the Gifted/Talented: An Investigation of Demographic Effects and Norming Plans," *Gifted Child Quarterly* 62, no. 2 (April 1, 2018): 193–209, https://doi.org/10.1177/0016986217752097.

[38] Carol A. Carman, Christine A. P. Walther, and Robert A. Bartsch, "Differences in Using the Cognitive Abilities Test (CogAT) 7 Nonverbal Battery Versus the Naglieri Nonverbal Ability Test (NNAT) 2 to Identify the Gifted/Talented," *Gifted Child Quarterly* 64, no. 3 (July 1, 2020): 171–91, https://doi.org/10.1177/0016986220921164.

One strategy that has been suggested for making AIG programs inclusive for minoritized populations is universal screening, or when a district tests every student's cognitive ability. The purpose of universal screening is to remove subjectivity from the identification process. Yet in practice, it does not significantly improve the underrepresentation of Black students in AIG populations because the intelligence tests are racially biased.[39]

Teacher referrals and nominations show similar recruitment gaps based on race and socioeconomic status. White and Asian students are more likely to be referred to AIG programs than their Black and Hispanic peers.[40] Teachers are also less likely to refer students who receive free and reduced lunch when compared to those who did not.[41] These trends are consistent for Black students, even if their test scores are comparable to their White peers.[42]

Black and Brown students are less likely to be referred to AIG when there is a higher percentage of White teachers. [43] This is likely the result of racial bias and the lack of training to recognize AIG potential.[44] [45]

[39] Gentry et al., *System Failure: Access Denied*.

[40] Ecker-Lyster and Niileksela, "Enhancing Gifted Education for Underrepresented Students."

[41] Ecker-Lyster and Niileksela.

[42] Crabtree, Richardson, and Lewis, "The Gifted Gap, STEM Education, and Economic Immobility."

[43] "Are U.S. Schools Closing the 'Gifted Gap'? Analyzing Elementary and Middle Schools' Gifted Participation and Representation Trends (2012–2016) - Christopher B. Yaluma, Adam Tyner, 2021," accessed January 9, 2022, https://journals-sagepub-com.proxy.lib.duke.edu/doi/full/10.1177/1932202X20937633?utm_source=summon&utm_medium=discovery-provider.

[44] Crabtree, Richardson, and Lewis, "The Gifted Gap, STEM Education, and Economic Immobility."

[45] Ecker-Lyster and Niileksela, "Enhancing Gifted Education for Underrepresented Students."

III. Methodology

Our analysis consists of quantitative and qualitative methods to identify, assess, and provide recommendations to EPiC on ways to advocate for equity in AIG programs. Our approach includes four main components: literature review, interviews, data analysis, and case studies, in addition to background research.

- **Literature review:** We reviewed academic literature to provide a definition of AIG and educational equity. We also conducted a survey analysis of some of the current inequities with entrance and academics in AIG programs. Literature review findings are in the Background section and Appendix B.
- **Interviews:** Expert interviews were conducted with AIG specialists and Durham Public School administrators to understand strategies that are being used to improve diversity and rigor in the classroom better. Details on interview participants and questions are in Appendix C and D.
- **Data Analysis**: We collected publicly available data from Durham Public Schools to analyze the demographic enrollment levels in AIG programs and general K-5 demographic enrollment based on racial and ethnic identity. Analyzing this data describes the under or overrepresentation of racial and ethnic identities in DPS AIG programs.
- **Case Studies**: Two case study locations were chosen based on demographics, median income, education levels similar to Durham County. The third case study, Chapel Hill-Carrboro data, was chosen because it has a similar educational approach to Durham Public Schools. Each county selected had a distinctive policy framework that demonstrated the different ways AIG programs can be designed and adopted in K-5 schools.

Literature Review:

Overview of contemporary equity barriers and definitions in the

Data Analysis:

Durham Public Schools K-5 AIG Enrollment Data and District Comparison

Interview Participants:

AIG Specialists from Durham and Chapel Hill Schools Director of Durham Public

Case Study Locations:

Memphis-Shelby County

Charlotte Mecklenburg

Chapel Hill/Carrboro City

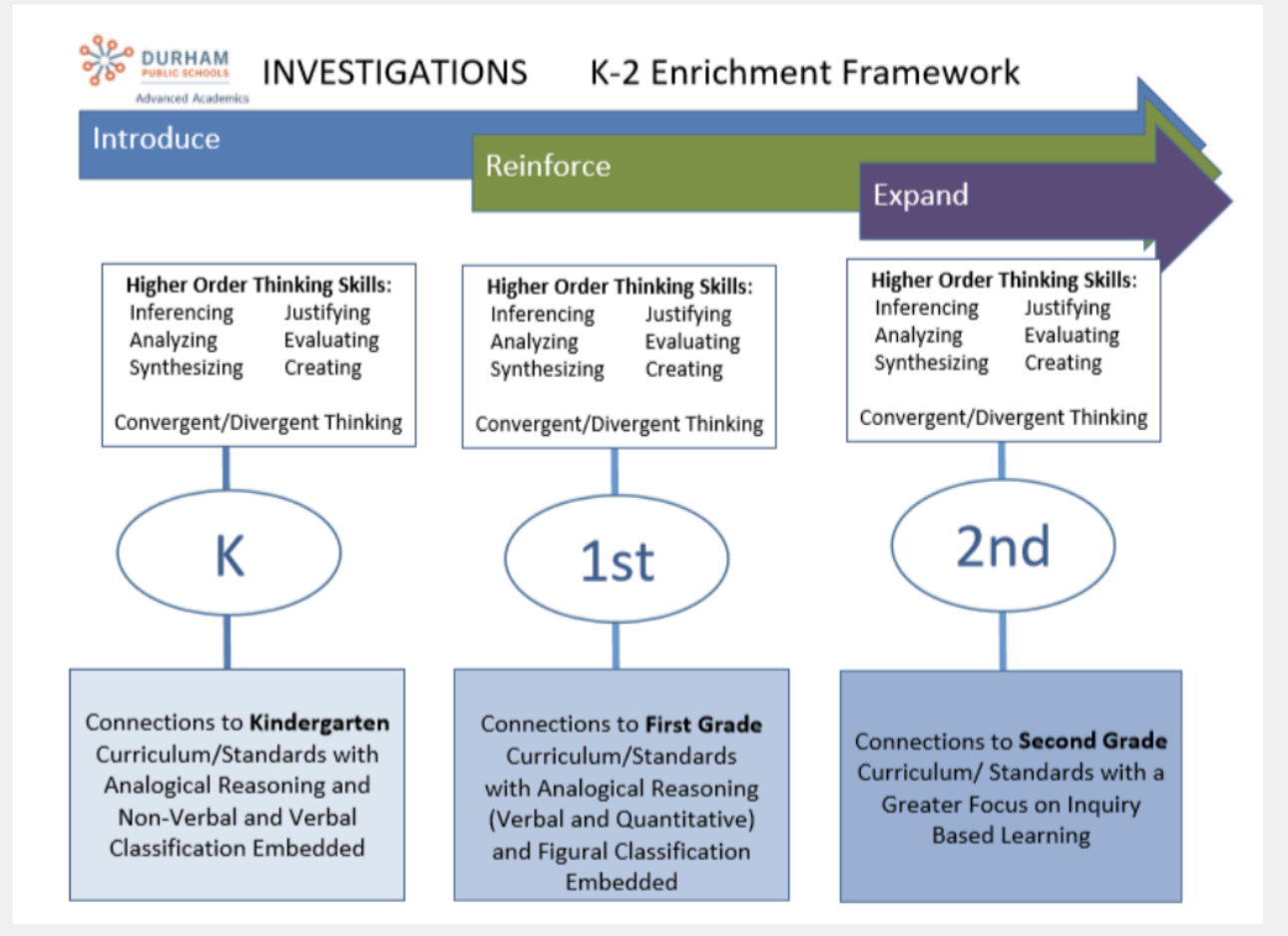
IV. Durham County Public Schools

Improved Accessibility to AIG Programs

Over the past several years, Durham Public Schools (DPS) have been committed to addressing the inequity in AIG programs and providing all students with access and opportunity to increase academic achievement for all. According to AIG Director Laura Parrott, DPS introduced a portfolio process for AIG enrollment three years ago, which gives various methods to enroll in the program. Specifically, referrals can be done by oneself, parents, mentors, teachers, or peers.[46] Along with expanding the identification process, Parrott discussed how DPS allows students in kindergarten through fifth grade to engage in AIG if they excel in a subject. DPS' Office of Academic Achievement is committed to developing potential in students whose talents have yet to be tapped or readily apparent in a typical classroom environment and serving high-performing students. Every quarter, an AIG Specialists works with all K-2 students to foster their academic potential and allow students to explore ideas with advanced critical thinking skills.[47] Students can demonstrate their abilities in this

[46] Parrott, Laura. Durham Public Schools AIG Specialist. Personal, March 28, 2022.
[47] "DPS Advanced Academics." Google Sites, November 5, 2021. https://sites.google.com/dpsnc.net/dps-advanced-academics/home.

scenario without taking a standardized test.



When working with K-2 students, teachers and AIG Specialists make observations of students who may demonstrate the following attributes:

- Grasp concepts quickly,
- Approach a task from different perspectives,
- Offer original and/or unique ideas to an issue,
- Work diligently and don't give up until a solution is found,
- Make connections between the lesson and prior learning, and
- Take risks in their approach to learning

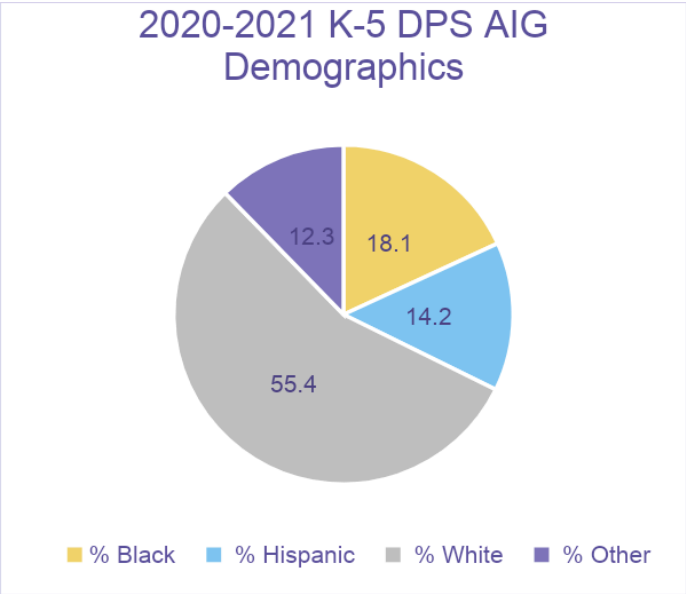
The observational data collected from large group sessions of all students assist the AIG Specialist and teacher in creating small group sessions to provide further exploration. Each grading quarter, the Investigations program switches from classroom instruction to small group explorations to provide students with more opportunities to participate. AIG Specialists working directly with K-2 students through the identification processes is one of the many ways DPS ensures a more accessible AIG

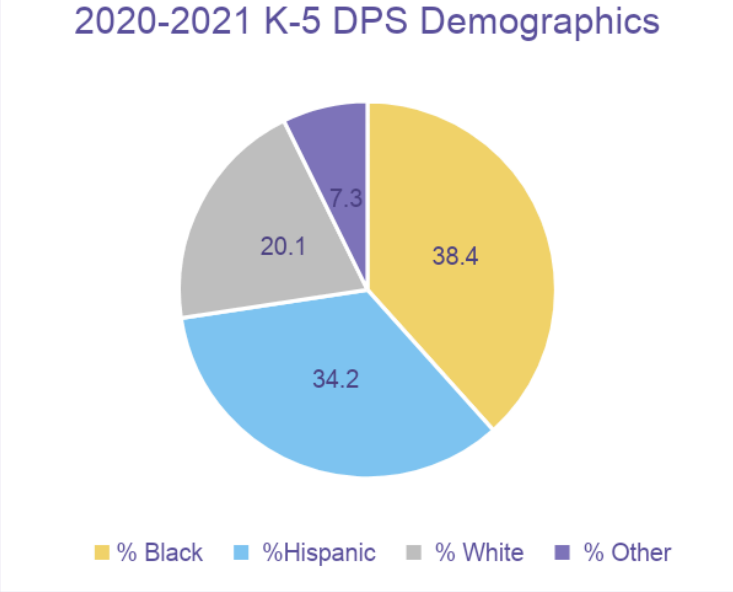
program for all students. By assessing students over two years, all students can maximize their learning potential in a supportive environment where they feel valued.

V. Data Analysis

DPS tracks student and teacher demographic information by race, ethnicity, and gender for each school.[48] Racial and ethnic demographic categories include Black, American Indian, Asian, Hispanic, Multi-Racial, and White. The AIG demographic information we had access to only used Black, Hispanic, White, and other as racial and ethnic categories. Given the resources available and the scope of our research, our data analysis will not use gender as a category and will only use the categories of Black, Hispanic, White, and other.

During the 2020-2021 school year, 38.4% of K-5 students identified as Black, 34.2% identified as Hispanic, 20.1% identified as White, and 7.3% as another race.





The district's demographic data detailing K-5 AIG enrollment is not representative of the K-5 population at large. In the 2020-2021 school year, 55.4% of students in AIG programs identified as White, 18.1% identified as Black, 14.2% identified as Hispanic, and 12.3% identified as another race.

Over representation of White students and underrepresentation of Black students is not an isolated phenomenon. In the 2019-2020 school year, 38.9% of K-5 DPS students identified as Black but only 20.4% of the K-5 AIG program. Conversely, 19.6% of students identified as White, but they made up 53.9% of the AIG program. In the 2018-2019 school year, 41.4% of K-5 DPS students identified as Black but only 23.2% of the K-5 AIG program. 19.4% of students identified as White, but they made up 51.8% of the AIG program.

[48] While DPS tracks both student and teacher demographic data, our analysis is solely focused on student data.

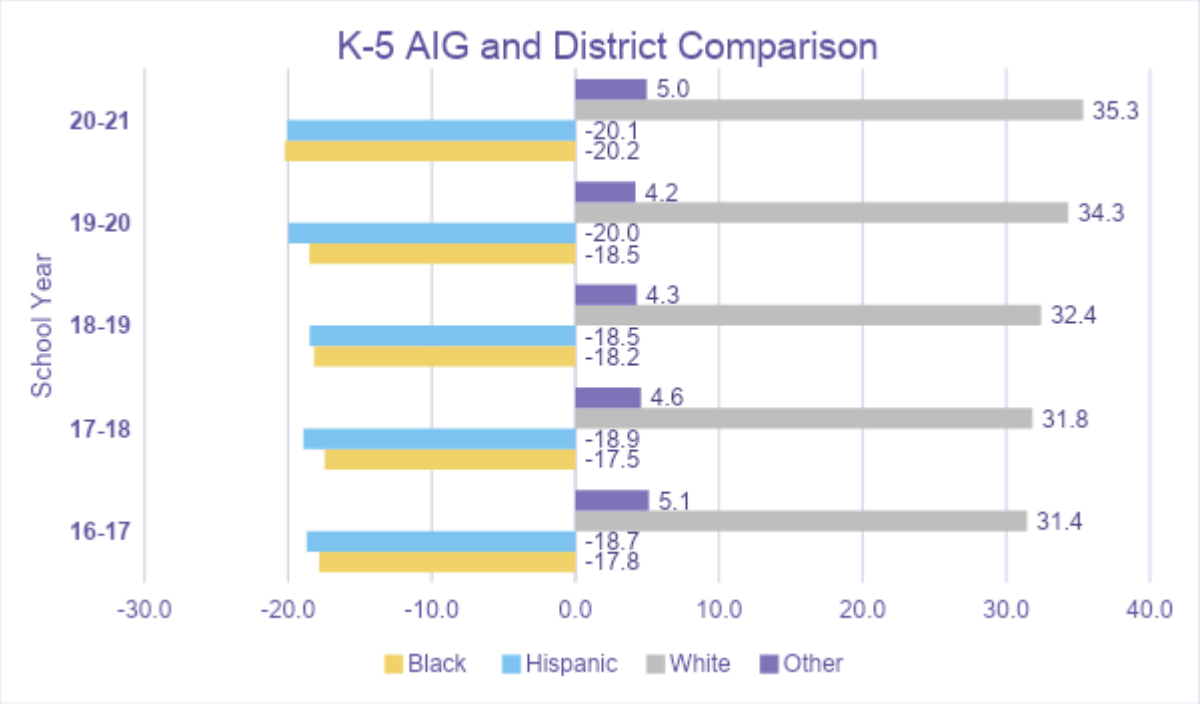
The extent to which students are over or underrepresented in a school's AIG program varies across the district. WG Pearson Elementary School has the largest gap in Black student representation. Black students accounted for 60% of the school population in the 2020-2021 school year but only 20% of the AIG population. This is a disparity of 40 percentage points. WG Pearson overrepresented White students in the AIG program- they accounted for 0.9% of the school population but 20% of the AIG population. This is a difference of 19.1 percentage points.[49]

R.N. Harris Elementary has a more representative AIG program. Black students make up 42.9% of the population and 45.5% of the AIG population. White students represent 3.8% of the population and 9.1% of the AIG population.[50]

Disparities between K-5 district-wide demographics and AIG demographics have grown over the last five years. The table below was calculated by subtracting the overall DPS K-5 demographics from the AIG demographics and illustrates the growing disparities. In the 2020-2021 school year, the overrepresentation of White students was 35.3 percentage points. The underrepresentation of Black students was 20.2 percentage points. In the 2019-2020 school year, the overrepresentation of White students was 34.3 percentage points. The underrepresentation of Black students was 18.5 percentage points.

[49] Descriptive data of every Durham County Public School Elementary AIG program can be found in Appendix E

[50] Further study of R N Harris (such as administrator interviews, teacher interviews, analyzing school practices, etc.) could explain the success of the representation in the AIG program.


K-5 AIG and District Comparison
School Year
20-21
19-20
18-19
17-18
16-17
5.0
35.3
-20.1
-20.2
4.2
34.3
-20.0
-18.5
4.3
32.4
-18.5
-18.2
4.6
31.8
-18.9
-17.5
5.1
31.4
-18.7
-17.8
-30.0
-20.0
-10.0
0.0
10.0
20.0
30.0
40.0
Black
Hispanic
White
Other

VI. Interviews

We conducted three interviews in total; two were with AIG Directors and one Administrator. The AIG Directors were Larua Parrott from Durham Public Schools and Kate Kennedy from Chapel-Hill Carrboro City schools. In our interviews, we discussed AIG services and how they plan on making them more inclusive. In the last three years, Durham Public Schools has introduced the portfolio process mentioned above and diversity training to help teachers identify. In the portfolio process, students work with the same AIG specialists for three years to examine their progress before enrolling in the AIG program in third grade. Once a week, an AIG specialist teaches a lesson in critical thinking, and classroom teachers analyze for critical thinkers or expectational responses. In Chapel Hill Carrboro City, schools implement a universal screening method to ensure that their gifted program is more accessible to all students. The top 10% from each racial group, gender, English language learner, and socioeconomic class are selected to participate in the gifted program. This method has effectively closed the gap between white and racial students within the past year. Every year, AIG specialists from both districts hold parent meetings to provide updated information about the AIG program.

In both districts, teachers and principals are participating in diversity training. Educators must recognize racist or biased ideas and create systems to protect students from them, so districts will be able to address the disparities in the classroom. The objective is to help reframe the teacher's perspective on identifying and differentiating behavioral problems among students.

The administrator interview was with the Office of Equity Affairs Executive Director, Dr. Daniel Kelvin Bullock. When discussing the school district, Dr. Bullock explained that Durham has about 80% of its students of color and almost 60% of its teachers are white and about 39% are Black. The Office of Equity Affairs has provided several mandatory workshops and training sessions at schools and throughout the district. They consulted with community leaders and activities to determine the topics impacting students of color. The goal is to make administrators and classroom teachers aware of racial disparities in discipline and advanced placement issues and develop solutions to resolve them. Just last summer, the district adopted a racial and education equity policy. Dr. Bullock pointed out that the training sessions and policies are an essential first step to normalizing conversations about implicit bias and racial identity. However, the district still has more work to do.

VII. Case Studies

Memphis-Shelby County Schools

Shelby County Schools (SCS) is Tennessee's largest public school district and is among the 25 largest public-school districts in the United States.[51] It contains 223 schools and 113,198 students. The district's minority enrollment is 93.2%. It serves a diverse student population: 74.1% of the student are Black, 15.5% Hispanic/Latinx, 6.8% White, and 1.2% Asian or Asian Pacific Islander.[52]

Shelby County's gifted student program is titled Creative Learning in a Unique Environment (CLUE).[53] Recently, the district found that White and Asian students were overrepresented in CLUE even though SCS' overall population is mainly made up of Black and Hispanic/Latinx students. In the 2017–18 school year, 32 elementary schools—mostly in low-income neighborhoods—had no students recommended for gifted testing.[54]

To address this enrollment gap, district officials proposed a universal screening that would make the identification process more equitable. In the past, SCS used a universal screening tool called NWEA's Measures of Academic Progress (MAP).[55] However, the length of the assessment caused testing fatigue with students, leading some to answer questions quickly without thinking carefully about their responses, resulting in data validity issues.[56] CLUE decided to use a screening tool called FastBridge that was already used by the district's Response to Instruction & Intervention (RTI2) department.[57] FastBridge is a universal screening tool to identify K-8 students in need of academic intervention.[58] This assessment is shorter than the MAP, on average taking twenty minutes to complete.[59] The implementation of FastBridge was a success. The resulting data allowed SCS to

[51] Delk, Krista. "How Shelby County Schools Is Increasing Equity in Its Gifted Program." Illuminate Education, 15 July 2021, www.illuminateed.com/blog/2021/07/how-shelby-county-schools-is-increasing-equity-in-its-gifted-program/#:~:text=Shelby%20County. Accessed 20 Mar. 2022.
[52] "Shelby County." U.S News & World Report, www.usnews.com/education/k12/tennessee/districts/shelby-county-113060#:~:text=The%20student%20body%20at%20the,Hawaiian%20or%20other%20Pacific%20Islander.
[53] "Parents." CLUE901, 20 Aug. 2020, www.clue901.com/parents. Accessed 20 Mar. 2022.
[54] Delk
[55] Delk
[56] Delk
[57] Delk
[58] "Local Gifted Programs." Memphis School Guide, memphisschoolguide.org/extra-credit/gifted/. Accessed 20 Mar. 2022.
[59] Delk

identify 900 students and grow the CLUE program by 27% in one year. The table below shows the quantitative impact of student enrollment.[60]

Shelby County's Success, by the Numbers

	Gifted students, August 2019	Gifted students, May 2020	Difference	% Increase
Asian	252	321	+69	27.4%
Black	1,458	1,917	+459	31.5%
Hispanic/Latinx	326	419	+93	28.5%
White	1,192	1,416	+224	18.8%
Other	171	244	+73	42.7%
Total	**3,399**	**4,317**	**+918**	**27.0%**

The most significant change is that the district increased its number of underrepresented students (Black and Hispanic/Latinx) at a higher rate than the overrepresented students.[61]

Charlotte Mecklenburg Schools

Charlotte-Mecklenburg Schools (CMS) contains 175 schools and 149,845 students. The district's minority enrollment is 70%.[62] The student body at the schools served by CMS is 26.5% White, 36% Black, 7% Asian or Asian/Pacific Islander, 27% Hispanic/Latinx, 0.2% American Indian or Alaska Native, and 0.1% Native Hawaiian or another Pacific Islander.[63]

More than 18,000 students make up the Academically Gifted program which is offered for students who are gifted in reading and math.[64] Out of those 18,000 students in the district's program, 64% of students are White, and 14% of students are Black.[65] Multiple criteria are used to identify students as gifted in CMS.[66] Students can be identified as Academically Intellectually Gifted (AI), Intellectually Gifted (IG), Academically Gifted (AG), Academically Gifted-Math (AM), or Academically Gifted-Reading (AR).[67] Identification decisions are guided by the CMS Gifted Identification Rubric (See

[60] Delk
[61] Delk
[62] "Charlotte-Mecklenburg Schools." U.S. News & World Report, www.usnews.com/education/k12/north-carolina/districts/charlotte-mecklenburg-schools-102653.
[63] U.S. News & World Report
[64] Charlotte-Mecklenburg Schools Local Academically or Intellectually Gifted (AIG) Plan. 4 June 2019.
[65] Charlotte-Mecklenburg Schools Local Academically or Intellectually Gifted (AIG) Plan.
[66] Charlotte-Mecklenburg Schools Local Academically or Intellectually Gifted (AIG) Plan.
[67] Charlotte-Mecklenburg Schools Local Academically or Intellectually Gifted (AIG) Plan.

Appendix C).[68] CMS conducts universal screening for all second graders, with criteria for identification including at least one formal measure by way of the Cognitive Abilities Test (CogAT), and one informal assessment, such as the Gifted Rating Scales (GRS), an observational checklist.[69] If students meet certain criteria for further screening, other formal and informal assessments, such as the Iowa Assessments® and a portfolio of student work samples, may be administered.[70]

In 2019, CMS developed an AIG three-year plan to create access for underrepresented students to gifted and advanced programs and appropriately challenging coursework, increase the integrity of gifted and advanced programs to ensure academic & meet the social/emotional needs of all students, and create systems to increase clear communication with all stakeholders.[71]

We were unable to obtain data on AIG enrollment over the last three years to assess whether their plan has increased the enrollment of underrepresented students. However, because this plan proposes most of the same identification techniques they have used in the past, it is possible that enrollment of underrepresented students might not have increased significantly. Nonetheless, CMS introduced additional strategies in their plan to complement and strengthen the student identification procedures. These practices are:[72]

a. Develop screening and referral processes that lead to AIG identification at all grade levels.
b. Establish a process and criteria for AIG student identification at all grade levels that provide multiple opportunities to reveal a student's aptitude, achievement, or potential. The criteria may include both qualitative and quantitative data to develop a comprehensive learner profile.
c. Expand the ranges of performance on the 2019-2022 CMS Gifted Identification Rubric will increase access and opportunities for gifted identification
d. Disseminate information regarding the screening, referral, and identification processes to school personnel, parents/ families, students, and the community at large.

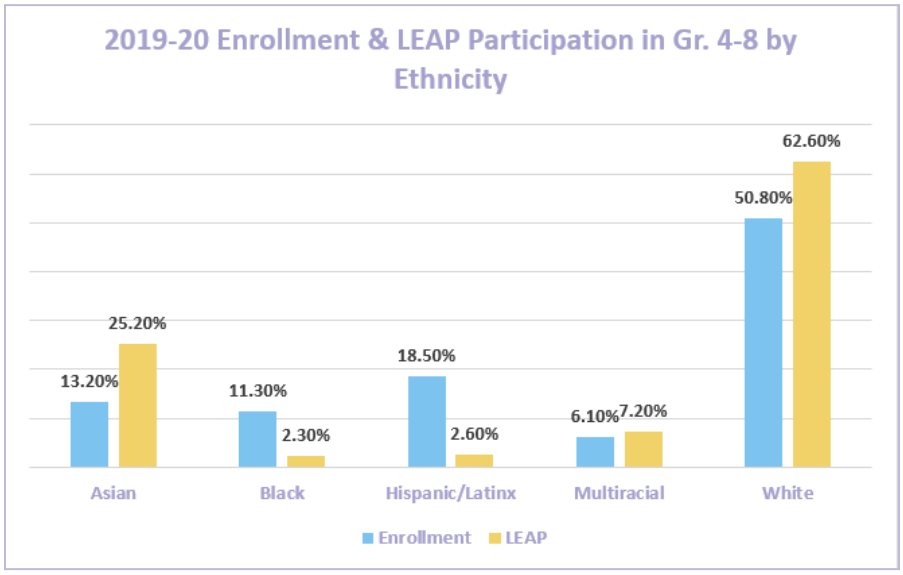
[68] Charlotte-Mecklenburg Schools Local Academically or Intellectually Gifted (AIG) Plan.
[69] Charlotte-Mecklenburg Schools Local Academically or Intellectually Gifted (AIG) Plan.
[70] Charlotte-Mecklenburg Schools Local Academically or Intellectually Gifted (AIG) Plan.
[71] Charlotte-Mecklenburg Schools Local Academically or Intellectually Gifted (AIG) Plan.
[72] Charlotte-Mecklenburg Schools Local Academically or Intellectually Gifted (AIG) Plan.

e. Document a student's AIG identification process and evidence that leads to an identification decision. This documentation is reviewed with parents/families and maintained in student records.[73]

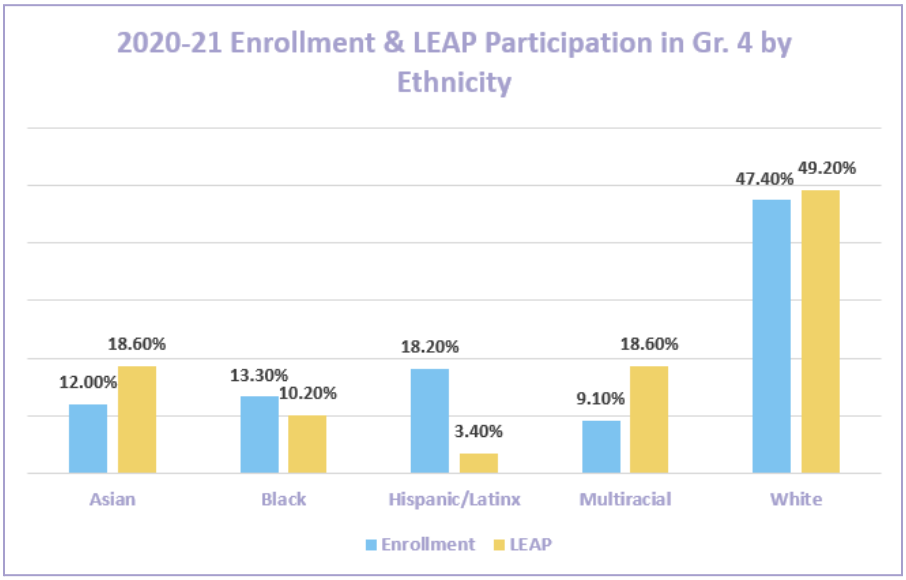
Chapel Hill-Carrboro City Schools

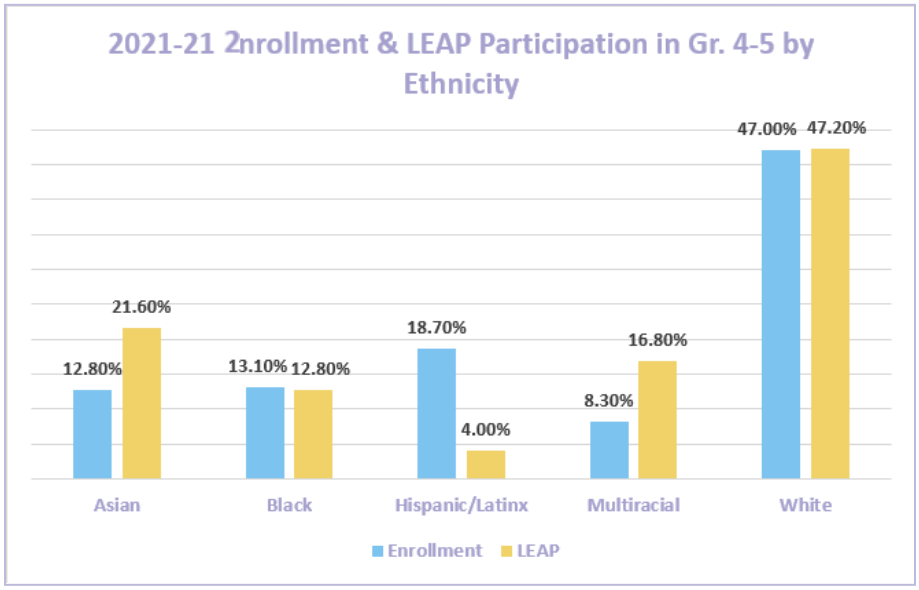
Chapel Hill-Carrboro City Schools (CHCCS) is a relatively small district, with 20 schools and 12,426 students. Within CHCCS, 50.3% of students are White, 17.4% are Hispanic/Latinx, 13.9% are Asian or Pacific Islander, 11.0% are Black, 7.3% are multiracial, and about 0.2% are American Indian or Alaskan Native.

In an interview conducted by the team, CHCCS AIG Director Kate Kennedy cited several notable strategies that the district has implemented to close the representation gap on a small scale in recent years. Kennedy cited the book *Excellence Gaps in Education* by Jonathan Peters and Scott Plucker with many of the strategies utilized by CHCCS. The figures below show schoolwide upper elementary school enrollment statistics in 2019 and in 2022. CHCCS has been able to utilize the strategies below to close the representation gap in two AIG-related programs: Learning Environment For Advanced Programming (LEAP-CHCCS' AIG program) and Governor's School.



[73] Charlotte-Mecklenburg Schools Local Academically or Intellectually Gifted (AIG) Plan.





Historically, CHCCS has seen a significant gap in AIG enrollment for minority students. In 2019-2020, Black LEAP participation in grades 4-8 was 2.3%, compared to 11.3% Black enrollment at the same grade levels. Kennedy mentioned that this was partly due to 99th percentile cutoffs failing to capture historically marginalized groups. By 2021-22, Black LEAP enrollment in grades 4-5 was up to 12.8% compared to a 13.1% gradewide enrollment. Similarly, LEAP slightly overrepresented White students in 2019-20. The changes set out below were rolled out in 2019. By 2021-22, Black LEAP enrollment balanced out to around gradewide enrollment levels.

One major limitation of the above data should be addressed. The data our team received did not have the same grade levels sampled year-to-year. In 2019-20, Grades 4-8 were sampled. Our team only received 2020-21 data from grade 4. Finally, we only received samples of grades 4-5 for 2021-22. While the results from reforms explored below are promising, this sampling discrepancy may present the achieved gap closure as more dramatic than it truly was. More research and monitoring of CHCCS' AIG statistics will be required in the future.

CHCCS achieved the above gap closure through various qualitative and quantitative methods. Universal screenings utilized two separate tests as data points: the CogAT and Terranova. The Terranova Test is an achievement test commonly given to students in grades K-12 that measures achievement in reading, language arts, mathematics, science, social studies, vocabulary, spelling, and other areas.[74] These tests were used in conjunction to minimize biased results. Opt-out testing was implemented, in which every student was required to take these tests unless specifically opted out by a parent or guardian. CHCCS' analytics team then took results from a wide variety of student groups into account. Specifically, the team created anonymized student "buckets" based on their racial group, gender, English language learner status, and socioeconomic bracket (determined by free and reduced lunch status). The team took the top 10% of student achievement scores in each bucket for each school (including dual-language schools) for LEAP placement. An automated system performed bucket pooling, so administrators were not made aware of which students came from which pools.

Kennedy stressed that CHCCS focused on building a team with a diverse range of lived experiences in order to develop a gifted rating scale. Team backgrounds ranged from different positions within CHCCS to diverse cultural, racial, and social backgrounds. The team was trained to implement active anti-racist practices, keep an eye on students who may not have equitable access to outside tutors, and monitor the development of learned behaviors. The team also utilized Racial Equity Impact Assessments (REIAs) to analyze who would be included or excluded by the impact of any given AIG-related decision.

As a result of these policies, CHCCS was able to significantly close the representation gap in their LEAP and Governor's School programs. It is important to note that these programs were small

[74] TestingMom. "TerraNova Test | Overview of the Terra Nova (2022) - TestingMom.com." Accessed April 28, 2022. https://www.testingmom.com/tests/terranova-test/?gclid=CjwKCAjw9qiTBhBbEiwAp-GE0eCT8VAmjH00mplcdzSB_tG8czAetLwjHz58WWUg-8gk2mIQWp5SaRoCAqkQAvD_BwE.

enough in scale to run a comprehensive study on AIG participants and ensure equitable data access for all students. Kennedy mentioned that CHCCS is currently looking at scaling up the above policies to close representation gaps schoolwide. It is also worth noting that this was not a 100% effective solution. In 2021-22 data, a significant gap still existed for Hispanic/Latinx students. CHCCS' AIG programs still need work, but these developments are promising.

VIII. Discussion

Universal screenings are a key factor in all three case studies. However, this does not mean that universal screening is a complete solution to close the enrollment gap. Based on DPS data, we can see that universal screenings alone do not effectively close minority enrollment gaps. These case studies present several policies and strategies to use in conjunction with properly monitored universal screenings to ensure equity.

Shelby County Schools saw a measure of success through a simple change in the test administered. Faster universal screenings can minimize the risk of misclassification in AIG identification. EPiC could empower parents to advocate for something akin to the FastBridge screening tool. Chapel Hill Carrboro City Schools' case study likewise presents several policies to bolster universal screening, all of which will be expanded upon in our Recommendations section.

VIIII. RECOMMENDATIONS

Below we summarize key takeaways from our background research, case studies, and expert interviews.

1. **Increase Professional Development Opportunities for Teachers**
   As recommended by our interviewees, EPiC should advocate for focused professional development program that includes all staff educators, administered by partners in and out of the school. Professional development will address the systemic barriers, improve student services, share ownership, and move closer to equity and excellence in gifted education. Through this training, teachers will develop the skills to not only recognize students whose gifts and talents are easily recognizable but also create environments for students to discover and develop strengths that are not yet apparent.
2. **Promote Equity in Universal Screenings**
   Ensure that universal screenings are truly comprehensive through opt-out testing and varied alternative screening tests such as FastBridge. Once administered schools should utilize the Peters/Plucker strategy employed by CHCCS. Specifically, schools should create distributed and diverse data pools split up by race, gender, English language learner status, and socioeconomic background to identify and nominate students while minimizing bias.
3. **Build Diverse Qualitative and Quantitative Review Teams**
   Ensure that AIG recruitment and operation, and general classroom practices, are monitored by a team with a diverse range of backgrounds, positions, and lived experiences. This is supported by our case studies, namely the gap closures at CHCCS. This team should be actively anti-discriminatory and review any decisions to ensure equity.
4. **Analyze AIG Proficiency Data**

   A limitation of the data currently accessible through the DPS and North Carolina State department is that it does not show proficiency achievement in AIG subgroups. This information will be valuable in understanding whether AIG programs create equitable outcomes once students are admitted into the programs or whether any “excellence gaps” exist within the AIG program. It is unclear if the school district currently collects and aggregates AIG proficiency data by subgroup. EPiC can advocate that DPS begin to release AIG

proficiency by subgroup. Alternatively, future research teams can utilize raw data from the North Carolina Department of Public Instruction.

5. Evaluate the Effect of the COVID-19 Pandemic

The DPS 2020-2021 data is affected by the COVID-19 pandemic. Every school in DPS saw a decrease in the number of enrolled students in their AIG programs in 2020-21. The decrease in enrollment is likely due to remote testing and learning limitations. As new data is published, it will be important to analyze how the pandemic affected ongoing AIG enrollment. It is important to note that during the 2020-2021 the CogAt was not administered to second graders.[75] EPiC should monitor AIG programs in DPS and surrounding districts to observe how data changes as schools move back to in-person learning. Parent advocacy should specifically question how the district is planning to address the AIG enrollment of all students who are second graders in the 2020-2021 school year. Parents should advocate for DPS to monitor portfolio building and teacher referrals for inequitable enrollment trends for the 2020-2021 second graders.

6. Monitor CHCCS Gap Closure

EPiC should keep a close eye on CHCCS and its policies but be careful in viewing this gap closure as completely replicable. It is important to note that CHCCS' solutions may not be completely applicable to DPS' environment. As previously stated, CHCCS is an extremely small school district and has a comparatively low Black student population. Similarly, the LEAP and Governor's School programs mentioned above are smaller in scale, which increased administrators' ability to coordinate, collect data, and observe the response to program implementation. Additionally, the data our team obtained may have skewed results slightly. Whether the program can be implemented on a larger scale remains to be seen.

7. Implement Strength-Based Assessment Lenses

Notably, our team was unable to obtain student performance data corresponding to sampled enrollment data. Therefore, while the practices mentioned here may help close the enrollment gap, it is unclear whether the achievement gaps for historically marginalized groups are

[75] Jovonia Lewis, EPiC Final Client Briefing, April 26, 2022.

sufficiently closed. Additional policies and practices may be required to improve student achievement levels while ensuring equity. As an example, at the classroom level, parents should advocate for teachers who use a strength-based assessment lens for students. A strength-based lens would involve monitoring student performance and helping students build on their individual strengths, academic or otherwise.

X. Conclusion

AIG, in its most basic definition, can be used to create important differentiated learning experiences. Unfortunately, these programs are steeped in systemic racism and bias in their planning, implementation, and execution. It is vital that EPiC push for DPS to monitor and combat inequities in its district. Educational equity and AIG program efficacy are enormously complex issues, and the recommendations listed above do not aim to fully close the education gap. Any actions EPiC takes now must serve as the start of a long-term advocacy process. Parents and communities should rally around equitable testing practices, diverse and well-trained staff, and broad achievement assessment lenses going beyond academic strengths.

Appendix A: Key Terms and acronyms

- Academic and Intellectually Gifted (AIG): students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experiences, or environment.[76]
- DPS: Durham Public Schools
- "Gifted" individuals: those whose "ability is significantly above the norm for their age"
- Every Student Succeeds Act (ESSA): is the federal K-12 education law of the United States. ESSA was enacted in 2015 and replaced the previous education law called "No Child Left Behind." ESSA extended more flexibility to States in education and laid out expectations of transparency for parents and for communities.[77]
- "No Child Left Behind Act": The No Child Left Behind Act (2001) authorizes several federal education programs that are administered by the states. The law is a reauthorization of the Elementary and Secondary Education Act (1965).[78]
- Latinx: a person of Latin American origin or descent (used as a gender-neutral or nonbinary alternative to Latino or Latina).[79]
- Universal screening: Universal screening is the administration of an assessment to all students in the classroom. The purpose of this assessment is to determine which students may be struggling with reading skills. Schools have several options for how to conduct universal screening.[80]

[76] "Academically or Intellectually Gifted | NC DPI," accessed February 13, 2022, https://www.dpi.nc.gov/students-families/enhanced-opportunities/advanced-learning-and-gifted-education/academically-or-intellectually-gifted#:~:text=Academically%20or%20Intellectually%20Gifted%20(AIG)%20students%20perform%20or%20show%20the,their%20age%2C%20experiences%20or%20environment.

[77] "What Is the Every Student Succeeds Act? - Office of Elementary and Secondary Education," accessed February 13, 2022, https://oese.ed.gov/families/essa/.

[78] "No Child Left Behind Act of 2001 | OSPI," accessed February 13, 2022, https://www.k12.wa.us/policy-funding/grants-grant-management/every-student-succeeds-act-essa-implementation/elementary-and-secondary-education-act-esea/no-child-left-behind-act-2001.

[79] "Oxford Languages and Google - English | Oxford Languages," accessed February 13, 2022, https://languages.oup.com/google-dictionary-en/.

[80] "IRIS | Page 2: Universal Screening Components," accessed February 13, 2022, https://iris.peabody.vanderbilt.edu/module/rti02/cresource/q2/p02/#:~:text=Universal%20screening%20is%20the%20administration,how%20they%20conduct%20universal%20screening.

- Excellence gap: differing academic performance between high achieving students based on race, English Language Learner status, and socioeconomic status.
- MTSS (Multi-Tiered System of Support) model: Multi-Tiered System of Supports (MTSS) is a proactive, holistic, tiered system of support designed so that all students have equitable access to high-quality instruction and interventions to meet all student needs.[81]
- DEI: Diversity, equity, and inclusion.
- LEA: Local educational agencies.
- Hispanic- Ethnic category for self-identified people with Spanish or Latin American origin or heritage[82]
- CHCCS: Chapel Hill-Carrboro City Schools

[81] "What Is Multi-Tiered System of Support (MTSS)?," Kickboard, October 11, 2021, https://www.kickboardforschools.com/mtss/what-is-multi-tiered-system-of-support-mtss/.

[82] Mark Hugo Lopez, Jens Manuel Krogstad, and Jeffrey S. Passel, "Who Is Hispanic?," *Pew Research Center* (blog), accessed April 24, 2022, https://www.pewresearch.org/fact-tank/2021/09/23/who-is-hispanic/.

Appendix B: Additional Background

The History of AIG

Given the equity lens of this project, we describe the original development of AIG. For a time, IQ served as a sole indicator of giftedness.[83] Lewis Terman, the creator of the first widely used IQ test, was a racist and a deep believer in eugenics, which motivated much of his work around the subject. Terman used the Stanford-Binet test to advocate for his own racist beliefs and paint racial and ethnic minority communities as slower and less intelligent than others.[84] Despite criticisms, the Stanford-Binet test, now in its fifth edition, is still used today. For example, Terman's ideas of IQ as a measure of intelligence bled over into other tests and ideas around giftedness. AIG's history informs its present, particularly in Durham. Studying the history of AIG helps us understand the present landscape and envision a more equitable future.

By the 1920s, most American school districts had established AIG schools or programs, though these primarily catered to wealthy White students. Until the late 1960s, IQ and the Stanford-Binet test determined whether a student was gifted or not. This definition, however, was steadily expanded through both school and government action[85]. To focus the background section on current implications, we will note legislation that widened the breadth and definition of AIG.

The U.S. Federal Government enacted several pieces of AIG-related legislation in recent decades to expand the scope of AIG programs and broaden the definition of "gifted." Congress passed the Jacob Javits Gifted and Talented Students Education Act (1988), a federal funding program explicitly devoted to research or activities that enhance the classroom experience for gifted and talented students. The Javits Act focuses on encouraging states to identify and serve students traditionally underrepresented in AIG programs - notably minority, low-income, English Second Language (ESL), or disabled students[86].

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[83] Dreilinger, Danielle. "Why Decades of Trying to End Racial Segregation in Gifted Education Haven't Worked." The Hechinger Report, October 19, 2020. https://hechingerreport.org/gifted-educations-race-problem/.
[84] Maldonado, Ben. "Eugenics on the Farm: Lewis Terman." The Stanford Daily, November 6, 2019. https://stanforddaily.com/2019/11/06/eugenics-on-the-farm-lewis-terman/.
[85] Carpenter, Mackenzie. "The IQ Factor: Despite Advances in Defining Gifted Children, Intelligence Testing Still Plays a Large Role." Pittsburgh Post-Gazette, June 10, 2001.
[86] Jacob Javits Gifted & Talented Students Education Act | National Association for Gifted Children. Accessed February 6, 2022. http://www.nagc.org/resources-publications/resources-university-professionals/jacob-javits-gifted-talented-students.

In 2001, the federal level "No Child Left Behind Act" (NCLBA) was enacted, with provisions to help AIG and non-AIG students. The NCLBA created similar grant programs to the Javits Act with a state-level focus. This act expanded the definition of "gifted" to include students who show "high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school to develop those capabilities fully."[87]

The 2015 Every Student Succeeds Act (ESSA), a federal revision to the No Child Left Behind Act, largely superseded the NCLBA. ESSA retained provisions from its predecessor but added specific specifications for funding programs directed towards disadvantaged students. ESSA also required states to report AIG statistics categorized by income, race, English language ability, gender, and disability.

At the state level, North Carolina has also enacted legislation to broaden the definition of AIG. In 1996, North Carolina enacted Article 9B (N.C.G.S. § 115C-150.5-.08), which mandated identifying gifted and talented students and required schools to develop AIG plans for approval. Article 9B defines gifted students as those who "require differentiated educational services beyond those ordinarily provided by the regular educational program." The article also notes that "outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor."

Despite this expanded approach to the definition of "gifted," many US school districts and grants still focus on a limited interpretation of the term. Academic achievement, and IQ, in some cases, are still commonly regarded as necessary indicators of whether a student is gifted or not. Despite the stated intentions of governmental legislation, AIG programs primarily do not cater to students who excel in "creative, artistic, or leadership capacity" domains. As discussed below, they also underrepresent the general school population of some minority students today.[88]

The Excellence Gap

When Black and Brown students participate in AIG programs, they often do not perform as well as their White peers. This is commonly known as the excellence gap- namely, differing academic

[87] "What Is Gifted Education? - History, Models & Issues." Study.com. June 22, 2021. https://study.com/academy/lesson/what-is-gifted-education-history-models-issues.html.
[88]Mansfield, Katherine Cumings. "Giftedness as Property: Troubling Whiteness, Wealth, and Gifted Education in the US." International Journal of Multicultural Education 17, no. 1 (2015): 143. https://doi.org/10.18251/ijme.v17i1.841.

performance between high achieving students based on race, English Language Learner status, and socioeconomic status.[89] The excellence gap is caused by similar systemic inequities and teacher biases that create barriers to AIG entrance.[90]

A 2021 study published in *Educational Evaluation and Policy Analysis* found that Black and Hispanic students who participate in gifted and talented programs are less likely to make the same growth in math achievement as White students.[91] They also found that Black students and students from low socioeconomic backgrounds do not show the same reading achievement as their peers.[92] Excellence gaps persist across grade level and subject matter.[93]

[89] Gentry et al., *System Failure: Access Denied*.

[90] Bryn Harris and Jonathan Plucker, "Achieving Equity and Excellence: The Role of School Mental Health Providers in Shrinking Excellence Gaps," *Gifted Child Today* 37, no. 2 (April 1, 2014): 111–18, https://doi.org/10.1177/1076217514520967.

[91] Christopher Redding and Jason A. Grissom, "Do Students in Gifted Programs Perform Better? Linking Gifted Program Participation to Achievement and Nonachievement Outcomes," *Educational Evaluation and Policy Analysis* 43, no. 3 (September 1, 2021): 520–44, https://doi.org/10.3102/01623737211008919.

[92] Redding and Grissom.

[93] Gentry et al., *System Failure: Access Denied*.

Appendix C: CMS Rubric

Charlotte-Mecklenburg Schools Gifted Identification Rubric 2019-2022

Aptitude Assessment

Cognitive Abilities Test [CogAT]

Overall Age Composite Percentile	Points
96th- 99th	12
89th -95th**	6
77th- 88th	4
76th or below	0
Total Points for AI	

Students may be identified as Academically Intellectually Gifted (AI) if they accumulate a minimum of 12 points through aptitude & achievement; aptitude & *GRS*; or aptitude alone.

**Students who score in the 89th- 95th percentile shall be identified as Intellectually Gifted (IG) if they do not identify as gifted in any capacity after achievement testing.

Students who score in the 77th percentile or higher on the CogAT (aptitude assessment) through overall age composite, verbal, quantitative, or QN composite are eligible for achievement assessment.

Achievement Assessment

Iowa Assessments or North Carolina End Of Grade or End Of Course Assessments

Reading Percentile	Points
96th -99th	4
89th- 95th	3
77th- 88th	2
76th or below	0

Math Percentile	Points
96th-99th	4
89th- 95th	3
77th- 88th	2
76th or below	0
Total Points for AG	

Students who accumulate a minimum of 12 points through achievement & *GRS*; portfolio and *GRS* or aptitude, or a combination of aptitude, achievement, and *GRS* shall be identified as Academically Gifted (AG).

Aptitude Battery for Single Subject Identification

Academically Gifted Reading= Verbal Aptitude + Reading Achievement
Academically Gifted Math= Quantitative or Quantitative/Nonverbal (QN) Aptitude + Math Achievement

Verbal Aptitude Percentile	Points	Total Points for AR
96th-99th	4	
89th- 95th	3	
77th- 88th	2	
76th or below	0	

Quantitative or QN Aptitude Percentile	Points	Total Points for AM
96th- 99th	4	
89th- 95th	3	
77th- 88th	2	
76th or below	0	

Students who accumulate a *minimum of 6 points* will be identified as gifted in a single subject area- either Academically Gifted Reading (AR) or Academically Gifted Math (AM).

Informal Assessment

Gifted Rating Scales are only used as part of the CMS 2nd Grade Gifted Screening Process.

Gifted Rating Scales (GRS)	Points
Student received scores in the 84th percentile or higher in *three or more* domains with *at least one* occurring in Intellectual, Academic, or Creativity domains.	6

Portfolio of Work Samples

Student earned minimum number of points on the CMS Portfolio Scoring Matrix by demonstrating gifted and advanced traits through work samples.****

Yes___ No___

Students who earn the minimum number of points on the CMS Portfolio Scoring Matrix shall be identified as Academically Gifted (AG).

Portfolio Eligibility

Unidentified CMS 2nd graders must meet one of the following criteria in order participate in the portfolio opportunity:

- Score in the 84th percentile or higher in 3 or more domains on *Gifted Rating Scales* with *at least one* occurring in Intellectual, Academic, or Creativity domains.
- Score in the 77th- 88th percentile on the overall age composite (VQN) on a CMS-administered aptitude assessment and did not identify as gifted after achievement testing.
- Score in the 77th percentile or higher on any battery of a CMS-administered aptitude assessment **and** have *one or more* of the following factors—English Learner, Exceptional Child, McKinney-Vento, high rate of absenteeism, multiple entry points within a 24 month period, or attends a Title 1 or Low Performing school.

Appendix D: Interview Guide

Interview Questionnaire Form

Name:
Organization:
Date:

Zoom recording permission: Yes____ No____

Office of Equity Affairs

- How would you describe the demographics of DPS students and those receiving AIG services?
- What training will be incorporated to help teachers recruit minority students into the program?
- How has your office addressed the decrease in minority students enrolled in AIG programs?
- What should parents advocate for a better curriculum?

AIG Specialist

- How would you describe the demographics of DPS students and those receiving AIG services?
- What is your knowledge of how historically marginalized students have been excluded from AIG programs?
- What training will be incorporated to help teachers recruit minority students into the program?
- What strategies have you adopted to provide a more rigorous education for all students?
- In what ways do you see the district improving AIG programs for K-5 schools?

Appendix E: List of Interviewees

Name	Title	Role
Daniel Kelvin Bullock, Ph.D.	Director for Equity Affairs	In his role, Dr. Bullock specializes in identifying and reducing inequities that exist in students' educational experiences.
Laura Parrott	Director for Advanced Academic and AIG Specialist DPS	Ms. Parrott is responsible for developing, coordinating, and implementing thoughtful and comprehensive AIG programs
Kathryn Kennedy	Director for Advanced Academic and AIG Specialist Chapel Hill	Ms. Kennedy develops a continuum of services to promote the social, emotional, and academic development of all students

Appendix F: School-Based Data

Additional Information on District Wide AIG Representation

District- Wide Demographic Information 2016-2021

District K-5	School Year	% Black	% Hispanic	% White	% Other
	16-17	42.7	33.5	18.3	5.6
	17-18	41.0	33.3	18.9	6.8
	18-19	41.4	33.1	19.4	6.1
	19-20	38.9	34.3	19.6	7.1
	20-21	38.4	34.2	20.1	7.3

AIG Demographic Information 2016-2021

District K-5	School Year	%Black	% Hispanic	% White	%Other
	16-17	24.8	14.8	49.7	10.7
	17-18	23.5	14.4	50.7	11.3
	18-19	23.2	14.6	51.8	10.3
	19-20	20.4	14.4	53.9	11.3
	20-21	18.1	14.2	55.4	12.3

5 Most Representative Schools for Black students in the 2020-2021 School Year

School	% Black School Wide	% Black AIG	Representation Difference	% White School Wide	% White AIG	Representation Difference
R N Harris	42.9	45.5	**2.6**	3.8	9.1	5.3
Y E Smith	50.2	50	**-.2**	3	16.7	-1.8
Oakgrove	47.1	43.8	**-3.3**	7.3	25	17.7
Easley	19	14.1	**-4.9**	50.1	71.8	21.7
Mangum	8.8	2.7	**-6.1**	69.3	81.1	11.8

5 Least Representative Schools for Black students in the 2020-2021 School Year

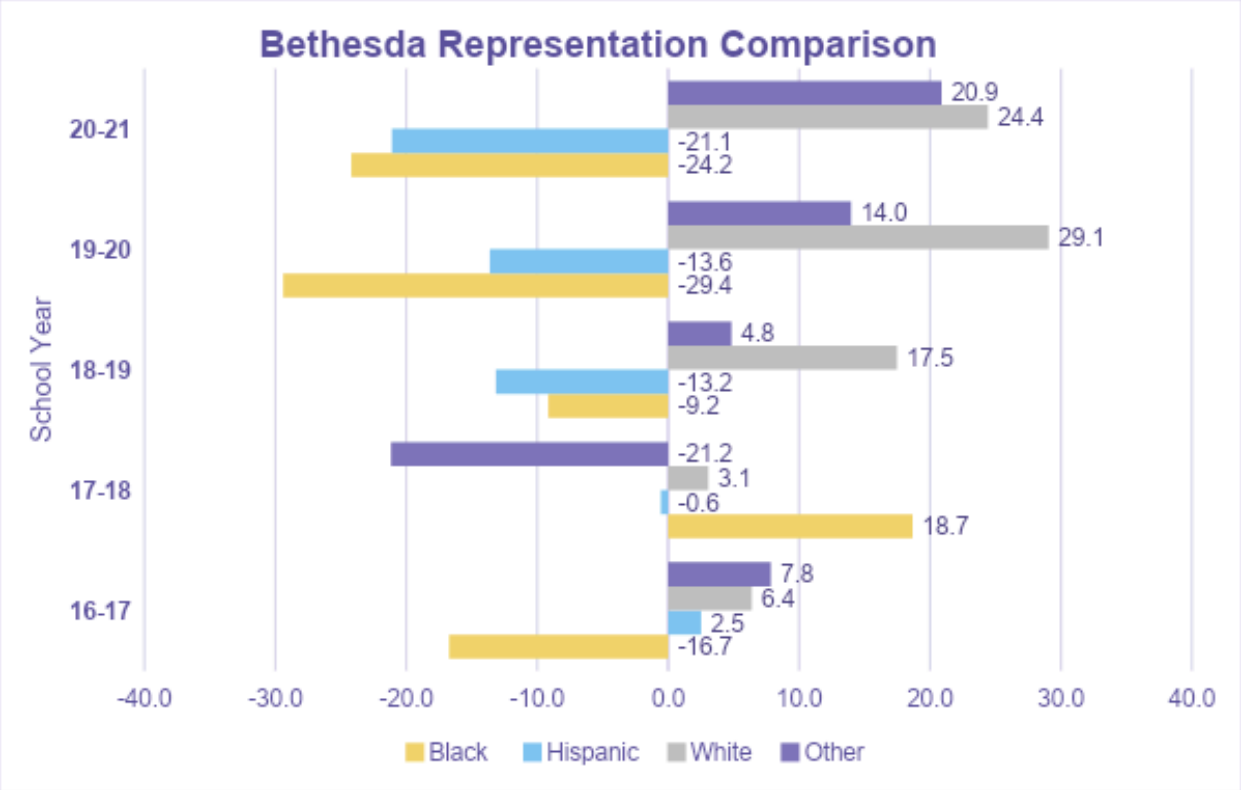
School	% Black School Wide	% Black AIG	Representation Difference	% White School Wide	% White AIG	Representation Difference

WG Pearson	60	20	**-40**	.9	20	19.1
EK Powe	31.4	4.8	**-26.6**	34.9	71.4	36.6
Spring Valley	51	25	**-26**	14	25	11
Burton	38.1	12.5	**-25.6**	3.3	0	-3.3
Pearsont own	35.3	10.3	**-25**	42.3	20	20.3

Bethesda

AIG Demographic	School Year	%Black	% Hispanic	% White	%Other
	16-17	37.5	37.5	12.5	12.5
	17-18	53.8	30.8	7.7	7.7
	18-19	44.4	22.2	22.2	11.1
	19-20	22.2	22.2	33.3	22.2
	20-21	28.6	14.3	28.6	28.6

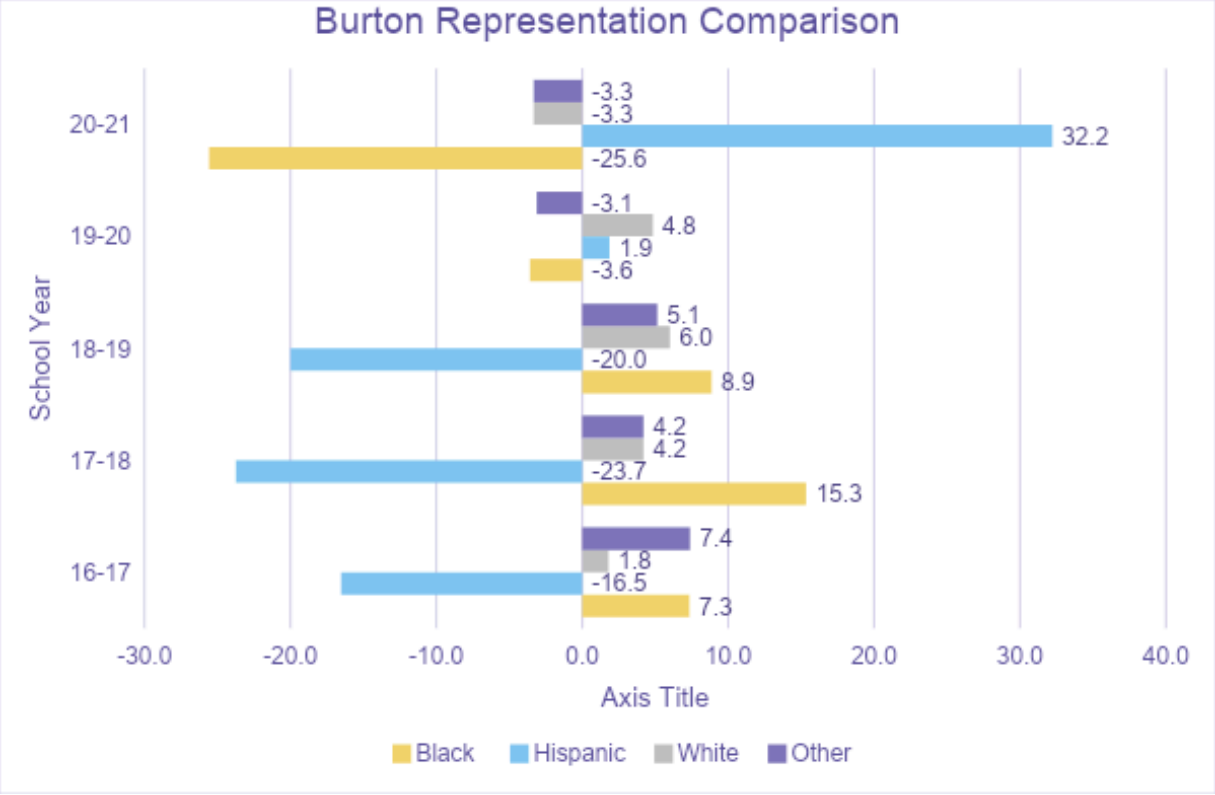
Whole School Demographic	School Year	%Black	% Hispanic	% White	%Other
	16-17	54.2	35.0	6.1	4.7
	17-18	35.2	31.3	4.6	28.9
	18-19	53.6	35.4	4.7	6.3
	19-20	51.6	35.8	4.3	8.3
	20-21	52.8	35.4	4.2	7.7


Bethesda Representation Comparison
School Year
20-21
19-20
18-19
17-18
16-17
20.9
24.4
-21.1
-24.2
14.0
29.1
-13.6
-29.4
4.8
17.5
-13.2
-9.2
-21.2
3.1
-0.6
18.7
7.8
6.4
2.5
-16.7
-40.0
-30.0
-20.0
-10.0
0.0
10.0
20.0
30.0
40.0
Black
Hispanic
White
Other

Burton

Burton- AIG Demographic	School Year	% Black	% Hispanic	%White	% Other
	16-17	45.2	41.9	3.2	9.7
	17-18	55.6	33.3	5.6	5.6
	18-19	50.0	35.7	7.1	7.1
	19-20	37.5	56.3	6.3	0.0
	20-21	12.5	87.5	0.0	0.0

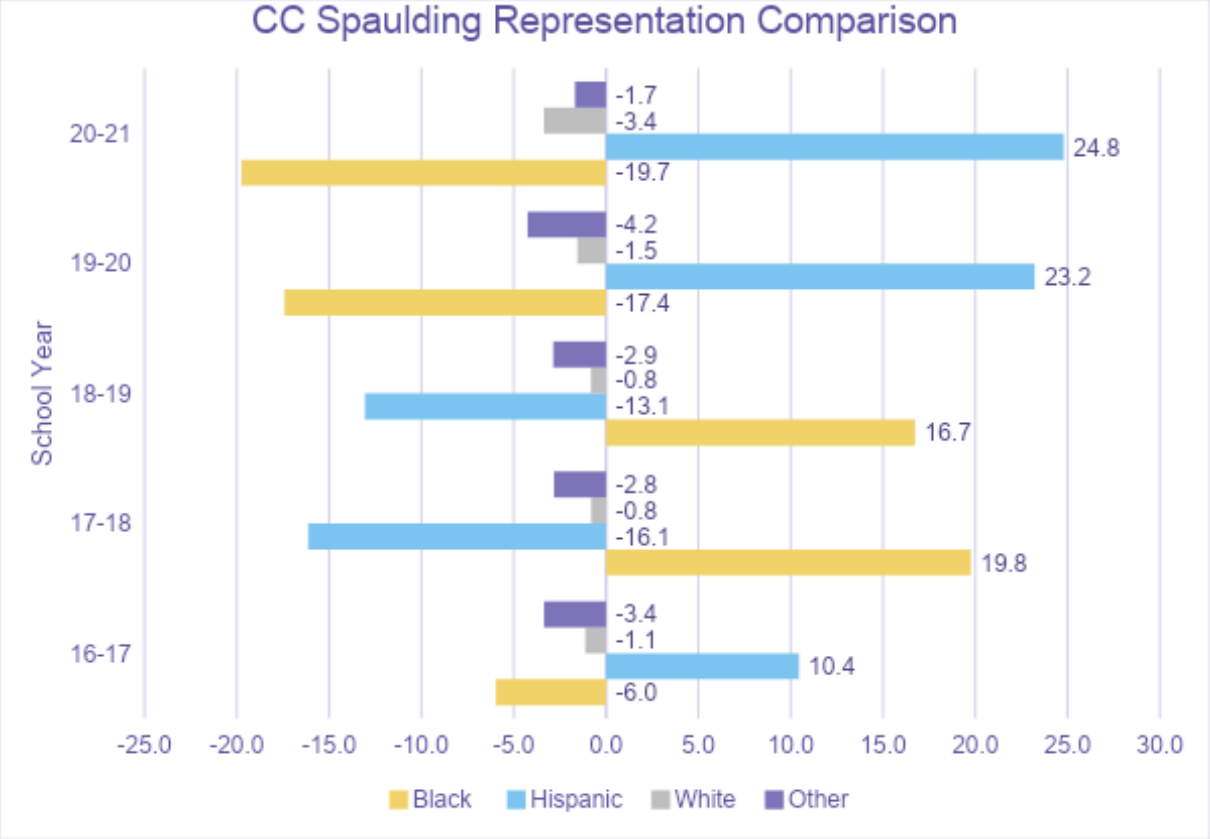
Burton- Whole School Demographics	School Year	% Black	% Hispanic	% White	% Other
	16-17	37.8	58.5	1.4	2.3
	17-18	40.2	57.1	1.4	1.4
	18-19	41.1	55.7	1.1	2.0
	19-20	41.1	54.4	1.4	3.1
	20-21	38.1	55.3	3.3	3.3



CC Spaulding

CC Spaulding- AIG Demographic	School Year	% Black	% Hispanic	%White	% Other
	16-17	75.0	25.0	0.0	0.0
	17-18	100.0	0.0	0.0	0.0
	18-19	100.0	0.0	0.0	0.0
	19-20	62.5	37.5	0.0	0.0
	20-21	57.1	42.9	0.0	0.0

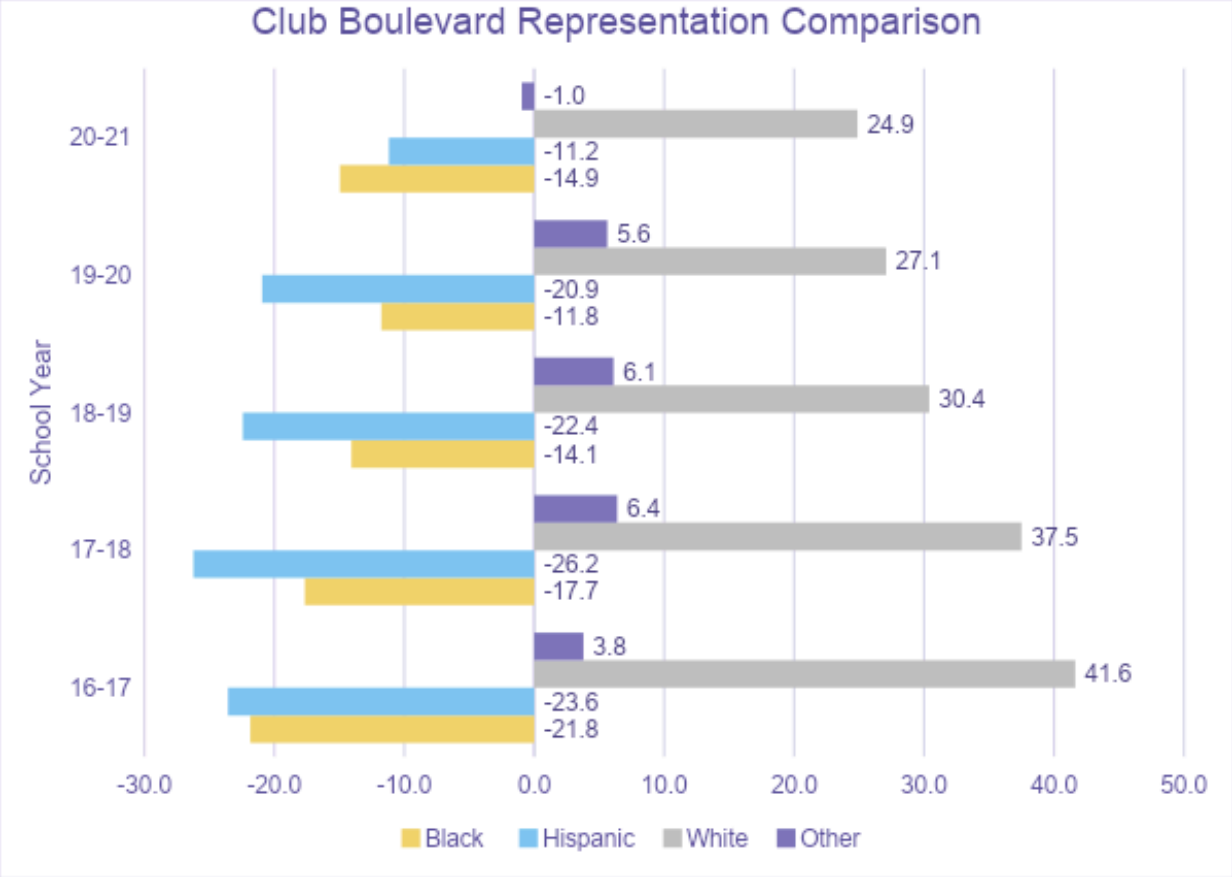
CC Spaulding - Whole School Demographics	School Year	% Black	% Hispanic	% White	% Other
	16-17	81.0	14.6	1.1	3.4
	17-18	80.2	16.1	0.8	2.8
	18-19	83.3	13.1	0.8	2.9
	19-20	79.9	14.3	1.5	4.2
	20-21	76.9	18.1	3.4	1.7



Club Boulevard

Club Boulevard- Whole School Demographics	School Year	% Black	% Hispanic	% White	% Other
	16-17	27.5	39.5	30.0	3.0
	17-18	21.9	41.7	32.9	3.5
	18-19	21.2	42.4	32.5	3.9
	19-20	21.3	38.7	34.6	5.3
	20-21	23.8	35.6	35.1	5.4

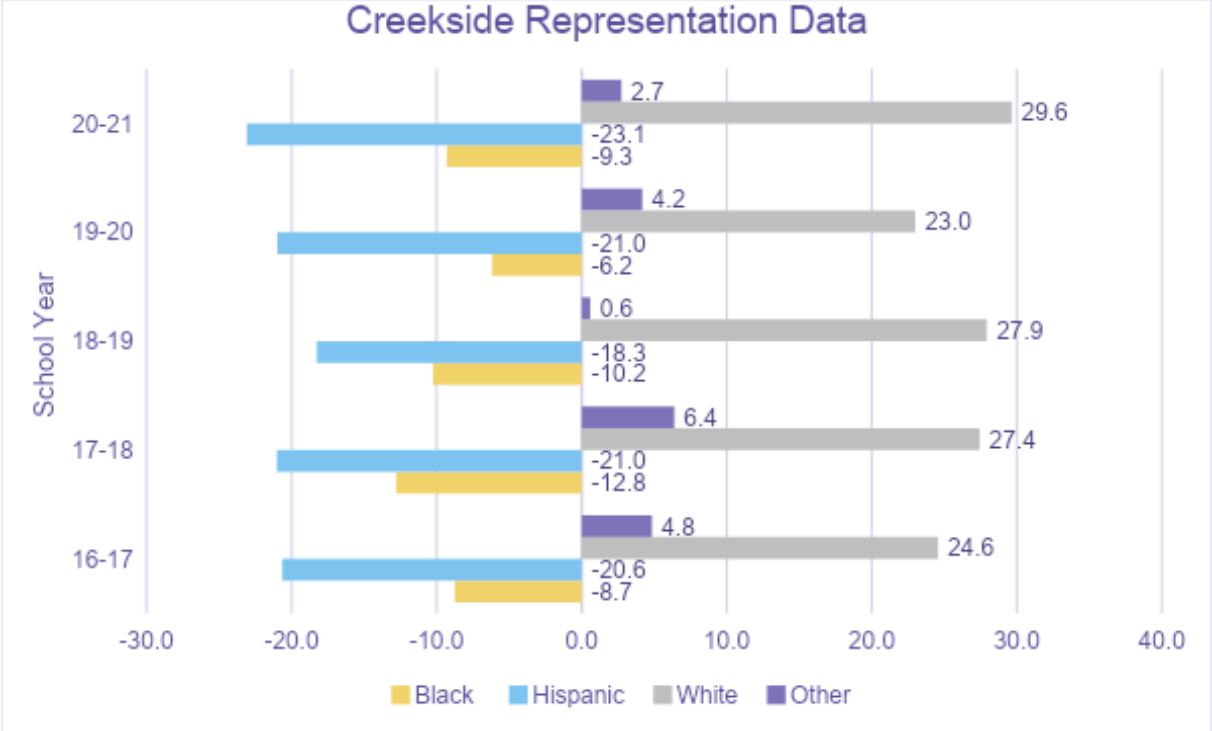
Club Boulevard AIG Demographics	School Year	% Black	% Hispanic	% White	% Other
	16-17	5.7	15.9	71.6	6.8
	17-18	4.2	15.5	70.4	9.9
	18-19	7.1	20.0	62.9	10.0
	19-20	9.6	17.8	61.6	11.0
	20-21	8.9	24.4	60.0	4.4


Club Boulevard Representation Comparison
School Year
20-21
19-20
18-19
17-18
16-17
-1.0
24.9
-11.2
-14.9
5.6
27.1
-20.9
-11.8
6.1
30.4
-22.4
-14.1
6.4
37.5
-26.2
-17.7
3.8
41.6
-23.6
-21.8
-30.0
-20.0
-10.0
0.0
10.0
20.0
30.0
40.0
50.0
Black
Hispanic
White
Other

Creekside

Creekside- AIG Demographic	School Year	% Black	% Hispanic	%White	% Other
	16-17	17.5	6.3	61.9	14.3
	17-18	14.0	6.1	64.9	14.9
	18-19	13.2	5.7	69.8	11.3
	19-20	15.3	5.4	64.0	15.3
	20-21	12.5	4.7	68.8	14.1

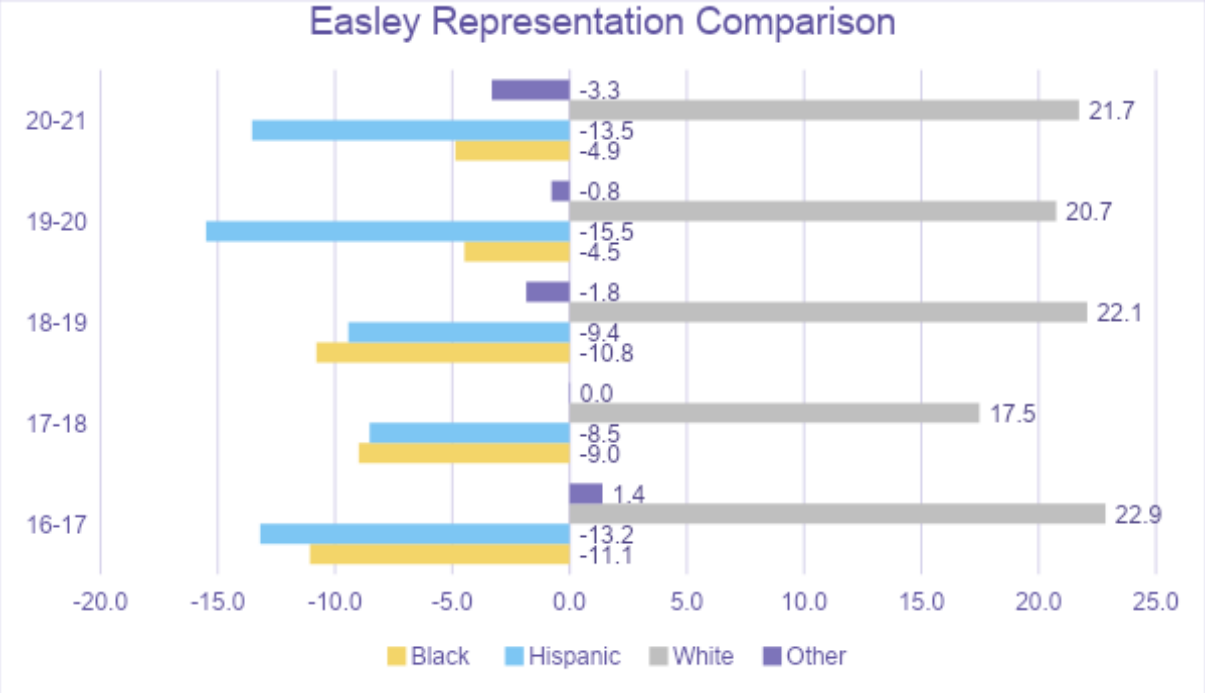
Creekside- Whole School Demographics	School Year	% Black	% Hispanic	% White	% Other
	16-17	26.2	27.0	37.3	9.4
	17-18	26.8	27.2	37.5	8.5
	18-19	23.5	23.9	41.9	10.7
	19-20	21.5	26.4	41.0	11.1
	20-21	21.8	27.8	39.1	11.3



Easley

Easley - AIG Demographic	School Year	% Black	% Hispanic	%White	% Other
	16-17	5.7	5.7	77.0	11.5
	17-18	7.9	11.8	71.1	9.2
	18-19	7.9	11.8	72.4	7.9
	19-20	13.4	3.7	73.2	9.8
	20-21	14.1	5.6	71.8	8.5

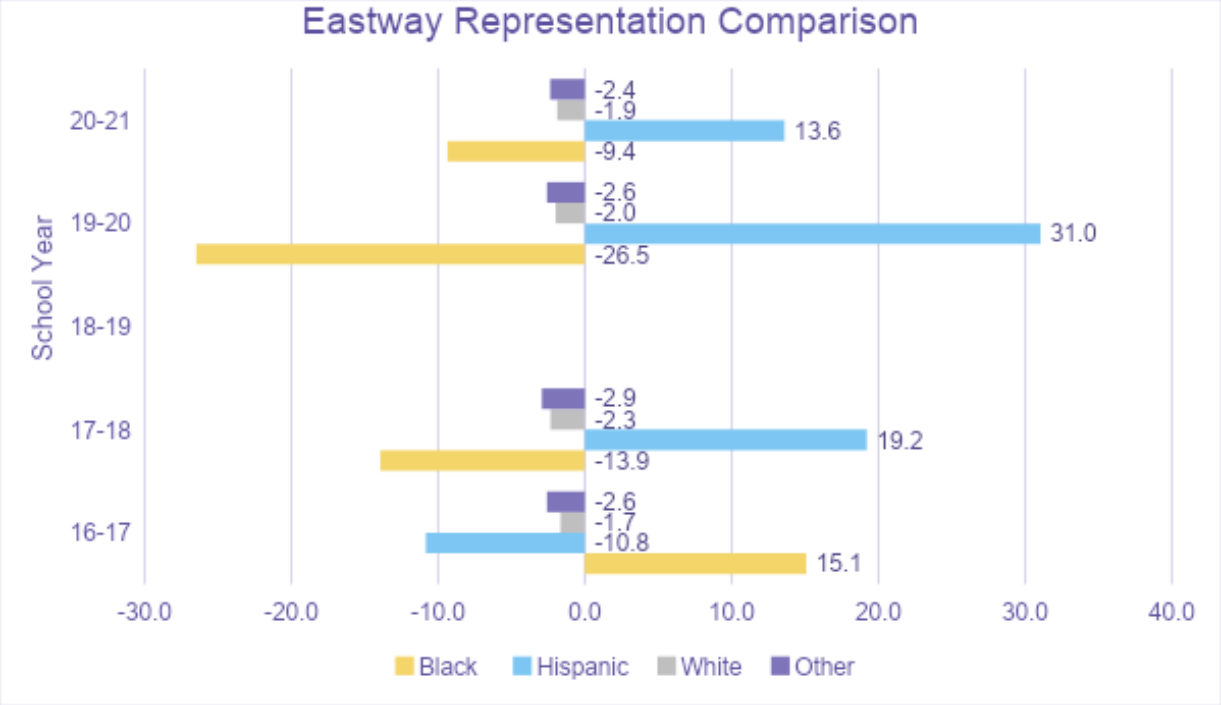
Easley - Whole School Demographics	School Year	% Black	% Hispanic	% White	% Other
	16-17	16.8	18.9	54.2	10.1
	17-18	16.9	20.4	53.6	9.2
	18-19	18.7	21.3	50.3	9.7
	19-20	17.9	19.2	52.4	10.5
	20-21	19.0	19.2	50.1	11.8



Eastway

Eastway- AIG Demographic	School Year	% Black	% Hispanic	%White	% Other
	16-17	57.1	42.9	0.0	0.0
	17-18	33.3	66.7	0.0	0.0
	18-19	No students were enrolled in AIG during this year.			
	19-20	16.7	83.3	0.0	0.0
	20-21	33.3	66.7	0.0	0.0

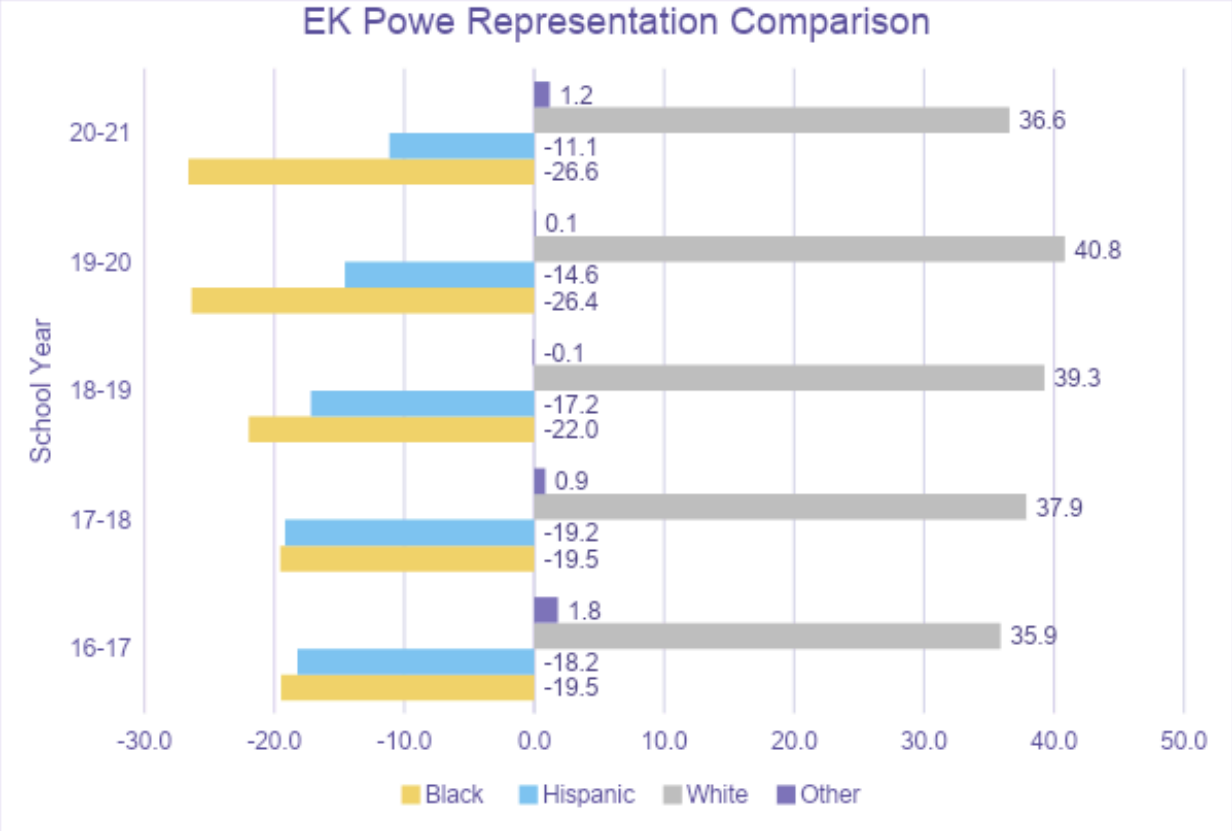
Eastway- Whole School Demographics	School Year	% Black	% Hispanic	% White	% Other
	16-17	42.1	53.7	1.7	2.6
	17-18	47.3	47.5	2.3	2.9
	18-19	43.1	51.7	2.4	2.8
	19-20	43.1	52.3	2.0	2.6
	20-21	42.7	53.1	1.9	2.4



EK Powe

EK Powe Elementary-AIG Demographic	School Year	% Black	% Hispanic	%White	% Other
	16-17	9.1	9.1	74.7	7.1
	17-18	8.7	5.8	78.6	6.8
	18-19	10.8	5.4	78.5	5.4
	19-20	3.8	10.1	78.5	7.6
	20-21	4.8	15.9	71.4	7.9

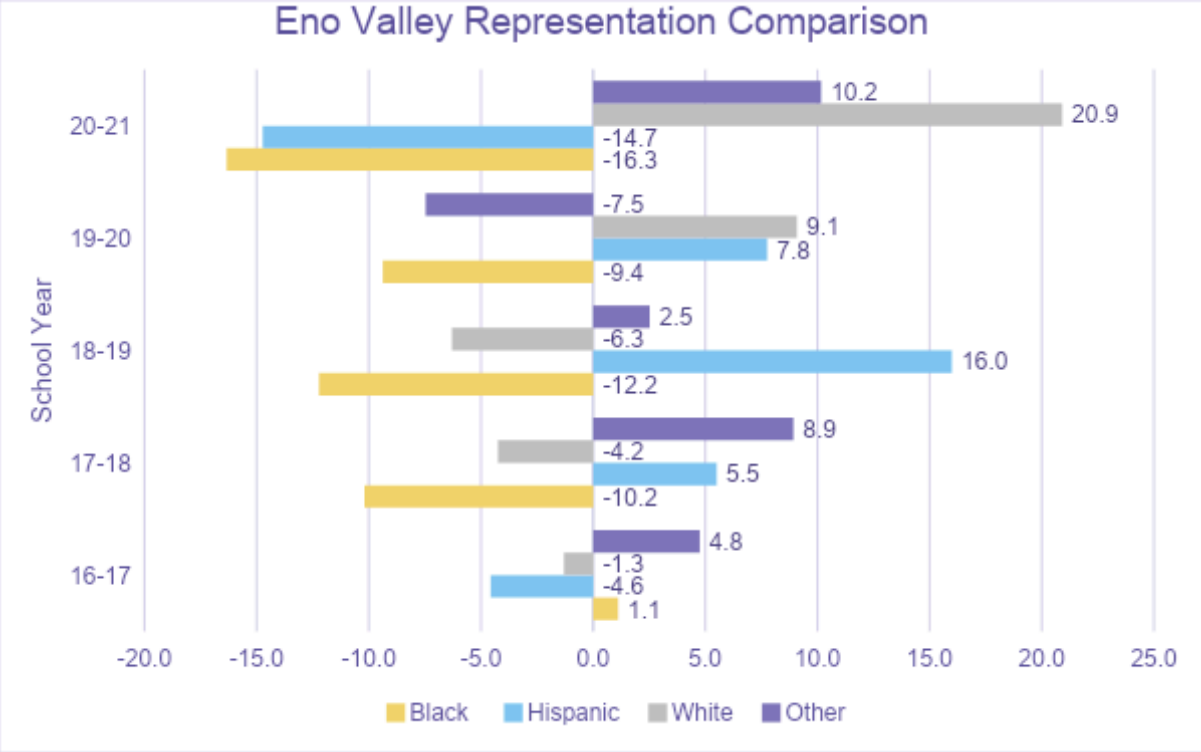
EK Powe Elementary-Whole School Demographics	School Year	% Black	% Hispanic	% White	% Other
	16-17	28.6	27.3	38.9	5.3
	17-18	28.3	25.0	40.8	5.9
	18-19	32.7	22.6	39.2	5.5
	19-20	30.2	24.7	37.7	7.5
	20-21	31.4	27.0	34.9	6.8



Eno Valley

Eno Valley- AIG Demographic	School Year	% Black	% Hispanic	%White	% Other
	16-17	71.1	18.4	2.6	7.9
	17-18	58.3	29.2	0.0	12.5
	18-19	53.8	38.5	0.0	7.7
	19-20	57.1	28.6	14.3	0.0
	20-21	45.5	9.1	27.3	18.2

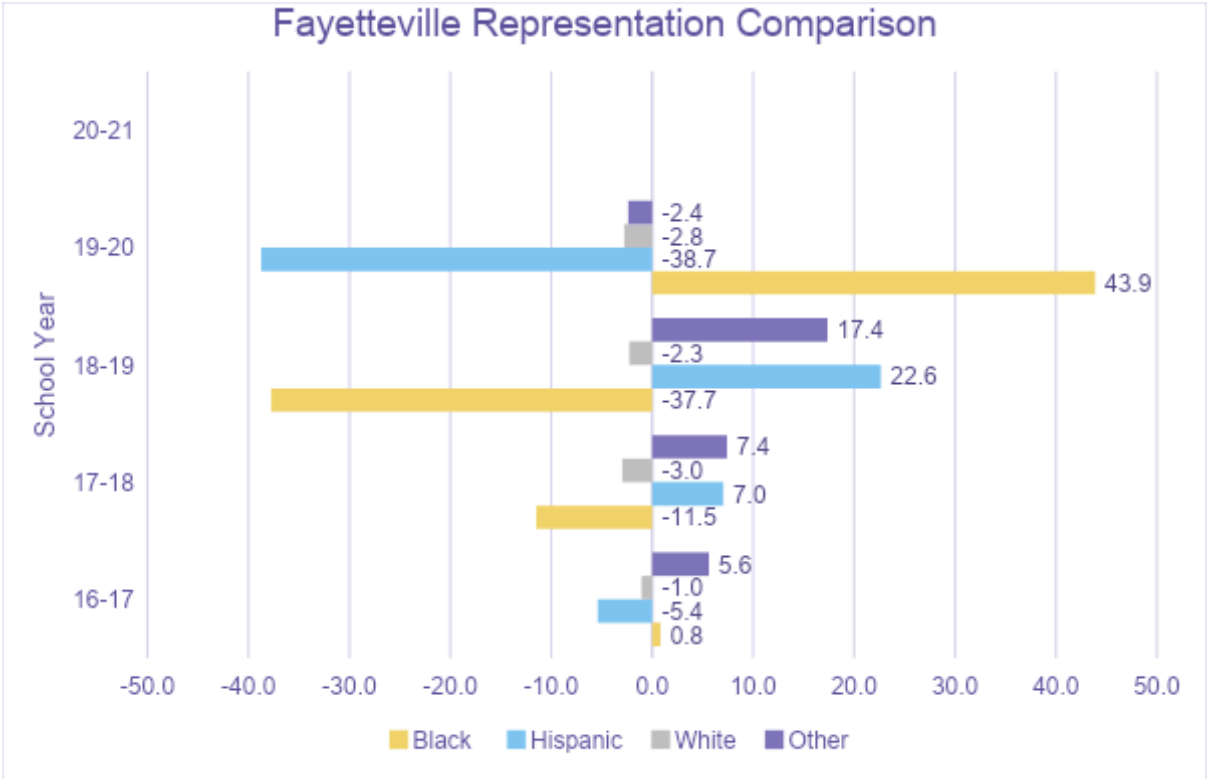
Eno Valley- Whole School Demographics	School Year	% Black	% Hispanic	% White	% Other
	16-17	69.9	23.0	3.9	3.1
	17-18	68.5	23.7	4.2	3.6
	18-19	66.1	22.5	6.3	5.2
	19-20	66.5	20.8	5.2	7.5
	20-21	61.8	23.8	6.4	8.0



Fayetteville

Fayetteville- AIG Demographic	School Year	% Black	% Hispanic	%White	% Other
	16-17	66.7	26.7	0.0	6.7
	17-18	50.0	40.0	0.0	10.0
	18-19	20.0	60.0	0.0	20.0
	19-20	100.0	0.0	0.0	0.0
	20-21	No students were enrolled in AIG during this year.			

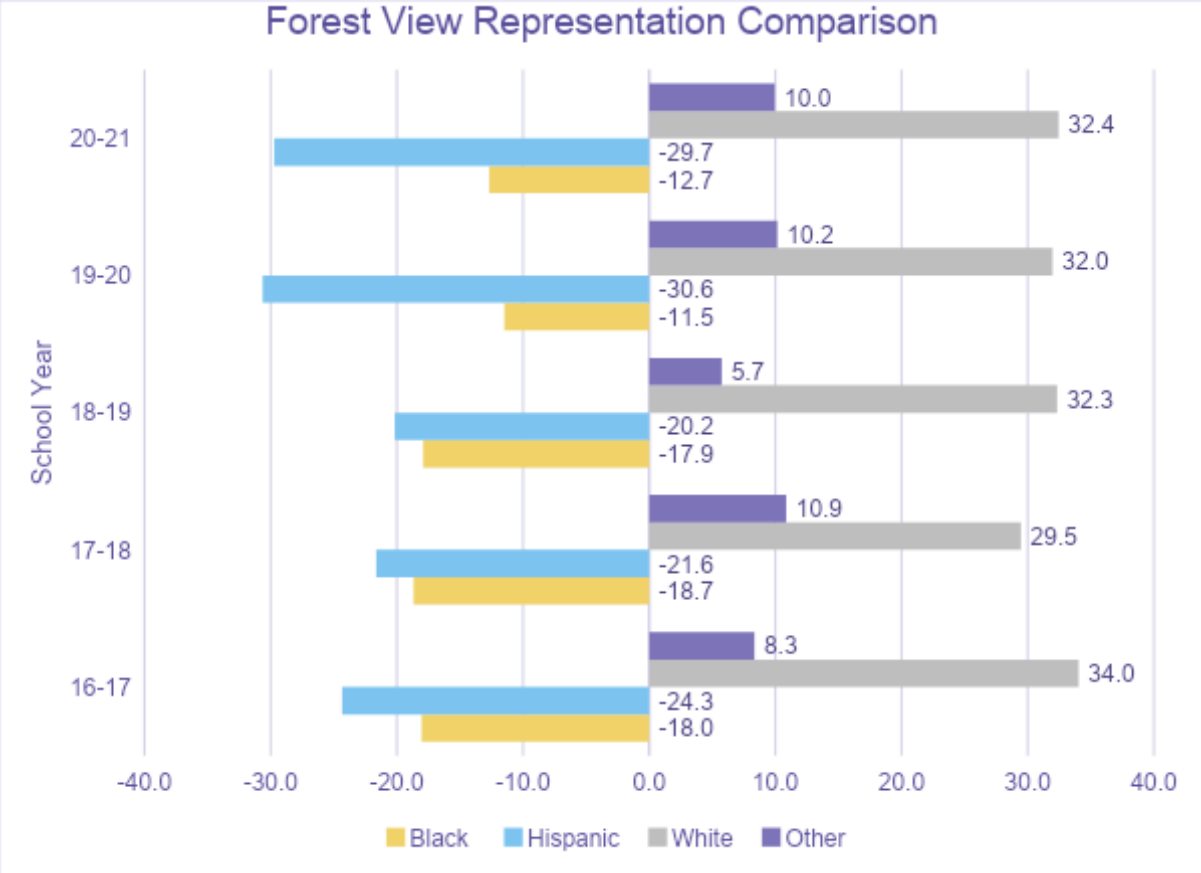
Fayetteville- Whole School Demographics	School Year	% Black	% Hispanic	% White	% Other
	16-17	65.9	32.1	1.0	1.0
	17-18	61.5	33.0	3.0	2.6
	18-19	57.7	37.4	2.3	2.6
	19-20	56.1	38.7	2.8	2.4
	20-21	50.6	42.4	1.7	5.2



Forest View

Forest View- AIG Demographic	School Year	% Black	% Hispanic	%White	% Other
	16-17	7.2	10.8	63.1	18.9
	17-18	5.2	13.5	59.4	21.9
	18-19	3.7	16.0	63.0	17.3
	19-20	5.5	8.8	62.6	23.1
	20-21	5.8	7.0	64.0	23.3

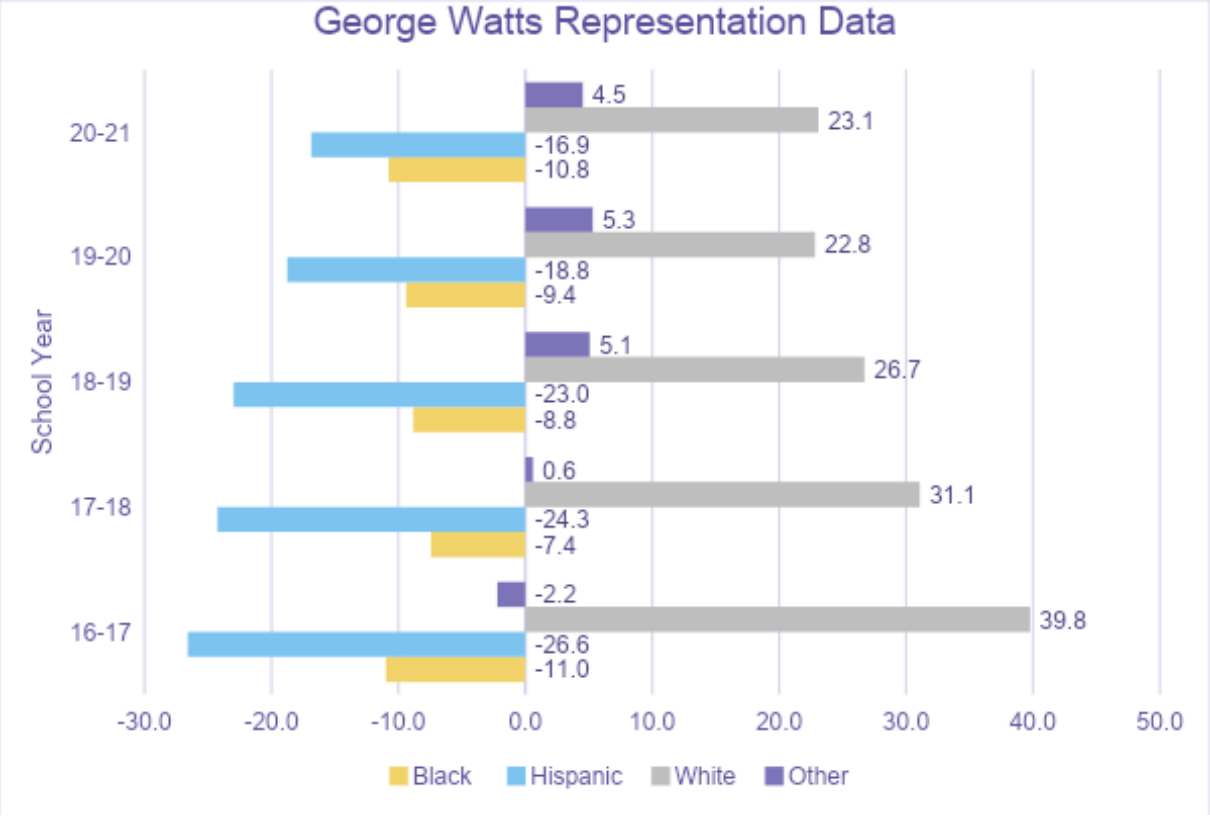
Forest View- Whole School Demographics	School Year	% Black	% Hispanic	% White	% Other
	16-17	25.2	35.1	29.0	10.6
	17-18	23.9	35.2	29.9	11.0
	18-19	21.6	36.2	30.6	11.5
	19-20	17.0	39.4	30.7	12.9
	20-21	18.5	36.7	31.5	13.3



George Watts

George Watts- AIG Demographic	School Year	% Black	% Hispanic	%White	% Other
	16-17	6.5	4.8	85.5	3.2
	17-18	9.0	6.0	79.1	6.0
	18-19	5.6	5.6	77.5	11.3
	19-20	4.5	9.0	74.6	11.9
	20-21	2.2	8.7	76.1	13.0

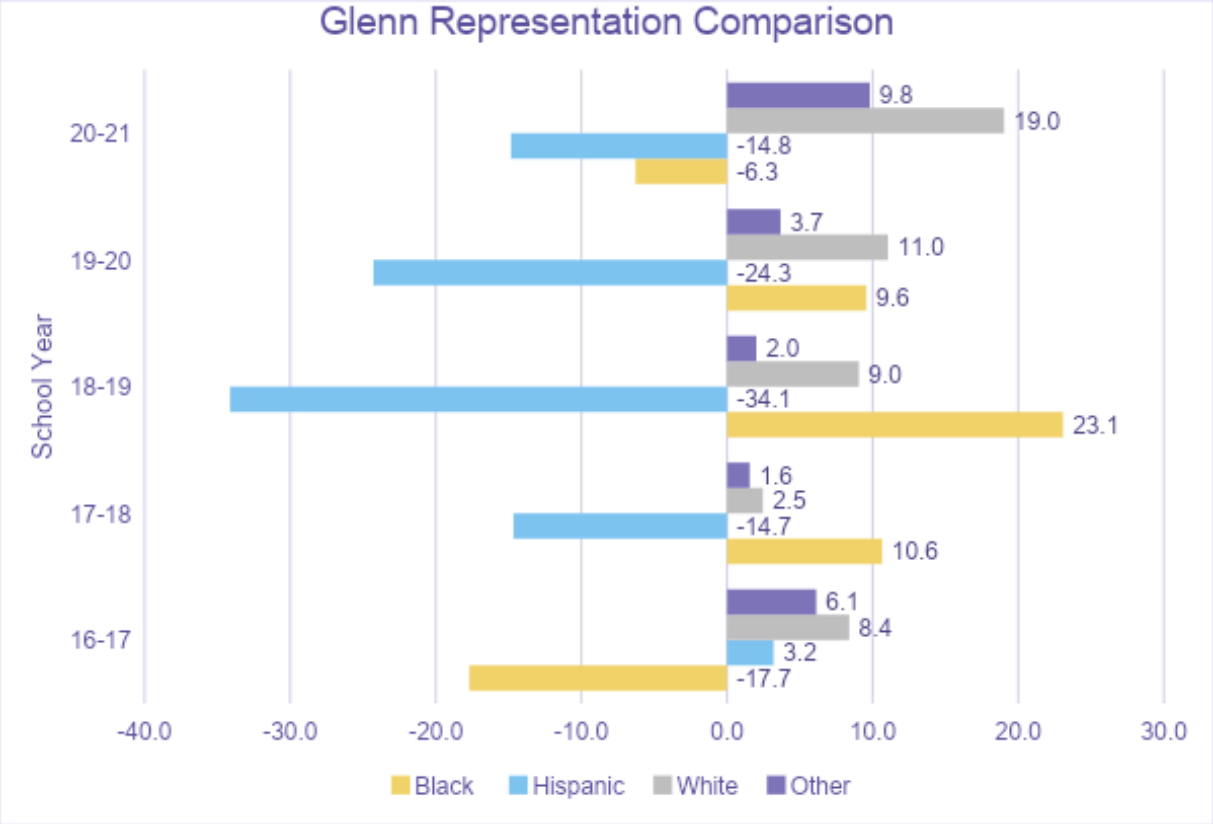
George Watts- Whole School Demographics	School Year	% Black	% Hispanic	% White	% Other
	16-17	17.4	31.4	45.7	5.4
	17-18	16.4	30.2	48.0	5.4
	18-19	14.5	28.6	50.7	6.2
	19-20	13.9	27.7	51.8	6.6
	20-21	12.9	25.6	53.0	8.5



Glenn

Glenn Elementary-AIG Demographic	School Year	% Black	% Hispanic	%White	% Other
	16-17	29.4	47.1	11.8	11.8
	17-18	56.3	31.3	6.3	6.3
	18-19	68.8	12.5	12.5	6.3
	19-20	47.6	28.6	14.3	9.5
	20-21	30.8	38.5	23.1	15.4

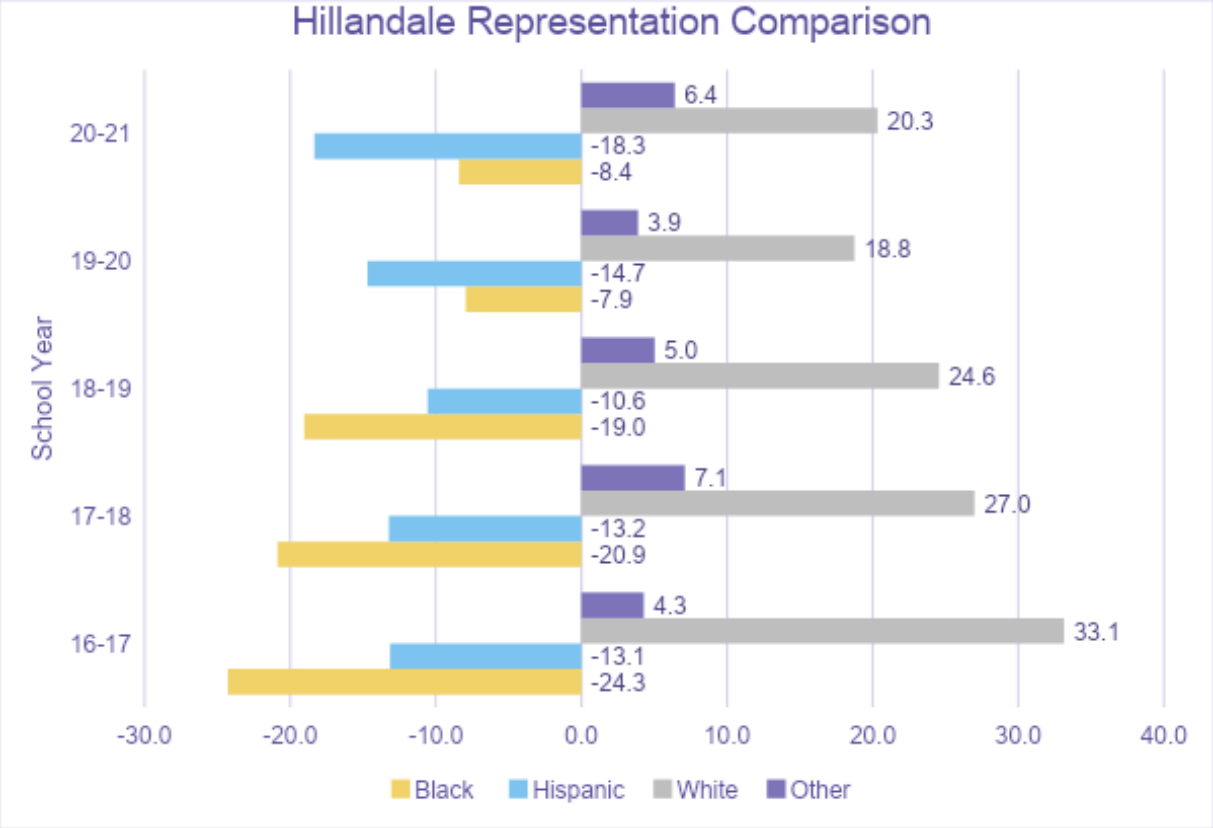
Glenn Elementary-Whole School Demographics	School Year	% Black	% Hispanic	% White	% Other
	16-17	47.1	43.9	3.4	5.6
	17-18	45.6	45.9	3.8	4.7
	18-19	45.7	46.6	3.5	4.2
	19-20	38.1	52.9	3.2	5.9
	20-21	37.1	53.3	4.1	5.6



Hillandale

Hillandale- AIG Demographic	School Year	% Black	% Hispanic	%White	% Other
	16-17	15.4	17.9	56.4	10.3
	17-18	21.5	13.9	50.6	13.9
	18-19	26.1	17.4	44.9	11.6
	19-20	32.4	17.6	37.8	12.2
	20-21	31.7	15.0	40.0	13.3

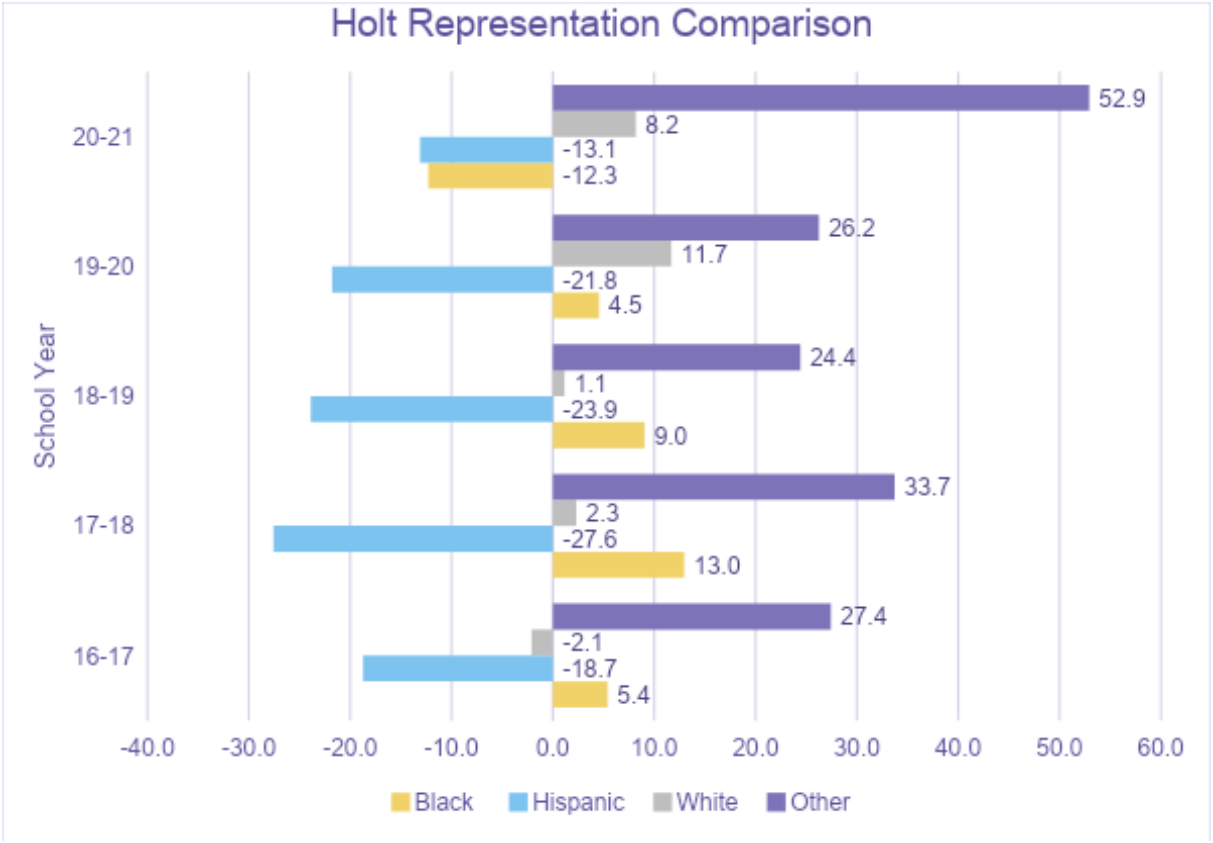
Hillandale- Whole School Demographics	School Year	% Black	% Hispanic	% White	% Other
	16-17	39.7	31.1	23.3	6.0
	17-18	42.4	27.1	23.7	6.8
	18-19	45.1	27.9	20.4	6.6
	19-20	40.4	32.3	19.1	8.3
	20-21	40.1	33.3	19.7	6.9



Holt

Holt- AIG Demographic	School Year	% Black	% Hispanic	%White	% Other
	16-17	40.0	36.0	4.0	32.0
	17-18	50.0	25.0	7.1	39.3
	18-19	46.4	28.6	7.1	28.6
	19-20	37.9	34.5	17.2	31.0
	20-21	21.4	42.9	14.3	57.1

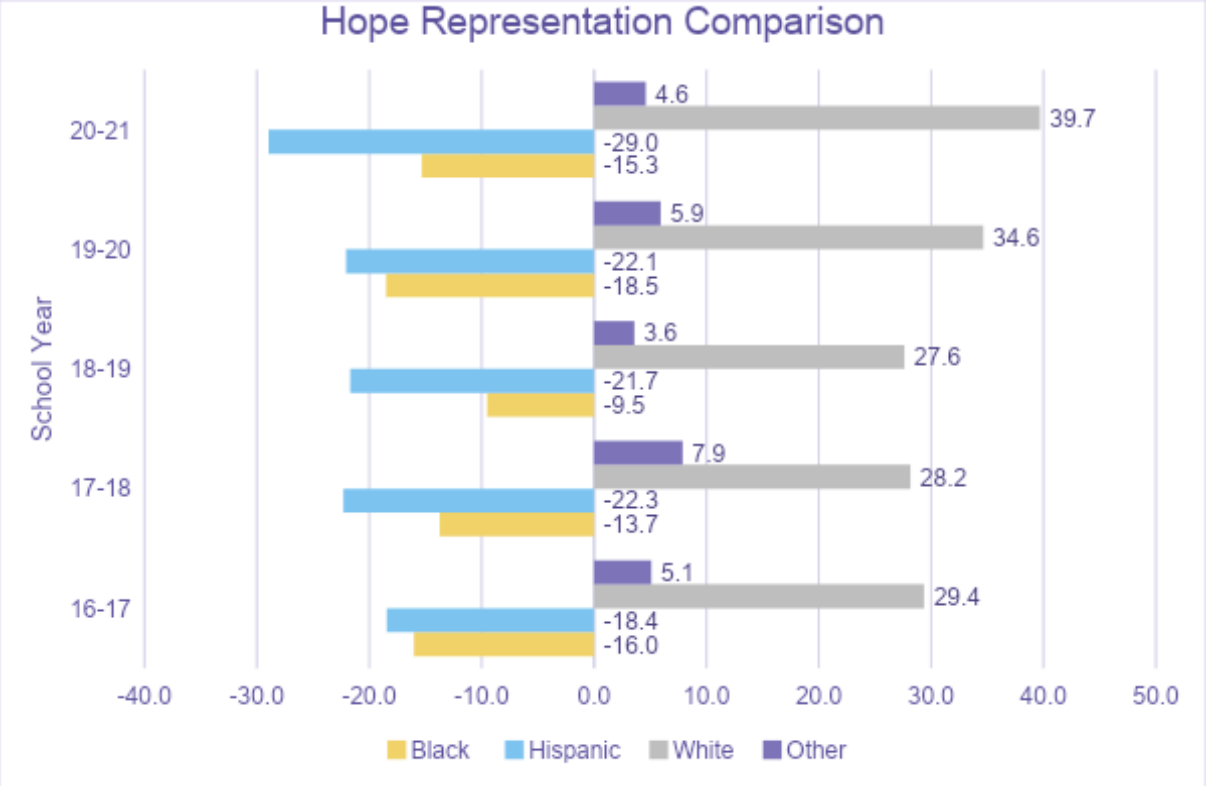
Holt- Whole School Demographics	School Year	% Black	% Hispanic	% White	% Other
	16-17	34.6	54.7	6.1	4.6
	17-18	37.0	52.6	4.8	5.6
	18-19	37.4	52.5	6.0	4.2
	19-20	33.4	56.3	5.6	4.8
	20-21	33.7	56.0	6.1	4.2



Hope

Hope- AIG Demographic	School Year	% Black	% Hispanic	%White	% Other
	16-17	19.3	16.9	53.0	10.8
	17-18	19.2	14.1	51.3	15.4
	18-19	24.1	14.8	51.9	9.3
	19-20	12.0	18.0	58.0	12.0
	20-21	13.9	11.1	63.9	11.1

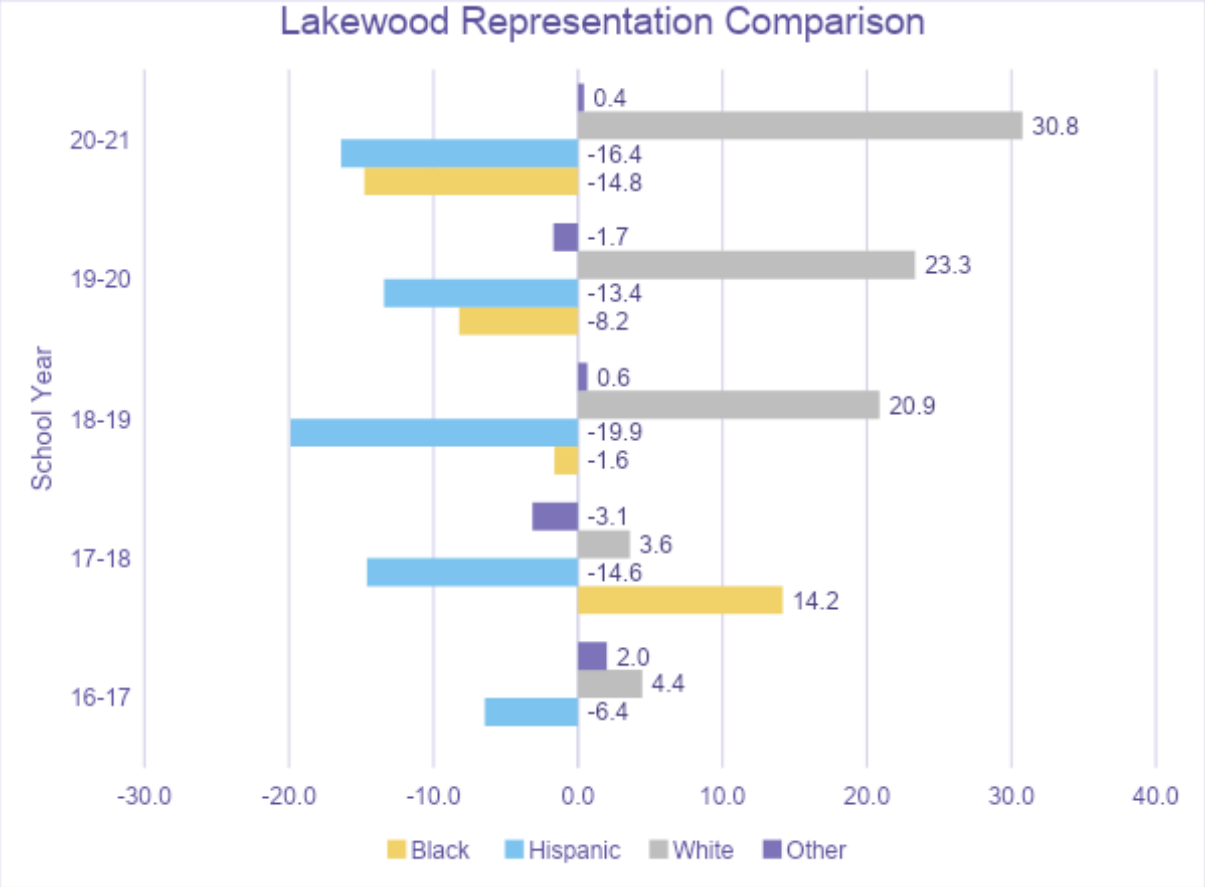
Hope- Whole School Demographics	School Year	% Black	% Hispanic	% White	% Other
	16-17	35.3	35.3	23.6	5.8
	17-18	33.0	36.4	23.1	7.5
	18-19	33.6	36.5	24.2	5.7
	19-20	30.5	40.1	23.4	6.1
	20-21	29.2	40.1	24.2	6.5



Lakewood

Lakewood- AIG Demographic	School Year	% Black	% Hispanic	%White	% Other
	16-17	40.0	46.7	6.7	6.7
	17-18	50.0	43.8	6.3	0.0
	18-19	33.3	33.3	28.6	4.8
	19-20	26.3	36.8	31.6	5.3
	20-21	20.0	33.3	40.0	6.7

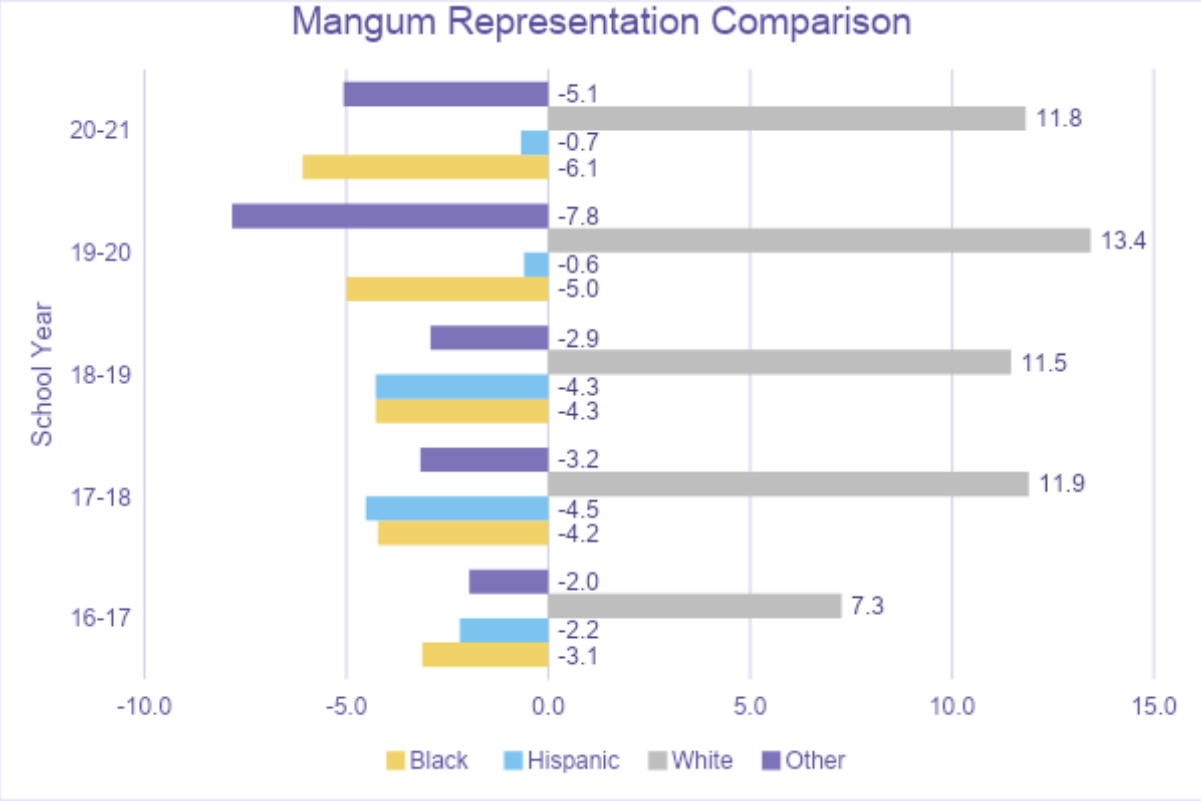
Lakewood- Whole School Demographics	School Year	% Black	% Hispanic	% White	% Other
	16-17	40.0	53.1	2.2	4.7
	17-18	35.8	58.4	2.7	3.1
	18-19	35.0	53.2	7.7	4.1
	19-20	34.5	50.3	8.2	7.0
	20-21	34.8	49.7	9.2	6.3



Mangum

Mangum- AIG Demographic	School Year	% Black	% Hispanic	%White	% Other
	16-17	6.0	4.0	90.0	0.0
	17-18	4.5	4.5	88.6	2.3
	18-19	4.8	4.8	88.1	2.4
	19-20	3.8	9.4	84.9	1.9
	20-21	2.7	13.5	81.1	2.7

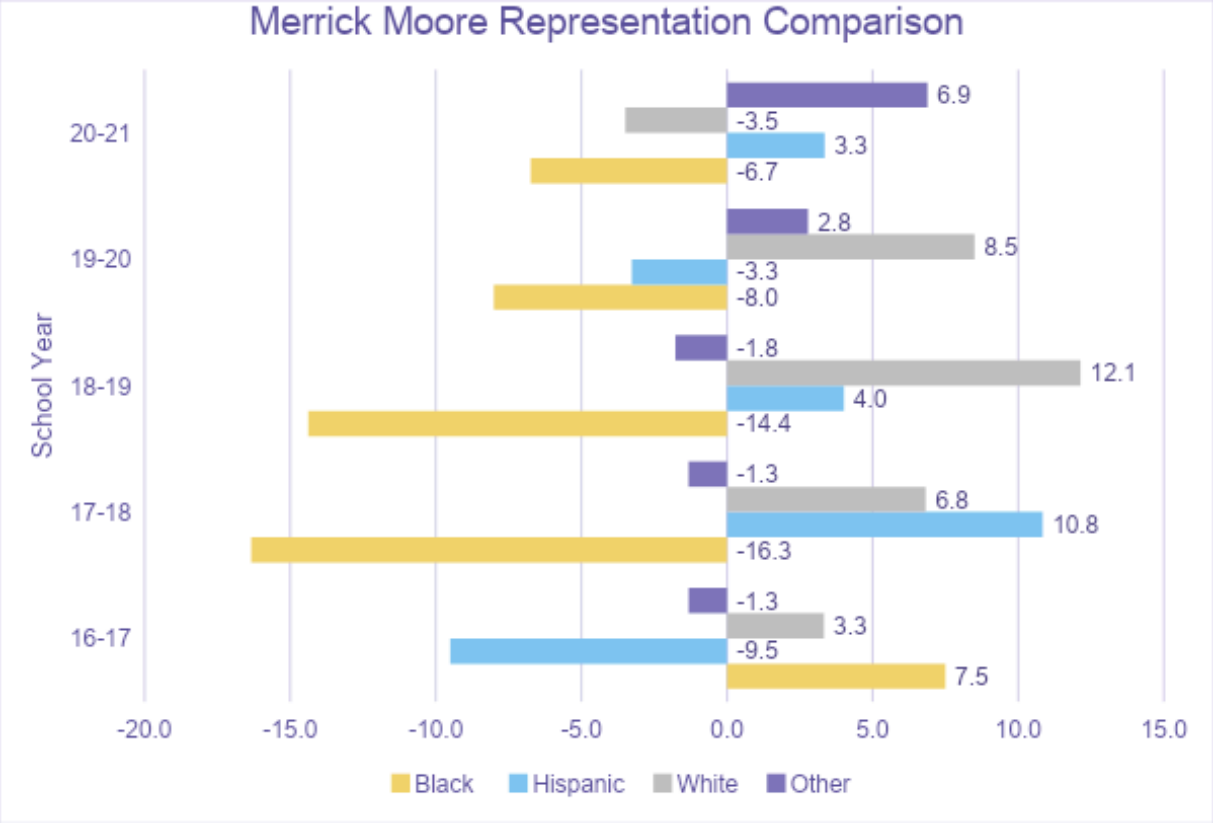
Mangum- Whole School Demographics	School Year	% Black	% Hispanic	% White	% Other
	16-17	9.1	6.2	82.7	2.0
	17-18	8.8	9.1	76.7	5.4
	18-19	9.0	9.0	76.6	5.3
	19-20	8.8	10.0	71.5	9.7
	20-21	8.8	14.2	69.3	7.8



Merrick Moore

Merrick Moore- AIG Demographic	School Year	% Black	% Hispanic	%White	% Other
	16-17	50.0	40.9	9.1	0.0
	17-18	33.3	55.6	11.1	0.0
	18-19	32.0	52.0	16.0	0.0
	19-20	35.3	47.1	11.8	5.9
	20-21	33.3	55.6	0.0	11.1

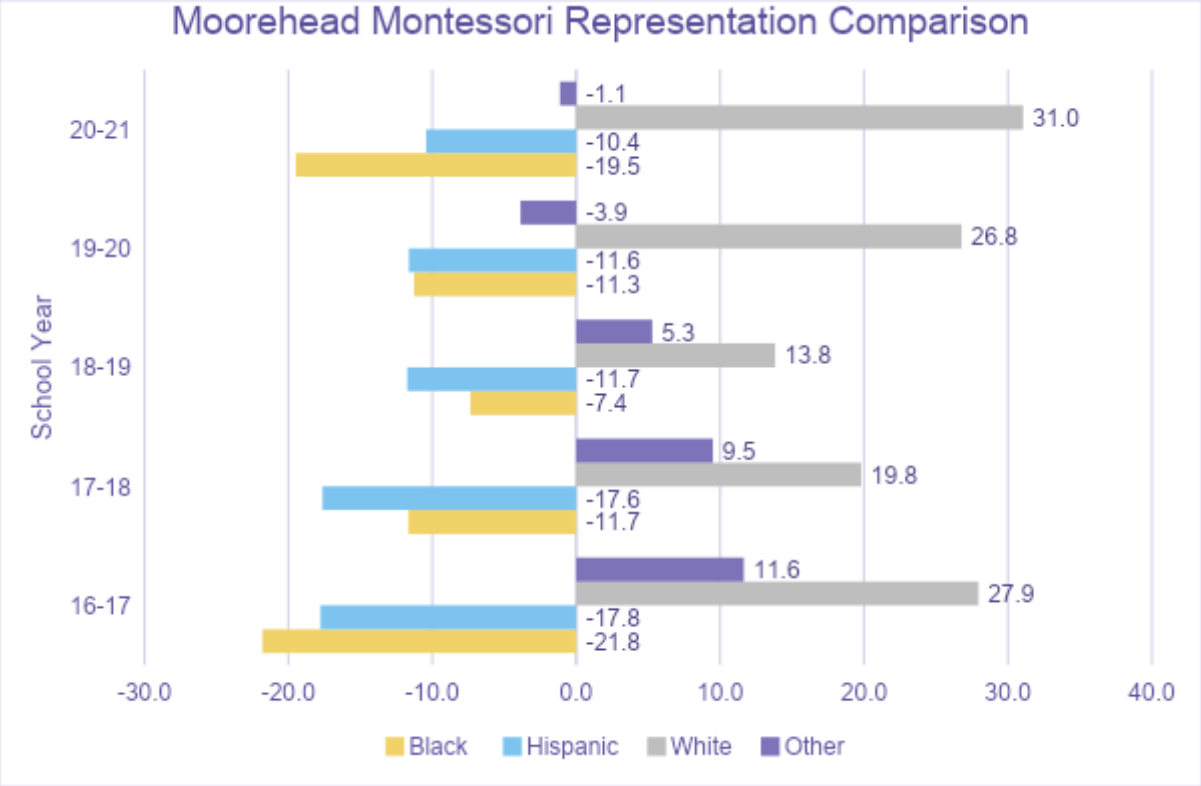
Merrick Moore- Whole School Demographics	School Year	% Black	% Hispanic	% White	% Other
	16-17	42.5	50.4	5.8	1.3
	17-18	49.7	44.7	4.3	1.3
	18-19	46.4	48.0	3.9	1.8
	19-20	43.3	50.3	3.3	3.1
	20-21	40.1	52.2	3.5	4.2



Moorehead

Moorehead Montessori- AIG Demographic	School Year	% Black	% Hispanic	%White	% Other
	16-17	6.5	4.3	71.7	17.4
	17-18	17.8	4.4	62.2	15.6
	18-19	20.0	8.9	60.0	11.1
	19-20	15.2	4.3	76.1	4.3
	20-21	6.7	3.3	83.3	6.7

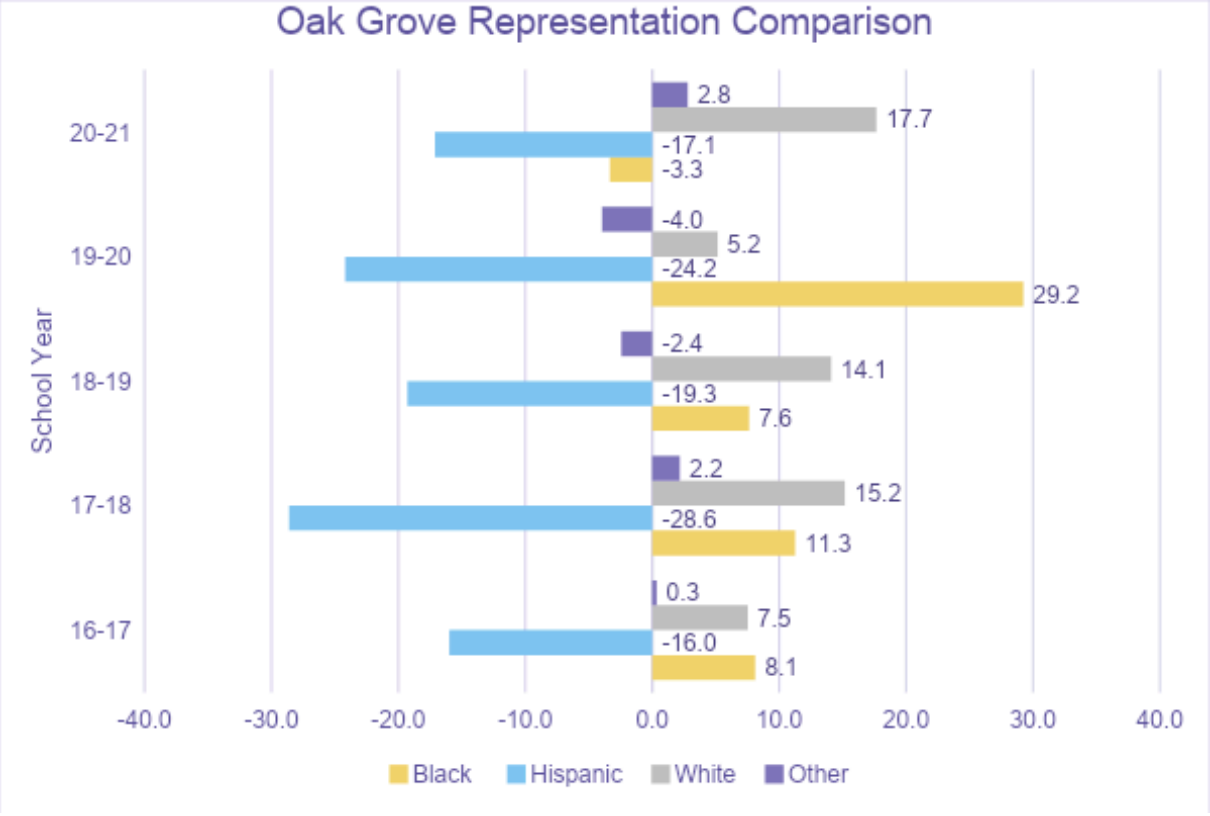
Moorehead Montessori- Whole School Demographics	School Year	% Black	% Hispanic	% White	% Other
	16-17	28.3	22.1	43.8	5.8
	17-18	29.4	22.1	42.4	6.1
	18-19	27.4	20.6	46.2	5.8
	19-20	26.5	16.0	49.3	8.2
	20-21	26.1	13.8	52.3	7.8



Oak Grove

Oak Grove- AIG Demographic	School Year	% Black	% Hispanic	%White	% Other
	16-17	63.3	20.0	13.3	3.3
	17-18	66.7	8.3	20.8	4.2
	18-19	62.5	16.7	20.8	0.0
	19-20	75.0	18.8	12.5	0.0
	20-21	43.8	25.0	25.0	6.3

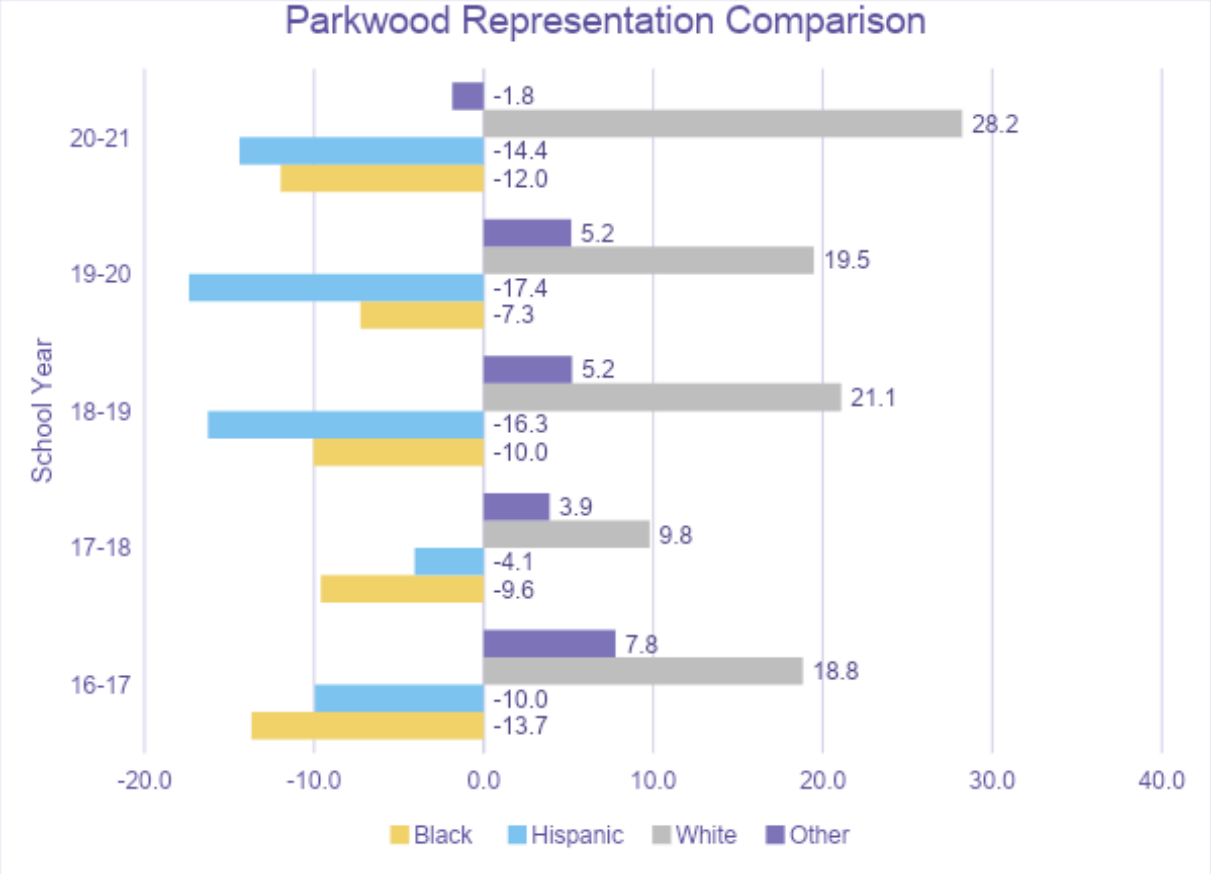
Oak Grove- Whole School Demographics	School Year	% Black	% Hispanic	% White	% Other
	16-17	55.2	36.0	5.8	3.0
	17-18	55.4	36.9	5.7	2.0
	18-19	54.9	36.0	6.7	2.4
	19-20	45.8	42.9	7.3	4.0
	20-21	47.1	42.1	7.3	3.5



Parkwood

Parkwood- AIG Demographic	School Year	% Black	% Hispanic	%White	% Other
	16-17	44.1	11.8	29.4	17.6
	17-18	45.8	20.8	20.8	12.5
	18-19	48.4	6.5	32.3	12.9
	19-20	48.3	3.4	34.5	13.8
	20-21	36.8	5.3	47.4	10.5

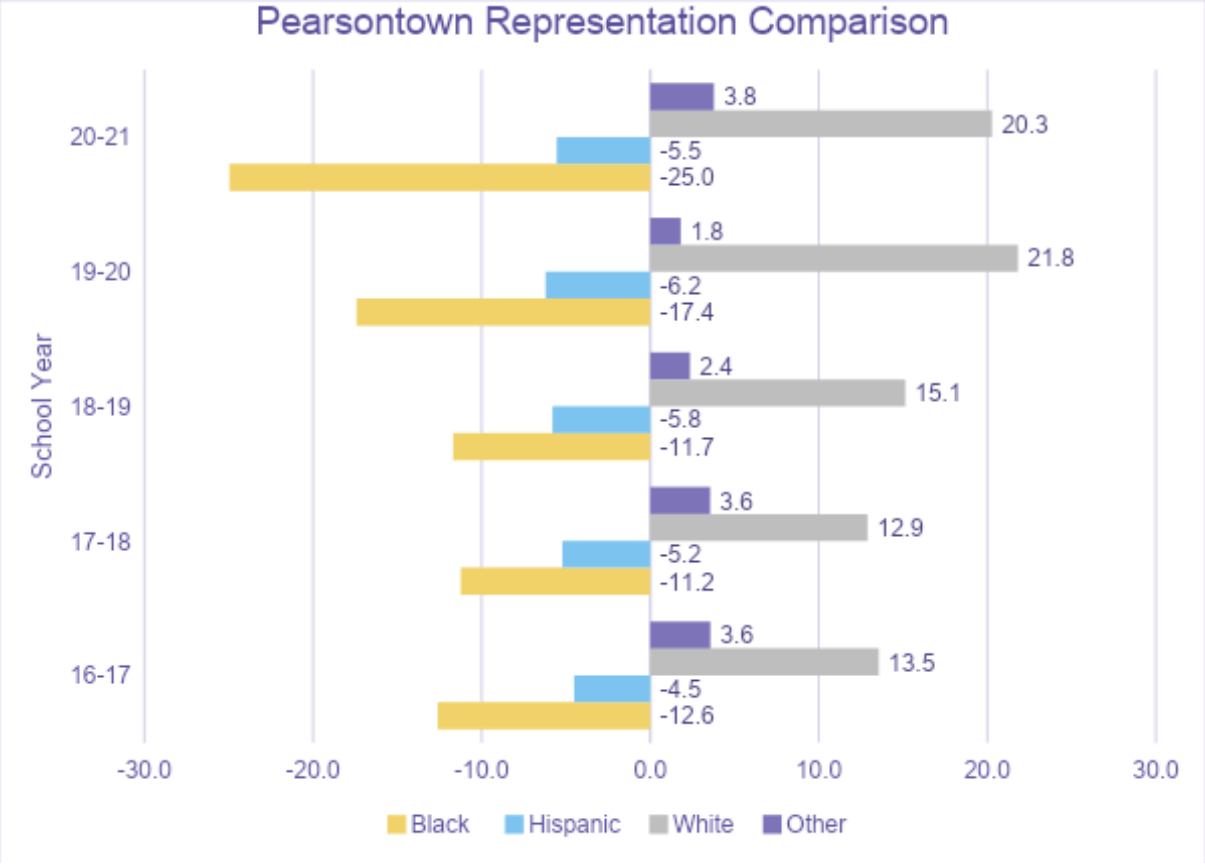
Parkwood- Whole School Demographics	School Year	% Black	% Hispanic	% White	% Other
	16-17	57.8	21.7	10.6	9.9
	17-18	55.4	24.9	11.0	8.6
	18-19	58.4	22.7	11.2	7.7
	19-20	55.5	20.8	15.0	8.6
	20-21	48.8	19.7	19.2	12.4



Pearsontown

Pearsontown- AIG Demographic	School Year	% Black	% Hispanic	%White	% Other
	16-17	32.8	5.7	46.6	14.9
	17-18	29.5	5.1	50.0	15.4
	18-19	26.0	4.0	55.3	14.7
	19-20	18.8	4.1	62.4	14.7
	20-21	10.3	3.9	62.6	16.8

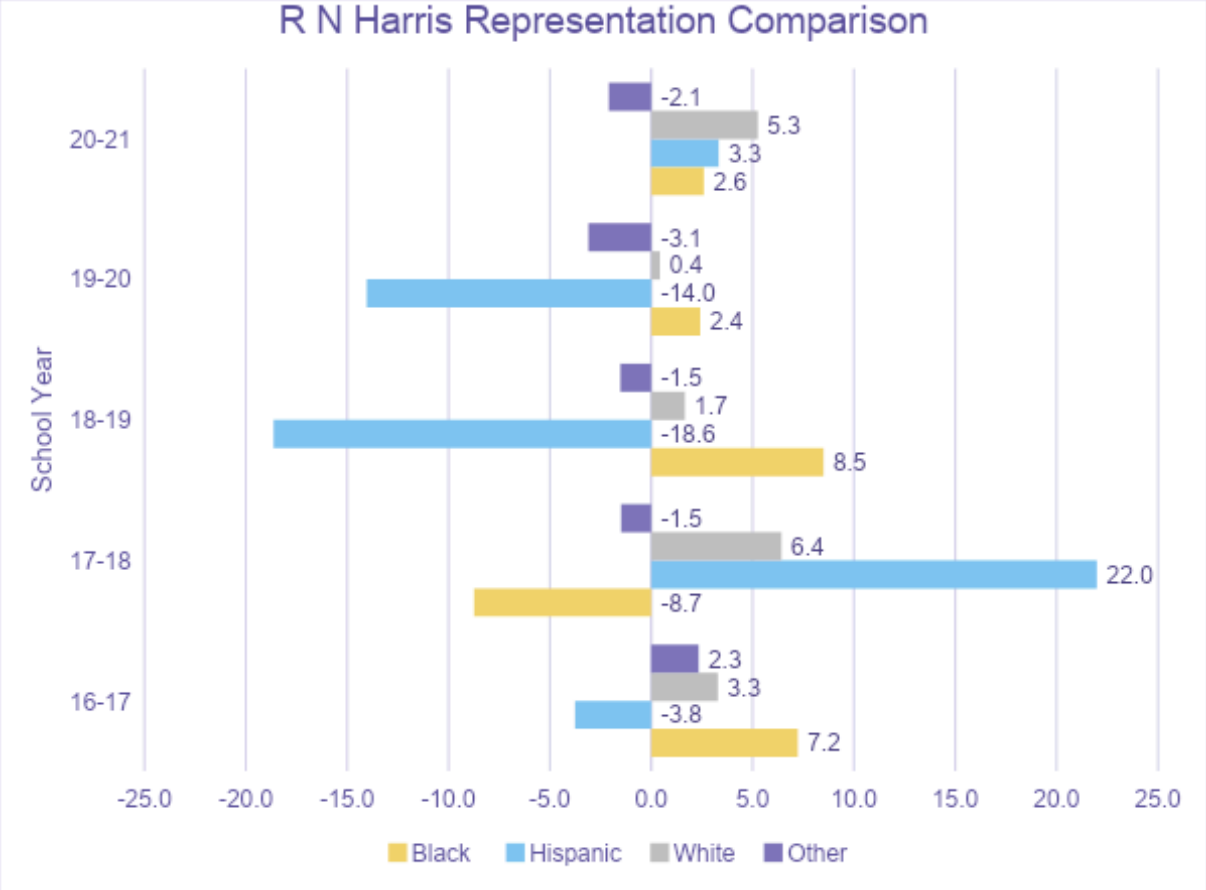
Pearsontown- Whole School Demographics	School Year	% Black	% Hispanic	% White	% Other
	16-17	45.4	10.3	33.0	11.4
	17-18	40.7	10.3	37.1	11.8
	18-19	37.7	9.8	40.2	12.3
	19-20	36.2	10.3	40.5	12.9
	20-21	35.3	9.4	42.3	13.0



R N Harris

R N Harris- AIG Demographic	School Year	% Black	% Hispanic	%White	% Other
	16-17	54.5	45.5	4.5	4.5
	17-18	36.4	72.7	9.1	0.0
	18-19	55.0	30.0	5.0	0.0
	19-20	47.6	33.3	4.8	0.0
	20-21	45.5	54.5	9.1	0.0

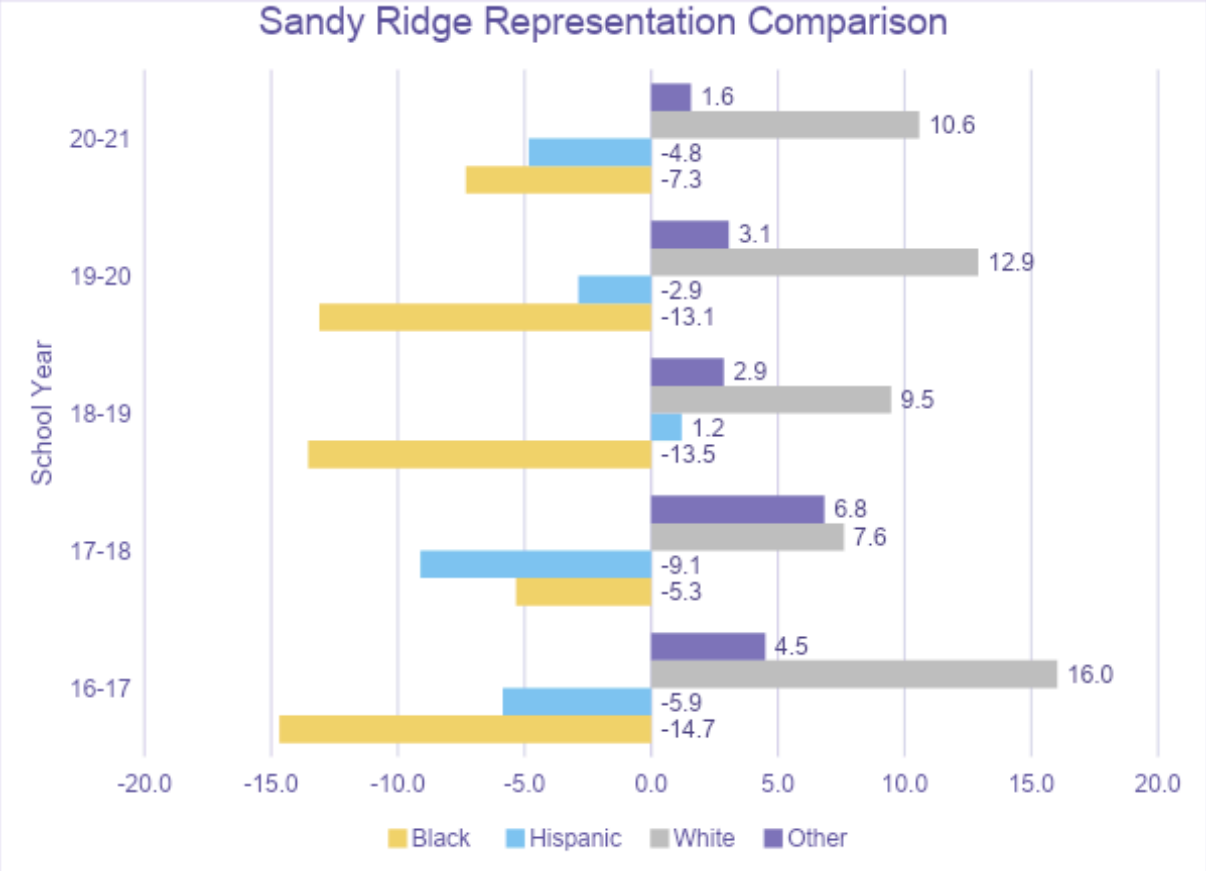
R N Harris- Whole School Demographics	School Year	% Black	% Hispanic	% White	% Other
	16-17	47.3	49.2	1.3	2.2
	17-18	45.1	50.7	2.7	1.5
	18-19	46.5	48.6	3.3	1.5
	19-20	45.2	47.4	4.3	3.1
	20-21	42.9	51.2	3.8	2.1



Sandy Ridge

Sandy Ridge- AIG Demographic	School Year	% Black	% Hispanic	%White	% Other
	16-17	41.8	22.8	26.6	8.9
	17-18	50.0	23.1	15.4	11.5
	18-19	43.9	33.3	15.8	7.0
	19-20	42.9	30.2	19.0	7.9
	20-21	46.0	30.2	17.5	6.3

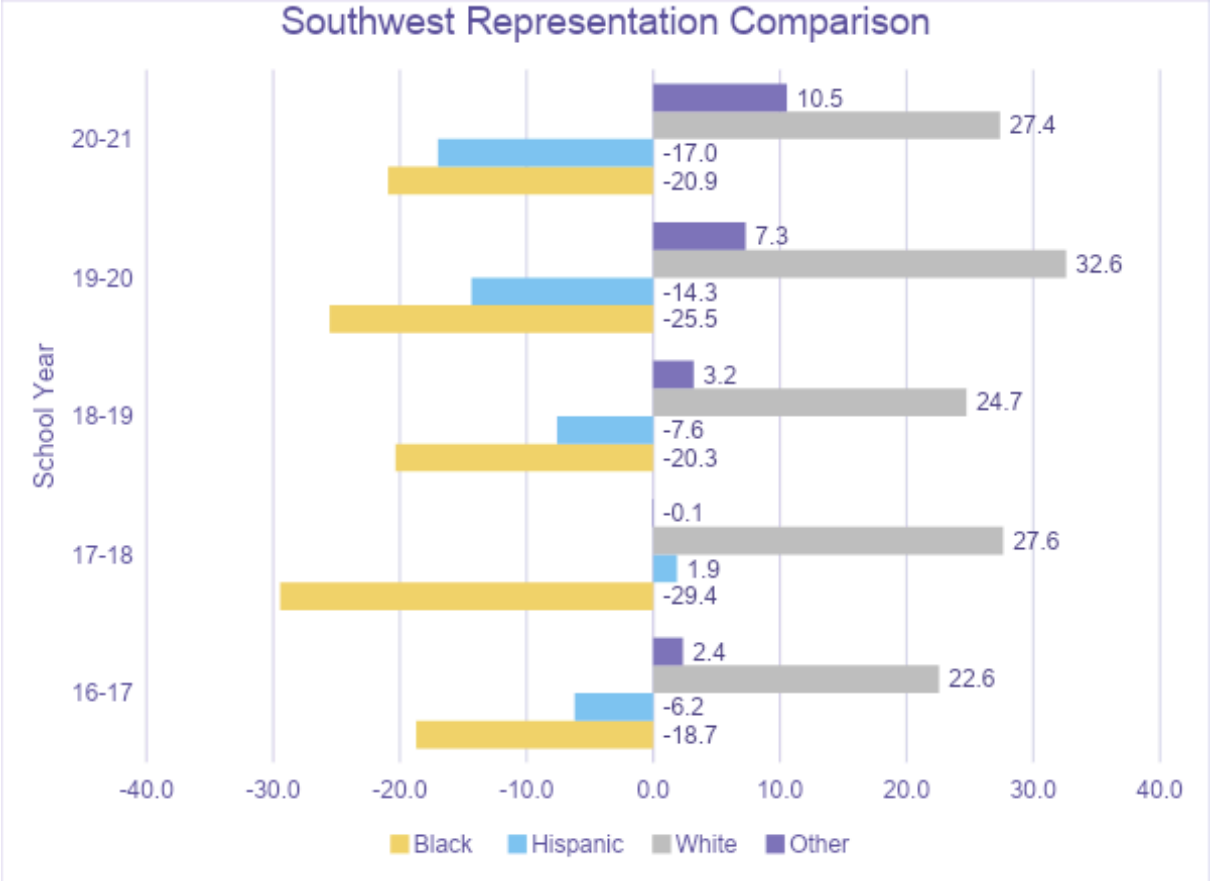
Sandy Ridge- Whole School Demographics	School Year	% Black	% Hispanic	% White	% Other
	16-17	56.4	28.6	10.6	4.4
	17-18	55.3	32.2	7.8	4.7
	18-19	57.4	32.1	6.3	4.2
	19-20	56.0	33.0	6.1	4.9
	20-21	53.3	35.0	6.9	4.8



Southwest

Southwest- AIG Demographic	School Year	% Black	% Hispanic	%White	% Other
	16-17	33.3	17.5	38.6	10.5
	17-18	20.6	25.4	46.0	7.9
	18-19	28.0	16.0	44.0	12.0
	19-20	20.6	9.5	54.0	15.9
	20-21	24.2	6.1	51.5	18.2

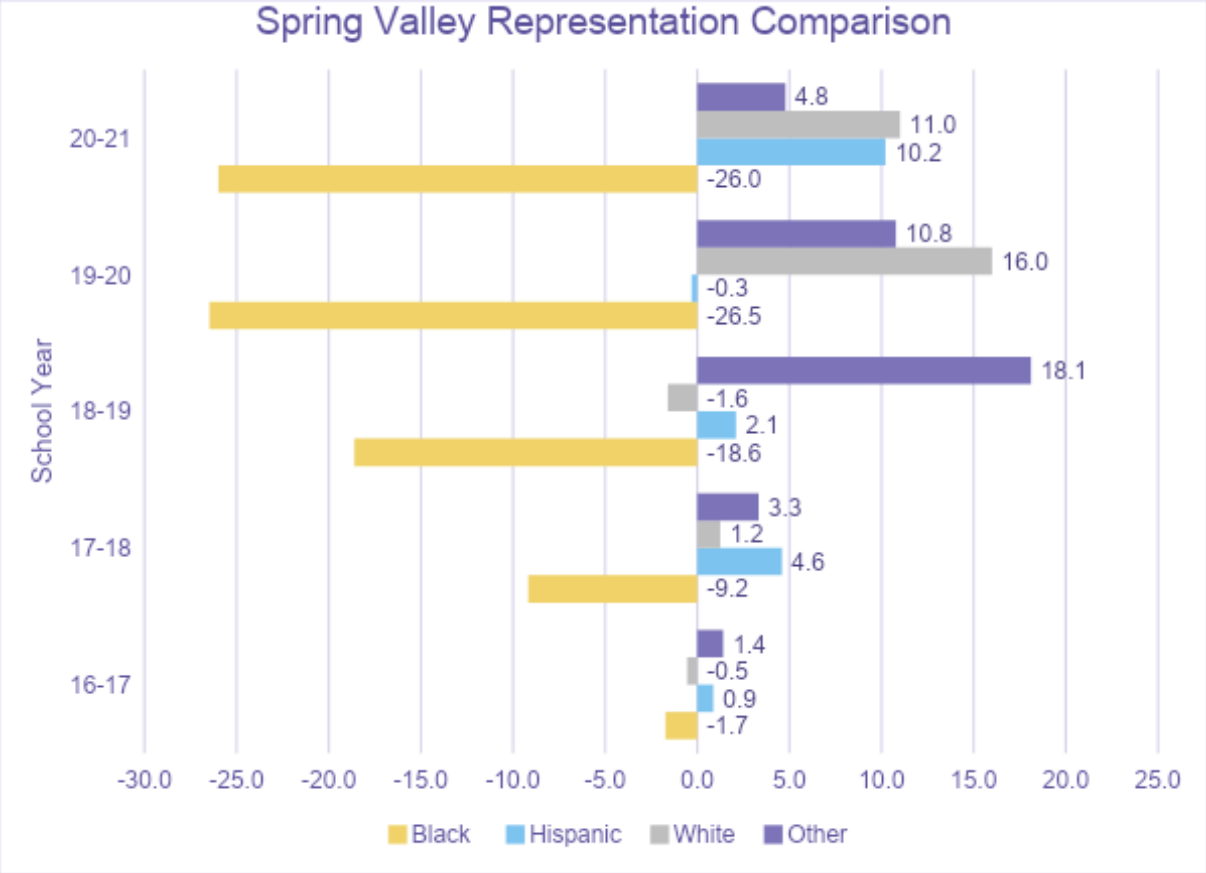
Southwest- Whole School Demographics	School Year	% Black	% Hispanic	% White	% Other
	16-17	52.0	23.7	16.0	8.2
	17-18	50.1	23.5	18.4	8.0
	18-19	48.3	23.6	19.3	8.8
	19-20	46.2	23.9	21.4	8.6
	20-21	45.2	23.1	24.1	7.6



Spring Valley

Spring Valley- AIG Demographic	School Year	% Black	% Hispanic	%White	% Other
	16-17	52.9	29.4	11.8	5.9
	17-18	45.5	31.8	13.6	9.1
	18-19	35.0	30.0	10.0	25.0
	19-20	23.5	29.4	29.4	17.6
	20-21	25.0	37.5	25.0	12.5

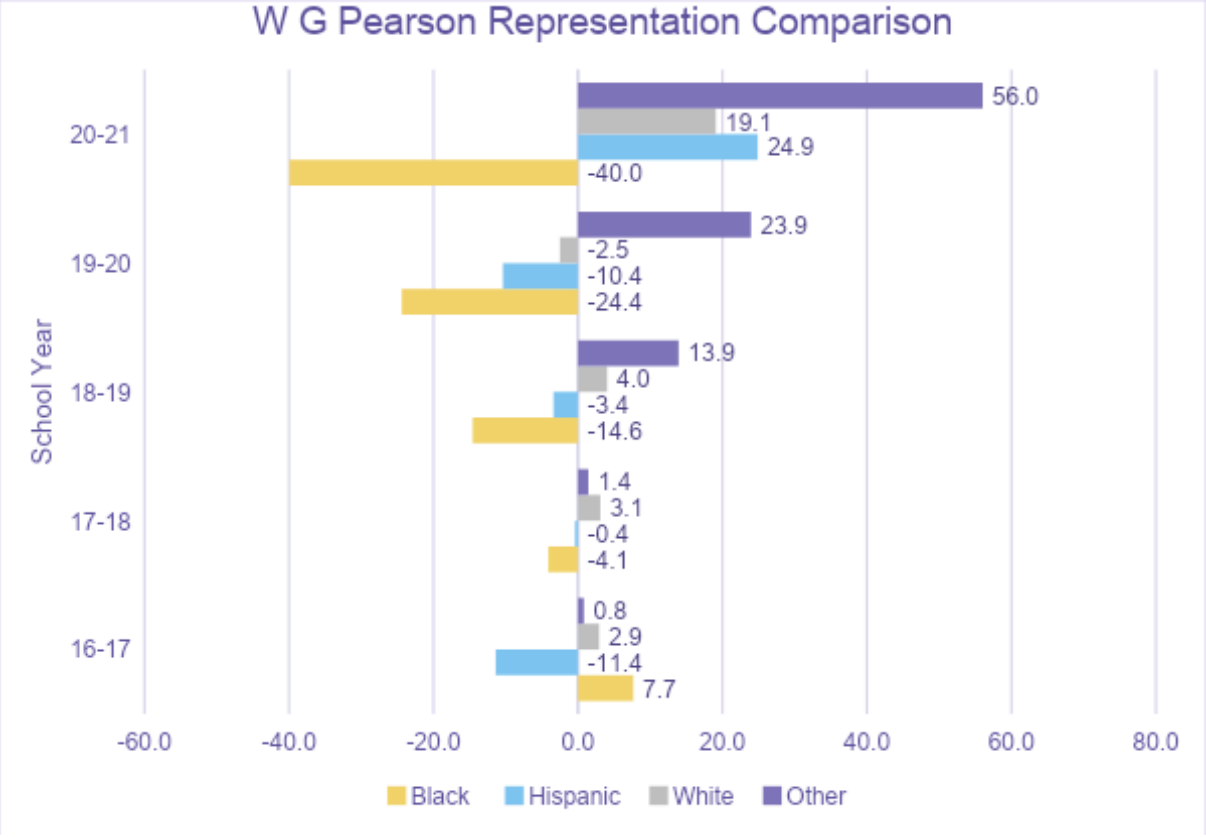
Spring Valley- Whole School Demographics	School Year	% Black	% Hispanic	% White	% Other
	16-17	54.7	28.5	12.3	4.5
	17-18	54.6	27.2	12.4	5.8
	18-19	53.6	27.9	11.6	6.9
	19-20	50.0	29.7	13.4	6.9
	20-21	51.0	27.3	14.0	7.7



W G Pearson

W G Pearson - AIG Demographic	School Year	% Black	% Hispanic	%White	% Other
	16-17	70.8	20.8	4.2	4.2
	17-18	59.1	31.8	4.5	4.5
	18-19	47.1	29.4	5.9	17.6
	19-20	33.3	26.7	0.0	26.7
	20-21	20.0	60.0	20.0	60.0

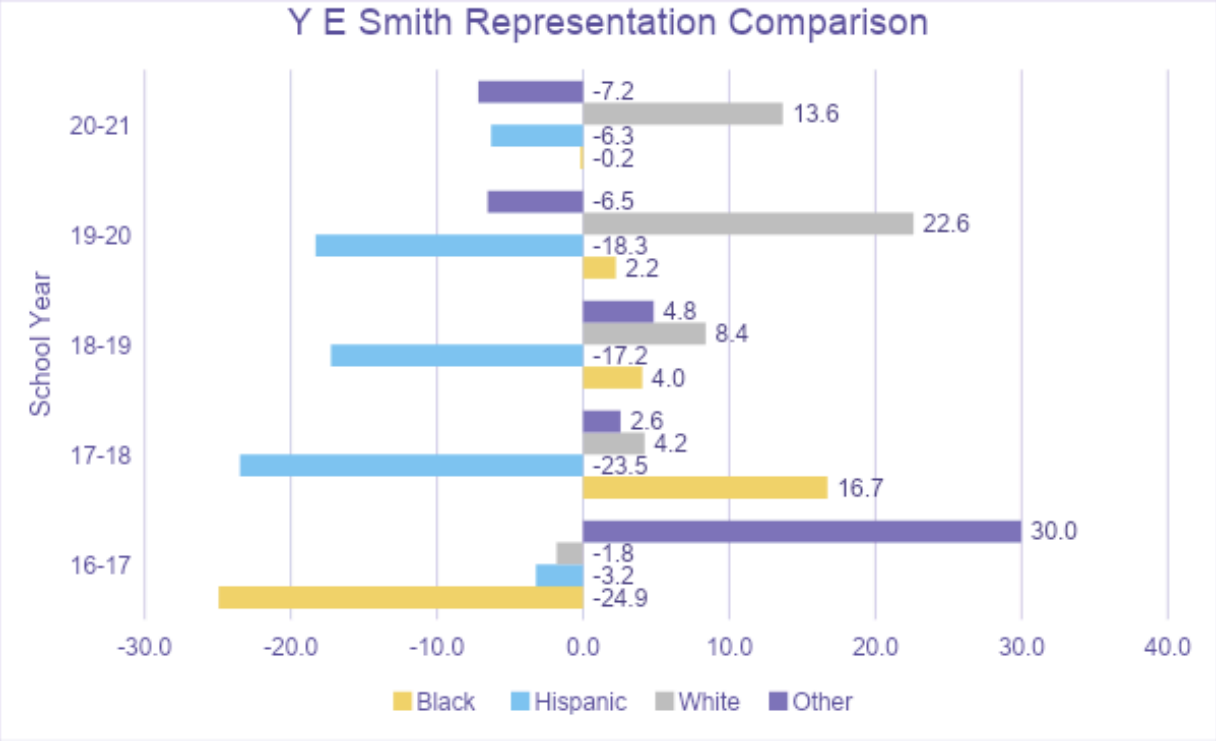
W G Pearson - Whole School Demographics	School Year	% Black	% Hispanic	% White	% Other
	16-17	63.2	32.2	1.3	3.3
	17-18	63.2	32.2	1.5	3.1
	18-19	61.6	32.8	1.9	3.7
	19-20	57.7	37.0	2.5	2.7
	20-21	60.0	35.1	0.9	4.0



Y E Smith

Y E Smith- AIG Demographic	School Year	% Black	% Hispanic	%White	% Other
	16-17	22.2	44.4	0.0	33.3
	17-18	60.0	26.7	6.7	6.7
	18-19	50.0	30.0	10.0	10.0
	19-20	50.0	25.0	25.0	0.0
	20-21	50.0	33.3	16.7	0.0

Y E Smith - Whole School Demographics	School Year	% Black	% Hispanic	% White	% Other
	16-17	47.2	47.7	1.8	3.4
	17-18	43.3	50.1	2.5	4.1
	18-19	46.0	47.2	1.6	5.2
	19-20	47.8	43.3	2.4	6.5
	20-21	50.2	39.6	3.0	7.2



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