

Academically or Intellectually Gifted (AIG) Program Frequently Asked Questions

How can I tell if my child is bright or gifted?

<https://www.nagc.org/resources-publications/resources-parents>

When is a child eligible for consideration for the AIG Program?

Johnston County Public Schools administers the Cognitive Abilities Test (CogAT) to screen 3rd grade students. School personnel also screen student EOG & EOC scores for AIG consideration during grades 4-9.

What factors are considered in the AIG nomination process?

- Teacher and/or parent observations of student behaviors/motivation
- Student classroom performance
- Benchmark data
- Standardized assessment data
- Aptitude test (CogAT) for third grade students
- North Carolina EOG/EOC scores
- ACT/Pre-ACT

How can my child be nominated for the AIG Program?

The AIG Program accepts nominations from teachers, parents, and students. Submit nominations to an AIG school contact or administrator at the school.

What are the steps to the nomination process?

Steps for nomination, referral, identification, and placement for grades 3-5 are as follows:

- The AIG program accepts nominations at any time. However, various grade level screening and referrals adhere to testing windows.
- The Site Review Team (SRT) will review nominations of transfers, along with returning fourth and fifth grade students following the first six weeks, or as data becomes available. The Central Review Team (CRT) will review third grade students following the receipt of system testing results and screening by principal designee.
- School personnel gathers information on candidates from the following indicators: performance data, benchmark data, teacher and/or parent observation (as specified), and standardized assessment history as available.
- The SRT reviews the information and makes a recommendation for referral or no referral.
- The SRT provides information for candidates, referred and not referred, to the Office of Advanced Learning.
- If a referred candidate requires testing, a principal designee sends home permission to test form and a copy of the parent's rights.
- The school sends files to central for candidates not referred for one year.
- School personnel gather remaining information from the indicators on candidates and present the candidate to the CRT for an identification decision.
- The CRT makes a decision for identification based on the indicator information.
- The CRT and school administrator place identified candidates into a service option.

When can my child be nominated for the AIG Program?

The AIG program accepts nominations at any time. However, testing windows are as follows:

- 3rd grade – CogAT screening during second semester of third grade. Central Review Team will screen nominations when results return. System personnel will administer additional tests as need indicates.
- 4th and 5th grade – School personnel will screen EOG scores for possible nominations in the fall of the school year.
- 6th, 7th and 8th grade - EOG scores are screened for possible nominations in the fall of the school year. School AIG Lead Contacts will set a date to have paperwork returned to him/her in order to establish SRT dates. Following SRT meetings, the AIG Lead will provide signed paperwork to the Office of Advanced Learning by an established date.
- High school – As teachers review available standardized data, they make nominations to their School AIG Contact. Deadlines will be established by the contact and Office of Advanced Learning.

What types of tests are administered?

School personnel administer aptitude tests to measure the student's ability to think, reason, and problem solve in the school setting. Achievement tests measure what the student knows in the areas of reading and math. While the district uses nationally-normed aptitude and achievement tests, personnel will also review state-normed achievement.

How will I know that my child is being tested for the AIG Program?

With the exception of third grade aptitude testing, school personnel send *Notice and Consent for Evaluation* form (AIG 2) to the parent/guardian; along with a copy of *Your_Rights as a Parent* form (AIG 1). Parent/Guardian must return the signed form prior to any additional evaluation. Schools will notify parents prior to administering the CogAT to third graders. Before school personnel administer additional assessments for consideration of gifted services, they will send notification in writing.

What criteria does JCPS review for AIG Identification?

- Observation – The classroom teacher must fill out the observation checklist for a nominated candidate. If a parent or other person makes the nomination, they too must fill out an observation.
- Performance – Classroom performance information includes current grades, previous year's grades, benchmark data, literacy assessments, and portfolio samples of differentiated work.
- Student aptitude – Aptitude refers to the percentile from a nationally-normed standardized test.
- Student achievement – Achievement refers to subject area tests' percentile for either a state administered end of year achievement test or a nationally normed standardized test.

How is the decision determined for placement in the AIG Program?

Grades 3-5

Third grade students in Johnston County Public Schools complete nationally standardized assessments in the first semester. After screening the results, school personnel may administer additional tests if needed. The Central Review Team reviews the data and makes placement decisions and service options matches.

Elementary students who qualify for gifted identification meet the following criteria:

- 90th percentile aptitude

- 90th percentile achievement in math and/or reading
- Mastery or 90 and above on performance
- Observation by classroom teacher(s) and if parent nomination, observation by parent

Grades 5-12

Students in grades have more available data. In addition to reviewing the criteria listed for elementary students, JCPS may qualify high performing students who have trend data in a subject area on state-normed achievement tests or local benchmark testing, regardless of aptitude. Students in grades 9-12 must show motivation through enrollment in advanced content coursework. Administrators place middle school students based on matrix data. High school students self-select their courses of study.

What services are offered within the AIG Program?

All identified students should receive opportunities for differentiation based on the academic/intellectual needs of the students. Teachers should create instructional opportunities that include, but not limited to the following:

- Tiered Assignments
- Curriculum Compacting
- Independent Study

Grades K-2

Teachers will nurture and serve students demonstrating potential with Primary Education Thinking Skills (PETS) and curriculum developed around research based gifted education models. Teachers may also use flexible grouping opportunities for students who demonstrate the need to work with other students of similar abilities. The system will accept nominations for potentially highly gifted students who demonstrate strong need in multiple indicators. For K-2 students who demonstrate a need for more intensive services, parents can have their child privately tested by a licensed psychologist to determine if the child qualifies for grade or subject acceleration. See the Guidelines for Independent Evaluation link and the Subject/Grade Acceleration link at www.johnston.k12.nc.us/aig for further information.

Grades 3-5

Administrators cluster group elementary students based on the area(s) of need. In addition, teachers use flexible grouping opportunities for students who demonstrate the need to work with other students of similar abilities. The grade level or team of teachers who work with the student would determine this flexible grouping option.

Teachers develop DEPs that indicate the research-based instructional strategies used within each learning environment for students receiving cluster or subject grouping. Teachers provide documentation of each instructional strategy utilized and samples of student work indicative of the students' academic abilities.

Mathematics

- Investigations
- Mentoring Mathematical Minds (M³)

Advanced Language Arts

- William and Mary Language Arts units
- Jacob's Ladder Reading Comprehension Program
- Navigator novel study guides

Grades 6-8

Advanced Content Courses

The Office of Testing and Accountability completes matrices, examining trend data to determine those students who need coursework above the state's recommended course of study and provide this data to administrators. Administrators place these students according to this data. At the conclusion of each year in middle school, principals examine data to determine if the child continues to move into the highest advanced courses, as needed.

Mathematics

- Math 6 Plus (Compacts 6th and 7th grade content) including CMP³
- Math 7 Plus (Compacts 7th and 8th grade content) including CMP³
- Math 1 in 8th (High school course) including CMP³

Advanced Language Arts

- Advanced ELA 6 including William and Mary Language Arts units
- Advanced ELA 7 including William and Mary Language Arts units
- English 1 in 8th (High school course) including William and Mary Language Arts units

Grades 9-12

High school students self-select their course of study. AIG identified students must enroll in at least one advanced course per semester (two per year). Therefore, students who enroll in honors and advanced placement will benefit from these services. Administrators and the Office of Advance Learning will monitor gifted students enrollment in honors/Advanced Placement.

Can my K-2 child be identified for the AIG Program?

Students in grades K-2 will receive enrichment and acceleration opportunities as indicated by performance on informal assessments and determined by grade level Professional Learning Communities (PLCs) at each school. Schools will continue to utilize PETS (Primary Education Thinking Skills) to provide opportunities for students demonstrating critical and creative thinking at the highest levels to work together. If students show indicators of being highly gifted, JCPS will review students with consistent achievement data when recommended by teachers.

How does JCPS review/place transfers from other systems into the AIG Program?

Placement of Transfers Identified in Other Systems

Administrators should continue gifted services for students with supporting data pending the receipt of documentation/paperwork from previous district. The CRT reviews students who transfer with AIG identification after four to six weeks of school attendance.