



WCPSS AIG Update

Wake County Board of Education Student Achievement Committee

May 24, 2021

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Desired Outcomes

By the end of this presentation the Board will understand how WCPSS:

1. Addressed identification during the 2020-2021 school year
2. Will address disproportionality in the area of gifted identification
3. Will provide future opportunities for identification and acceleration opportunities

Presentation Outline

The presentation will include:

Overview

- Role of the AIG Teacher

COVID Response

- Portfolio Process
- School Share
- Population

Addressing Disproportionalities

- NCDPI Call to Action
- Talent Development
- Talent Unleashed

Future Opportunities

- Universal Screening
- Transition Planning



Role of the AIG Teacher

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1

Differentiated Educational Services

Provides differential educational services beyond those provided by the regular educational program.

2

Data- Based Problem Solving

Facilitates data-based meetings around data of identified students and students showing high potential to perform at substantially high levels

3

Lead School Based Committee for Gifted Education Team

Data based conversation around student identification

4

Oversees Advanced Learning Services

SSA (Single Subject Acceleration), EKE (Early Kindergarten Entry), and WGA (Whole Grade Advancement).

Portfolio Process

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Future Opportunities

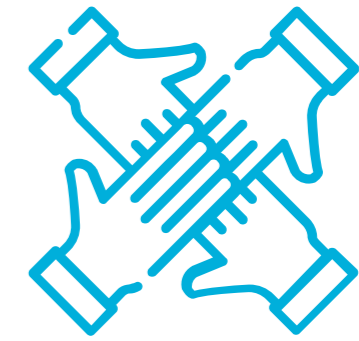
- Universal Screening
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Identification
Process- Portfolio



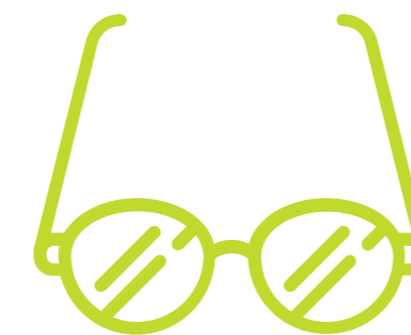
Analyze Work
Samples



AIG Teacher Level
4 opportunities



Gifted Rating Scale



Historical Data



Grade Level
Assessments



School Share

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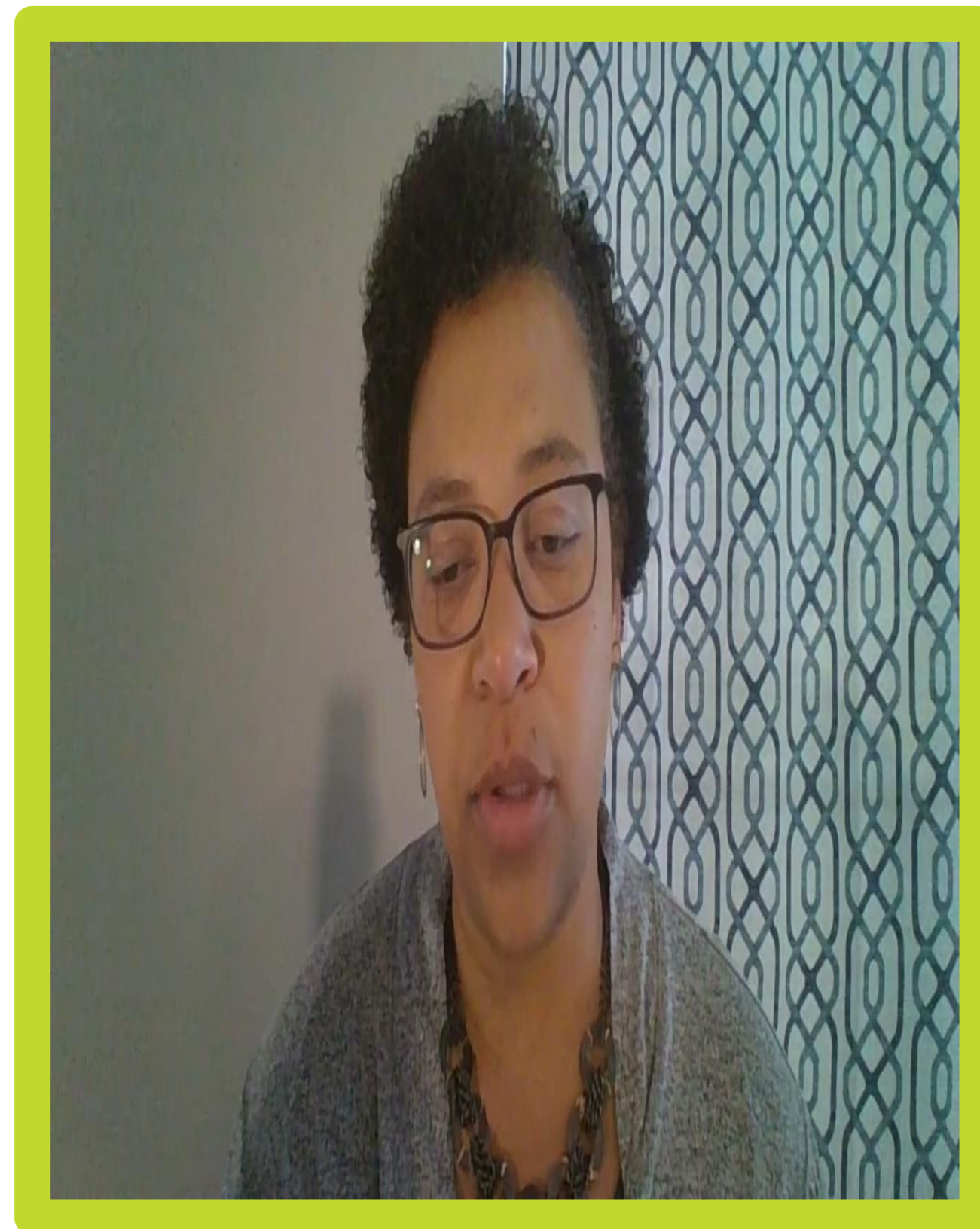
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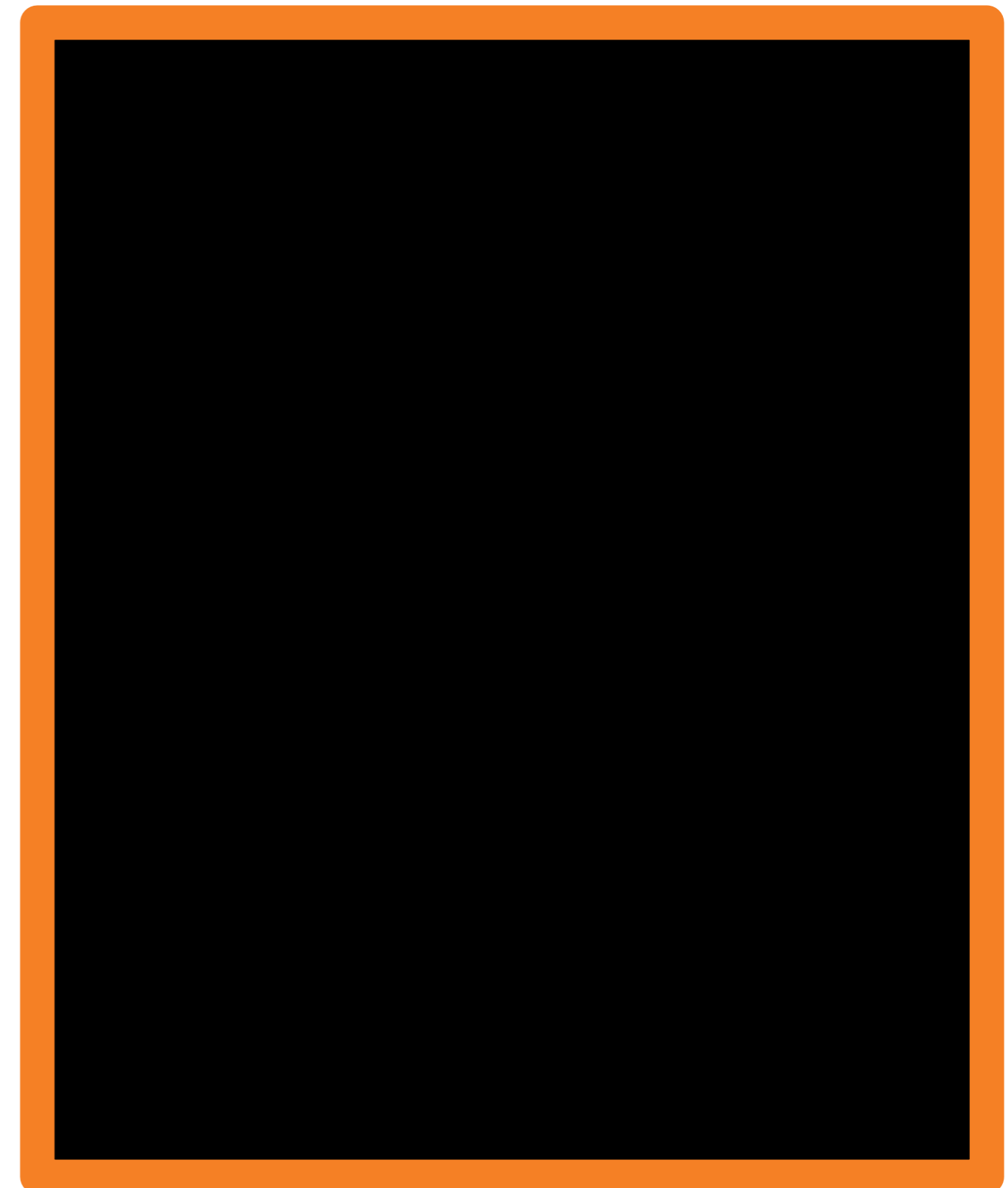
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Millbrook ES



Wakefield ES



Newly Identified AIG Students

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2278
Total

Demographics

Asian	513	22.5%
Black	146	6.4%
Hispanic	152	6.7%
Multi	107	4.7%
Pacific Island	1	0%
American Indian	5	0.2%
White	1354	59.4%

51.6%

Female

- 1175 Identified out of a total of 2278

48.4%

Male

- 1103 Identified out of a total of 2278

NCDPI Call to Action

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CALL TO ACTION

Critical Actions to Realize Equity and Excellence in Gifted Education *Changing Mindsets, Policies, and Practices*

Increase access and opportunities to increase achievement and growth for all

In gifted education, we seek to meet the advanced learning needs of students all day, every day. However, inequities rooted in larger society plague education, often leading to inequitable representation in gifted programs. Although schools cannot fix larger societal inequities on their own, we can ensure that our actions do not compound these inequities. Our goal must be to promote both equity and excellence. We must take actions to increase access and opportunity, which increases achievement and growth for all. We must assure that student racial, ethnic, economic, or other demographic factors do not reduce their likelihood of access and successful participation in advanced programming. By realizing equity and excellence in gifted education, schools will help all students reach their full potential.

Critical Actions to Realize Equity and Excellence in Gifted Education
Changing Mindsets, Policies and Practices
To set the foundation for realizing both equity and excellence, we must approach it from the shared perspective that both can be realized. Both are integral to a successful educational environment. This commitment toward equity and excellence is urgent and requires intentional and sustained actions. No single action will change mindsets, policies, and practices; we must synergize efforts to increase achievement and growth for all.

What is Equity and Excellence in Gifted Education? What is it not?

- It is not about 'status' or sacrificing needs of one group of students for another; *it is meeting the needs of all students.*
- It is not seeing students at-risk; *it is seeing students at-potential.**
- It is not having multiple hoops to show a student's perfection in everything; *it is about multiple opportunities for students to demonstrate their potential.*
- It is not providing the same services to all; *it is adjusting services based on demonstrated needs of students.*
- It is not about all students receiving the same content at the same time at the same pace; *it is about personalized learning.*
- It is not about putting up barriers and hurdles; *it is about expanding access and opportunities.*
- It is not based on a national comparison for local programs; *it is based on local context and data.*
- It is not only recognizing students who come with easily recognizable gifts and talents; *it is about being a talent scout and intentionally creating environments to recognize and develop talents not yet tapped.*

ACTION 1: Reframe your Lens

We must reframe our lens on how we view students, their actions and beliefs; how we view schools, our actions and goals; and how we view ourselves, our roles and responsibilities.

How? Reflect on our own biases, stories, and influence. Connect with student experiences. View students as "at-potential" versus "at-risk."* Be a talent scout not a deficit detector. Look for opportunities to say yes, not opportunities to say no.

Why? By reframing our lens, we ensure that all students have an equitable opportunity to access gifted programs. We begin to change our mindsets, raise expectations, and begin the pathway toward equity and excellence.

ACTION 2: Use Equitable Identification Practices

We must provide opportunities for every student to show us their strengths and talents and mitigate systemic barriers to access gifted education.

How? Align identification practices with the services provided. Use universal screening and referral practices. Use local norms and context for local programs. Take advantage of existing student data and a variety of information sources. Provide multiple opportunities, not multiple barriers.

Why? By improving identification practices, we focus on recognizing demonstrated advanced learning needs so that no potential is untapped and no student is overlooked for gifted education.

Talent Development

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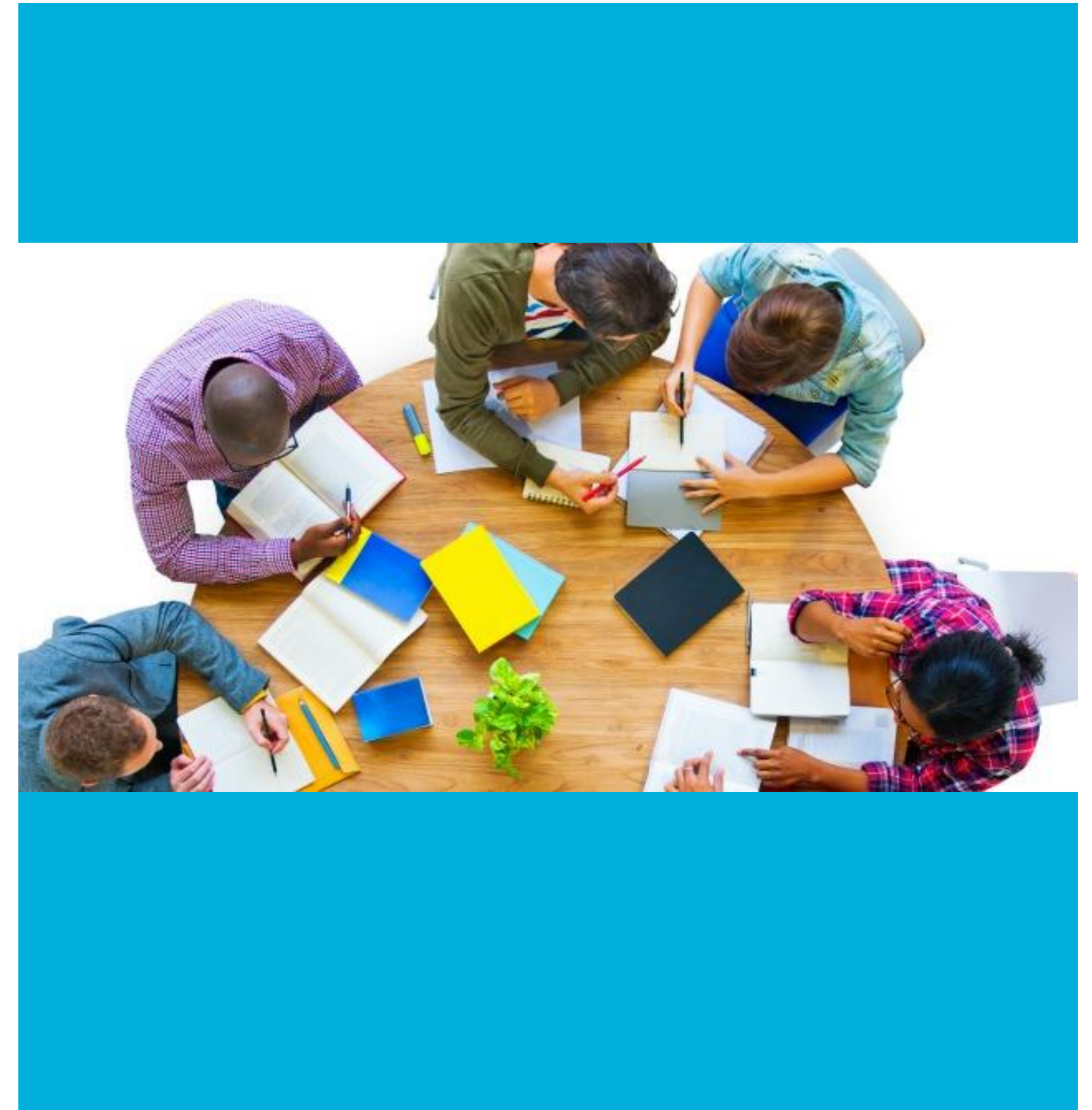
Addressing Disproportionalities

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Future Opportunities

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- **Nominated Students**
- **Served with Identified Peers**
- **Plan to revisit data**



Talent Unleashed

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- **Awareness**
- **Exploration**
- **Transition**
- **New infrastructure**





Universal Screening

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The logo for CogAT, featuring the word "CogAT" in a blue, stylized font with a registered trademark symbol (®) to the upper right.

The text "3rd grade" in a stylized font. The "3" is blue, "rd" is orange, and "grade" is yellow.

The text "4th grade" in a stylized font. The "4" is blue, "th" is orange, and "grade" is yellow.

Transition Planning

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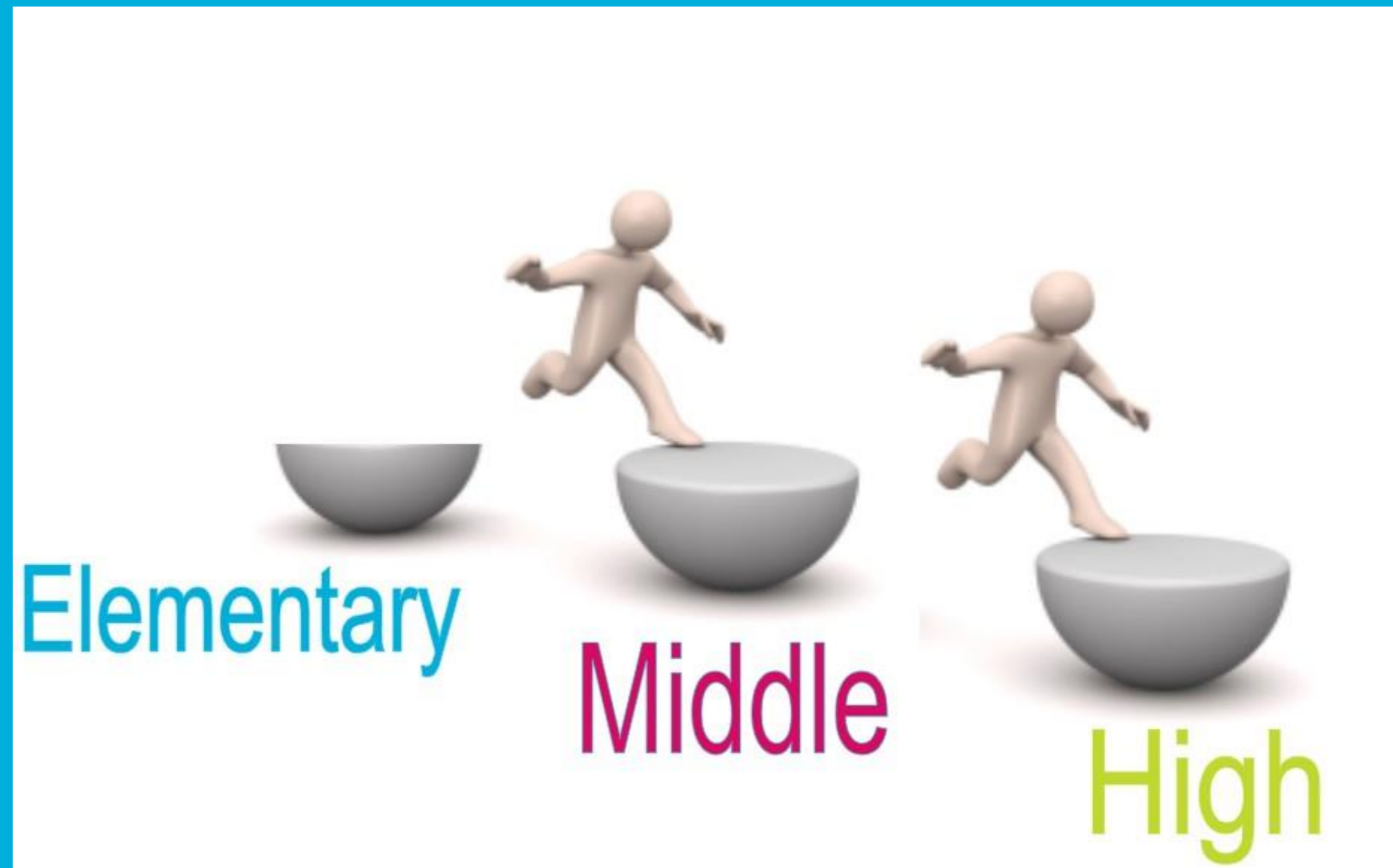
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Dialogue
and
Questions

WHAT   
STARTS
 HERE
CHANGES
 EVERYTHING.