

Frequently Asked Questions

Academically Intellectually Gifted (AIG): Subgroup Reporting in READY Accountability



1. Why is Academically Intellectually Gifted (AIG) included as a subgroup in the READY Accountability Report?

This decision was in response to much input and feedback from educators and parents/families on the importance of ensuring accountability reporting addresses all subgroups. AIG learners' academic achievement is as critical as other subgroups.

2. What is reported for the AIG subgroup?

As with the other reported subgroups, data is provided on the percent of students in this subgroup that meet proficiency on the state assessments in the current school year. A state progress target has also been set for all subgroups, including AIG.

3. What is the minimum number of students required for reporting the AIG subgroup?

For READY Accountability Reporting, the minimum of students required is five (5). For target reporting in the Elementary and Secondary Education Act (ESEA) Flexibility Waiver, the minimum number of students is 30, which is the same as required for all subgroups. Reporting will vary by school and district based on the number of students identified as AIG.

4. Why is the minimum number of students required for the AIG subgroup 30 students? This will preclude many schools from having data to report as many schools will not have 30 students identified as AIG for a grade level.

The minimum number of students required for a subgroup is specified in the ESEA Flexibility Waiver approved by the U.S. Department of Education for North Carolina in May 2012. The minimum number of students required for subgroup reporting is applied to all subgroups, including AIG.

5. How was the READY Accountability progress target set?

Effective with the Elementary and Secondary Education Act (ESEA) Flexibility Waiver obtained by North Carolina in May 2012, all subgroup targets are set using a calculation to reduce by one-half the percent of non-proficient students in 6 years. Because of the transition to new assessments and a new accountability model, 2012–13 is the baseline year and Year 1; therefore, the targets will be reduced by one-half by 2017–18. This is the same methodology applied to the other subgroups with progress targets.

6. What are the data rules for masking data to protect student privacy?

Data greater than 95 percent or less than 5 percent are not reported. This is to decrease the possibility of individual students being identified. This is particularly critical for schools with small populations or schools with small subgroup populations.

7. Is there a cap on reporting the target for a subgroup?

Yes, the cap is 95 %. For accountability indicators where at least 95 % of the students are meeting proficiency or the benchmark, the reporting is set at 95 %. To report a target higher than 95 % potentially could violate student privacy as it would be more likely individual students could be identified.

8. Why are all AIG identified students rolled into one subgroup and not identified individually by specific ability, such as academically gifted in reading and math (AG), only reading (AR) or only math (AM)?

All subgroups are treated the same in the accountability systems. If there are disaggregated groups within a subgroup, they are all rolled into one for reporting purposes. Even with Students with Disabilities subgroup, all identified students of various exceptionalities are included in the one subgroup.

9. Where will the AIG data be published?

All state accountability data, including AIG, is published at the NCDPI Accountability website, www.ncpublicschools.org/accountability/reporting. For this year, AG/AR/AM specific data is also available on NCDPI's State/LEA Test Performance disaggregated site, www.ncpublicschools.org/accountability/reporting/leaperformancearchive. Another resource that has the AIG subgroup data is the "Green Book" which will be published in early 201 which is accessible at the accountability website.

10. There is not a specified state criterion for identifying AIG students, so how can we compare results across schools or districts?

School districts have different criteria for identification of AIG learners across the state. Even though state-wide comparison is challenging because the AIG subgroup do not have the exact same characteristics across the state, school districts are encouraged to use district and school data to inform local programmatic decisions and monitor growth and achievement overtime.

Further questions:

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