

**Unpacking the NC AIG Program Standards ~ On-Going
STANDARD 6: PROGRAM ACCOUNTABILITY**



Standard 6: Program Accountability

The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the academic, intellectual, social, and emotional needs of gifted learners.

a) Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. § 115C-150.5-.8 {Article 9B}), which has been approved by the LEA’s school board and sent to SBE/DPI for review and comment.

<p>Clarifying Description:</p>	<p>Complete and submit an AIG plan, based on the state legislation, SBE guidelines and the NC AIG Program Standards.</p> <p>Work with your LEA and AIG Advisory Board, to review, revise, and submit the local plan for serving gifted learners to the Local Board of Education for approval. Submit the plan to DPI/ SBE for review and feedback per legislation.</p>
<p>Implementation Ideas:</p>	<p>Create a team to lead the development of the local AIG plan.</p> <p>Gather feedback from all stakeholders to guide process and plan development. Complete program self-assessment.</p> <p>Develop AIG program and policies based on program self-assessment and in consideration of your local context.</p> <p>Describe implementation of each practice. Ensure language is clear and effective.</p> <p>Ensure stakeholders are involved throughout the plan development process.</p> <p>Obtain approval from Local Board of Education; submit to SBE/DPI for comments.</p> <p>Attend regional/area meetings and technical assistance visits with DPI staff to support plan development and improvement.</p>

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<p>b) Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.</p>	
<p>Clarifying description:</p>	<p>Develop a process to monitor the implementation of the local AIG plan.</p> <p>Oversee plan implementation and program progress on an on-going basis.</p> <p>Ensure that what is documented as practice and policy in the plan is what is being carried out.</p>
<p>Implementation ideas:</p>	<p>Plan is monitored by AIG Coordinator and district team.</p> <p>Create a structure to build capacity and leadership among AIG staff and monitor program improvement.</p> <p>Collect data regularly, both formal and informal, to identify areas of program improvement. Data should include documentation about each standard and practice at the individual school and collective district level to ensure consistency and fidelity of program vision, and to ensure service delivery is equitable and consistent across schools.</p> <p>Complete Interim reports to NCDPI, to assess progress towards program implementation and effectiveness, utilizing feedback from individual schools, district level staff, and other key stakeholders.</p> <p>Create a systematic way of reporting progress to local stakeholders (including AIG Advisory Board or other district leadership, and the Local Board of Education).</p> <p>Utilize collaborative structures – like AIG PLCs with AIG staff, to focus on successes and challenges of program implementation and effectiveness.</p> <p>Have the AIG Coordinator participate as a member of the district level instructional team; this allows for a direct avenue for sharing program information and also a means of monitoring program implementation.</p>

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	<p>Site monitoring and reflection to ensure alignment with district AIG plan and standards, includes peer visits and review 1-2 standards per year during a three-year cycle. (New Hanover)</p>
<p>c) Uses and monitors state funds allotted for the local AIG program according to state policy.</p>	
<p>Clarifying description:</p>	<p>Be aware of state and local budget for AIG.</p> <p>Develop a strategic plan for the use of your district budget and ensure it is aligned with program goals, student and stakeholder needs and plan implementation.</p> <p>Monitor expenditures to ensure funds are utilized for comprehensive AIG plan implementation.</p>
<p>Implementation ideas:</p>	<p>Prioritize people, resources and professional development, based on program needs and by comparing costs to value added for gifted populations.</p> <p>Make clear connections between each goal of plan and program with budget.</p> <p>Review funding with district Finance Officer and discuss alignment of plan with budgeted resources.</p> <p>When considering purchases and other expenditures, consider how students will benefit.</p> <p>Consider advocating for other funding sources, such as local monies, grant funds, and business partnership funds to meet needs of AIG learners and program.</p>
<p>d) Maintains, analyzes, and shares student achievement, student growth, and annual drop-out data for AIG students.</p>	
<p>Clarifying description:</p>	<p>Develop system for monitoring and reporting student achievement and growth data, as well as annual drop out data for AIG students.</p>

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	<p>Analyze data trends and consider how this information will inform instruction and service delivery.</p>
<p>Implementation ideas:</p>	<p>Gather, analyze and share AIG student growth and achievement data, including EOG, EOC, AP, IB, ACT, PLAN and other qualitative data.</p> <p>Discuss and disaggregate data regularly to guide practice and improvements and to help determine if AIG student needs are being met; taking into consideration the holistic needs of gifted children.</p> <p>Pay close attention to under-served populations as well and disproportionality issues.</p> <p>Follow up with AIG drop-outs (via interview) to find out why these students left school. Use this information to implement strategies to prevent this path.</p> <p>Collect other indicators of student performance that speak to the “success” of AIG students. Such data might include:</p> <ul style="list-style-type: none"> ○ Number of internships or mentorships ○ College acceptances information ○ Scholarship information ○ Successful AP or IB class completion rates <p>Maintain a Data Dashboard to analyze student performance growth. Ensure all stakeholders have data needed to identify and address program needs and improvements. Reduce number of AIG students at risk of failure or dropping out of school (Durham)</p> <p>Ensure that staff have training needed to understand student achievement and growth data; how to interpret and analyze data, and how to make programming changes that appropriately respond to student needs, as shown in the available data.</p>

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e) Monitors the representation, performance, and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.	
Clarifying description:	<p>Develop ways to systematically follow the representation, performance, and retention of under-represented populations within the gifted program.</p> <p>Analyze data trends and patterns to inform program improvement efforts.</p>
Implementation ideas:	<p>Create systematic procedure for collecting and analyzing data.</p> <p>Study how students from underrepresented populations are being referred, identified and served. Examine trends in representation and achievement.</p> <p>Examine identification procedures to look for disproportionality issues.</p> <p>Discuss how program is meeting needs of all students who are gifted or have the potential to achieve.</p>
f) Maintains current data regarding the credentials of personnel serving AIG students.	
Clarifying description:	<p>Develop a means of monitoring the licensure status and professional development experiences of those individuals teaching and serving AIG students.</p>
Implementation ideas:	<p>Develop protocol for monitoring AIG licensure status of personnel on the AIG staff as well as the licensure status of regular education teachers who serve gifted learners (including cluster teachers, honors, AP and or IB teachers).</p> <p>Work with HR to maintain AIG licenses and other PD requirements.</p> <p>Embed AIG expertise within local applications for employment.</p>

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<p>g) Elicits regular feedback from students, parents/families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.</p>	
Clarifying description:	<p>Intentionally gather feedback from various stakeholders' perspectives.</p>
Implementation ideas:	<p>Use multiple ways of gathering input, including surveys, interviews, focus groups, and quick asks.</p> <p>Gather feedback all throughout the year in a variety of modes, including online and face to face opportunities; taking advantage of other established meetings, like DEP or parent open house meetings.</p> <p>Create survey that parallels the self-assessment tool used in the plan development process.</p> <p>Specifically get input from those not involved directly with AIG.</p> <p>Consider intentional ways to gather feedback from students in the program. Many districts develop student surveys or convene a focus group of students.</p> <p>Work with a Student Gifted Advisory group - meeting twice a year to strengthen areas of focus and survey materials & resources. (Montgomery)</p> <p>Work with district leadership to use existing district collaborative team structures for ongoing reflection (i.e., principal meetings, other intra-agency meetings).</p> <p>Have the advisory group assist in evaluating the feedback to determine effectiveness of the AIG program, monitor the alignment of the local program with state standards, provide support for the program initiatives and offer suggestions and practical applications to implement AIG programming.</p>

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h) Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.	
Clarifying description:	Evaluate the AIG program and plan using a comprehensive set of data to review and revise the local plan to improve programming and services for students and families.
Implementation ideas:	<p>Establish a clear feedback process for the development of plan descriptions and policies.</p> <p>Determine if changes are needed to plan mid-cycle.</p> <p>Reflect on actual language in the plan to ensure plan reflects vision and practices.</p> <p>Examine data gathered from parents, students, teachers, other staff, and community members. The following data are often examined:</p> <ul style="list-style-type: none"> ○ Survey (locally generated for each stakeholder group) ○ Focus group/ interview with either parents or students ○ Externally developed and administered surveys (like Teacher Working Conditions, various accreditation instrument surveys, additional district wide strategic surveys) <p>Evaluate student achievement data that reflects on programming options available for students.</p> <p>Place a “suggestion box” on the website to gain additional feedback from stakeholders. Advertise the feature in the program brochure (Hyde)</p>
i) Disseminates all data from evaluation of the local AIG program to the public.	
Clarifying description:	<p>Share results of program evaluation and plan progress with everyone.</p> <p>Make data easily available and share data trends.</p>

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<p>Implementation ideas:</p>	<p>Share data in variety of formats and outlets. Share with AIG Advisory Board, district wide leadership, Principals, Student Advisory Groups, Family groups, PTA, Students, Community groups</p> <p>Publish program evaluation data in a variety of media (including website, paper brochures, and so forth).</p> <p>Develop communications based on various audiences.</p> <p>Develop an AIG fact sheet that can be shared at DEP meetings and other information events for AIG students, parents & community members.</p>
<p>j) Safeguards the rights of all AIG students and their parents and families through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.</p>	
<p>Clarifying description:</p>	<p>Clearly articulate the rights of parents and families within the plan.</p> <p>Include information about parent and family rights in multiple ways at multiple points in time to ensure parents clearly understand each step of the process; screening, referral, identification, and potentially service delivery.</p> <p>Ensure that the rights of families are clear throughout LEA policies.</p>
<p>Implementation ideas:</p>	<p>Develop process to resolve disagreements for students and parents that is fair, multi-level and clear.</p> <p>Develop and communicate the district appeals process with families and students.</p> <p>Develop forms to obtain informed consent for identification and services.</p> <p>Have rights translated and available in various formats and in the students' native language(s).</p>

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Connect local rights to parent rights in Article 9B.

Develop AIG Parent Handbook and AIG Specialist Handbooks that include a clear outline of AIG student rights, identification and appropriate services offered in district.