



Special Report

Alternative Instructional Model (AIM)

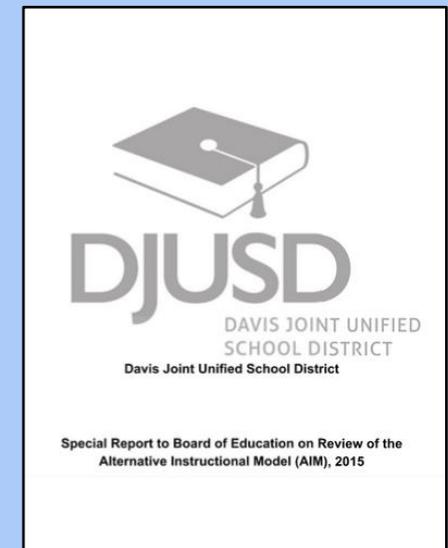
AIM Identification and Differentiation

Winfred B. Roberson, Jr.
Superintendent
September 17, 2015

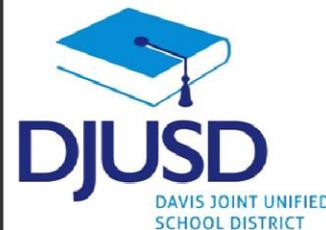
ABOUT THIS SPECIAL REPORT



- Board of Education directive from June 4, 2015
- Collaborative effort by lead administrators in accelerated 14-week timeline
- Presented to the Board of Education, September 17, 2015
- Foundation for future AIM program decision-making



THE DUAL CHARGE

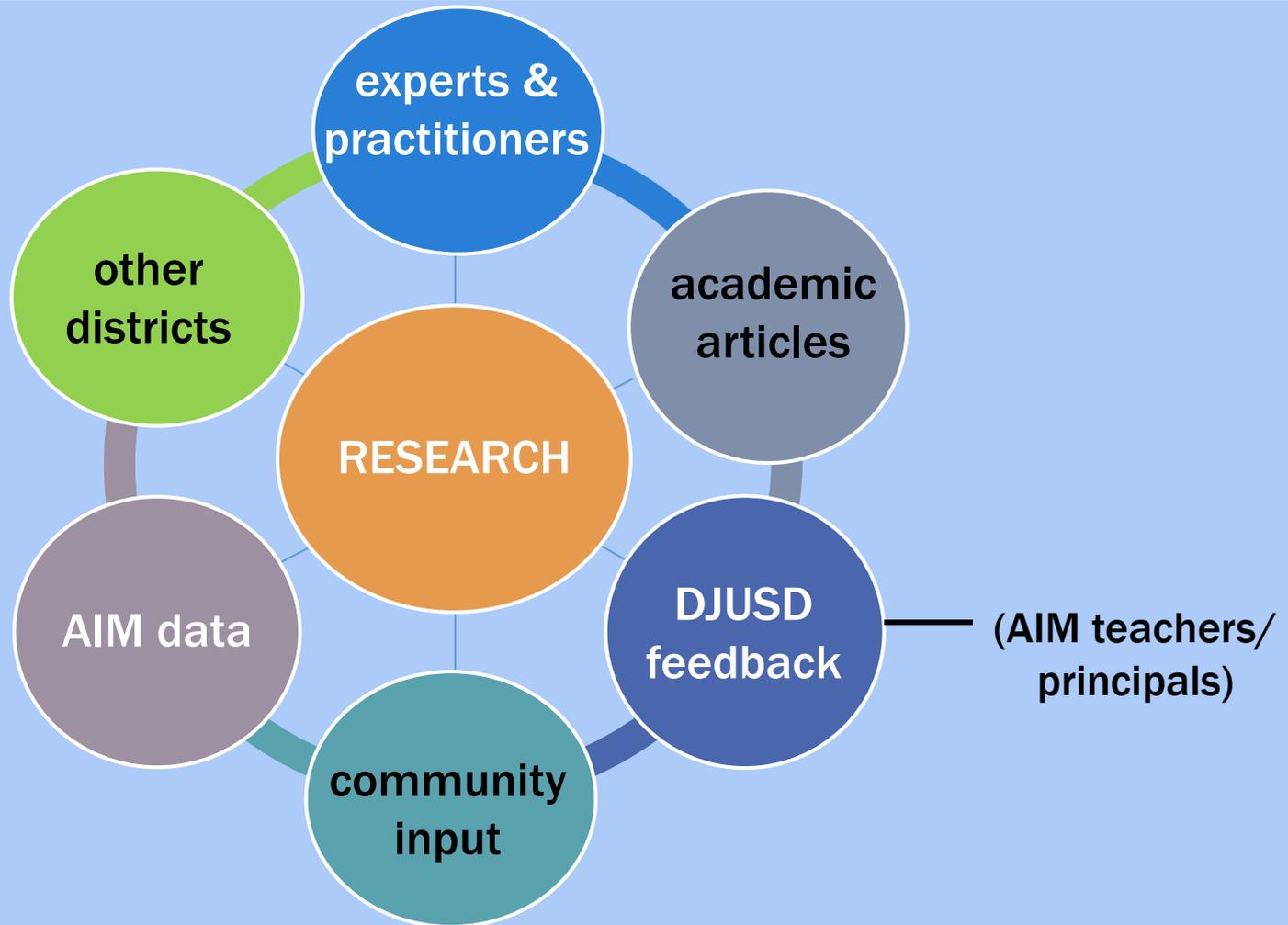


“To provide more equitable access to AIM program...

...review and recommend assessment protocols to be implemented in screening students beginning in the 2015-16 school year. The focus of assessment will be to identify students whose needs cannot be met in classrooms which fully implement best practices of differentiated instruction...

...develop a plan for the district which fully implements differentiated instructional practices in all classrooms.”

RESEARCH SOURCES



KEY FINDINGS: *NO RIGHT WAY!*



wide interpretations
of “giftedness”

Qualification scores
range from 90%-99%

each GATE program has
unique identification
process built to serve
specific population

certain tests can
mitigate for specific
risk factors

multiple
measures
advised

strong corollary
between
giftedness and
high achievement;
no clear
assessment exists
to separate
identifications

CONSIDERATIONS



Impact of elimination of private testing

Risk factors

Review intellectual abilities tests

Inclusion of teacher rating scale; weighting

Overreliance on one assessment

Qualification scores for identification

Differentiation for all students

Meeting needs of low achieving, gifted



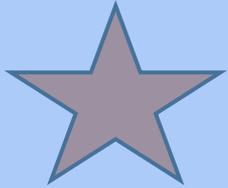
IDENTIFICATION PROCESS RECOMMENDATIONS



Continue use of OLSAT for Universal Testing



Pilot HOPE Scale as a step toward multiple measures



4 risk factors cue additional assessment

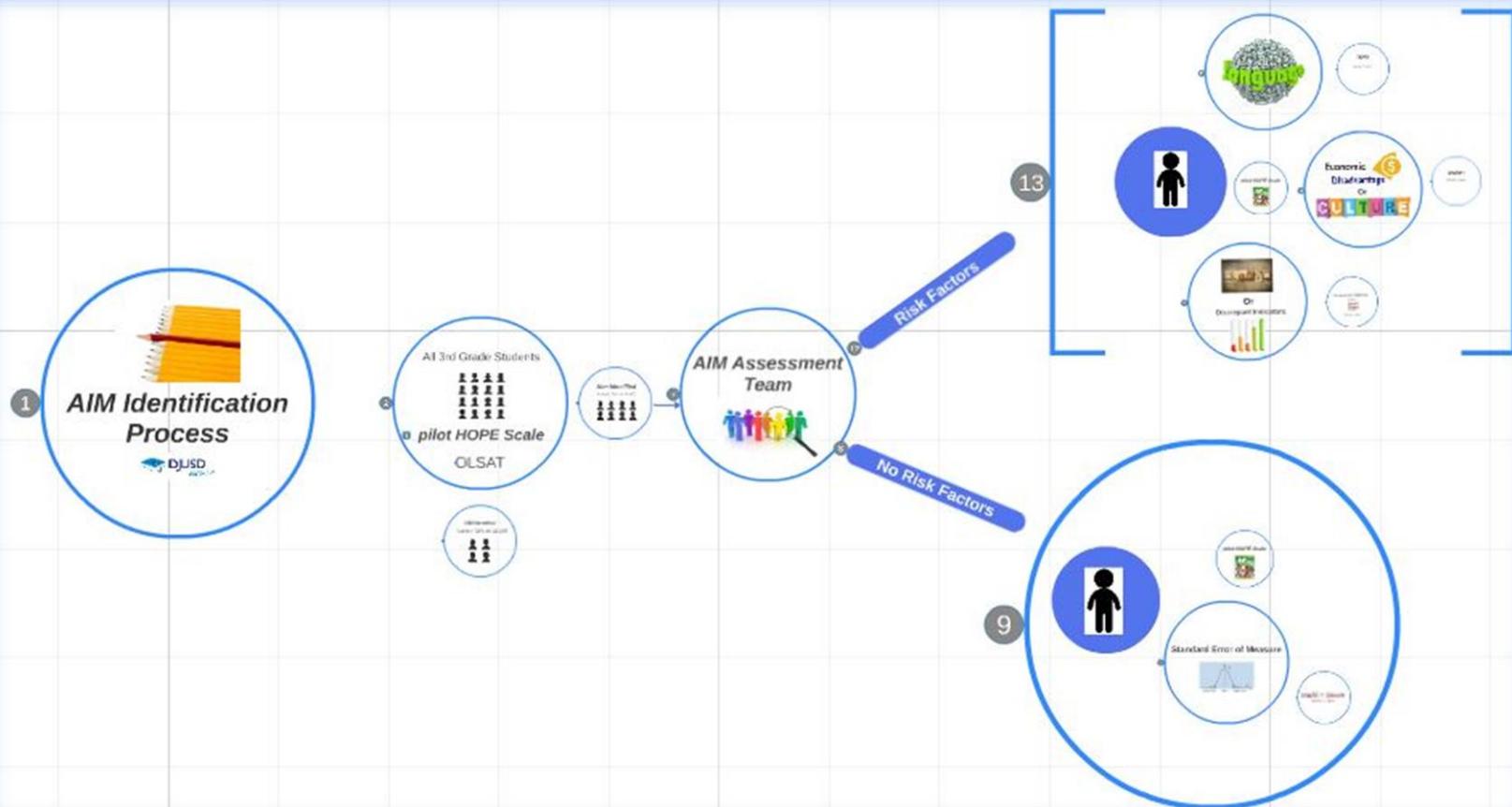
1) economic, 2) health/disability, 3) language/culture; 4) discrepant indicators



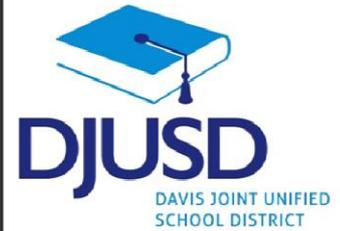
Raise qualification score to 98%

IDENTIFICATION PROCESS

Please stand by for Identification Process flow demo:



DIFFERENTIATION



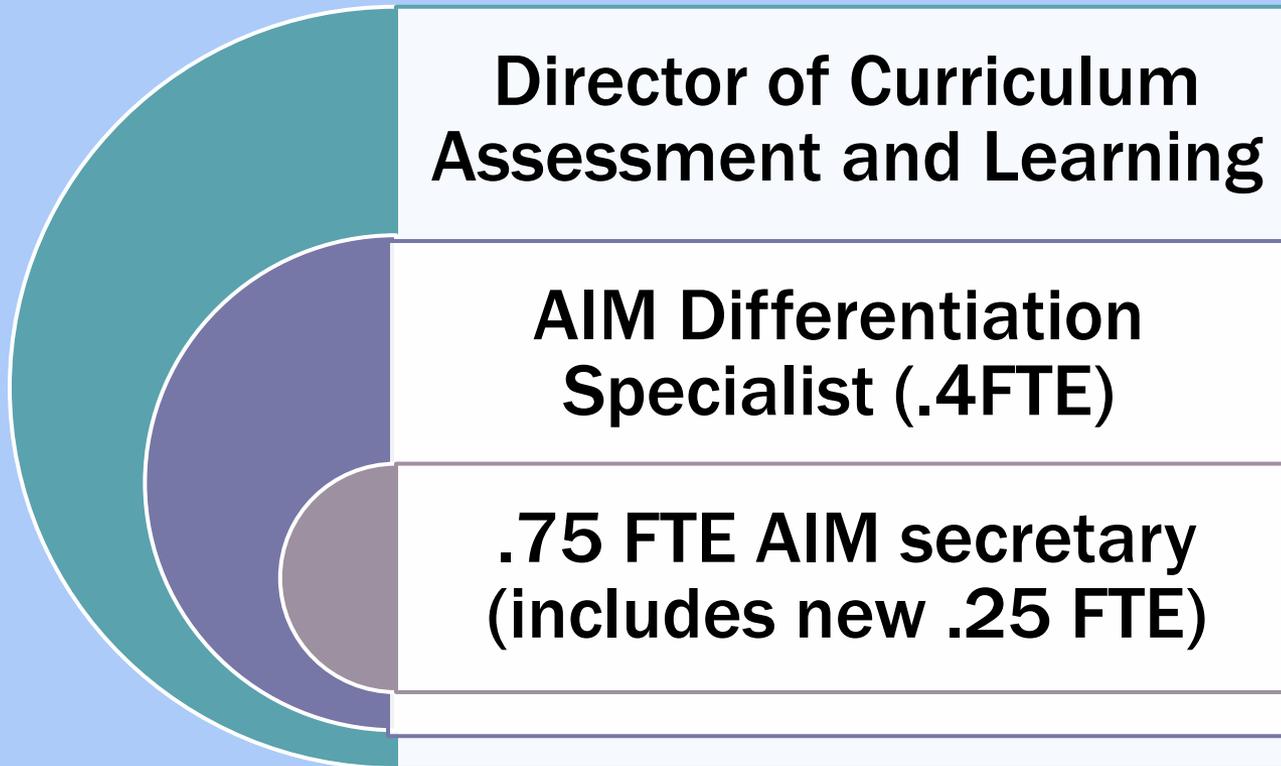
**Implement
professional growth
plan for differentiation**



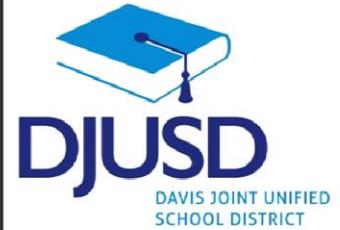
**Implement differentiation
strategies for advanced
learners**



AIM LEADERSHIP STRUCTURE AND ELEMENTS



AIM LEADERSHIP STRUCTURE AND ELEMENTS



AIM Assessment Team

AIM Differentiation Specialist, AIM teacher, principal, psychologist, Director of CAL, other administrator

LEADERSHIP STRUCTURE AND ELEMENTS



ELEMENTS

- **DJUSD GATE Certification program and professional growth opportunities**
- **GATE teacher certification requirement**
- **AIM Advisory Committee continues**
- **Consultation with experts in education for the gifted**

NEXT STEPS



Board of Education

- No action requested today
- October 1- approve AIM leadership structure
- October 15- take action on recommendations



Administration

- Universal testing with OLSAT on week of September 21st
- Incorporate Board input
- Finalize AIM leadership structure
- Implement professional growth plan for differentiation