

# **Special Report**

## **Alternative Instructional Model (AIM)**

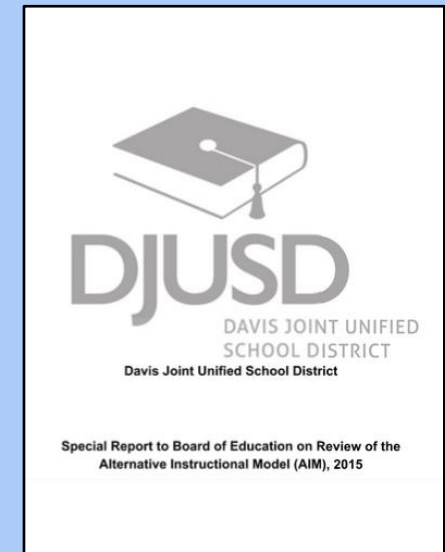
# ***AIM Identification and Differentiation***

**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

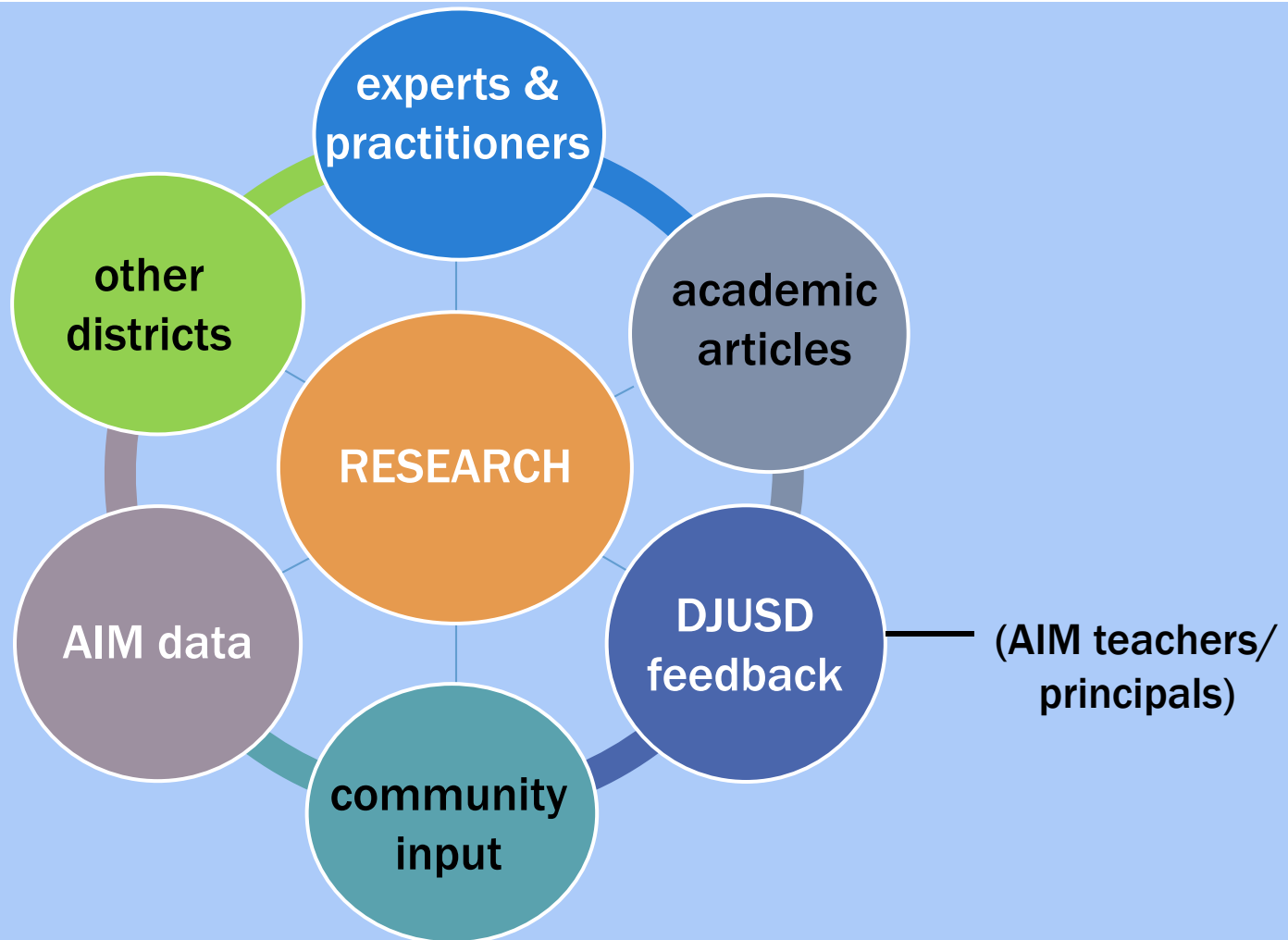


***“To provide more equitable access to AIM program...***

***...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



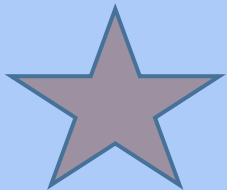
# IDENTIFICATION PROCESS RECOMMENDATIONS



**Continue use of OLSAT for Universal Testing**



**Pilot HOPE Scale as a step toward multiple measures**



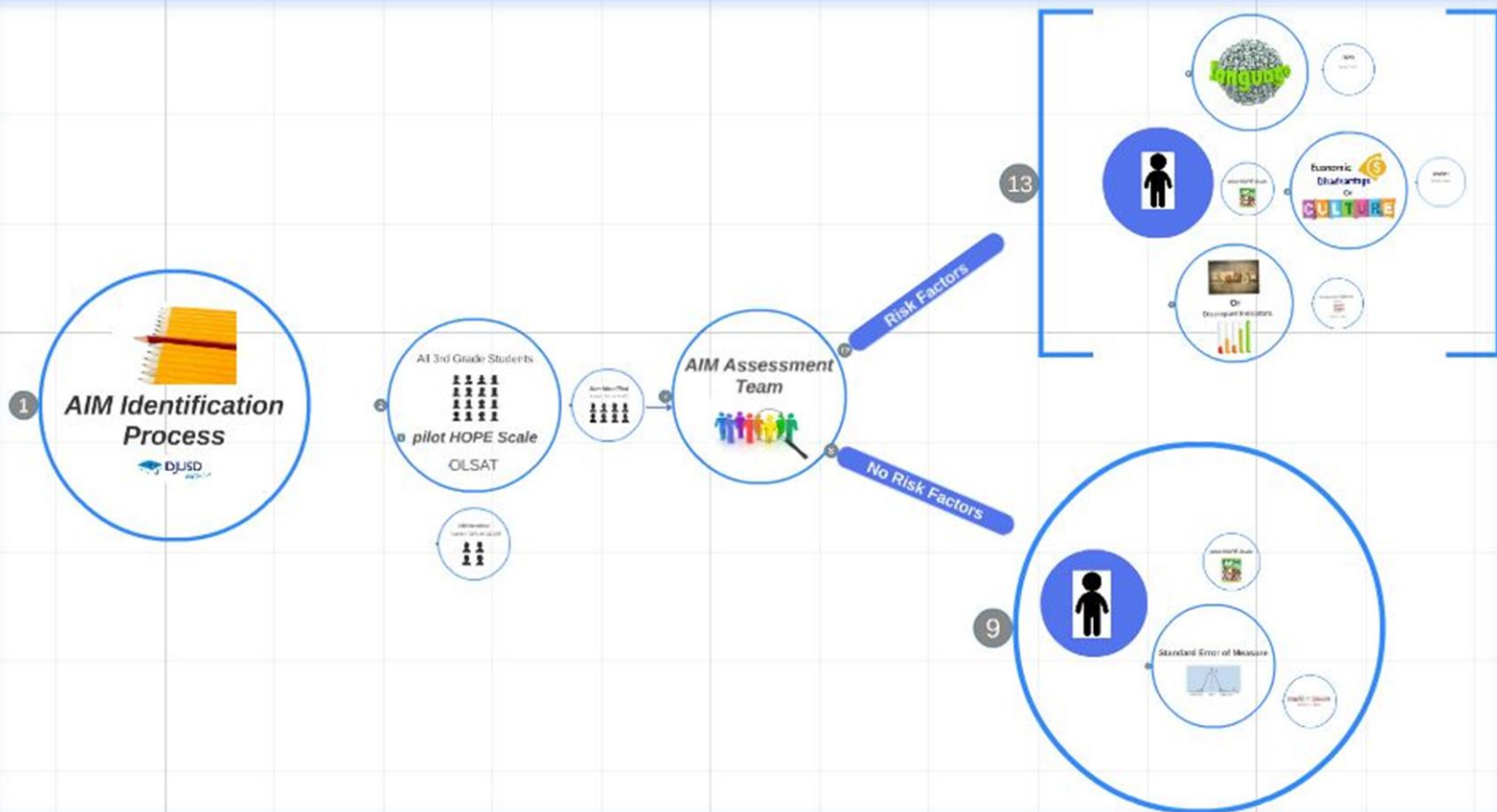
**4 risk factors cue additional assessment**  
*1) economic, 2) health/disability, 3) language/culture; 4) discrepant indicators*



**Raise qualification score to 98%**

# IDENTIFICATION PROCESS

Please stand by for Identification Process flow demo:





# DIFFERENTIATION



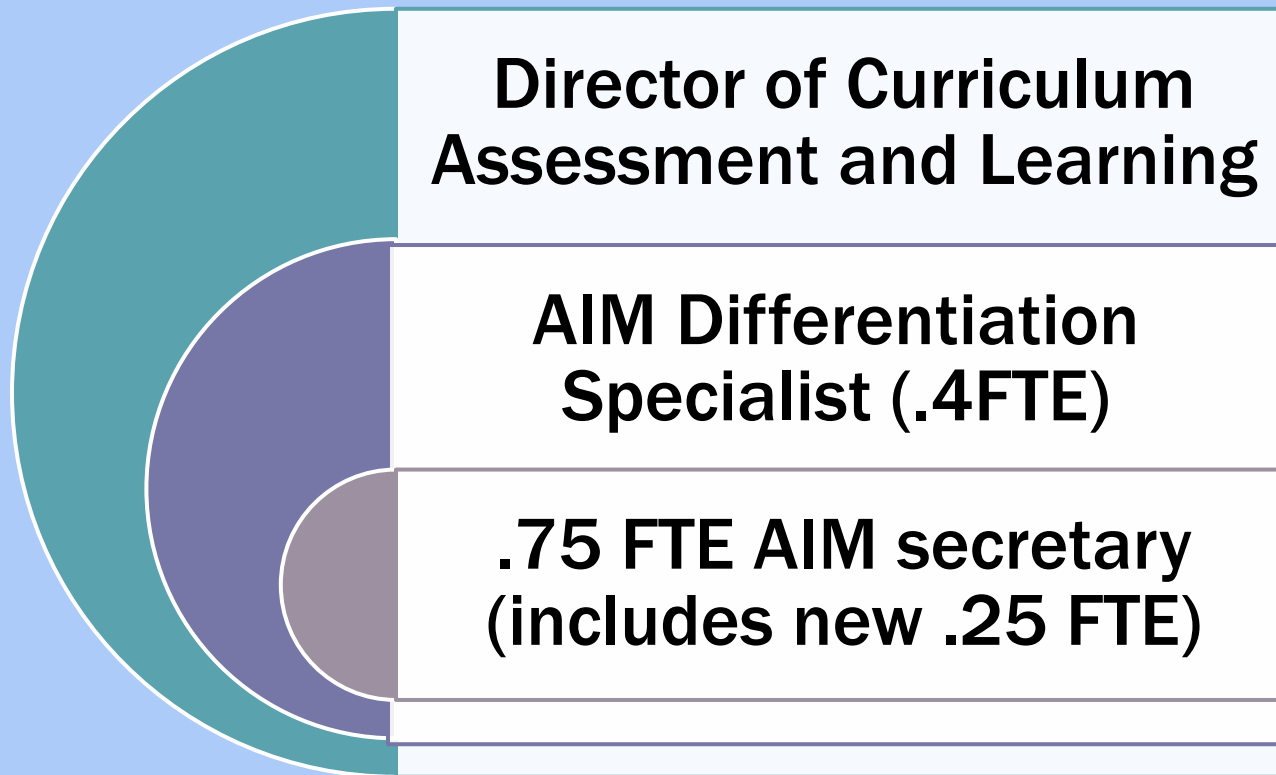
**Implement  
professional growth  
plan for differentiation**



**Implement differentiation  
strategies for advanced  
learners**



# AIM LEADERSHIP STRUCTURE AND ELEMENTS



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## **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