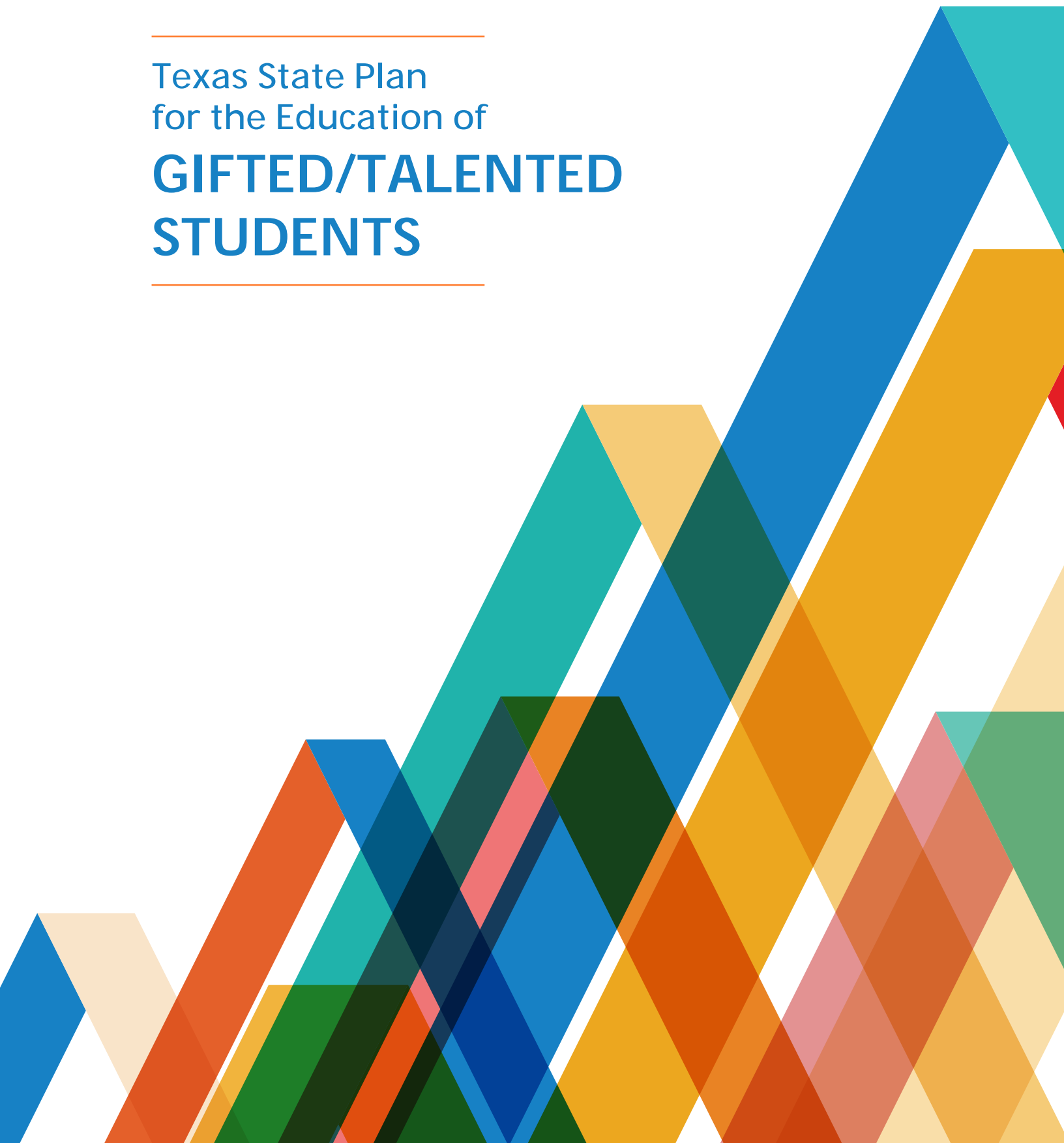

Texas State Plan
for the Education of
**GIFTED/TALENTED
STUDENTS**



TEXAS STATE PLAN FOR THE EDUCATION OF GIFTED/TALENTED STUDENTS

Revised April 2019

**Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701**



July 2019

I am pleased to support the State Board of Education's (SBOE's) recent approval of a revised Texas State Plan for the Education of Gifted/Talented Students (State Plan). The 2019 version of this document provides accountability standards and guidance to districts as they meet the unique needs of an important special population in Texas.

The Texas Education Code (TEC) requires that the SBOE periodically update a state plan for the education of gifted/talented (G/T) students to guide school districts in establishing and improving services for

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ACKNOWLEDGMENTS

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FOREWORD

In 1979, state funds for providing services to G/T children were made available, but providing such services was limited to G/T students at all grade levels. In 1990, the Texas State Board of Education (SBOE) that included a commitment to high-level learning opportunities for G/T learners expressed in the following goal:

STATE GOAL FOR SERVICES FOR GIFTED/TALENTED STUDENTS

Students who participate in services designed for gifted/talented students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of

FIDELITY OF SERVICES

School districts comply with gifted/talented accountability standards and monitor the effectiveness of assessment and services for gifted/talented students.

Accountability	Exemplary
1.1 Student assessment and services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students (19 TAC 201.0020)	
1.2 Gifted/talented education policies and procedures are reviewed and recommendations for improvement are made by an advisory group of community members, parents of gifted/talented students, school board members, and school administrators who meet regularly for that purpose.	
1.3 To the extent that state funding is provided for gifted/talented student education, no more than 45% of state funds allocated for gifted/talented education is spent on indirect costs (Ug 201.0020). Reporting Module (Financial Accountability Resource Guide). At least 55% of the funds allocated to gifted/talented education is spent on assessment and services for gifted/talented students.	1.3.1 To the extent that state funding is provided for gifted/talented student education, additional funding from business partnerships, scholarships, grants, and other sources is used to supplement the state and local funding.
1.4 To the extent that state funding is provided for gifted/talented student education, local funding for gifted/talented education programs is used to supplement the state funding.	
1.5 Annual evaluation activities are conducted for the purpose of continued service development.	1.5.1 Ongoing formative and summative evaluation strategies, based on quantitative and qualitative data, are reviewed by the school board and used for substantive program improvement and development.
1.6 Data on evidence obtained through gifted/talented-appropriate performance measures such as those provided through the Texas Performance Standards Project (TPSP).	
1.7 The development and delivery of curriculum for gifted/talented students is monitored regularly by trained administrators.	
1.8 Instructional materials used to serve gifted/talented students are established and used in selecting materials for gifted/talented learning.	
1.9 Curriculum for gifted/talented students is designed and evaluated through collaboration by specialists in content areas, special populations, instructional techniques, and gifted/talented education.	1.9.1 Gifted/talented curriculum is designed and evaluated through collaboration by specialists in content areas, special populations, instructional techniques, and gifted/talented education.

No longer applicable with the repeal of TEC§42.156

Accountability	Exemplary
<p>1.10 8Yj Y`cd`U`Wta dfY\Ybgjj Y`a Ubi U`cf` program guide describing all gifted/ talented programs, services, assessments, and communication, which is accessible to parents, community and students and includes district G/T contact information.</p>	<p>%%\$"%8Yj Y`cd`U`Wta dfY\Ybgjj Y`a Ubi U` or program guide describing all gifted/talented programs, services, assessments, and communication which is accessible to parents, community and students including district G/T contact information that is reported to the state.</p>
<p>1.11 For any standard of service for which the district is out of compliance, develop a written plan specifying actions and timelines for achieving compliance.</p>	
<p>1.12 Funds used for programs and services must VY`XYH`fa]bYX`Y` YW]j Y`UbX`Vtbg]gh`bhk]h` the standards set forth in this document.</p>	
	<p>1.13.1 Release time and/or extended contracts are provided to enable teachers at all levels to form horizontal and vertical teams that coordinate gifted/talented services in the district.</p>

STUDENT ASSESSMENT

Gifted/talented identification procedures and progress monitoring allow students to demonstrate and develop their diverse talents and abilities.

Accountability	Exemplary
2.1 Gifted/talented services are approved by the district board of trustees and disseminated to all campus principals.	2.1.1 Board-approved policies are reviewed at least once every three years and a copy is provided to all campus principals.
2.2 Referral procedures for assessment of gifted/talented students are communicated to families in a language and form that the families understand or a translator or interpreter is provided to the extent possible.	
2.3 Referral forms for assessment of gifted/talented students are provided to families in a language and form that the families understand, or a translator or interpreter is provided to the extent possible.	2.3.1 Referral forms for assessment of gifted/talented students are provided to families in language and form that the families understand, or a translator or interpreter is provided.
2.4 All student assessment results and placement decisions as well as given opportunities to schedule conferences to discuss assessment data.	
2.5 An awareness session providing an overview of the assessment procedures and services for all campus principals by the district and/or campus prior to the referral period.	
2.6 All campus principals can understand or a translator or interpreter is provided to the extent possible.	
2.7 Provisions regarding transfer students, furloughs, reassessment, exiting of students from program services, and appeals of district decisions regarding program placement are included in board-approved policy (19 TAC 89.10, 89.11)	
2.8 Policy ensuring that transfer students are properly assessed and appropriately placed within the district is included in board-approved policy. Transfers from campus to campus within the district are also addressed in board-approved policy.	2.8.1 Equitable access to gifted/talented services for transfer students is provided through board-approved policy that is developed in consideration of current best-practice recommendations.
2.9 When a gifted/talented student transfers to another district either in or out of Texas, that district is provided with the student's assessment data by the sending district.	
2.10 Policy is adopted allowing student furlough (the opportunity for students to have a leave of absence from gifted/talented program for a certain period of time without being exited).	

Accountability	Exemplary
<p>3.10 A person who has thirty (30) hours of professional learning in gifted/talented education and annual six (6) hour professional learning updates as required</p> <p>district level services for gifted/talented students in grades K–12.</p>	<p>3.10.1. A person or persons with a gifted/talented endorsement, supplementary gifted/talented education is assigned to coordinate the district's K–12 gifted/talented education services.</p>
<p>3.11 the social and emotional needs of gifted/talented students and their impact on student learning.</p>	
	<p>3.12.1 Gifted/Talented Education Plans individual gifted/talented needs and services.</p>

CURRICULUM AND INSTRUCTION

Districts meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.

Accountability	Exemplary
4.1	

PROFESSIONAL LEARNING

All personnel involved in the planning, creation, delivery and administration of services to gifted/talented students possess the knowledge required to develop and provide differentiated programs and services.

Accountability	Exemplary
<p>5.6 Teachers who provide instruction and services to gifted/talented students receive a minimum of six (6) hours annually of professional development in gifted/talented education that is related to state teacher gifted/talented education standards.</p>	<p>5.6.1 Teachers who provide instruction and services that are a part of the gifted/talented services receive a minimum of six (6) hours annually of professional development in gifted/talented education based on evaluation of G/T services.</p> <p>5.6.1.1 Gifted/talented services processes and gifted/talented services provided by the district or campus, along with training on the nature and needs of the gifted/talented.</p>
<p>5.7 Annually, each teacher new to the district receives an orientation to the district's gifted/talented services for gifted/talented students.</p>	
<p>5.8 Teachers as well as administrators who have supervisory duties for service decisions are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students and service options for gifted/talented students.</p>	<p>5.8.1 Administrators who have authority for gifted/talented service decisions receive a minimum of six (6) hours annually of professional development in gifted/talented education.</p>
<p>5.9 Counselors who work with gifted/talented students are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students, service options for gifted/talented students, and social emotional learning.</p>	<p>5.9.1 Counselors who work with gifted/talented students receive a minimum of six (6) hours annually of professional development in gifted/talented education.</p>
<p>5.10 The district ensures program accountability based on the Texas State Plan for the Education of Gifted/Talented Students.</p>	<p>5.10.1 The district encourages to pursue professional development on the Texas State Plan for the Education of Gifted/Talented Students.</p>
<p>5.11 Evaluation of professional learning activities for gifted/talented education is ongoing and related to state teacher gifted/talented education standards, and the results of the evaluation are used in making decisions about the program.</p>	<p>5.11.1 A long-range plan for professional development that culminates in graduate studies in gifted/talented education, supplemental gifted/talented degrees in gifted/talented education, and/or their teaching discipline is pursued by a majority of the teachers who provide advanced-level and/or gifted/talented services.</p>
<p>5.12 The district plans, reviews, and/or conducts the gifted/talented professional learning.</p>	

Accountability	Exemplary
	6.12.1 Presentations are given to community groups and organizations to solicit their involvement in services for gifted/talented students.
	6.13.1 A data bank of resources is compiled for use by gifted/talented students, their teachers, and their parents.
	6.14.1 Support for mentorship and independent study programs in the district is solicited by the parent/community advisory committee.

TEXAS EDUCATION CODE

CHAPTER 29. EDUCATIONAL PROGRAMS

Subchapter D. Educational Programs for Gifted and Talented Students

§29.121. Definition.

potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- (1) exhibits high performance capability in an intellectual, creative, or artistic area;
- (2) possesses an unusual capacity for leadership; or

fl EYI W`g`j b`U`gdYVW WUWXYa JW Y`X"

§29.122. Establishment.

- (a) Using criteria established by the State Board of Education, each school district shall adopt a process for identifying and serving gifted and talented students in the district and shall establish a program for those students in each grade level. A district may establish a shared services arrangement program with one or more other districts.

- (b)

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TEXAS EDUCATION CODE

CHAPTER 42. FOUNDATION SCHOOL PROGRAM

§89.4 Fiscal Responsibility.

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Source: The provisions of this §89.4 repealed to be effective May 23, 2011, 36 TexReg 3187.

§89.5 Program Accountability.

School districts shall ensure that student assessment and services for gifted/talented students comply with UWCi bHUV]`]mghUbbXUFXg`XY bYX`]b`h`Y`

Source: The provisions of this §89.5 adopted to be effective September 1, 1996, 21 TexReg 5690.

§105.11. Maximum Allowable Indirect Cost.

No more than 48% of each school district's Foundation School Program (FSP) special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to the following programs: compensatory education, bilingual education and special language programs, and special education. No more than 45% of each school district's FSP special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to gifted and talented education programs. No more than 42% of each school district's FSP special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to career and technical education programs. Indirect costs may be attributed to the following expenditure function codes: 34—Student Transportation; 41—General Administration; 81—Facilities Acquisition and Construction; and h`Y` : i bVW]cb` - \$`gYf]Yg`cZ`h`Y` [YbYfU`Z` bXzUg`XY bYX`]b`h`Y`HYI Ug`9Xi W]h]cb`5[YbVW]di V`]W]h]cb`z:]bUbVWU` Accountability System Resource Guide.

(b) For the 2012–2013 school year and each year thereafter, a school district may choose to use a greater]bX]fYVW]ghU`cha Ybhi bXYf`h`Y`HYI Ug`9Xi W]h]cb`7cXYz`z`z` (&`%`)%z(&`%`) `z(&`%`) (z`UbX` (&`%`) * z`hc` h`Y`YI h`Y`bh` the school district receives less funding per weighted student in state and local maintenance and operations revenue than in the 2011–2012 school year. The commissioner of education shall develop a methodology for a school district to make a determination under this section and may require any information necessary to implement this subsection. The commissioner's methodology must limit the percentage increase in allowable indirect cost to no more than the percentage decrease in state and local maintenance and operations revenue from the 2011–2012 school year.

Source: The provisions of this §105.11 adopted to be effective September 1, 1996, 21 TexReg 5710; amended to be effective December 5, 2004, 29 TexReg 11347; amended to be effective December 31, 2009, 34 TexReg 9439; amended to be effective December 26, 2011, 36 TexReg 8825.

Glossary

Term	Definition
Acceleration	Acceleration is an academic intervention that matches the level, complexity, and pace of the curriculum with the readiness and motivation of the student. It involves mastering knowledge and skills at a rate faster or at an age earlier than the norm. : fca '5 B Uh]cb '8 YW]j YX 7c`Ub[Y`cZB 'Z5ggci `]b YZ'G'Z/` ; fcggZA "I "A "f&\$\$ (L's <i>back America's brightest students</i> f]c`""%L' ck U'7]m'l b]j Yfg]m of Iowa, Connie Belin & Jacqueline N. Blank International 7YbhYf Zcf;]ZHX 9Xi W]h]cb`UbX HU'Ybh8Yj Y`cda Ybh
Area of Giftedness	H\Y`gdYW\ WgYhcZUV]`h]Yg:]b k \]W U`gh XYbhidYfZcfa g`cf` shows potential to perform at a remarkably high level of accomplishment
Array of Learning Experiences	U'a Ybi `cZW U`Yb[]b[`UM]j]h]Yg`cf`cddcfh b]h]Yg`h Uh` h h\Y` unique interests and abilities of advanced-level students
Artistically Gifted	possessing outstanding ability in the visual and/or performing arts
Complexity	extension of content in, between, and across disciplines through the study of themes, problems, and issues; seeing relationships between and among ideas in/within the topic, discipline, and disciplines; examining relationships in, between, and across disciplines over time and from multiple points of view
Concurrent Enrollment	the practice of enrolling in a college or university to earn college or university credit while in high school
Continuum of Learning Experiences	articulated intellectual, artistic, creative, and/or leadership activities and opportunities that build upon one another each year a student is in school
Creatively Gifted	possessing outstanding imagination, thinking ability, innovative or creative reasoning ability, ability in problem solving, and/or high attainment in original or creative thinking
Credit by Exam (CBE)	method in which a student may receive credit for a subject/course or accelerate through a grade by taking one or more exams
Depth	exploration of content within a discipline to include analyzing from the concrete to the abstract, the familiar to the unfamiliar, the known to the unknown; exploring the discipline by going beyond facts and concepts into generalizations, principles, theories, laws; investigating the layers of experience within a discipline through details, patterns, trends, unanswered questions, and/or ethical considerations
Differentiation	a cX] W]h]cb`cZW ff]W`i a `UbX`]bgrfi W]cb`UWt`fX]b[`rc` content, pacing, process, and/or product to meet unique student needs in the classroom
Diversity	H\Y`dfYgYbW`cZX] YfYbW`VYHk YYb`]bX]j]Xi U`g`UbX`Ua cb[` groups including but not limited to age, socioeconomic, education, race and ethnicity, gender, sexual orientation, culture, and religious beliefs

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

FYj JYk g'cZ'cW' YXi WWhcb U[YbVYgdYfHJ]b['hc Vta d']UbW'k Jh h'Y'H]hY'J '7j]]'F][\hg'5Vh'cZ%- * ('UbX'k Jh 'gdYVW' W fYei JfYa YbHg'cZH\Y'A cX] YX'7ci fhCfXYfz7]j]'5Vh'cb Bc") & %ž: YXYfU' 8]ghf]Vh'7ci fh'9UghYfb'8]ghf]Vh'cZH\I UgžHmYf' 8]j]g]cb 'UfY' VtbXi Vh'X'dYf]cX]W' mVmghU 'fYdfYgYbHh]j Yg'cZH\Y'HYI Ug'9Xi WWhcb'5[YbVh'H\YgY'fYj JYk g'Vtj Yf'Uhi least the following policies and practices:

- (1) acceptance policies on student transfers from other school districts;
- (2) operation of school bus routes or runs on a nonsegregated basis;
- (3) nondiscrimination in extracurricular activities and the use of school facilities;
- (4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of ZUW' hmiUbX'gHU 'a Ya VYfgk \c'k cf_k]h' Vh'XfYb/
- (5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin; ff'ŁbcX]gW]a]bUhc'fmdfUW]Vg'fY'UH]b['hc h'Y'i gY'cZU'gh' XYbhg' fgh'Ub[i U[Y/UbX'
- (7) evidence of published procedures for hearing complaints and grievances.

b UXX]h'cb hc VtbXi Vh'b[fYj JYk gzh'Y'HYI Ug'9Xi WWhcb'5[YbVh'ghU 'fYdfYgYbHh]j YgV'YW' Vta d'U]bh'g'cZ]gW]a]bUh'cb' made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

K \YfY'Uj]c'UH]cb'cZH]hY'J 'cZH\Y'7j]]'F][\hg'5Vh']g'Zci bXzh'Y' bX]b[g'UfY'fYdcfh'YX'hc'h'Y'c' W'Zcf'7j]]'F][\hg'zI "G" 8YdUf'ha Ybh'cZ'9Xi WWhcb''

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964 AS AMENDED BY THE EQUAL EMPLOYMENT OPPORTUNITY ACT OF 1972; EXECUTIVE ORDERS 11246 AND 11375; EQUAL PAY ACT OF 1964; TITLE IX, EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED; IMMIGRATION REFORM AND CONTROL ACT OF 1986; AMERICANS WITH DISABILITIES ACT OF 1990; AND THE CIVIL RIGHTS ACT OF 1991.

The Texas Education Agency shall comply fully with the nondiscrimination provisions of all federal and state laws, rules, and regulations by assuring