

The background of the slide is a photograph of a school hallway. On the left, a group of students is gathered in a hallway. In the center and right, a wide staircase with metal railings is visible. Several students are walking up and down the stairs. Large windows on the right side of the hallway provide a view of trees and a building outside. A semi-transparent blue rectangular box is overlaid on the center of the image, containing the text.

G/T Tuesday

Special Populations – Gifted/Talented Education

May 3, 2022

We equip school systems to increase awareness, promote equitable access, and improve outcomes for all special populations.

English
Learner
Support

Highly
Mobile &
At-Risk

Gifted &
Talented

Agenda

- Access to G/T Services Review
- Question/Answer
- District Share Outs and Happenings



Wellness Check



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State Definition

“...gifted and talented students” means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- Exhibits high performance capability in an intellectual, creative, or artistic area,
- Possess an unusual capacity for leadership, or
- Excels in a specific academic field.



State Goal for Gifted/Talented

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 innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted/talented students will have produced products and performances of professional quality as part of their program services.



G/T Tuesday

- Morning Edition will occur the first Tuesday of the month.
- Afternoon Edition will occur the third Tuesday of the month.
- Topics for the Year: 87th Legislative Updates, Evaluating Resources for G/T Education, TPSP Virtual Options, Family/Community Meetings, Middle School Services, High School Services, Policy to Practice – Exit, Furlough, Reassessment and Transfers, Equity in G/T Education, and Serving All Populations.
- Sign-up to share best practices, strategies, and documents at one or more G/T Tuesdays in advance. If you're interested in sharing out, please [click here to select a topic and a meeting date.](#)



Texas Association for the Gifted/Talented



TEXAS ASSOCIATION FOR THE
GIFTED & TALENTED

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TAC §89.3 Student Services.

School districts shall provide an array of learning opportunities for gifted/talented students in kindergarten through grade 12 and shall inform parents of the opportunities.

Options must include:

- instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently;
- a continuum of learning experiences that leads to the development of advanced-level products and performances;
- in-school and, when possible, out-of-school options relevant to the student's area(s) of strength that are available during the entire school year; and
- opportunities to accelerate in areas of strength.

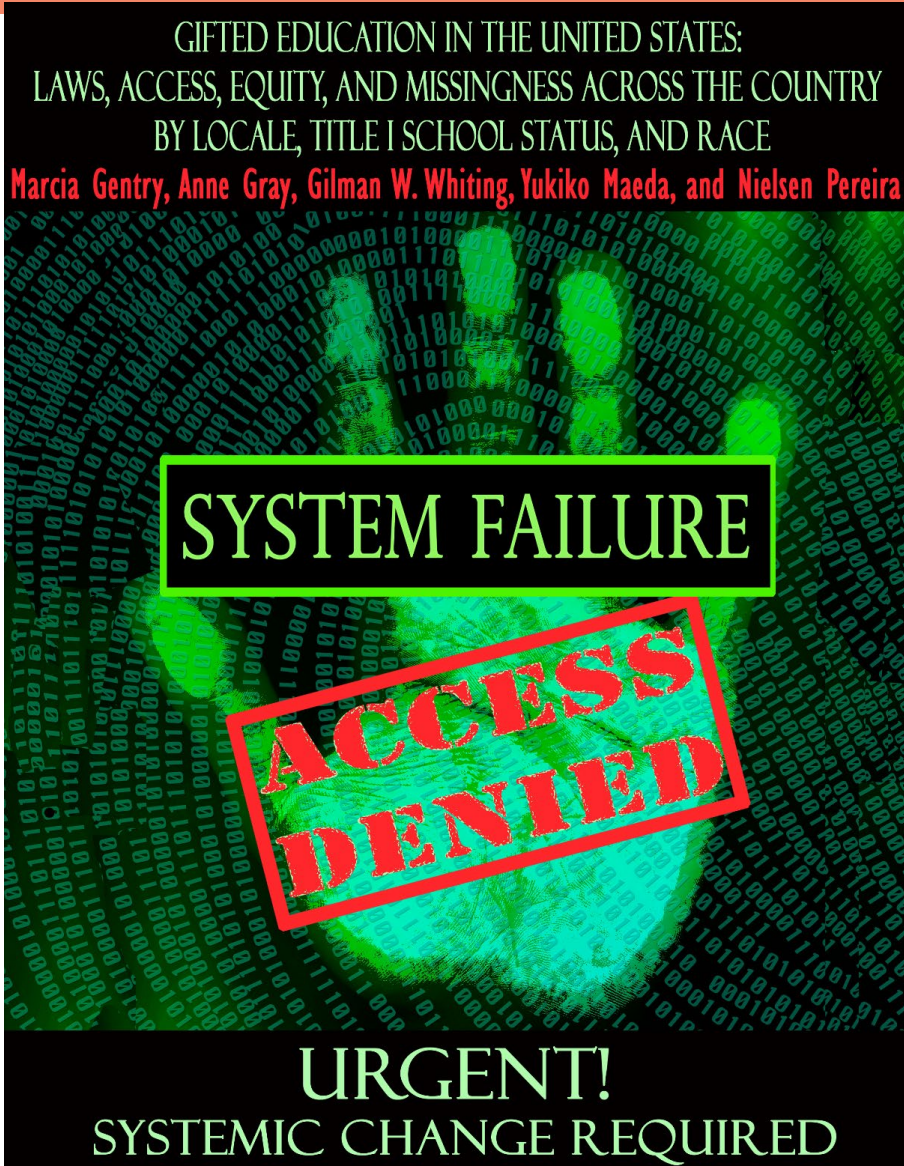


- 2.17 Data collected from multiple sources for each area of giftedness served by the district are included in the assessment process for gifted/talented services (19 TAC §89.1(2)). The assessment process allows for student exceptionalities to the extent possible.
- 2.19 Students are assessed in languages they understand or with nonverbal assessments.
- 2.24 Access to assessment and, if needed, gifted/talented services is available to all populations of the district (19 TAC §89.1(3)).
- 2.25 The population of the gifted/talented services program is closely reflective of the population of the total district and/or campus.

To meet gifted and talented education accountability standards, all populations in a school district should have access to assessment and, if needed, gifted and talented services. Equitable access should result in a population receiving gifted and talented services that are closely reflective of the population of the district and/or the campus.

In what ways might school districts expand access to gifted and talented services so that the population receiving these services is closely reflective of the district and/or campus?





Report on Gifted Education with Report Cards for every state on Access, Equity and Missingness



Download here
www.purdue.edu/geri

Gifted Education in the United States



NATIONAL REPORT CARD

LAW

The U.S. Department of Education (U.S. ED) **does not mandate identifying or serving** "gifted and talented students, children, or youth." The U.S. ED **does not fund** gifted programming, outside of gifted funding provided through the Code of Federal Regulations to Bureau of Indian Education schools.

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
ACCESS Access to Identification Rank	D 29 > Nation > 22	67.38% of students attend a school that identifies students with gifts and talents Rank among 50 states and DC in access
	F	Students in Title I schools are identified at 58% of the rate of those in Non-Title I schools (7.86% vs. 13.46% yields a ratio of 0.58 between Title I and Non-Title I schools)
ACCESS Equity of Access Between Title I and Non-Title I Schools Rank	30 > Nation > 17	Rank among 47 states in equity between Non-Title I and Title I schools (DC, MA, RI, and VT excluded from ranking)
	B A A A	0.92 AIAN 0.97 Black 1.05 Latinx 0.97 NHPI The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.

Underserved Groups (In schools that identify)	Category	Nation Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity (n=322,453)	Overall	D -0.83	F -0.62	F -0.76	A -1.07	A -1.04
	Non-Title I	F -0.67	F -0.53	F -0.73	F -0.65	C -0.89
	Title I	A -0.99	F -0.69	D -0.84	A -1.19	A -1.19
Black Equity (n=5,102,620)	Overall	F -0.57	F -0.55	F -0.59	F -0.51	F -0.51
	Non-Title I	F -0.62	F -0.60	F -0.64	F -0.63	F -0.58
	Title I	F -0.59	F -0.58	F -0.62	F -0.51	F -0.50
Latinx Equity (n=9,177,492)	Overall	F -0.67	F -0.71	F -0.63	F -0.55	F -0.57
	Non-Title I	F -0.57	F -0.56	F -0.59	F -0.41	F -0.54
	Title I	F -0.78	D -0.83	F -0.76	F -0.59	F -0.62
NHPI Equity (n=126,432)	Overall	F -0.62	F -0.59	F -0.65	F -0.55	F -0.59
	Non-Title I	F -0.50	F -0.44	F -0.51	F -0.41	F -0.68
	Title I	F -0.68	F -0.66	F -0.77	F -0.60	F -0.54

MISSINGNESS Students Missing From Gifted Education Identification: 39% at the Lower Boundary. Grade: Fail. Rank: 28 > Nation > 23
Nationally 3,255,232 students were identified as gifted in 2016. The number of missing students in schools that do not identify and in schools that underidentify ranges from 2,092,850 to 3,635,533, (39% to 53%) with most of these missing students coming from Title I schools and from underserved populations. For example, 276,840 Black children are identified, with 469,213 to 771,728 (53% to 74%) missing. These numbers are detailed in Table 7 in the accompanying national report.

Gifted Education in the United States



TEXAS (TX) REPORT CARD

LAW

The state of Texas **mandates by law identifying and serving** "gifted and talented students." This mandate is **partially funded**.

Opportunity to Be Identified as Gifted	Grade or Rank	Notes and Explanation
ACCESS Access to Identification Rank	A 4th	93.24% of students attend a school that identifies students with gifts and talents Rank among 50 states and DC in access
	F	Students in Title I schools are identified at 60% of the rate of those in Non-Title I schools (7.24% vs. 12.10% yields a ratio of 0.60 between Title I and Non-Title I schools)
ACCESS Equity of Access Between Title I and Non-Title I Schools Rank	30th	Rank among 50 states and DC in equity between Non-Title I and Title I schools
	A A A A	0.99 AIAN 0.99 Black 0.99 Latinx 1.02 NHPI The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.

Underserved Groups (In schools that identify)	Category	Statewide Grade—RI	City Grade—RI	Suburb Grade—RI	Town Grade—RI	Rural Grade—RI
AIAN Equity (n=17,989)	Overall	F -0.71	F -0.72	F -0.68	F -0.77	D -0.83
	Non-Title I	F -0.63	F -0.59	F -0.66	D -0.81	F -0.68
	Title I	F -0.75	F -0.76	F -0.71	F -0.76	C -0.87
Black Equity (n=612,404)	Overall	F -0.52	F -0.53	F -0.47	F -0.49	F -0.46
	Non-Title I	F -0.40	F -0.46	F -0.36	F -0.36	F -0.43
	Title I	F -0.57	F -0.58	F -0.57	F -0.50	F -0.48
Latinx Equity (n=2,559,046)	Overall	D -0.80	C -0.86	F -0.68	F -0.75	F -0.75
	Non-Title I	F -0.59	F -0.62	F -0.55	F -0.49	F -0.60
	Title I	B -0.90	A -0.95	D -0.81	F -0.75	D -0.82
NHPI Equity (n=6,792)	Overall	F -0.72	D -0.81	F -0.63	D -0.81	F -0.69
	Non-Title I	F -0.71	F -0.74	F -0.65	A -2.73	B -0.90
	Title I	F -0.73	D -0.83	F -0.64	D -0.80	F -0.61

MISSINGNESS Students Missing From Gifted Education Identification: 19% at the Lower Boundary. Grade: Pass. Rank: 5
Texas identified 404,721 students as gifted in 2016. Statewide, the number of missing students in schools that do not identify and in schools that underidentify ranges from 95,324 to 252,170, (19% to 38%) with most of these missing students coming from Title I schools and from underserved populations. For example, 25,881 Black children were identified, with 28,542 to 54,571 (52% to 68%) missing. These numbers are detailed in Table 7 in the accompanying state report.

Gifted Education in the United States

Gifted Education in the United States



TEXAS (TX) REPORT CARD

LAWS

The state of Texas mandates by law identifying and serving "gifted and talented students." This mandate is partially funded.

Opportunity to Be Identified as Gifted				
	Grade or Rank	Notes and Explanation		
ACCESS	Access to Identification Rank	A 4th	93.24% of students attend a school that identifies students with gifts and talents Rank among 50 states and DC in access	
	Equity of Access Between Title I and Non-Title I Schools Rank	F 30th	Students in Title I schools are identified at 60% of the rate of those in Non-Title I schools (7.24% vs. 12.10% yields a ratio of 0.60 between Title I and Non-Title I schools) Rank among 50 states and DC in equity between Non-Title I and Title I schools	
	Equity of Access by Race	A	0.99 AIAN	The ratio of race access to general access in schools that identify indicates whether students proportionally attend schools that identify. Ratios close to or greater than 1.00 means good access, so underrepresentation is not a function of lack of access.
		A	0.99 Black	
A		0.99 Latinx		
A		1.02 NHPI		



Texas Report Card Continued

EQUITY	Underserved Groups (in schools that identify)		Statewide	City	Suburb	Town	Rural
	Category		Grade—RI	Grade—RI	Grade—RI	Grade—RI	Grade—RI
	AIAN Equity	Overall	F -0.71	F -0.72	F -0.68	F -0.77	D -0.83
	(<i>n</i> =17,989)	Non-Title I	F -0.63	F -0.59	F -0.66	D -0.81	F -0.68
	Substantial population	Title I	F -0.75	F -0.76	F -0.71	F -0.76	C -0.87
	Black Equity	Overall	F -0.52	F -0.53	F -0.47	F -0.49	F -0.46
	(<i>n</i> =612,404)	Non-Title I	F -0.40	F -0.46	F -0.36	F -0.36	F -0.43
		Title I	F -0.57	F -0.58	F -0.57	F -0.50	F -0.48
	Latinx Equity	Overall	D -0.80	C -0.86	F -0.68	F -0.75	F -0.75
	(<i>n</i> =2,559,046)	Non-Title I	F -0.59	F -0.62	F -0.55	F -0.49	F -0.60
		Title I	B -0.90	A -0.95	D -0.81	F -0.75	D -0.82
	NHPI Equity	Overall	F -0.72	D -0.81	F -0.63	D -0.81	F -0.69
	(<i>n</i> =6,792)	Non-Title I	F -0.71	F -0.74	F -0.65	A -2.73	B -0.90
	Substantial population	Title I	F -0.73	D -0.83	F -0.64	D -0.80	F -0.61

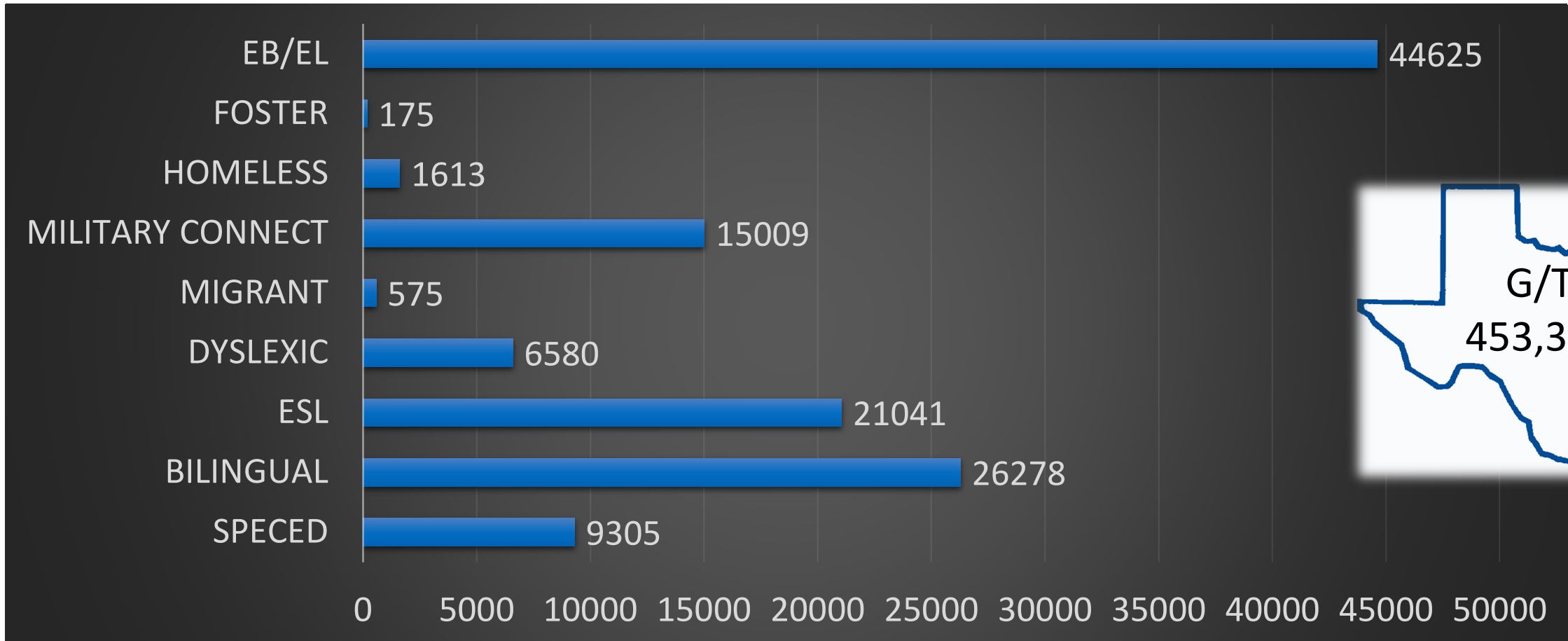


2021-2022 Enrollment

Ethnicity	Student Count	State Percentage	G/T Count	G/T Percentage	Equity Formula 20%
State Total	5,427,370	100.0%	435,356	100.0%	80.0%
American Indian Or Alaska Nat	18,028	0.3%	1,272	0.3%	0.3%
Asian	261,788	4.8%	51,410	11.8%	3.9%
Black Or African American	694,302	12.8%	28,301	6.5%	10.2%
Hispanic/Latino	2,860,754	52.7%	180,745	41.5%	42.2%
Native Hawaiian/Other Pacific	8,477	0.2%	501	0.1%	0.1%
Two Or More Races	156,780	2.9%	14,749	3.4%	2.3%
White	1,427,241	26.3%	158,378	36.4%	21.0%



Gifted/Talented and Other Populations 21-22



Question and Answer



Shout Outs and Happenings



TEA Office of Special Populations and Monitoring: External Satisfaction Survey

Thank you for participating in the G/T Tuesdays! I would appreciate it if you would take 5 minutes to answer these few short questions about my support and facilitation. My leadership and I use this information to improve our effectiveness when partnering with external stakeholders. Thank you so much for your attention and participation.



2022 Title III Events

Title III Parent/Family Event Friday, May 6th (9am -2pm)

Elevating Achievement and Equity for Emergent Bilingual Students




**2022 VIRTUAL
Parents and Families Event**
Friday, May 6th

SAVE THE DATE!

To register go to txel.org/Symposium-parents

KEYNOTE SPEAKER
Lucy V. Cantú



SCHEDULE OF EVENTS:

9:00 a.m.	Welcome/Keynote Speaker
10:15 a.m.	Session #1
11:15 a.m.	Session #2
12:00 p.m.	Lunch
1:00 p.m.	Session #3/Closing

Register Today!

This event will be conducted virtually over Zoom platform and will be presented in English and Spanish. Vietnamese translation will also be provided upon request.

For more information, visit txel.org/symposium-parents or email titleiii.initiatives@esc20.info



ALL IN! 2022 Virtual Parents & Families Event
Friday, May 6th
9:00 a.m. - 2:00 p.m. CST



Host a Watch Party

Use this flyer to help you plan and execute the best watch party for Parents & Families.



Description of the Event
This event will be conducted virtually over the Zoom platform and will be presented in English and Spanish. If needed a Vietnamese translation will also be provided.

Must Haves

- Use the [Sign In Sheet](#) to record parents' and families' attendance
- Proper A/V equipment (computer / screen / access to internet)
- QR Code or bitly to "Padlet" so parents and families can interact with the speaker(s)
- Parents fill out the evaluation survey (QR Code/bitly/paper)

Marketing Materials

- [Event Flyer](#)
- [Social Media Image](#)
- [Zoom Registration Link](#)
- [Schedule of Events/Breakout Sessions](#)

Things to Consider

Childcare

- Get volunteers, have activities and snacks for the kids
- Follow local policy guidelines

Dedicated event space(s) with adequate A/V support to accommodate parents and families preferred language

Snacks

- Consider having a local restaurant donate snacks or invite families to bring in their own snack/lunch items
- Follow local policy guidelines

Transportation may be provided to increase participation.

Title III Allowable Use of Funds

Parent, family and community engagement activities offered are meant to improve the English language skills of emergent bilingual students, assist parents and families in helping their children to improve their academic achievement, and become active participants in the education of their children.

- Title III, Part A Funds can be used to provide childcare, snacks, and transportation for this event.

For more information, visit txel.org/symposium-parents or email titleiii.initiatives@esc20.info

2022 Title III Hybrid Symposium (July 28th – July 29th)

Elevating Achievement and Equity for Emergent Bilingual Students




**2022 HYBRID
TITLE III SYMPOSIUM**
JULY 28 - 29, 2022

REGISTER TODAY!

The event will take place in San Antonio, Texas at the [Marriott Rivercenter Hotel](#).

To get registered go to txel.org/registered

Thinking About Presenting?

Review the [Proposal Guidebook](#) and submit your proposal today.

Call for proposals ends, Friday, March 18th.

Keynote Speakers




Dr. ET

Dr. Jose Luis Zelaya

Questions?

Visit www.txel.org/events
Email: titleiii.initiatives@esc20.info



This event is ONLY available to Title III-funded school districts/charter schools or designated ESC personnel who are funded as a Fiscal Agent who provide Title III services to a Title III-funded school district/charter school.

National Center for Research on Gifted Education (NCRGE)

NCRGE seeks elementary schools interested in expanding their use of subject-specific and whole-grade acceleration



NATIONAL
CENTER
FOR
RESEARCH
ON
GIFTED
EDUCATION
<http://ncrge.uconn.edu>

As part of this research project, the school will receive

- a) professional learning around what acceleration actually is and how it can be used,
- b) a universal screening process to determine which students should be considered for acceleration, and
- c) resources and professional learning to help implement subject-specific and whole-grade acceleration decisions for qualifying students

Visit ncrge.uconn.edu/acceleration for information about participating in the 2022-23 academic year

Purdue's Gifted Education Research & Resource Institute (GER²I)

- In-person summer camps for youth with gifts, creativity, and talents
- Grades 5-12
- July 3-30, 2022
- Registration open until May 30th
- Email geri@purdue.edu or call (765) 494-7243 for more information



<https://www.education.purdue.edu/geri/youth-programs/summer-residential/>

Equity in Gifted/Education


TEA TEA Website Contact TEA Sign up for updates

EQUITY IN GIFTED/TALENTED EDUCATION


Families Educators Resource Library Contacts Search this site

Gifted/Talented resources for families and educators


Encouraging equitable representation of student populations in Gifted/Talented (G/T) programs throughout the state by providing tools and resources that inform and support families and educators.



Families
Resources and tools to help you support your child and advocate for their needs and access for specialized Gifted/Talented services in the academic setting.



Educators
Resources and tools to assist educators in increasing and serving Gifted/Talented students from underrepresented populations.



Resource Library
Collection of Gifted/Talented tools and resources that inform and support families and educators.

www.gtequity.tea.texas.gov



How to get announcements



<https://public.govdelivery.com/accounts/TXTEA/subscriber/new>



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