



# Gifted/Talented Education



## Presentation Agenda

- G/T Background
- HB 3 Changes to G/T
  - Local Policy on Use of Funds
  - Certification
  - Loss of Funding for Non-Compliance
- G/T Resources
- Next Steps



## TEA Staff

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Director, Special Populations

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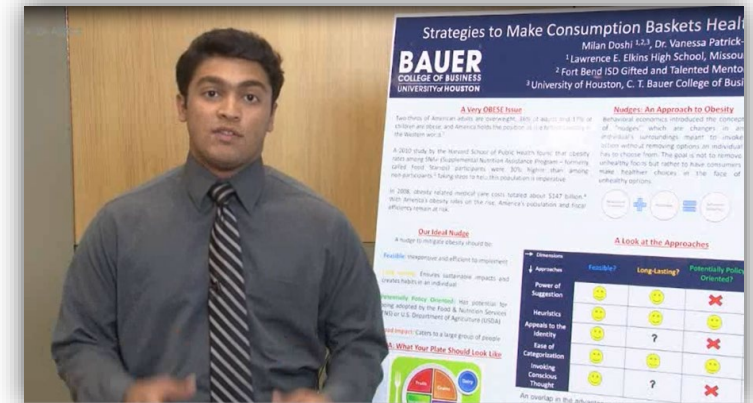
### **Brent Droll**

Manager, Financial Compliance

# G/T Background Info

## Per the SBOE-adopted State Plan for Gifted & Talented, each district is to:

- ✓ Identify and serve G/T students at all grade levels
- ✓ Provide an array of learning opportunities
- ✓ Provide year-long services that allow students to be appropriately challenged
- ✓ Provide continuum of learning experiences that lead to advanced level products and/or performances



**In Statute**

Texas Administrative Code §89.1 -89.5

# State Goal For Services

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**



**Performances**

that reflect **individuality and creativity** and are advanced in relation to students of similar age, experience, or environment.

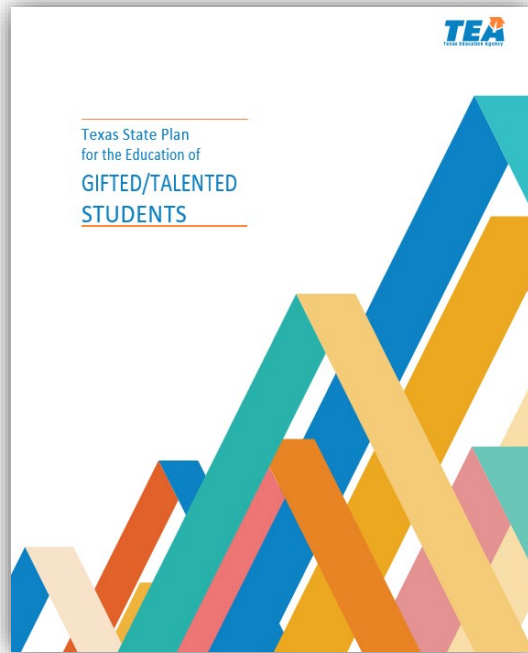


## **Professional Quality**

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.**

# The Texas State Plan for the Education of Gifted/Talented Students

# The Texas State Plan of the Education of Gifted/Talented Students



Section 1: Fidelity of Services

Section 2: Student Assessment

Section 3: Service Design

Section 4: Curriculum & Instruction

Section 5: Professional Learning

Section 6: Family & Community Development



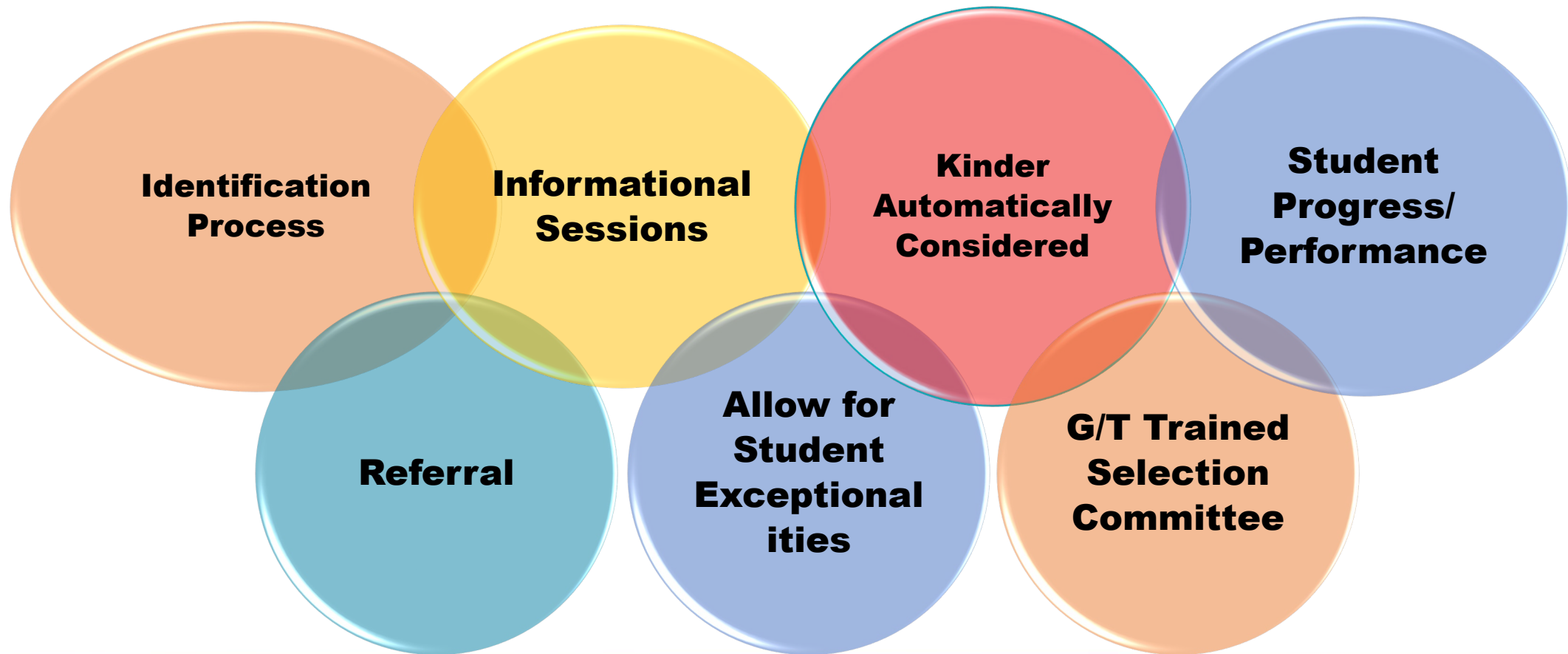
# 1. Fidelity of Services

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



## 2. Student Assessment

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



## 3. SERVICE DESIGN

A flexible system of viable service options provides a research-based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforce the strengths and interests of gifted/talented students.

### Array of Learning Opportunities

**Commensurate with abilities**

**4 foundation curricular areas**

### Acceleration & Flexible Pacing

**Academic intervention for the student**

**Adapting curriculum**

### G/T Services

**Comprehensive**

**Structured**

**Sequenced**

**Challenging**

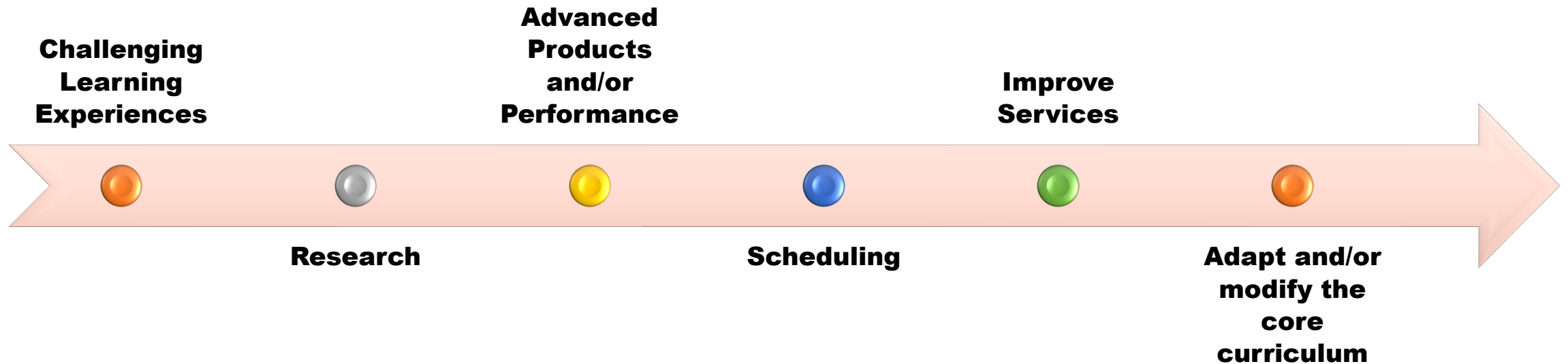
### Social & Emotional Needs

**Inclusive to your services**

**Awareness of the needs of students**

## 4. 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.



## 5. 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.

**30 Foundational  
G/T Training**

**Written  
Professional  
Learning Plan**

**Administrator  
Training**

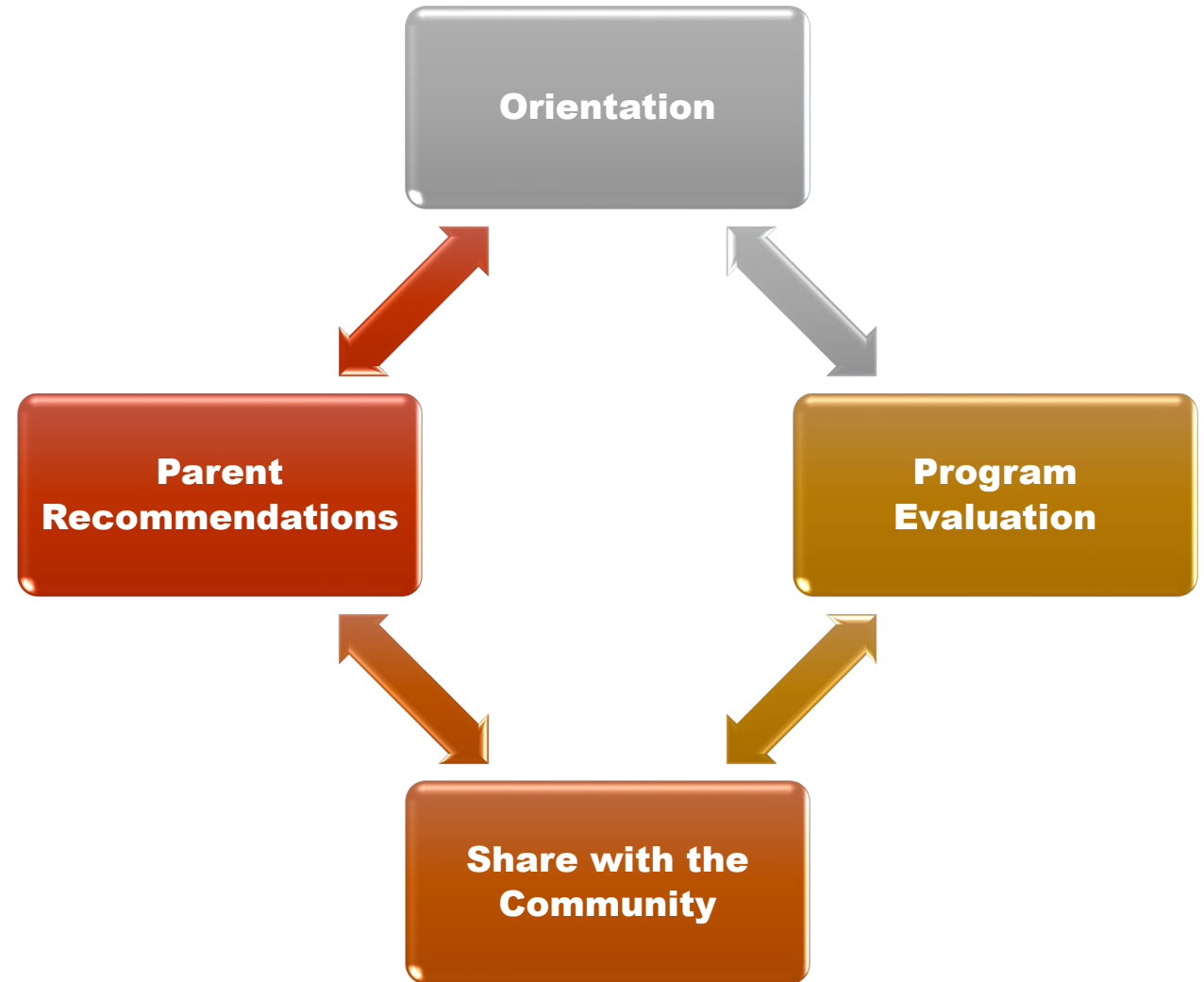
- **Teachers with  
supervisory duties**

**Counselor  
Training**

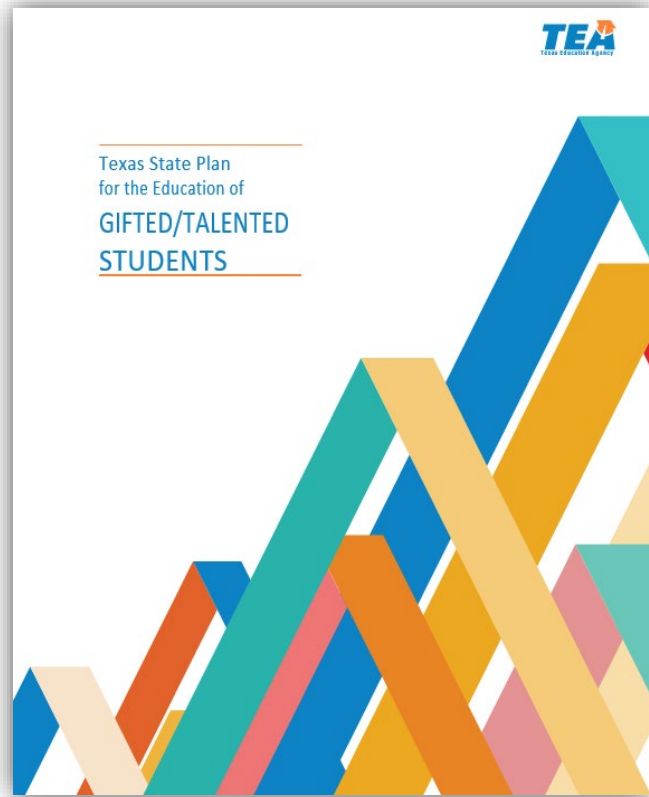
- **Social and  
Emotional included**

## 6. FAMILY/COMMUNITY INVOLVEMENT

The district involves family and community members in services designed for gifted/talented students throughout the school year.



# The Texas State Plan of the Education of Gifted/Talented Students



[https://tea.texas.gov/Academics/Special Student Populations/Gifted and Talented Education/Gifted Talented Education/](https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/)

# HB 3 Legislative Changes



# Why G/T Funding Was Changed



The Texas Commission on Public School Finance's major recommendations:

- **Reallocate the gifted/talented allotment funds** into the basic allotment would more efficiently disperse the dollars to school districts and lift the arbitrary cap on the number of students that school districts currently identify as G/T in the expectation of receiving funding.

# Changes to G/T Allotment

## BEFORE



- The G/T program was funded with a separate allotment
- Reported G/T expenditures using PIC Code 21
- State spending requirement

## AFTER



- The G/T program is funded within the district's basic allotment (\$6,160)
- Continue to report G/T expenditures using PIC Code 21
- Certify that the district has a compliant G/T program



### Key Takeaway

The reallocation did not discontinue G/T programming in Texas. There is a statutory requirement to provide it regardless of how it is funded.

# Frequently Asked Question (FAQ)



Question

**Does my district still have to implement a Gifted and Talented Program?**



Answer

Yes, districts must still implement a Gifted/Talented (G/T) program. House Bill 3 retains requirement that each school district adopt a process for identifying and serving gifted and talented students in the district and establish a program for those students in each grade level, consistent with the State Plan for the Education of Gifted/Talented adopted by the State Board of Education.

# Frequently Asked Question



Question

Do charter schools have to implement a Gifted and Talented Program?



Answer

House Bill 3 did not impose a new requirement for charters to implement a gifted and talented program.

# Local Policy on Use of Funds

# New Requirement for Local Policy

Amends Texas Education Code §29.122:

Each school district shall:

- a) Adopt a criteria for identifying and serving gifted and talented students
- b) Adopt a local a policy regarding the use of funds to support the district's program, for gifted and talented students (NEW)



**In Statute**

Texas Education Code §29.122, §29.123, and §29.124 (New)

## *Texas Association of School Boards G/T Policy Update*



- EHBB available November 2019
- Address reporting and certifying effective use of funds for implementing G/T programs and services
- Schedule adoption of policy update



**In Statute**

Texas Education Code 29.122

# G/T Program Certification



# HB 3 Requires Districts Certify they Offer G/T

## Each school district shall:

- ✓ Annually certify to the commissioner that the district has a G/T program that is consistent with the State Plan
- ✓ Report to commissioner regarding the use of funds to support the district's G/T program
- ✓ Districts will certify to TEA via a new PEIMS indicator (TEC §29.124)



### Key Takeaway

The district continues to serve G/T students.



## Student Identifier Identified and Served

- Each Reporting Period

NEW



## District Identifiers

- Five Categories
- Only October Reporting Period



Key Takeaway

Submission of district level PEIMS indicator occurs in October.

# District Level Codes with Examples

Code	Program Design	Description	Examples	Grade Levels
01	Pull-out	Part-time services in a classroom, other than the student's regular class, that take place on a regular schedule	Pull-out or resource classroom	Elementary & Middle School
02	Push-in	occasional services to a student while the student is in their regular classroom	Visiting teacher or coordinator	Elementary & Middle School
03	Full-time gifted only	receives the majority of their core subjects with peers who are all identified as gifted/talented	G/T only foundational core classes	All grade levels
04	Full-time inclusion	receives the majority of their core subjects with peers who are not identified as gifted/talented	Differentiated instruction, cluster grouping, or flexible grouping	All grade levels
05	Special day school	A special school which is administratively separate from regular schools and is organized to serve gifted/talented students	G/T campuses serving only G/T students	All grade levels

## Program Intent Code 21



- Tracking G/T funds
- Reporting the use of G/T funds
- Submission process same as prior years

Local policy determines expenditures, as state spending requirements have been removed.



### Key Takeaway

Must use PIC Code 21 and provide adequate funding support services for G/T students



Question

**Do I continue to report G/T expenditures?**



Answer

Yes, a district must still implement a Gifted/Talented (G/T) program and continue to report G/T expenditures. House Bill 3, TEC 29.124(d) requires districts to continue to report use of funds for the district's G/T program. Therefore districts will continue to use Program Intent Code 21.

# Frequently Asked Question



Question

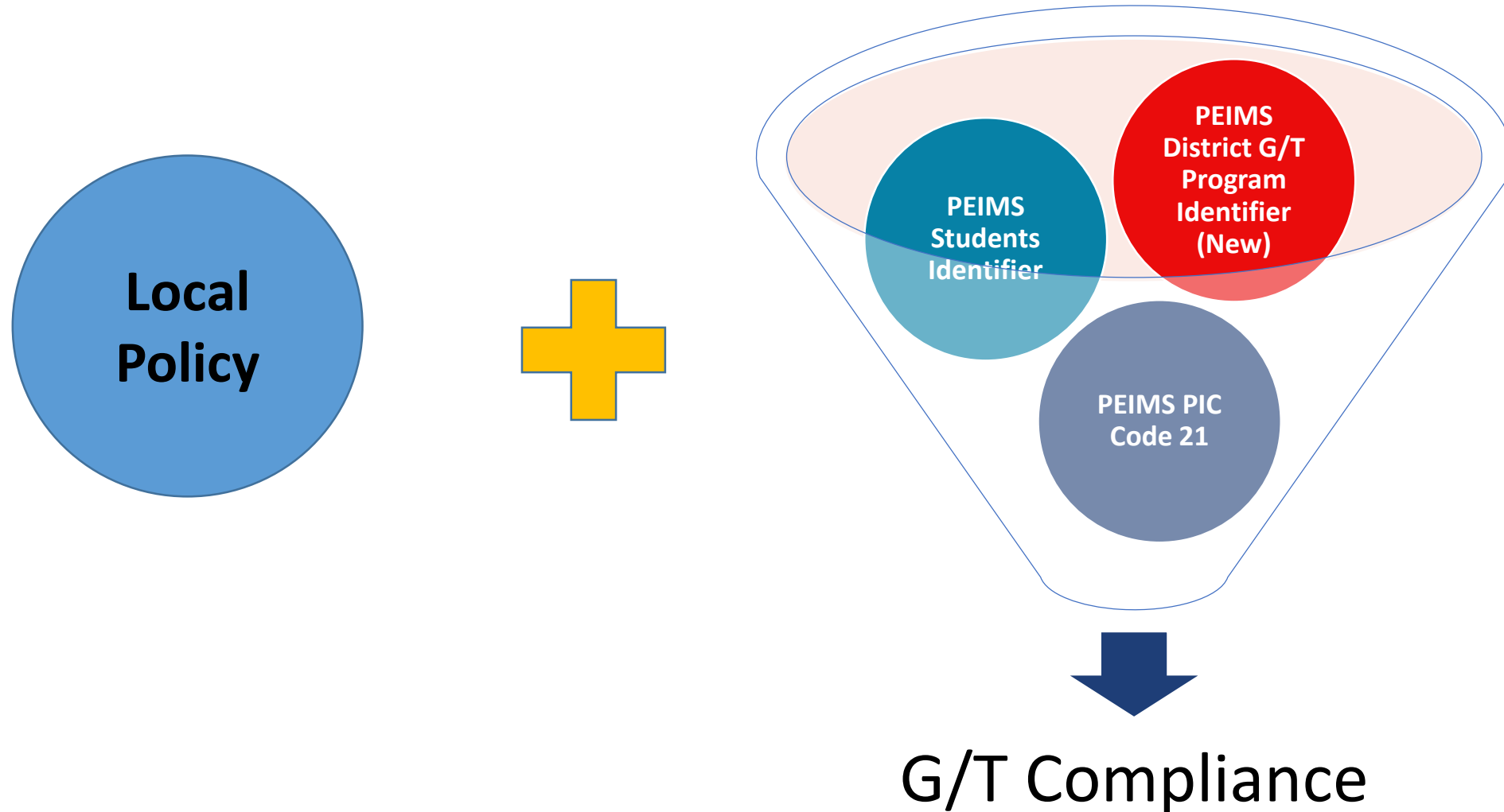
How can stakeholders review district G/T expenditures?



Answer

The amount a district spends can be reviewed by visiting the [PEIMS Financial Reports](#) and searching by selecting your district name.

# Key Components for G/T Compliance



# Loss of Funding for Non-Compliance



## TEC Sec §29.124:

**“If the Commissioner has determined that the district has failed to implement a program, the commissioner must reduce the total amount of funding** to which the district is entitled under Chapter 48 by an amount equal to the basic allotment multiplied by the product of 0.12 and an amount equal to five percent of the students in ADA in the district within 30 days.”



**In Statute**

Texas Education Code §29.124 (New)

**If the district fails to comply with any of the following:**

- **Certifying that the district has a G/T program consistent with the State Plan**
- **Identifying and serving students**
- **Recording expenditures using PIC 21**

**The district will lose funds if they do not get into compliance.**

- G/T Estimated Funding Amounts
  - \$6,160 (BA) X .12 (G/T Weight) X 5% ADA
  - \$36.96 per ADA
  - Schedule of Estimated Funding for G/T (*TEA will post annually.*)



## Key Takeaway

Failure to comply could lead to 100% loss of funding for G/T.

A district plan of action to accomplish consistency with the Texas State Plan for the Education of Gifted/Talented Students.

- Areas of Non-Compliance
- Short term goals to achieve compliance
- Long term goals to maintain compliance



# G/T Resources

# Gifted/Talented Education Resources



TEXAS G/T PROGRAM  
IMPLEMENTATION RESOURCE

[Texas G/T Program Implementation Resource](#)



[The Texas Performance Standards Project](#)



[Equity in G/T Education](#)



[Gifted/Talented Teacher Toolkit I](#)



[Gifted/Talented Teacher Toolkit II](#)



[Estudios, A J. K. Javits Grant Program](#)

## 30 Hour Foundational G/T Training

- Nature and Needs of Gifted/Talented Students
- Identification and Assessment for Gifted/Talented Students
- Models of Differentiated Instruction
- Creativity and Critical Thinking for Gifted/Talented Students
- Engaging Gifted Students by Adding Depth and Complexity

## Administrator/Counselor Training

## Six Hour Update Trainings

- Attending to the Affect: Social and Emotional Learning of Gifted/Talented Students
- Twice-Exceptional Students and Gifted/Talented Services
- Implementing the Texas Performance Standards Project
- Meeting the Needs of Gifted Dual Language Learners

## School Board Training

## TEA Next Steps

- PEIMS Code Resource
- Implementation of the State Plan webinar series
- Certification of Compliance Reporting Development

## District Next Steps

- Approve local policy
- Budget for and use funds for G/T programs
- Certify G/T Program (Oct 2019)
- Report on use of funds for G/T programs (Feb 2019)



# House Bill 3 Resources

Stay tuned for the most up-to-date information from TEA on the implementation of House Bill 3



[tea.texas.gov/HB3](http://tea.texas.gov/HB3)

Visit [tea.texas.gov/HB3](http://tea.texas.gov/HB3) for the most up-to-date information



[HB3info@tea.texas.gov](mailto:HB3info@tea.texas.gov)

Email [HB3info@tea.texas.gov](mailto:HB3info@tea.texas.gov) with any questions



**Thank you!**

**For Additional Questions:**

**[HB3info@tea.texas.gov](mailto:HB3info@tea.texas.gov)**

*Include Gifted/Talented in the subject line*