• 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
Staff Introductions

TEA Staff

 Niloy Gangopadhyay
  Director, Special Populations

 Monica Brewer
  Statewide Coordinator, Gifted/Talented Education

 David Marx
  Director of Financial Compliance

 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
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

https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/
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.
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.

3. SERVICE DESIGN

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

Copyright TEA, 2019. All rights reserved.
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.
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
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/
HB 3 Legislative Changes
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

<table>
<thead>
<tr>
<th>BEFORE</th>
<th>AFTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The G/T program was funded with a separate allotment</td>
<td>• The G/T program is funded within the district’s basic allotment (§6,160)</td>
</tr>
<tr>
<td>• Reported G/T expenditures using PIC Code 21</td>
<td>• Continue to report G/T expenditures using PIC Code 21</td>
</tr>
<tr>
<td>• State spending requirement</td>
<td>• Certify that the district has a compliant G/T program</td>
</tr>
</tbody>
</table>

**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.
<table>
<thead>
<tr>
<th>Question</th>
<th>Does my district still have to implement a Gifted and Talented Program?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer</td>
<td>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.</td>
</tr>
</tbody>
</table>
Do charter schools have to implement a Gifted and Talented Program?

House Bill 3 did not impose a new requirement for charters to implement a gifted and talented program.
Local Policy on Use of Funds
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)
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
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)

The district continues to serve G/T students.
Student Identifier
Identified and Served
- Each Reporting Period

District Identifiers
- Five Categories
- Only October Reporting Period

Key Takeaway
Submission of district level PEIMS indicator occurs in October.
### District Level Codes with Examples

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

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
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.
How can stakeholders review district G/T expenditures?

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

- Local Policy
- PEIMS PIC Code 21
- PEIMS District G/T Program Identifier (New)
- PEIMS Students Identifier

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.”
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
Potential Funding Loss for Non-Compliance

- **G/T Estimated Funding Amounts**
  - $6,160 (BA) \times 0.12 (G/T Weight) \times 5\% \text{ 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.
To Restore Funding

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
### Professional Learning Opportunities

#### 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
Next Steps to Certifying (TEA and District)

**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

Visit tea.texas.gov/HB3 for the most up-to-date information

Email HB3info@tea.texas.gov with any questions
Thank you!
For Additional Questions:
HB3info@tea.texas.gov
Include Gifted/Talented in the subject line