



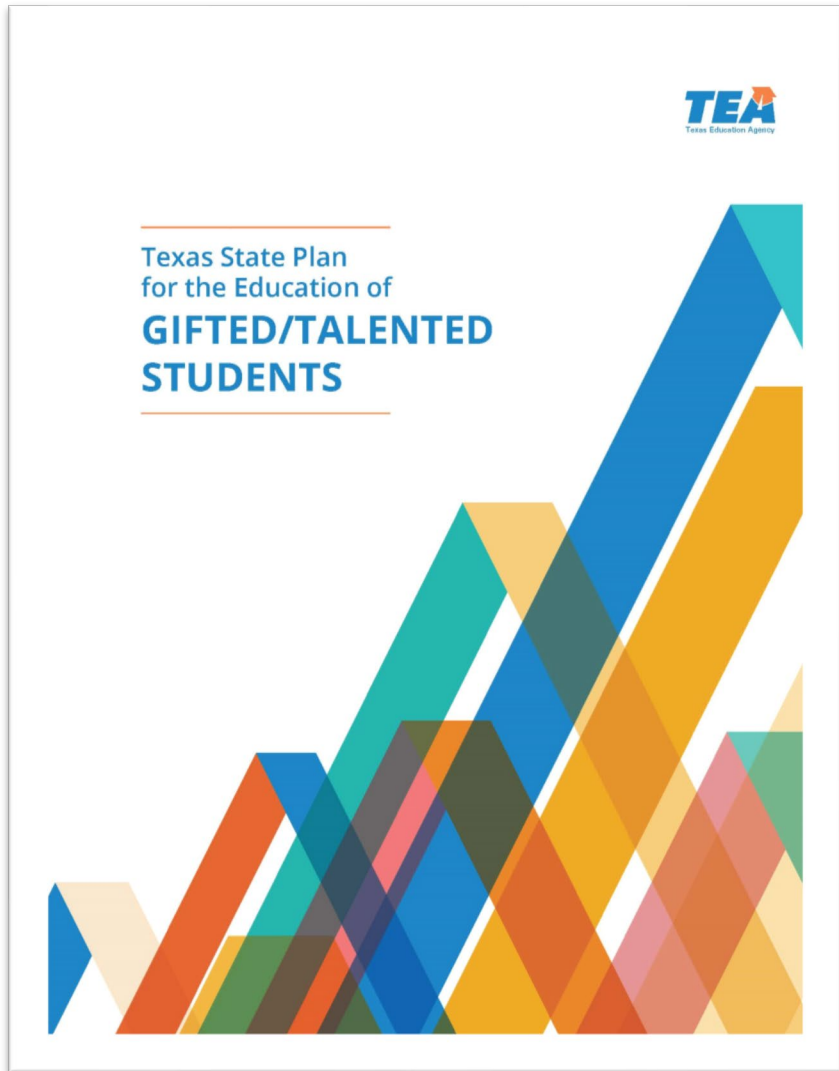


*Implementation Webinar Series*

# Texas State Plan for the Gifted and Talented

-  Review program initiatives for the year
-  Review HB3 and the Gifted/Talented Program Certification Process
-  Discuss how to approach the demographics conversation
-  Questions & Answer



## State Plan Student Assessment 2.15 – Legal Clarification

As the state plan requires a minimum of assessment for G/T program participation once a year, my thought is that the district must still assess the student, even if a prior assessment result is considered valid by the district for more than one year. In short, the “continued validity” of a G/T assessment cannot be used to counter the state plan requirement of annual assessment for G/T program participation, which would include the area previously assessed and otherwise considered valid.



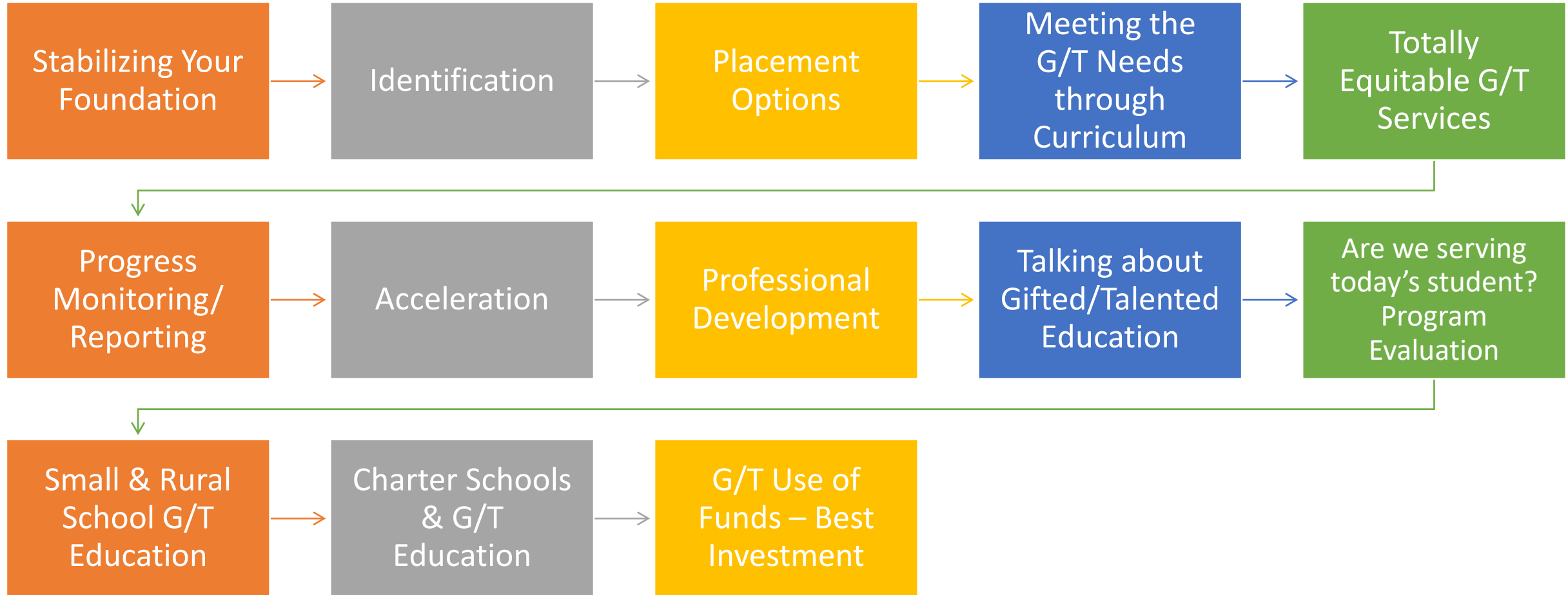
# Fidelity of Implementation

The State Plan Series

# Zoom Meeting Date and Time

- *Title: G/T Tuesdays*
- *Proposed Dates: First and Third Tuesday of the Month*
- *Times: First Tuesday at 9:00 am*
- *Third Tuesday at 1:00 pm*
- *10/1/2019*
- *10/15/2019*
- *11/5/2019*
- *11/19/2019*
- *Off the routine due to Gifted19 and Holidays*
- *12/10/2019*

# TETN/ZOOM Meeting Topics



# House Bill 3 – School Finance & G/T



**Amends Texas  
Education Code  
29.122:**



**Each school district  
shall:**

Adopt a criteria for identifying  
and serving gifted and talented  
students

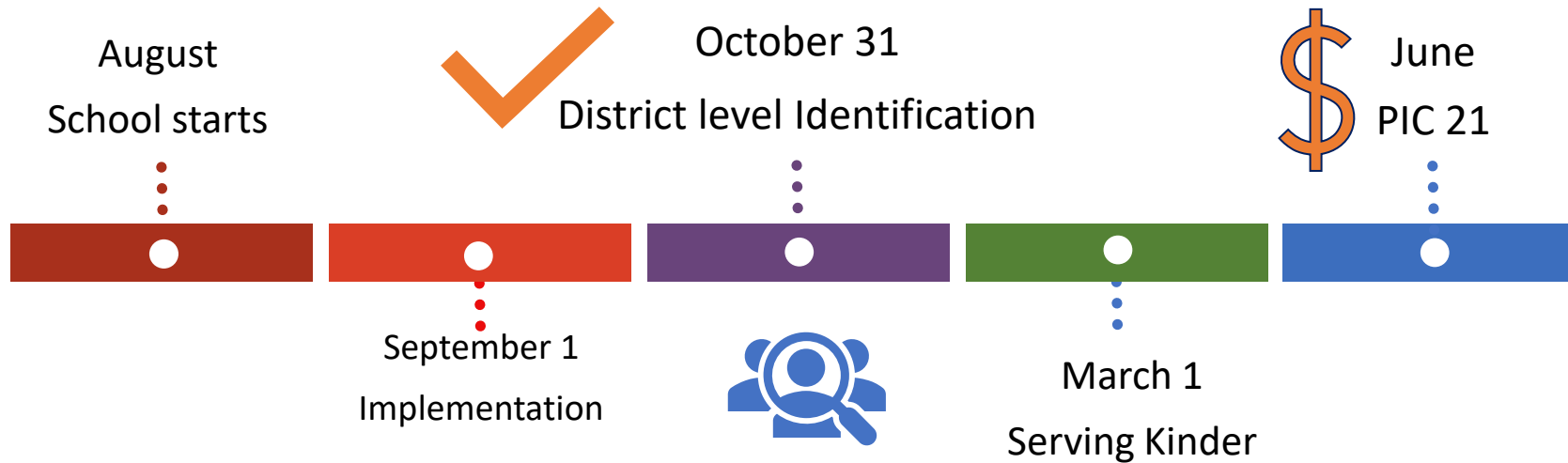
Adopt a local a policy regarding  
the use of funds to support the  
district's program, for gifted and  
talented students

# House Bill 3 – School Finance & G/T

- Adds Texas Education Code 29.124:
- Each school district shall:
  - a) Annually certify to the commissioner that the district has established a program for G/T students
    - If the district has failed to comply, the commissioner may reduce the total amount of funding to which the district is entitled (G/T allotment)
    - Commissioner may restore all or partial funding withheld if the district complies
  - b) Report to the commissioner regarding the use of funds on the district's program for G/T as provided by SBOE rule
  - c) No limit on the number of students a district may identify as G/T or serve under the district's program for G/T students



# G/T Certification Timeframe



Identify & Serve G/T students continuously

# 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.

# Certification Data Submission



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



# Gifted/Talented Education

District Level Coding

<https://tea.texas.gov/sites/default/files/GT%20District%20Level%20Coding%202019.pdf>

## 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.



Charter  
Schools

Same  
Options

Request  
funding  
amount

Follow  
the same  
guidelines

## *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**

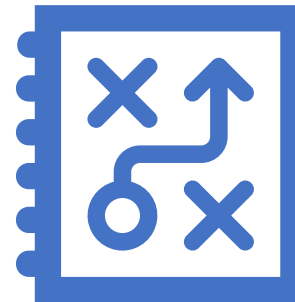
Texas Education Code 29.122



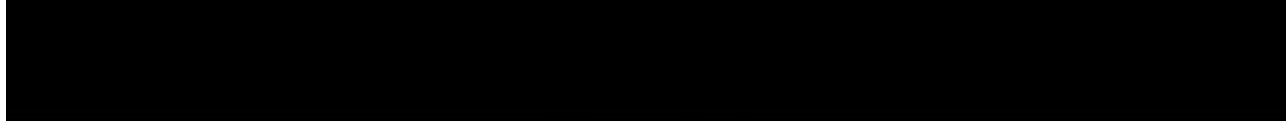
# To Restore Funding

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



# Visit HB 3 in 30

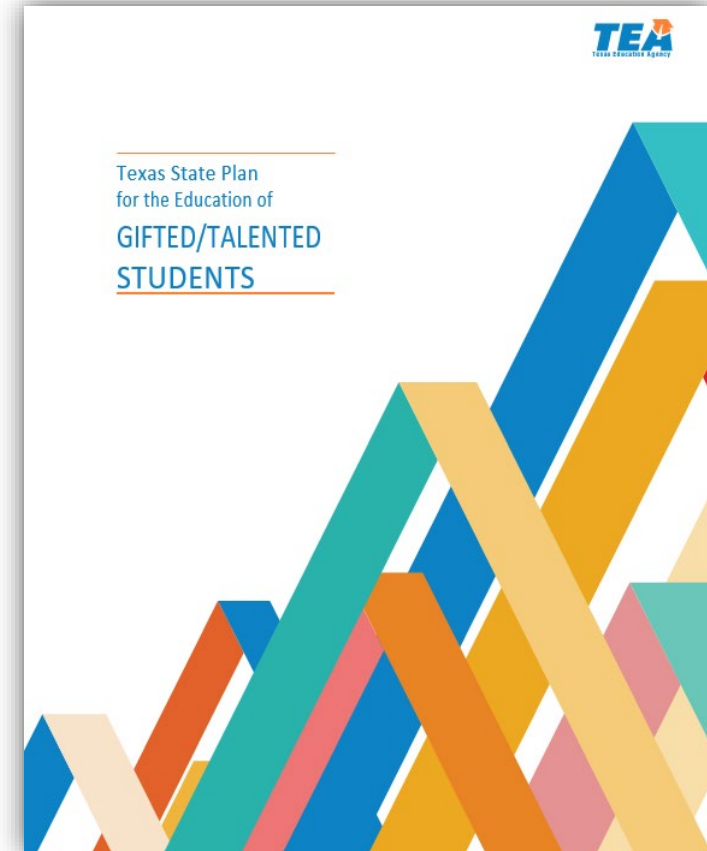


# The Texas State Plan for the Education of Gifted/Talented Students

[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)

# 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*



[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/)

# Fidelity of Services

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



# No Longer Applicable

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 as defined in the Financial Accounting and 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 students (19 TAC §105.11).

1.3

1.3.1

To the extent that state funding is provided for gifted/talented student education, additional funding from business partnerships, scholarships, parent group fundraisers, etc. is used to supplement the state and local funding.

# Best Use of Funds

**1.12 Funds used for programs and services must be determined effective and consistent with the standards set forth in this document.**

# Best Use of Funds



## Funding Amount

- Additional local funds
- Line Items in the Budget
- Ensuring Coding Correctly



## Expenditures

- Locally Acceptable
- Parameters on Spending
- Documentation



How is the district using funds for G/T services?



# Questioning The Expenditures

- ✓ Were the funds used for G/T students?
- ✓ How does the expenditure align with G/T services?
- ✓ Can the expenditure be linked to a standard in the State Plan?



Textbooks and other instructional materials (which are guided by the State Plan for Education of Gifted and Talented students) beyond the basic educational program that are designed to meet the needs of students in the gifted and talented programs.

Salaries for GT administrators that are 100% dedicated to administering and development of the GT program and services.

Stipends for teachers providing GT services serving only GT students in the GT program outside of their regular duties.

Salaries for “GT Specialist” that serve only GT students in the GT Program.

Teachers may be split funded and paid salaries from the GT supplemental state allotment program for time the teacher serves only GT students in the GT program.

Teachers serving a mix of GT students and regular education students during a class period, as a part of their regular duties may only be paid salaries for time teaching Advanced Placement (AP) courses designated as part of the high school GT program.

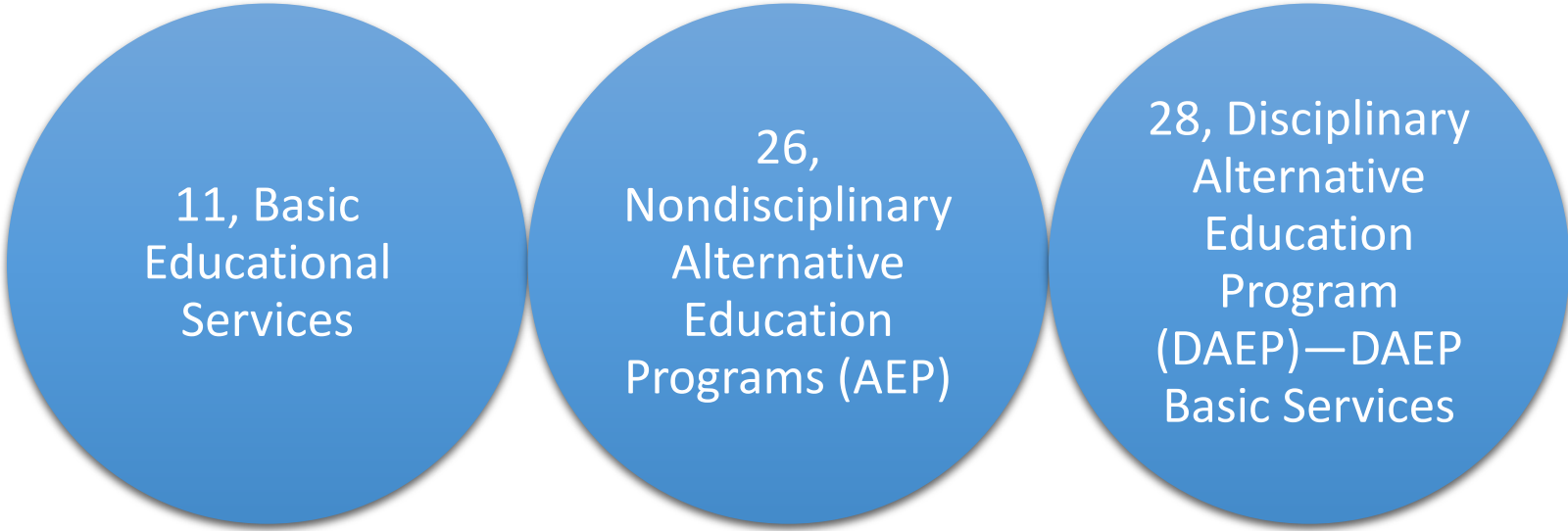
- Professional development costs for GT administrators and teachers (which are guided by the state plan).
- Advanced placement courses designated as part of the GT program.
- Gifted and Talented Services for students.
- Funds may be used for MATHCOUNTS, Future Problem Solving, Odyssey of the Mind, and Academic Decathlon, as long as these funds are used to train personnel and provide GT program services.

Teachers serving a mix of GT students and regular education students during a class period, as a part of their regular duties may not be paid salaries, unless it is for time teaching Advanced Placement (AP) courses designated as part of the high school GT program.

## Costs for Teacher Certifications

# Program Intent Codes Defined

The term basic services refer to services in which basic instruction (curriculum available to all students) is provided. These services use PICs such as the following:

Three blue circles are arranged horizontally in the center of the slide. Each circle contains text describing a specific program intent code (PIC).

11, Basic Educational Services

26, Nondisciplinary Alternative Education Programs (AEP)

28, Disciplinary Alternative Education Program (DAEP)—DAEP Basic Services

Enhanced services are services to students who receive more than basic services, such as special education, bilingual/ESL instruction, or gifted and talented education.

Enhanced Services 21 Gifted and Talented Costs to assess students and provide instruction

## 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.





# Program Intent Code 21

Instruction	
11	Instruction
	Curriculum Development & Staff
13	Development
	Total:
Instructional Support	
21	Instructional Leadership
23	School Leadership
31	Guidance & Counseling, Evaluation
32	Social Work Services
33	Health Services
36	Co-curricular/ Extra-curricular Activities
	Total

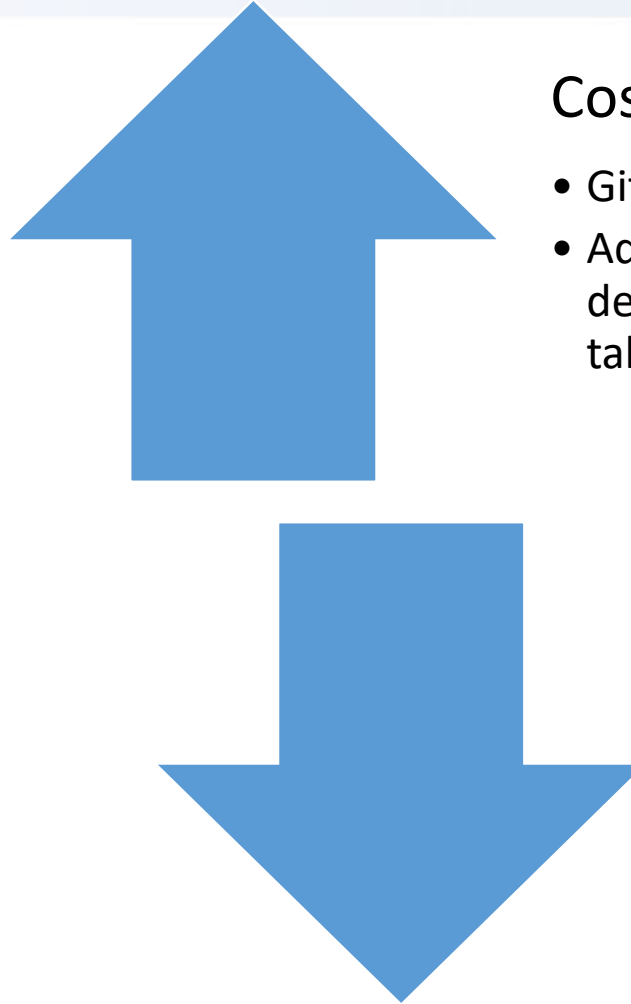
Central Administration	
41*	General Administration
	District Operations
	52 Security and Monitoring
	53 Data Processing
	34 Student Transportation
	Total:
Other	
	61 Community Service
	91 Contracted Instructional Services Between Public schools
	93 Payments to Fiscal Agents for Shared Service Arrangements
	99 Inter-government charges not Defined in Other codes
	Total:

\* Object Code: 6491 is calculated in function code 41. (This is for reference only)

Expenditures to publish all statutorily required public notices in the newspaper by the school district or their representatives.

# Program Intent Code 21

The costs incurred to assess students for program placement and provide instructional services that are beyond the basic educational program and that are designed to meet the needs of students in gifted and talented programs.



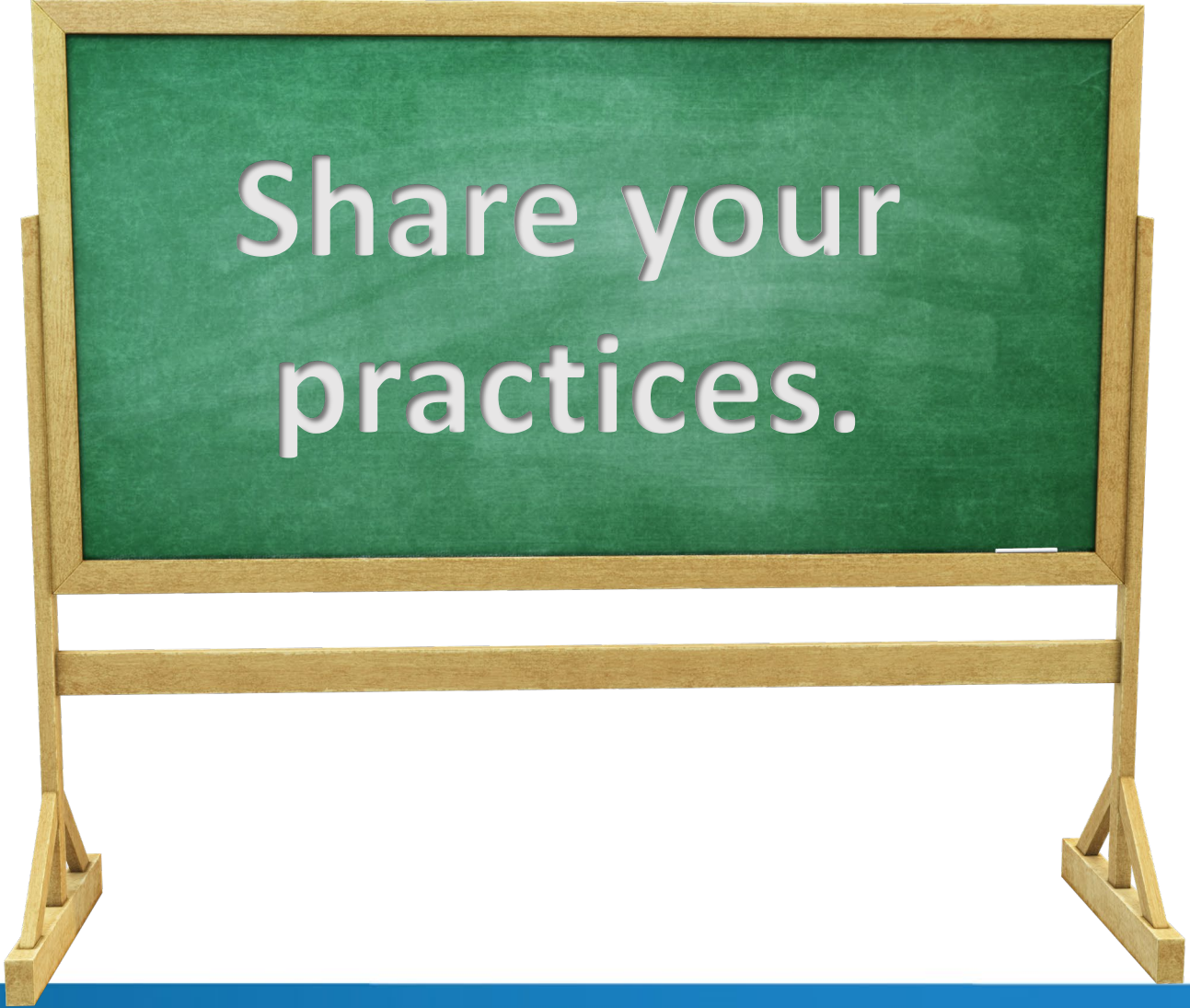
## Costs to Include:

- Gifted and talented programs
- Advanced placement courses designated as part of a gifted and talented program.

## Costs to Exclude:

- Honors, college preparatory courses – PIC 11
- Advanced placement courses not designed as part of a gifted/talented program – PIC 11
- Summer camps, summer schools, field trips, or other summer enrichment programs – PIC 11
- All DAEP – related activities - PIC 28 & 29

## Best Practices From the Field

A green chalkboard on a wooden stand with the text "Share your practices." written on it in white, bold, sans-serif font. The chalkboard is mounted on a light-colored wooden frame with a horizontal bar across the middle and two A-frame legs at the bottom.

Share your  
practices.

# Questions



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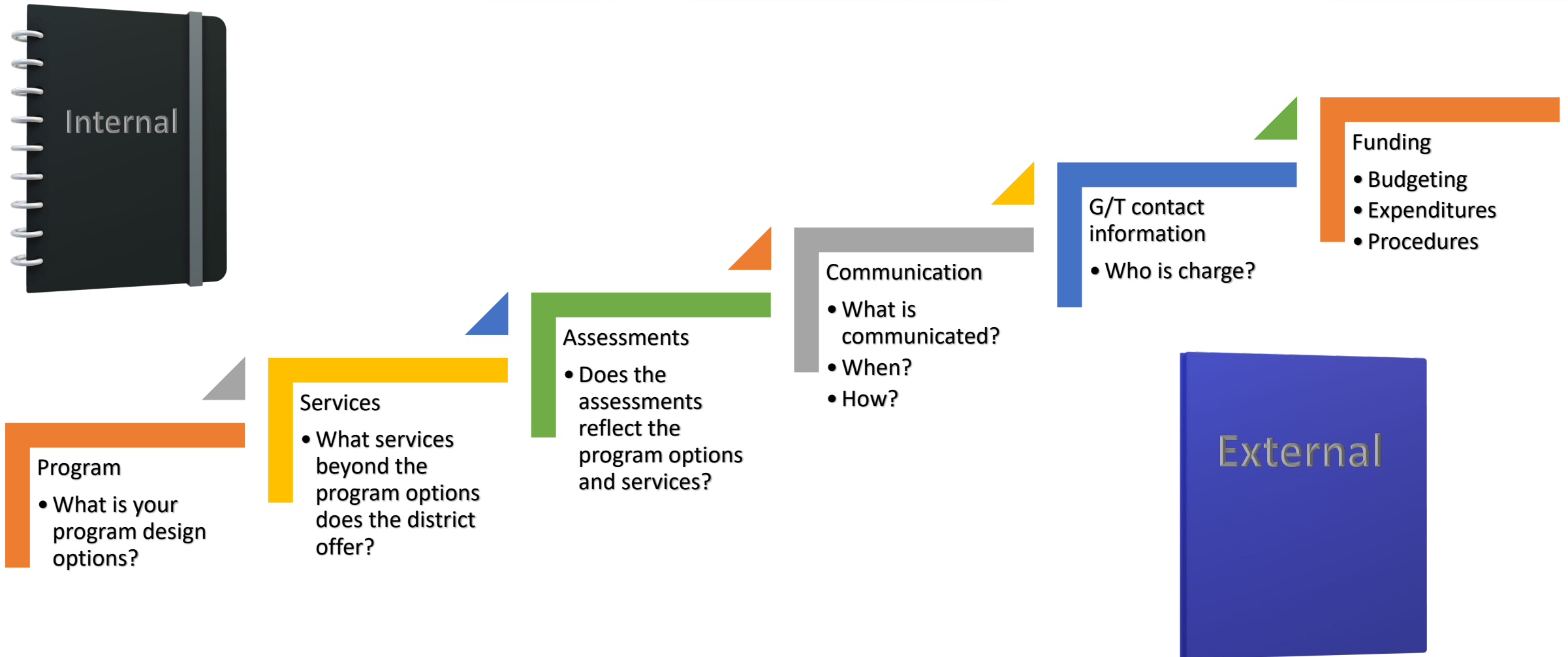
# Stabilizing Your Foundation

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

# Comprehensive Manual

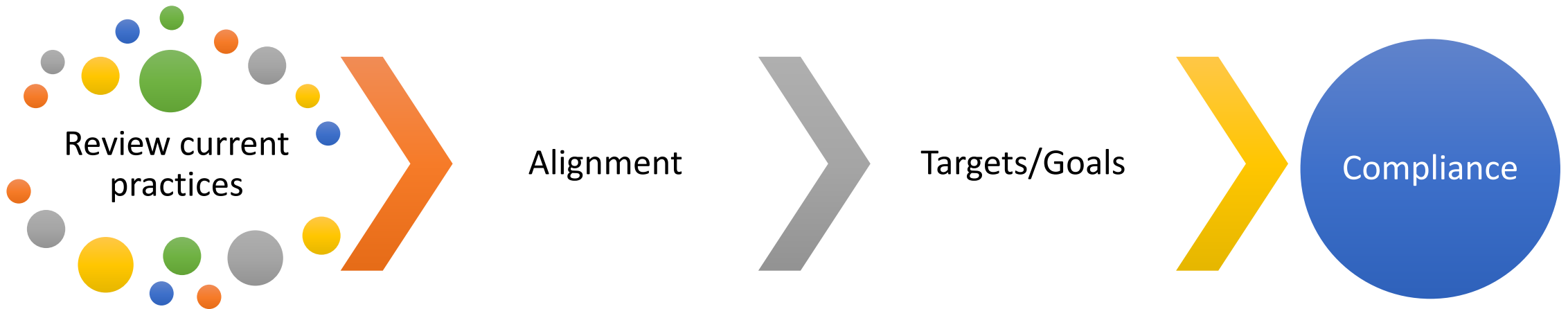
1.10 Develop a comprehensive manual or program guide describing all gifted/talented programs, services, assessments, and communication, which is accessible to parents, community and students and includes district G/T contact information.

# District Manual - Guidelines



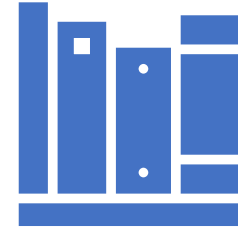
# Plan of Action & Compliance

*For any standard of service for which the district is out of compliance, develop a written plan specifying actions and timelines for achieving compliance. 1.11*



*Student assessment and services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5). 1.1*





Next meeting 10/15/2019 @ 1:00 pm

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