

# IMPLEMENTATION SERIES

Texas State Plan for the Gifted and Talented  
Education



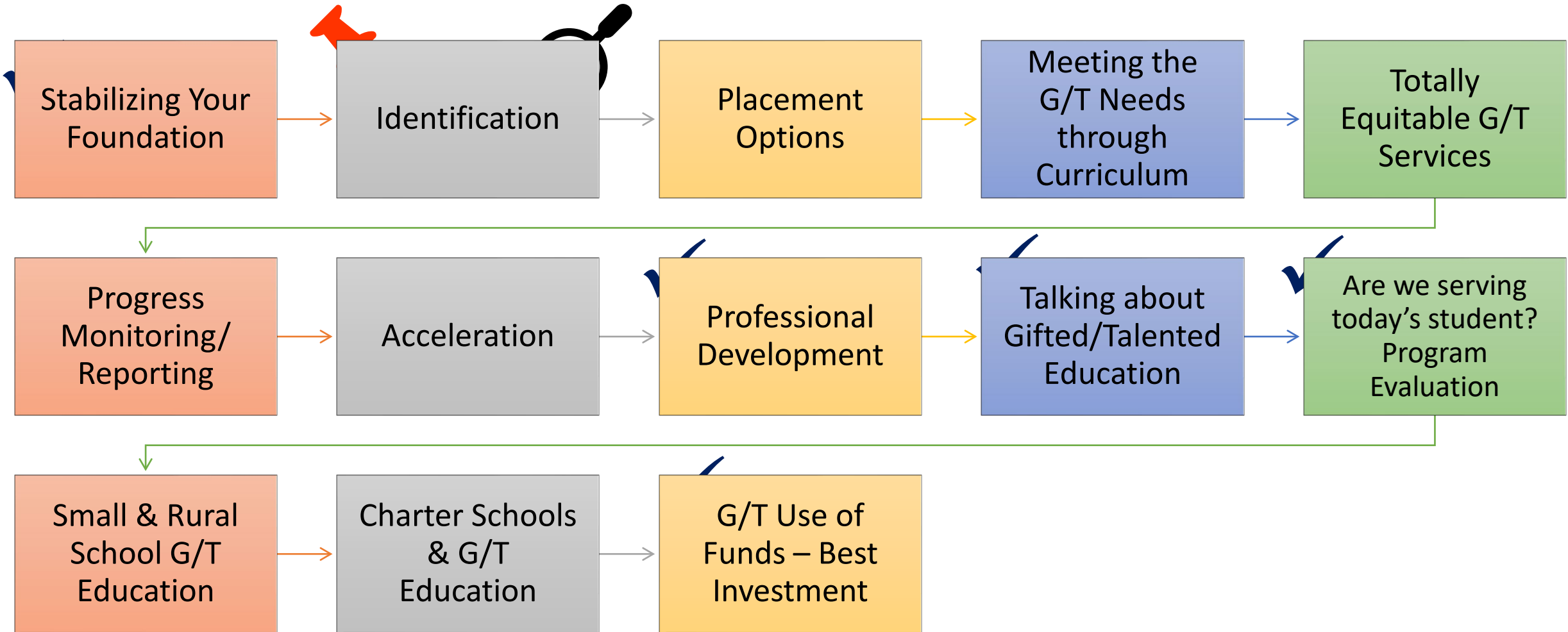
# Fidelity of Implementation

The State Plan Series

We will address the following:

- Initial Identification
- District Sharing Practices
- G/T Tuesday – Spring Edition
- Question & Answer

# TETN/ZOOM Meeting Topics



# Spring Dates



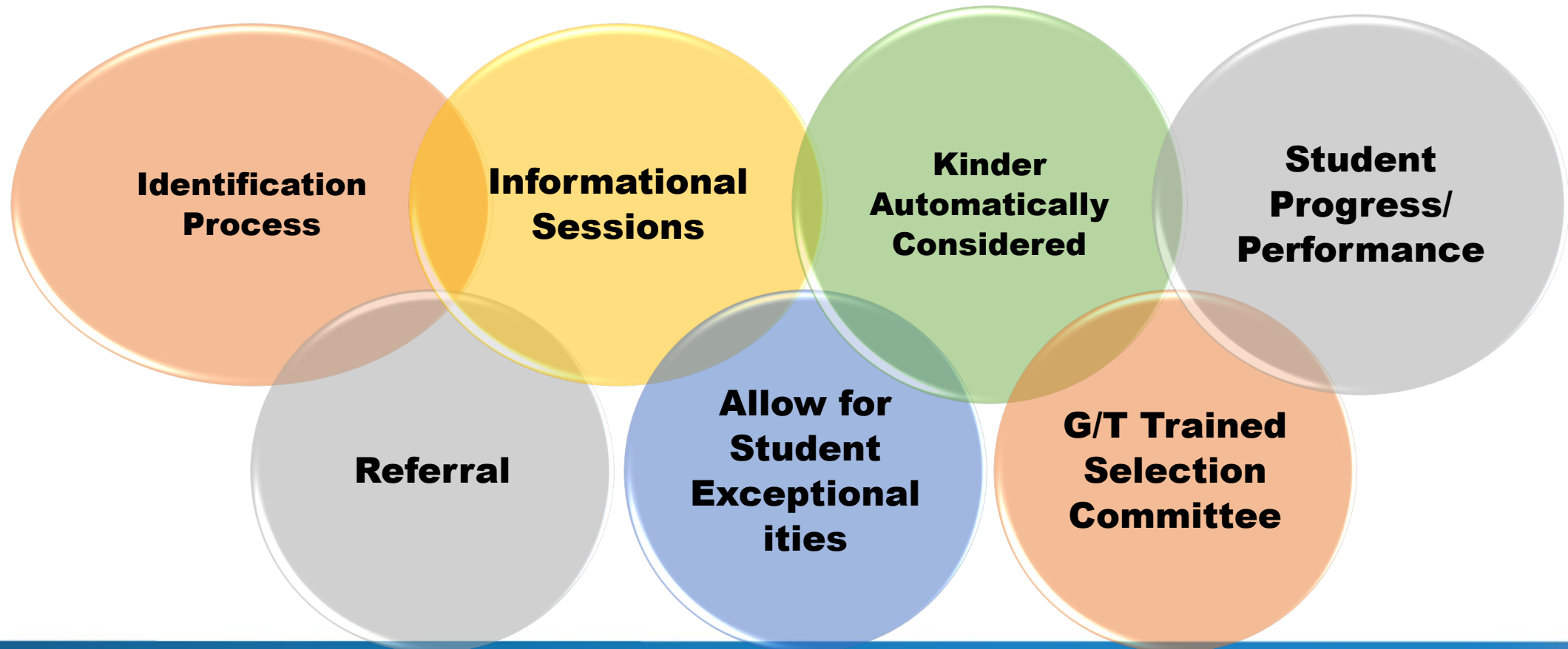
<https://tea.texas.gov/academics/special-student-populations/gifted-and-talented-education/gifted-talented-education-resources>



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

# Student Assessment

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



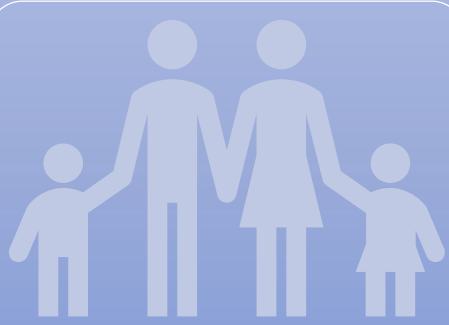
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# Communication



2.4 Families and staff are informed of individual 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 gifted/talented students is offered for families by the district and/or campus prior to the referral period.

## Communication with Families



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.

## On Going Identification

2.14 Provisions for on going identification of students who perform or show potential for performing at remarkably high levels of accomplishment in each area of giftedness served by the district are included in board-approved policy (19 TAC §89.1(1)).

2.14.1 The identification process for gifted/talented services is ongoing, and assessment of students occurs at any time the need arises.

# Assessment Opportunities

## 2.15

- Assessment opportunities for gifted/talented identification are made available to students at least once per school year.

## 2.15.1

- Assessment opportunities for gifted/talented identification are made available to students at least once a year at the elementary grades and once a semester at the secondary level.

## Access to Assessment

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)).

# Assess, Identify, and Serve

## 2.16

- Students in grades K–12 shall be assessed and, if identified, provided gifted/talented services (TEC §29.122 and 19 TAC §89.1(3)).

### 2.16.1

- Students in grades K–12 are assessed and, if identified, served in all areas of giftedness included in TEC §29.121.

## 2.23

- If services are available in leadership, artistic, and creativity areas, a minimum of three (3) criteria are used for assessment.

## Ponderance of the Data

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.

2.18 Based on a review of information gathered during the assessment process, students whose data reflect that gifted/talented services will be the most effective way to meet their identified educational needs are recommended by the selection committee for gifted/talented services.

2.22 In grades 1–12, qualitative and quantitative data are collected through three (3) or more measures and used to determine whether a student needs gifted/talented services.

## Placement Decision



2.18 Based on a review of information gathered during the assessment process, students whose data reflect that gifted/talented services will be the most effective way to meet their identified educational needs are recommended by the selection committee for gifted/talented services.

2.26 Final determination of students' need for gifted/talented services is made by a committee of at least three (3) local district or campus educators who have received training in the nature and needs of gifted/talented students and who have met and reviewed the individual student data (19 TAC §89.1(4)).



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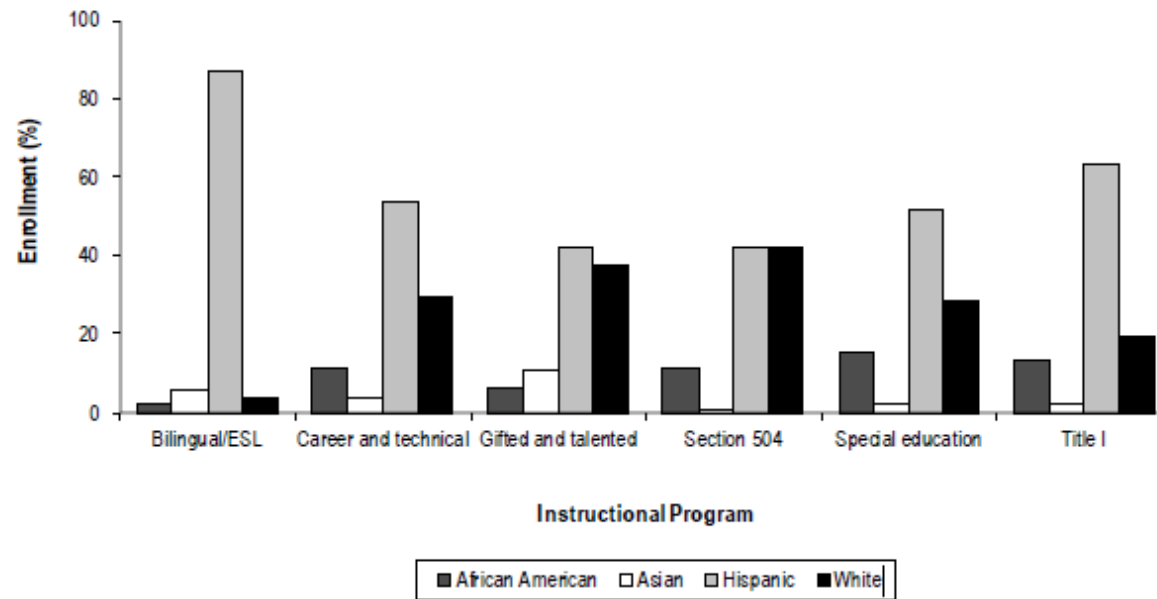
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## District G/T Demographics

2.25 The population of the gifted/talented services program is closely reflective of the population of the total district and/or campus.

**Figure 9**  
Enrollment for Instructional Programs by Race/Ethnicity, Texas Public Schools, 2018-19



Note. Students may be counted in more than one category. Career and technical data reflect the percentages of students in Grades 9-12 only who are participating in career and technical education programs. Students taking career and technical education courses in Grades 6-8 or as electives are excluded. ESL=English as a second language.

[https://tea.texas.gov/sites/default/files/enroll\\_2018-19.pdf](https://tea.texas.gov/sites/default/files/enroll_2018-19.pdf)

# Ethnicity Totals and Gifted/Talented

Ethnicity	State	State %	G/T	G/T to State %	20% Equity Formula	G/T %
American Indian or Alaska Native	20,414	0.4%	1,244	6%	0.3%	0.3%
Asian	242,657	4.5%	47,278	19%	3.6%	11%
Black or African American	685,775	12.6%	28,040	4%	10.1%	6%
Hispanic/Latino	2,854,590	52.6%	183,554	6%	42.0%	42%
Native Hawaiian/Other Pacific	8,271	0.2%	474	6%	0.1%	0.1%
Two or more races	129,904	2.4%	12,755	10%	1.9%	3%
White	1,490,299	27.4%	163,097	11%	21.9%	37%
Total Enrollment	5,431,910		436,442	8%		



2018-2019 Student Enrollment

# Best Practices From the Field



# Questions



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Next meeting 2/4/2020 @ 9:00 am