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

- Stabilizing Your Foundation
- Identification
- Placement Options
- Meeting the G/T Needs through Curriculum
- Totally Equitable G/T Services

- Progress Monitoring/Reporting
- Acceleration
- Professional Development
- Talking about Gifted/Talented Education
- Are we serving today’s student? Program Evaluation

- Small & Rural School G/T Education
- Charter Schools & G/T Education
- G/T Use of Funds – Best Investment
Spring Dates


5/19/2020

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.
Gifted/talented identification procedures and progress monitoring allow students to demonstrate and develop their diverse talents and abilities.
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.
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.
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.
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.
• Students are assessed in languages they understand or with nonverbal assessments.

• Access to assessment and, if needed, gifted/talented services is available to all populations of the district (19 TAC §89.1(3)).
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.
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.
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)).
2.25 The population of the gifted/talented services program is closely reflective of the population of the total district and/or campus.
<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>State</th>
<th>State %</th>
<th>G/T</th>
<th>G/T to State %</th>
<th>20% Equity Formula</th>
<th>G/T %</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>20,414</td>
<td>0.4%</td>
<td>1,244</td>
<td>6%</td>
<td>0.3%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>242,657</td>
<td>4.5%</td>
<td>47,278</td>
<td>19%</td>
<td>3.6%</td>
<td>11%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>685,775</td>
<td>12.6%</td>
<td>28,040</td>
<td>4%</td>
<td>10.1%</td>
<td>6%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>2,854,590</td>
<td>52.6%</td>
<td>183,554</td>
<td>6%</td>
<td>42.0%</td>
<td>42%</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific</td>
<td>8,271</td>
<td>0.2%</td>
<td>474</td>
<td>6%</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>129,904</td>
<td>2.4%</td>
<td>12,755</td>
<td>10%</td>
<td>1.9%</td>
<td>3%</td>
</tr>
<tr>
<td>White</td>
<td>1,490,299</td>
<td>27.4%</td>
<td>163,097</td>
<td>11%</td>
<td>21.9%</td>
<td>37%</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>5,431,910</td>
<td></td>
<td>436,442</td>
<td>8%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2018-2019 Student Enrollment

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Best Practices From the Field

Share your practices.
Questions

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

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