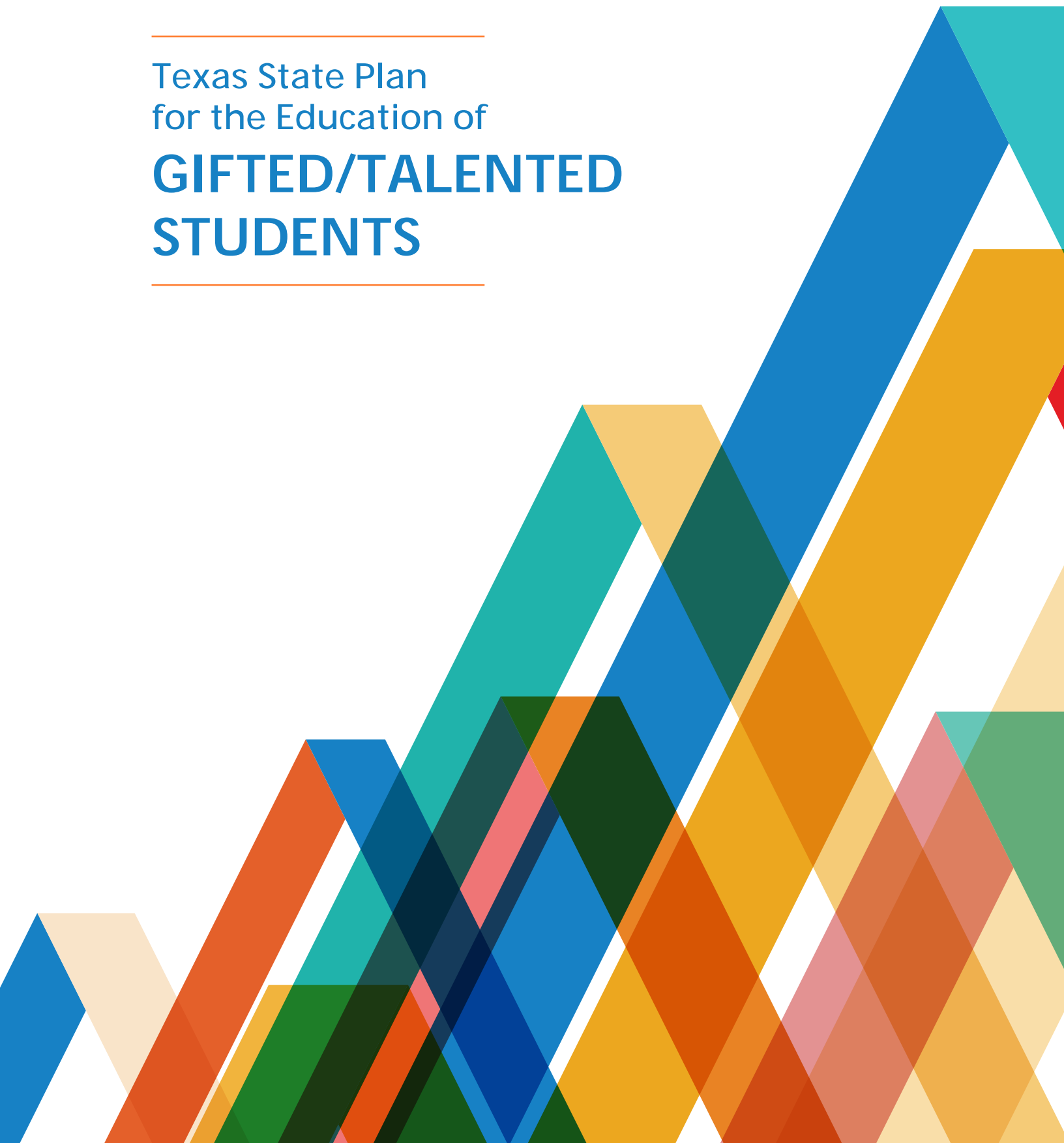


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Texas State Plan  
for the Education of  
**GIFTED/TALENTED  
STUDENTS**

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# **TEXAS STATE PLAN FOR THE EDUCATION OF GIFTED/TALENTED STUDENTS**

**Revised April 2019**

**Texas Education Agency  
1701 North Congress Avenue  
Austin, Texas 78701**





July 2019

I am pleased to support the State Board of Education's (SBOE's) recent approval of a revised Texas State Plan for the Education of Gifted/Talented Students (State Plan). The 2019 version of this document provides accountability standards and guidance to districts as they meet the unique needs of an important special population in Texas.

The Texas Education Code (TEC) requires that the SBOE periodically update a state plan for the education of gifted/talented (G/T) students to guide school districts in establishing and improving services for

# TEXAS STATE BOARD OF EDUCATION

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D5A `@HH@9žJ 79'7<5 F

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@5K F9B 79'5"5@9BžF`žJ 79'7<5 F

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8CBB5'65<CF 7<

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# ACKNOWLEDGMENTS

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HC88 ?9HH@9Fž7<5 F  
8 @5B5 65F65M  
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9: : 85J @5  
? A 69F@M? B8F98  
6F9B85'A 57 5G  
FC@5B8C'FI J5@7565  
A H7<'A CF?9B  
D5I @B5'J5B '9989B '< @@  
9A @MJ @5A 5F!FC66 BG  
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## TEXAS EDUCATION AGENCY

MONICA BREWER

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# FOREWORD

b % ++žh\Y\HYI Ug'@Y[ ]g'Uhi fY'dUggYX`]hg' fgh`Y[ ]g'Uh]cb`VčbWfb]b[ 'h\Y`YXi`WUh]cb`cZ[ ]ZHYX#U`YbhYX`fj`#L`gri`XYbhg`"  
In 1979, state funds for providing services to G/T children were made available, but providing such services was  
cdh]cbU`Zcf`gW`cc`X]gh]Mtg`" b % , +žh\Y\HYI Ug'@Y[ ]g'Uhi fY`a`UbXUH`X`h`UhU`gW`cc`X]gh]Mtg` a`i`gh]XYbh]ZmiUbX`gYfj`Y`  
G/T students at all grade levels. In 1990, the (State Plan)  
was adopted by the Texas State Board of Education (SBOE) that included a commitment to high-level learning op-  
portunities for G/T learners expressed in the following goal:

## STATE GOAL FOR SERVICES FOR GIFTED/TALENTED STUDENTS

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  
cZ]bbcj`Uh]j`Y`dfcXi`Wg`UbX`dYfZcfa`UbW`g`h`Uh`fY`Y`Vh]bX]j`]Xi`U`]miUbX`WYUHj`]miUbX`UFY`UXj`UbWX`



Accountability	Exemplary
<p>1.10 8Yj Y`cd`U`Wta dfY\Ybgjj Y`a Ubi U`cf` 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.</p>	<p>%%\$"%8Yj Y`cd`U`Wta dfY\Ybgjj Y`a Ubi U` or program guide describing all gifted/ talented programs, services, assessments, and communication which is accessible to parents, community and students including district G/T contact information that is reported to the state.</p>
<p>1.11 For any standard of service for which the district is out of compliance, develop a written plan specifying actions and timelines for achieving compliance.</p>	
<p>1.12 Funds used for programs and services must VY`XYH`fa ]bYX`Y` YW]j Y`UbX`Vtbg]gh`bhk ]h` the standards set forth in this document.</p>	
	<p>1.13.1 Release time and/or extended contracts are provided to enable teachers at all levels to form horizontal and vertical teams that coordinate gifted/ talented services in the district.</p>

## STUDENT ASSESSMENT

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

Accountability	Exemplary
2.1 Gifted/talented services are approved by the district board of trustees and disseminated to all families.	2.1.1 Board-approved policies are reviewed at least once every three years and a copy is provided to all 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.
2.4 All 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 all families by the district and/or campus prior to the referral period.	
2.6 All families can understand or a translator or interpreter is provided to the extent possible.	
2.7 Provisions regarding transfer students, furloughs, reassessment, exiting of students from program services, and appeals of district decisions regarding program placement are included in board-approved policy (19 TAC § 89.101).	
2.8 Policy ensuring that transfer students are properly assessed and appropriately placed within the district is included in board-approved policy. Transfers from campus to campus within the district are also addressed in board-approved policy.	2.8.1 Equitable access to gifted/talented services for transfer students is provided through board-approved policy that is developed in consideration of current best-practice recommendations.
2.9 When a gifted/talented student transfers to another district either in or out of Texas, that district is provided with the student's assessment data by the sending district.	
2.10 Policy is adopted allowing student furlough (the opportunity for students to have a leave of absence from gifted/talented program for a certain period of time without being exited).	






Accountability	Exemplary
<p>3.10 A person who has thirty (30) hours of professional learning in gifted/talented education and annual six (6) hour professional learning updates as required</p>	<p>3.10.1. A person or persons with a gifted/talented endorsement, supplementary</p>
<p>the social and emotional needs of gifted/talented students and their impact on student learning.</p>	
	<p>3.12.1 Gifted/Talented Education Plans individual gifted/talented needs and services.</p>





## **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.

Accountability	Exemplary
<p>5.6 Teachers who provide instruction and services to gifted/talented students receive a minimum of six (6) hours annually of professional development in gifted/talented education that is related to state teacher gifted/talented education standards.</p>	<p>5.6.1 Teachers who provide instruction and services that are a part of the gifted/talented services receive a minimum of six (6) hours annually of professional development in gifted/talented education based on evaluation of G/T services.</p> <p>5.6.1.1 Gifted/talented services processes and gifted/talented services provided by the district or campus, along with training on the nature and needs of the gifted/talented.</p>
<p>5.7 Annually, each teacher new to the district receives an orientation to the district's gifted/talented services for gifted/talented students.</p>	
<p>5.8 Teachers as well as administrators who have supervisory duties for service decisions are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students and service options for gifted/talented students.</p>	<p>5.8.1 Administrators who have authority for gifted/talented service decisions receive a minimum of six (6) hours annually of professional development in gifted/talented education.</p>
<p>5.9 Counselors who work with gifted/talented students are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students, service options for gifted/talented students, and social emotional learning.</p>	<p>5.9.1 Counselors who work with gifted/talented students receive a minimum of six (6) hours annually of professional development in gifted/talented education.</p>
<p>5.10 The district ensures program accountability based on the Texas State Plan for the Education of Gifted/Talented Students.</p>	<p>5.10.1 The district encourages to pursue professional development on the Texas State Plan for the Education of Gifted/Talented Students.</p>
<p>5.11 Evaluation of professional learning activities for gifted/talented education is ongoing and related to state teacher gifted/talented education standards, and the results of the evaluation are used in making decisions about the program.</p>	<p>5.11.1 A long-range plan for professional development that culminates in graduate studies in gifted/talented education, supplemental gifted/talented degrees in gifted/talented education, and/or their teaching discipline is pursued by a majority of the teachers who provide advanced-level and/or gifted/talented services.</p>
<p>5.12 The district plans, reviews, and/or conducts the gifted/talented professional learning.</p>	



<b>Accountability</b>	<b>Exemplary</b>
	6.12.1 Presentations are given to community groups and organizations to solicit their involvement in services for gifted/talented students.
	6.13.1 A data bank of resources is compiled for use by gifted/talented students, their teachers, and their parents.
	6.14.1 Support for mentorship and independent study programs in the district is solicited by the parent/community advisory committee.

# TEXAS EDUCATION CODE

## CHAPTER 29. EDUCATIONAL PROGRAMS

### Subchapter D. Educational Programs for Gifted and Talented Students

#### §29.121. Definition.

b`h`g`g` VVUdhYfz` [ ]hYX`UbX`hU`YbhYX`gri XYbhg`a`YUbg`U`W`]X`cf`nci`h`k`l`c`dYfZcfa`g`Uh`cf`g`l`ck`g`h`Y` potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

(1) exhibits high performance capability in an intellectual, creative, or artistic area;

(2) possesses an unusual capacity for leadership; or

fI`E`YI`W`g`]b`U`gdYVW`WUWXYa`]W`Y`X`"

#### §29.122. Establishment.

(a) Using criteria established by the State Board of Education, each school district shall adopt a process for identifying and serving gifted and talented students in the district and shall establish a program for those students in each grade level. A district may establish a shared services arrangement program with one or more other districts.

(b)

witfT000e, og Studentsea./Actual10 90BBD BT0 0 040/GS0 gs/TT0 1 Tf12 0 0 120 36 647.0078 Tm00690375.21 Est

# TEXAS EDUCATION CODE

## CHAPTER 42. FOUNDATION SCHOOL PROGRAM





#### §89.4 Fiscal Responsibility.

FYdYU'YX"D`YUgY`gYY`z%\$) "%%VY`ck "

Source: The provisions of this §89.4 repealed to be effective May 23, 2011, 36 TexReg 3187.

#### §89.5 Program Accountability.

School districts shall ensure that student assessment and services for gifted/talented students comply with UWCi bHUV]`]mghUbbXUFXg`XY bYX`]b`h`Y`

Source: The provisions of this §89.5 adopted to be effective September 1, 1996, 21 TexReg 5690.

#### §105.11. Maximum Allowable Indirect Cost.

No more than 48% of each school district's Foundation School Program (FSP) special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to the following programs: compensatory education, bilingual education and special language programs, and special education. No more than 45% of each school district's FSP special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to gifted and talented education programs. No more than 42% of each school district's FSP special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to career and technical education programs. Indirect costs may be attributed to the following expenditure function codes: 34—Student Transportation; 41—General Administration; 81—Facilities Acquisition and Construction; and h`Y` : i bVW]cb` - \$`gYf]Yg`cZ`h`Y` [ YbYfU`Z` bXzUg`XY bYX`]b`h`Y`HYI Ug`9Xi W]h]cb`5[ YbVWidi V`]W]h]cbz: ]bUbVWU` Accountability System Resource Guide.

(b) For the 2012–2013 school year and each year thereafter, a school district may choose to use a greater ]bX]fYVW]ghU`cha Ybhi bXYf`h`Y`HYI Ug`9Xi W]h]cb`7cXYz`z`z` ( &`%` )%z( &`%` ) `z( &`%` ) ( z`UbX` ( &`%` ) \* z`hc` h`Y`YI h`Y`bh` the school district receives less funding per weighted student in state and local maintenance and operations revenue than in the 2011–2012 school year. The commissioner of education shall develop a methodology for a school district to make a determination under this section and may require any information necessary to implement this subsection. The commissioner's methodology must limit the percentage increase in allowable indirect cost to no more than the percentage decrease in state and local maintenance and operations revenue from the 2011–2012 school year.

Source: The provisions of this §105.11 adopted to be effective September 1, 1996, 21 TexReg 5710; amended to be effective December 5, 2004, 29 TexReg 11347; amended to be effective December 31, 2009, 34 TexReg 9439; amended to be effective December 26, 2011, 36 TexReg 8825.

## Glossary

Term	Def nition
<b>Acceleration</b>	<p>Acceleration is an academic intervention that matches the level, complexity, and pace of the curriculum with the readiness and motivation of the student. It involves mastering knowledge and skills at a rate faster or at an age earlier than the norm.</p> <p><i>back America's brightest students</i> of Iowa, Connie Belin &amp; Jacqueline N. Blank International</p>
<b>Area of Giftedness</b>	shows potential to perform at a remarkably high level of accomplishment
<b>Array of Learning Experiences</b>	unique interests and abilities of advanced-level students
<b>Artistically Gifted</b>	possessing outstanding ability in the visual and/or performing arts
<b>Complexity</b>	extension of content in, between, and across disciplines through the study of themes, problems, and issues; seeing relationships between and among ideas in/within the topic, discipline, and disciplines; examining relationships in, between, and across disciplines over time and from multiple points of view
<b>Concurrent Enrollment</b>	the practice of enrolling in a college or university to earn college or university credit while in high school
<b>Continuum of Learning Experiences</b>	articulated intellectual, artistic, creative, and/or leadership activities and opportunities that build upon one another each year a student is in school
<b>Creatively Gifted</b>	possessing outstanding imagination, thinking ability, innovative or creative reasoning ability, ability in problem solving, and/or high attainment in original or creative thinking
<b>Credit by Exam (CBE)</b>	method in which a student may receive credit for a subject/course or accelerate through a grade by taking one or more exams
<b>Depth</b>	exploration of content within a discipline to include analyzing from the concrete to the abstract, the familiar to the unfamiliar, the known to the unknown; exploring the discipline by going beyond facts and concepts into generalizations, principles, theories, laws; investigating the layers of experience within a discipline through details, patterns, trends, unanswered questions, and/or ethical considerations
<b>Dif erentiation</b>	content, pacing, process, and/or product to meet unique student needs in the classroom
<b>Diversity</b>	groups including but not limited to age, socioeconomic, education, race and ethnicity, gender, sexual orientation, culture, and religious beliefs


# COMPLIANCE STATEMENT

## TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

FYj JYk g'cZ'cW' YXi WWhcb U[ YbVYgdYfHJ]b[ 'hc Vta d']UbW'k Jh h'Y H]hY'J '7j] ]'F][ \hg'5Vh'cZ%- \* ( 'UbX'k Jh 'gdYVW' W fYei JfYa YbHg'cZH\Y'A cX] YX'7ci fhCfXYfz'7j] ]'5Vh'cb Bc") & %z: YXYfU' '8]ghf]Vh'7ci fh'9UghYfb'8]ghf]Vh'cZH\I Ugz'HmYf' 8]j] ]g]cb 'UfY' VtbXi Vh'X'dYf]cX]W' mVmgHU 'fYdfYgYbHh]j Yg'cZH\Y'HYI Ug'9Xi WWhcb '5[ YbVh' H\YgY'fYj] JYk g'Vtj Yf'Uh least the following policies and practices:

- (1) acceptance policies on student transfers from other school districts;
- (2) operation of school bus routes or runs on a nonsegregated basis;
- (3) nondiscrimination in extracurricular activities and the use of school facilities;
- (4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of ZUW' hmiUbX'gHU 'a Ya VYfgk \c'k cf\_k ]h' Vh' ]XfYb/
- (5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin; ff'EbcbX]gW]a ]bUhc'fmdfUW]Vg'fY'UH]b[ 'hc h'Y'i gY'cZU'gh' XYbhg' fgh'Ub[ i U[ Y/UbX'
- (7) evidence of published procedures for hearing complaints and grievances.

b UXX]h'cb hc VtbXi Vh'b[ fYj] JYk gzh'Y'HYI Ug'9Xi WWhcb '5[ YbVh'gHU 'fYdfYgYbHh]j YgVW'YW' Vta d'U]bhg'cZ]gW]a ]bU]cb' made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

K \YfY'Uj ]c'UH]cb'cZH]hY'J 'cZH\Y'7j] ]'F][ \hg'5Vh']g'Zci bXzh'Y' bX]b[ g'UfY'fYdcfh'YX'hc'h'Y'c' W'Zcf'7j] ]'F][ \hg'zI "G" 8YdUf'ha Ybh'cZ'9Xi WWhcb"

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

## TITLE VII, CIVIL RIGHTS ACT OF 1964 AS AMENDED BY THE EQUAL EMPLOYMENT OPPORTUNITY ACT OF 1972; EXECUTIVE ORDERS 11246 AND 11375; EQUAL PAY ACT OF 1964; TITLE IX, EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED; IMMIGRATION REFORM AND CONTROL ACT OF 1986; AMERICANS WITH DISABILITIES ACT OF 1990; AND THE CIVIL RIGHTS ACT OF 1991.

The Texas Education Agency shall comply fully with the nondiscrimination provisions of all federal and state laws, rules, and regulations by assuring