



TEXAS
STATE PLAN
FOR THE
EDUCATION OF
GIFTED/TALENTED
STUDENTS

Texas Education Agency
Division of Advanced
Academic Services

TEXAS STATE PLAN FOR THE EDUCATION OF GIFTED/TALENTED STUDENTS

Revised May 2000

After the original free distribution to authorized institutions, additional copies may be purchased from the Publications Distribution Office, Texas Education Agency, P.O. Box 13817, Austin, Texas 78711-3817. **To purchase additional copies please use the order form found in the back of this publication.** Please remit \$2.00 each if you are a nonprofit institution and \$2.50 for all others. **Purchase Orders are acceptable only from Texas educational institutions and government agencies.** With the increasing demand for educational material, however, the supply may be exhausted at times. This document may be accessed on the internet at <http://www.tea.state.tx.us/gted>.

TEXAS EDUCATION AGENCY
1701 NORTH CONGRESS AVENUE
AUSTIN, TEXAS 78701

Copyright Notice

Copyright © by the Texas Education Agency. The Materials are copyrighted © and trademarked ™ as the property of the Texas Education Agency and may not be produced without the express written permission of the Texas Education Agency, except under the following conditions:

- 1) Texas public school districts, charter schools, and Education Service Centers may reproduce and use copies of the Materials and Related Materials for the districts' and schools' educational use without obtaining permission from the Texas Education Agency;
- 2) Residents of the state of Texas may reproduce and use copies of the Materials and Related Materials for individual personal use only, without obtaining written permission from the Texas Education Agency;
- 3) Any portion reproduced must be reproduced in its entirety and remain unedited, unaltered, and unchanged in any way;
- 4) No monetary charge can be made for the reproduced materials or any document containing them; however, a reasonable charge to cover only the cost of reproduction and distribution may be charged.

Private entities or persons located in Texas that are not Texas public school districts or Texas charter schools or any entity, whether public or private, educational or non-educational, located outside the state of Texas MUST obtain written approval from the Texas Education Agency and will be required to enter into a license agreement that may involve the payment of a licensing fee or royalty. In order to contact TEA, email Dick Jarrell at rjarrell@tea.state.tx.us, or phone Dick Jarrell, Copyrights, Trademarks, License Agreements, and Royalties, TEA (512) 463-9270.

FOREWORD

In 1990, when the state plan for the education of gifted students was adopted by the Texas State Board of Education, the mandate to identify and serve these students was just beginning. That plan was designed to provide program guidance and to assure that all students had the opportunity to be fairly and accurately assessed for advanced level services. A new Texas state plan was adopted by the State Board of Education in November 1996, and built on the first effort, taking districts and campuses to the next level of program implementation: refining existing services and creating additional curricular options that lead to exceptionally high levels of student performance. The 1996 plan was designed to accomplish the two requirements that are included in Section 29.123 of the Texas Education Code. First, the acceptable column of each section of the plan is to be used as the basis of program accountability. The indicators in this column reflect those activities that are included in the District Effectiveness and Compliance (DEC) review process. The second requirement of the law is that the state plan serve as a guide for the improvement of program services. This task is accomplished through the second and third columns of each section, which indicate recognized and exemplary levels of commitment on the part of district and campus personnel. These activities, which are neither mandated nor proscribed, represent methods that educators and community members may decide to use to improve services for students. Updates of promising practices will continue to supplement these indicators so that districts and campuses have a comprehensive set of alternatives that can be implemented to improve student performance and meet the state goal that is a part of this plan. Districts that have successfully implemented the second and/or third columns of each section throughout the district, or in large districts through a vertical team of campuses K-12, now have the opportunity to be recognized for their excellence by applying for state recognition of their gifted program services as recognized or exemplary through a process called "DEC+".

Texas faces many formidable tasks as we enter the twenty-first century. Success in meeting those responsibilities can be achieved only if all Texas students are educated to their maximum capabilities. By focusing on the goal of this plan – that gifted students develop "innovative products and performances that are advanced in relation to students of similar age, experience, or environment" – we can assure that Texas meets the future with confidence that all its students have been challenged to work at the highest levels. It is hoped that this state plan will continue to assist districts in meeting their obligations to gifted students.

Section 29.123 of the Texas Education Code requires that the State Board of Education periodically update a state plan for the education of gifted and talented students to guide school districts in establishing and improving programs for identified students. This revised addition of the plan is being published to reflect changes passed by the State Board of Education in February 2000.

The development of this plan in 1990 and 1996 was a group effort with input coming from local district educators, regional service center personnel, and from the general public. This input continues to be very important and useful as we periodically revise the plan. The Texas State Plan for the Education of Gifted/Talented Students continues to be recognized throughout the nation as a model for designing quality program services that meet the needs of advanced and gifted learners. With your continued commitment and dedication, we will maintain quality program services in Texas and our plan will continue to serve as the archetype for others.



Jim Nelson
Commissioner of Education

STATE BOARD OF EDUCATION

(State Board for
Career and
Technology
Education)

CHASE UNTERMEYER

Chair
Houston
District 6

GERALDINE MILLER

Vice Chair
Dallas
District 12

ROSIE COLLINS SORRELLS, Ed.D.

Secretary
Dallas
District 13

ALMA A. ALLEN, Ed.D.
Houston
District 4

MARY HELEN
Corpus Christi
District 2

JOE J. BERNAL, Ph.D.
San Antonio
District 3

DAVID BRADLEY
Beaumont
District 7

WILL D. DAVIS
Austin
District 10

DON M^CLEROY
Bryan
District 9

RICHARD B. NEILL
Fort Worth
District 11

RENE NUÑEZ
El Paso
District 1

ROBERT H. OFFUTT
San Antonio
District 5

GRACE SHORE
Longview
District 8

JUDY STRICKLAND
Plainview
District 15

RICHARD WATSON
Gorman
District 14

JIM NELSON
Commissioner of Education
(Executive Officer of the
State Board of Education)

COMMITTEES OF THE STATE BOARD OF EDUCATION

INSTRUCTION

GERALDINE MILLER, Chair
ROSIE COLLINS SORRELLS, Ed.D., Vice
Chair
MARY HELEN BERLANGA
RICHARD B. NEILL
RICHARD WATSON

PLANNING

GRACE SHORE, Chair
ALMA A. ALLEN, Ed.D., Vice Chair
DON M^CLEROY
RENE NUÑEZ
JUDY STRICKLAND

SCHOOL FINANCE/PERMANENT SCHOOL FUND

ROBERT H. OFFUTT, Chair
DAVID BRADLEY, Vice Chair
JOE J. BERNAL, Ph.D.
WILL D. DAVIS
CHASE UNTERMEYER

ACKNOWLEDGMENTS

Executive Management

Jim Nelson

Commissioner of Education

Arturo Almendarez

Deputy Commissioner for Programs and Instruction

Ann Smisko

Assistant Commissioner for Curriculum, Assessment, and Technology

Project Staff

Evelyn Levsky Hiatt

Senior Director, Division of Advanced Academic Services

Linda Phemister

Ann Wink

Diana Foose

The Texas Education Agency expresses appreciation to the following individuals and the districts they represent for assistance in the development of the Texas State Plan for the Education of Gifted/Talented Students:

Donnell Bilsky

Texas Education Agency

Ann Brock

Burleson Independent School District

Donna J. Corley

Conroe Independent School District

Jeanette Covington

Texas Education Agency, Retired

Gwendolyn Fort

Round Rock Independent School District

Kathy C. Hargrove

Southern Methodist University

Joyce E. Miller

Texas A&M University-Commerce

Elizabeth Montes

El Paso Independent School District

Angie Ramos

Corpus Christi Independent School District

Mary L. Seay

San Angelo Independent School District

Michael W. Torres

Bishop Consolidated Independent School District

CONTENTS

OVERVIEW	1
TEXAS STATE PLAN FOR THE EDUCATION OF GIFTED/TALENTED STUDENTS	3
Section 1: Student Assessment	3
Section 2: Program Design	5
Section 3: Curriculum and Instruction	7
Section 4: Professional Development	8
Section 5: Family-Community Involvement	9
TEXAS EDUCATION CODE	11
Chapter 29. Educational Programs Subchapter D. Education Programs for Gifted and Talented Students	11
Chapter 42. Foundation School Program Subchapter C. Special Allotments	12
TEXAS ADMINISTRATIVE CODE (TAC)	13
Title 19, Part II Chapter 89. Adoptions for Special Populations Subchapter A. Gifted/Talented Education	
GLOSSARY	15
COMPLIANCE STATEMENT	17
PUBLICATION ORDER FORM	18

OVERVIEW

Throughout the United States, there has been a call for America's students to master more complex skills and to demonstrate understanding of more sophisticated content. In response, states throughout the country have increased their expectations for student performance. However, while basic competencies are being raised, often there is little done to enhance services for more advanced learners. ***National Excellence: A Case for Developing America's Talent***, published by the United States Department of Education in 1993, notes that, "Most American students are encouraged to finish high school and earn good grades. But students are not asked to work hard or master a body of challenging knowledge or skills. The message society often sends to students is to aim for academic **adequacy**, not academic **excellence** (p.1)."

To assure that this trend is reversed in Texas, the State Board of Education has adopted numerous incentives that encourage districts to support services that go beyond the minimum and that meet the needs of gifted learners. In order to express its commitment to high level learning opportunities for all students, the Texas State Board of Education adopts the following as its goal for services for gifted learners.

STATE GOAL FOR SERVICES FOR GIFTED STUDENTS

Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted students will have produced products and performances of professional quality as part of their program services.

According to Section 29.123 of the Texas Education Code, the ***Texas State Plan for the Education of Gifted/Talented Students*** forms the basis of program accountability for state mandated services for gifted/talented students. The plan, then, is developed to be compatible with the Texas accountability system. "Acceptable" performance measures are included for five areas of program performance. This level reflects those actions that are included in either state law or rule. However, some districts, in collaboration with the communities they serve, will provide more comprehensive services. To offer some guidance to those districts or campuses, examples of "recognized" and "exemplary" performance are included in the plan. While these actions are not mandated by the state, they provide viable targets that local district educators seeking excellence, both for their district and for their students, may strive to attain. In all cases, those activities in the "recognized" column include and build on those actions included in the "acceptable" column. In turn, "exemplary" actions build on those that merit a "recognized" designation.

Providing comprehensive services to advanced and gifted learners will be a challenge to districts. To assist them in their work, the Texas Education Agency will:

- ✓ implement and monitor any state and/or federal legislation designed to provide educational opportunities for gifted/talented students;
- ✓ refine and implement a system that provides recognition for districts and/or campuses that attain “recognized” and “exemplary” status as indicated in this plan;
- ✓ develop materials designed to assist districts in the development of model assessment procedures and program options;
- ✓ facilitate partnerships among parents, institutions of higher education, communities, and school districts to design comprehensive advanced-level services;
- ✓ sponsor demonstration projects and develop materials that support the implementation of Advanced Placement and International Baccalaureate programs in middle and high schools throughout Texas;
- ✓ collaborate with business and industry to provide additional opportunities for gifted students; and
- ✓ provide information on evaluation results, developments, and achievements in the field of gifted education to all interested parties.

Through the combined efforts of the Texas Education Agency, the regional education service centers, local district personnel, and the communities they serve, all children will have an education that provides challenging academic opportunities that enable them to reach their full potential.

TEXAS STATE PLAN FOR THE EDUCATION OF GIFTED/TALENTED STUDENTS

SECTION 1

STUDENT ASSESSMENT

Instruments and procedures used to assess students for program services measure diverse abilities and intelligences and provide students an opportunity to demonstrate their talents and strengths.

ACCEPTABLE	RECOGNIZED	EXEMPLARY
<p>1.1A Written policies on student identification for gifted/talented programs are approved by the district board of trustees and disseminated to all parents. (19 TAC §89.1)</p>	<p>1.1.1R Nomination procedures and forms 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.</p> <p>1.1.2R Families and staff are informed of student placement and given opportunities to schedule conferences to discuss assessment data.</p>	<p>1.1E The district and/or campus offers an awareness session prior to the nomination period for families to receive an overview of the assessment procedures and services for gifted/talented students.</p>
<p>1.2A Written policies include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement. (19 TAC§89.1(5))</p>	<p>1.2.1R Policy related to student furloughs allow for students to have a leave of absence from gifted/talented program services for specified reasons and for a certain period of time without being exited.</p> <p>1.2.2R Policy related to reassessment of gifted/talented students is based on performance in the program for gifted/talented students and if reassessment occurs at all, it is no more than once in elementary grades, once in middle school grades, and once in high school.</p> <p>1.2.3R Policy related to exiting of students from gifted/talented program services is based on multiple criteria including student performance in the program. Exiting of students is finalized by committee decision after consultation with parents and student regarding the most appropriate educational placement.</p> <p>1.2.4R Policy related to transfer students ensures that students are properly assessed and appropriately placed within six weeks of enrollment in the district. A policy is also included that addresses transfers from campus to campus within the district.</p> <p>1.2.5R When a gifted/talented student withdraws and transfers to another district, the sending district will include information on the student's assessment data.</p> <p>1.2.6R Policy related to appeals allows parents, students, and educators to appeal assessment decisions in a timely manner and to present new data, if appropriate.</p>	<p>1.2E Board policies on student assessment are reviewed at least once every three years and modified as needed.</p>

Services for gifted/talented students are assessed through the Texas Education Agency's District Effectiveness and Compliance system and do not affect a district's accountability ranking.

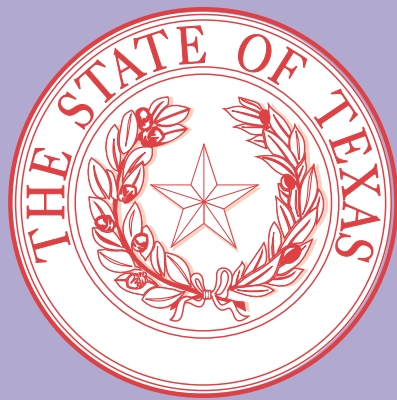
SECTION 5

FAMILY-COMMUNITY INVOLVEMENT

The district regularly encourages community and family participation in services designed for gifted/talented students.

ACCEPTABLE	RECOGNIZED	EXEMPLARY
<p>5.1A School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. (19 TAC §89.1)</p>	<p>5.1.1R Input from family and community representatives on the assessment procedures is invited prior to submission to the local board of trustees.</p> <p>5.1.2R The school district or campus holds annual meetings or provides information requesting parent and community nominations for program services.</p>	<p>5.1.1E The school district or campus annually provides information and holds meetings requesting parent and community nominations for program services.</p> <p>5.1.2E Parents have the opportunity to participate in a parent association for the gifted/talented.</p>
<p>5.2A School districts shall provide an array of learning opportunities for gifted/talented students in kindergarten through grade twelve and shall inform parents of the opportunities. (19 TAC §89.3)</p>	<p>5.2.1R The district or campus provides orientation and periodic updates for parents of students identified and served in options that are part of the gifted program.</p> <p>5.2.2R A parent/community advisory committee offers support and assistance to the district in program planning and improvement.</p> <p>5.2.3R Products and achievements of gifted students are shared with the community.</p> <p>5.2.4R Presentations are given to community groups and organizations to solicit their involvement in services for gifted students.</p> <p>5.2.5R A data bank of community resources is compiled for use by students, teachers, and parents.</p>	<p>5.2.1E Community volunteers are organized and given special orientation in working with gifted students.</p> <p>5.2.2E Liaisons with business and community organizations are established and the use of community resources (retired community, foundations, universities, etc.) is evident.</p> <p>5.2.3E The district coordinator collaborates with the parent advisory committee to offer professional development opportunities to staff, parents, and community members.</p> <p>5.2.4E The parent/community advisory group solicits support for mentorship and independent study programs in the district.</p>
<p>5.3A The district evaluates the effectiveness of the program annually and uses the data to modify and update district and campus improvement plans. Parents are included in the evaluation process. (TEC §11.251-11.253)</p>		

Services for gifted/talented students are assessed through the Texas Education Agency's District Effectiveness and Compliance system and do not affect a



Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701-1494

AD00 202 01
Spring 2000