



**NORTHWEST INDEPENDENT
SCHOOL DISTRICT
GIFTED AND TALENTED PROGRAM
REVIEW**

March 7, 2016

Acknowledgements:

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Gifted and Talented Education Program Evaluation:

Northwest Independent School District's Gifted and Talented program seeks to ensure proper identification of students who would benefit from Gifted and Talented services, and to provide curriculum and instruction that supports the students' intellectual and social-emotional needs. To meet this goal, each campus in the district offers services to students identified as gifted and talented. Most students receive instruction from certified Gifted and Talented educators.

The purpose of this review is to report the current state of the Gifted and Talented Program of the Northwest Independent School District. To accomplish this task, this review follows the same format and five sections of the Texas State Plan (Appendix B) for the education of Gifted/Talented students:

- **Student Assessment:** Assessment instruments and gifted/talented identification procedures provide students an opportunity to demonstrate their diverse talents and abilities.
- **Service Design:** A flexible system of viable service options provides a research-based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforce the strengths and interests of gifted/talented students.
- **Curriculum and Instruction:** Districts meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.
- **Professional Development:** All personnel involved in the planning, creation, and delivery of services to gifted/talented students possess the knowledge required to develop and provide appropriate options and differentiated curricula.
- **Family and Community Involvement:** The district involves family and community members in services designed for gifted/talented students throughout the school year.

Timeline and Resources Used:

The data gathered for the program review of the Gifted and Talented Program is based on the collection and analysis of the following sources:

- Focus Groups
 - Elementary GATES teachers 10.23.15
 - All teachers of Elementary GATES were invited. Focus group was scheduled during a regularly scheduled meeting.
 - Secondary GT English teachers 10.29.15
 - All teachers of grades 6-12 GT sections of ELA were invited. Focus group was scheduled during a regularly scheduled meeting.
 - 7th Grade focus groups Pike MS and Chisholm Trail MS 12.7.16
 - 7th graders were chosen to be part of the group based on having exposure to both Elementary and Secondary GT curriculum. Pike and Chisholm Trail were chosen to gain a perspective of a diverse community of GT students. Students were offered the option of not participating. Student identity will remain anonymous.
 - Parents of GT students 12.9.15
- 2013-14, 2014-15, 2015-16 student enrollment data
- Northwest ISD Local Board-Approved Policy (May include as an appendix)
- Northwest ISD Gifted and Talented webpage <http://www.nisdtx.org/Page/549>
- Individual campus Gifted and Talented webpages
- Northwest ISD Gifted and Talented Educational Services Procedures Manual, 2005 & 2011
- Northwest ISD GT identification profiles and procedures
- Northwest ISD STAAR results 2013-14, 2014-15 for GT identified students
- Northwest ISD AP participation rates 2012-13, 2013-14, 2014-15 for GT identified students
- Northwest ISD AP performance rates 2012-13, 2013-14, 2014-15 for GT identified students
- Forecast 5 Data on GT staffing and budgeting trends

Research Questions:

This evaluation is composed of data from the 2012-13, 2013-14, and 2014-15 school years, focus group feedback of teachers, students and parents, and legal and board documents related to providing gifted and talented services to identified students. The evaluation will attempt to answer the following questions:

- 1. How are students identified for Gifted and Talented Educational Services (GATES)?***
- 2. What services and learning opportunities are currently available to gifted and talented students in elementary, middle, and high school?***
- 3. How does the district ensure that appropriately challenging curricula is available in the four foundation areas for GT students in grades k-12?***
- 4. How does the district ensure that those impacting GT education have the state required training?***
- 5. How does the district support family & community involvement in gifted services?***

Background:

According the National Center for Education Statistics (2008), in 2006 approximately 6.7% of public school students in the United States were identified as gifted and talented. That same year, NCES reported that 8.0% of Texas public school students were identified as gifted and talented. As of the 2015-16 school year, 10.1% of students in Northwest Independent School District were identified as gifted and talented.

The majority of gifted and talented students are identified for services in elementary school and served through the *Gifted and Talented Education Services* (GATES) program. Elementary students are served through pull-out GATES classes. All NISD GATES teachers have taken the required thirty hours of coursework in Gifted and Talented Education by the Texas Education Agency. At the middle school level, students are provided services in GATES through the English Language Arts curriculum. In high school, students may take GT sections of AP Human Geography, AP World History, AP US History, PreAP English I & II, and AP English III.

In the 2015-16 school year, Northwest Independent School District is currently providing services to 2,126 students identified as gifted and talented. This represents 10.1% of the Northwest ISD's student population.

Figure 1: The number of elementary school students identified for gifted and talented services by school and grade.

	01	02	03	04	05	KG	Campus Total
Carl E Schluter	10	6	14	17	14		61
Clara Love	10	11	9	17	18		65
Haslet	8	6	11	21	20	4	70
J C Thompson	7	7	13	12	4		43
J Lyndal Hughes	6	3	13	11	9		42
Justin	7	9	7	8	13	2	46
Kay Granger	14	22	18	30	20	4	108
Lakeview	10	11	22	19	24	10	96
O A Peterson	5	8	14	18	22		67
Prairie View	3	2	11	4	11		31
Roanoke	11	12	11	13	16		63
Samuel Beck	7	24	26	24	34	7	122
Sendera Ranch	8	8	12	12	15		55
Seven Hills	4	4	13	8	6	2	37
Nance	5	9	2	15	19		50
Wayne A Cox	10	1	7	10	3		31
WR Hatfield	10	9	8	9	8	9	53

Figure 2: Number of middle school students identified for gifted and talented services by school and grade.

	06	07	08	Campus Total
Chisholm Trail	43	34	28	105
Gene Pike	21	24	22	67
John M Tidwell	51	43	32	126
Medlin	67	67	57	191
Truett Wilson	29	31	30	90

Figure 3: Number of high school students identified for gifted and talented services by school and grade.

	09	10	11	12	Campus Total
Byron Nelson High School	75	78	58	57	268
James M Steele Accelerated High School	10	2	3	4	19
Northwest High School	34	30	38	43	145
V. R. Eaton High School*	45	30			75

**Eaton High School only has 9th and 10th grade students for the 2015-16 school year.*

Legal Requirements:

TEXAS EDUCATION CODE CHAPTER 29. EDUCATIONAL PROGRAMS

Subchapter D. Education Programs for Gifted and Talented Students

§29.121. Definition.

In this subchapter, “gifted and talented students” means a child or youth who performs at or shows the 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
- (3) excels in a specific academic field.

§29.122. Establishment.

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.

§29.123. State Plan: Assistance.

The State Board of Education shall develop and 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. The regional education service centers may assist districts in implementing the state plan. In addition to obtaining assistance from a regional education service center, a district may obtain other assistance in implementing the plan. The plan shall be used for accountability purposes to measure the performance of districts in providing services to students identified as gifted and talented.

Texas Education Code as passed by the 74th Legislature of the State of Texas. Effective September 1, 1995.

TEXAS EDUCATION CODE CHAPTER 42. FOUNDATION SCHOOL PROGRAM Subchapter C. Special Allotments

§42.156. Gifted and Talented Student Allotment.

(a) For each identified student a school district serves in a program for gifted and talented students that the district certifies to the commissioner as complying with Subchapter D, Chapter 29, a district is entitled to an annual allotment equal to the district's adjusted basic allotment as determined under Section 42.102 or Section 42.103, as applicable, multiplied by .12 for each school year or a greater amount provided by appropriation.

(b) Funds allocated under this section, other than the amount that represents the program's share of general administrative costs, must be used in providing programs for gifted and talented students under Subchapter D, Chapter 29, including programs sanctioned by International Baccalaureate and Advanced Placement, or in developing programs for gifted and talented students. Each district must account for the expenditure of state funds as provided by rule of the State Board of Education. If by the end of the 12th month after receiving an allotment for developing a program a district has failed to implement a program, the district must refund the amount of the allotment to the agency within 30 days.

(c) Not more than five percent of a district's students in average daily attendance are eligible for funding under this section.

(d) If the amount of state funds for which school districts are eligible under this section exceeds the amount of state funds appropriated in any year for the programs, the commissioner shall reduce each district's tier one allotments in the same manner described for a reduction in allotments under Section 42.253.

(e) If the total amount of funds allotted under this section before a date set by rule of the State Board of Education is less than the total amount appropriated for a school year, the commissioner shall transfer the remainder to any program for which an allotment under Section 42.152 may be used.

(f) After each district has received allotted funds for this program, the State Board of Education may use up to \$500,000 of the funds allocated under this section for programs such as MATHCOUNTS, Future Problem Solving, Odyssey of the Mind, and Academic Decathlon, as long as these funds are used to train personnel and provide program services. To be eligible for funding under this subsection, a program must be determined by the State Board of Education to provide services that are effective and consistent with the state plan for gifted and talented education. [Sections 42.157-42.200 reserved for expansion]

Texas Education Code as passed by the 74th Legislature of the State of Texas. Effective September 1, 1995.

TEXAS ADMINISTRATIVE CODE

Title 19, Part II

Chapter 89. Adaptations for Special Populations

Subchapter A. Gifted/Talented Education

§89.1 Student Assessment.

School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies must:

- (1) include provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in the Texas Education Code, §29.121;
- (2) include assessment measures collected from multiple sources according to each area defined in The Texas State Plan for the Education of Gifted/Talented Students;
- (3) include data and procedures designed to ensure that students from all populations in the district have access to assessment and, if identified, services for the gifted/ talented program;

- (4) provide for final selection of students to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students; and
- (5) include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

Source: The provisions of the §89.1 adopted to be effective September 1, 1996, 21 TexReg 5690.

§89.2 Professional Development.

School districts shall ensure that:

- (1) prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;
- (2) teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester;
- (3) teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and
- (4) administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

Source: The provisions of this §89.2 adopted to be effective September 1, 1996, 21 TexReg 5690; amended to be effective February 13, 2000, 25 TexReg 776.

§89.3 Student Services.

School districts shall provide an array of learning opportunities for gifted/talented students in kindergarten through Grade 12 and shall inform parents of the opportunities. Options must include:

- (1) instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently;
- (2) a continuum of learning experiences that leads to the development of advanced-level products and performances;
- (3) in-school and, when possible, out-of-school options relevant to the student's area of strength that are available during the entire school year; and
- (4) opportunities to accelerate in areas of strength.

Source: The provisions of this §89.3 adopted to be effective September 1, 1996, 21 TexReg 5690.

§89.4 Fiscal Responsibility.

Repealed. Please see §105.11 below.

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 accountability standards defined in the *Texas State Plan for the Education of the Gifted/Talented*.

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 the Function 90 series of the general fund, as defined in the Texas Education Agency publication, Financial Accountability System Resource Guide.

(b) For the 2012-13 school year and each year thereafter, a school district may choose to use a greater indirect cost allotment under the Texas Education Code, §§ 42.151, 42.153, 42.154, and 42.156, to the extent 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.

Research Questions

Identification Through Assessment

Research Question 1- Identification Through Assessment: *How are students identified for Gifted and Talented Educational Services (GATES)?*

Assessment instruments and gifted/talented identification procedures provide students an opportunity to demonstrate their diverse talents and abilities. There are multiple pathways used to nominate students for assessment for Gifted and Talented Educational Services (GATES). Parents, teachers, and administrators may nominate a student at any time during the year. Additionally, students may self-nominate. A copy of the referral form used to nominate a student is on page 21 of the Northwest ISD GT Manual (Appendix A).

All Students eligible for the GATES program are screened in the area of general intellectual ability that does include several phases.

Step 1

- Nominations from parents, teachers, and administrators
- Documentation of differentiation conducted in the classroom
- Student observations, work samples, and gifted/talented evaluation scale
- Qualitative data obtained from parents

Step 2

- GATES assessment data (all NISD 2nd graders are given both the ITBS and the CogAT assessments which are used as a screener for GATES)

Step 3

- Information is reviewed in committee format to determine eligibility for the GATES program

Universal Screening (all students in the grade level are assessed)

Kindergarten

In accordance with the Texas State Plan for the Education of Gifted/Talented Students (2009) seen in appendix B, section 1.5.2R (recommended rating), all kindergarten students in Northwest ISD are automatically considered for Gifted and Talented services. To meet this recommendation, GATES teachers teach at least one lesson in each kindergarten class, and use the Kingore Observation Inventory (KOI), an assessment instrument which structures observation of specific behaviors gifted children typically exhibit in learning early childhood learning environments. Kindergarten classroom teachers also use the KOI for identification. NISD GT services follows the Texas State Plan for the Education of Gifted/Talented Students, Indicator 1.5.3C (Compliance) that kindergarten students must be assessed using at least three measures to be considered for services. This is outlined on page A-24 of Appendix A. According to policy outlined by the Northwest ISD GT Manual (Appendix A) on page A-24, kindergarten students must be identified and be receiving services by March 1. This is a requirement under the PEIMS data standards.

Figure 4: Number of identified kindergartners by year.

School	2012-13	2013-14	2014-15	2015-16*
Beck	21	21	8	7
Cox	NA	1	8	
Granger	14	20	14	4
Haslet	10	5	8	4
Hatfield	5	7	9	9
Hughes	14	4	6	
Justin	7	8	6	2
Lakeview	16	7	9	10
Love	10	12	10	
Nance	3	10	8	
Peterson	9	6	5	
Prairie View	9	2	3	
Roanoke	9	13	11	
Schluter	7	6	7	
Sendera Ranch	11	8	8	
Seven Hills	8	2	4	2
Thompson	11	5	8	
Total	164	137	132	

**2015-16 is still in progress at time of publication.*

Second Grade:

Additionally, all second grade students are administered the Iowa Test of Basic Skills (ITBS) and the Cognitive Abilities Test (CogAT) in February/March of each school year. Parents are notified by letter and constant contact about the dates of the test. Riverside Publishing scores the tests, and reports National Percentile Ranks (NPR), along with other data analyses.

Additional Grade Levels:

Students may be considered in grades other than kindergarten and 2nd grade. There are two windows for testing: one in the fall and one in the spring. This is in compliance with Texas State Plan under 1.3R, assessment opportunities for assessment are available to students twice a year in both the elementary and secondary levels. To best meet the state recommendation that a balanced examination of assessment data be conducted and collected and used by the selection committee (Texas State Plan 1.7.2R), the assessment criteria includes both quantitative and qualitative assessments.

Quantitative assessments: Iowa Test of Basic Skills (ITBS), Cognitive Abilities Test (CogAT), and Naglieri Nonverbal Ability Test are the primary quantitative tests. Other tests may be administered at the discretion of the selection committee.

Qualitative assessments: Parent and teacher checklists, Kingore Observation Inventory, work samples, Slocumb-Payne, and the GATES Evaluation Tool are used as qualitative assessments.

Once the data is gathered, a Selection Committee of at least three campus educators, to include the GATES teacher, the principal, and another educator with the appropriate GT professional development hours meets to review the data. The Selection Committee determines if the student would benefit from GATES program services. In addition to quantitative evidence, the Selection Committee determines the need for services based on the preponderance of evidence:

1. The student's need for the educational experiences planned for the service being offered.
2. The degree to which the student will benefit from the program being offered.

Membership requirements for the Selection Committee will be outlined in the Professional Development section of this document. In the Northwest ISD GT Manual (Appendix A) page A-25, requires documentation of the committee meeting through an agenda with minutes and the folders of nominated students who did not qualify with signatures of the selection committee. The Selection Committee is followed with a scheduled conference with the parent/guardian of the newly identified students, as outlined on the Conference Request Form. The Conference Summary Form is completed during this conference. Both forms can be found in Appendix A. Once a student is identified for GATES services, the student will continue to receive services unless a furlough is determined to be needed, or a re-evaluation determines a student is not gaining benefit from the GATES program. Parents of elementary gifted and talented students receive a progress report every six weeks that provides feedback on six gifted and talented curriculum areas: problem solving, critical thinking, creative thinking, research skills, independent learning, and communication skills.

Parents, guardians, and students may appeal the final decision of the Selection Committee. The appeal must first be filed with the Selection Committee. Should further appeal be needed, it will follow the process outlined in Local Board Policy at Level Two. See:

<http://www.nisdtx.org/cms/lib/TX21000351/Centricity/Domain/31/Employee%20Handbook%202012-2013/FNG.pdf>

Diverse Populations:

Students who speak languages other than English as a first language must be assessed in either the language they understand or with a nonverbal assessment according to the *Texas State Plan for the*

Education of Gifted/Talented Students, Indicator 1.5.2C. NISD elementary GATES teachers reported using the Naglieri Nonverbal Ability Test 2 (NNAT2), work samples, and to a lesser extent, the Slocumb-Payne to identify these students for services. These tests are also outlined in the Northwest ISD GT Manual (Appendix A). This meets compliance for the state. Northwest ISD is in compliance with 19 TAC §89.1(3) in ensuring that access to assessment and Gifted/Talented services is available to all populations of the district.

Demographic data of students identified as gifted and talented indicates that African American and Hispanic students, as well as economically disadvantaged students, are underrepresented (see Figures 5 & 6). It is recommended by the Texas State Plan (1.6R and 1.6E) that the gifted and talented population will more closely reflect the total demographic populations of the district.

Figure 5: Percentage of each race represented in Gifted and Talented Educational Services in relation to the percentage of each race overall in Northwest ISD.

	Hispanic	Hispanic	Am. Indian	Am. Indian	Asian	Asian	African Am.	African Am.	White	White
	% of GT Students	% of Total Students	% of GT Students	% of Total Students	% of GT Students	% of Total Students	% of GT Students	% of Total Students	% of GT Students	% of Total Students
2013-14	9.3%	20.1%	0.8%	0.6%	5.1%	2.9%	2.1%	6.3%	80.1%	67.4%
2014-15	9.7%	20.1%	0.5%	0.5%	4.5%	3.0%	4.5%	6.4%	80.5%	67.2%
2015-16	10.4%	20.7%	0.5%	0.5%	4.6%	3.3%	2.2%	6.9%	79.2%	66.0%

Figure 6: Graph of percentage of Economically Disadvantaged GATES students and total percentage of Economically Disadvantaged Northwest ISD students.

Year	Economically Disadvantaged	Not Economically Disadvantaged	Total identified
2015-16	109	2093	2202
2014-15	107	2036	2143
2013-14	98	1777	1875

Transfer students:

According to the Northwest ISD GT Manual (Appendix A), when students identified as gifted and talented transfer into NISD, the student records are reviewed by the GATES Selection Committee. The committee is required to meet to make a determination within 30 days of the student's first day.

Determination for services is based on the transfer records, observation reports of the classroom and GATES teachers, and student/parent conferences.

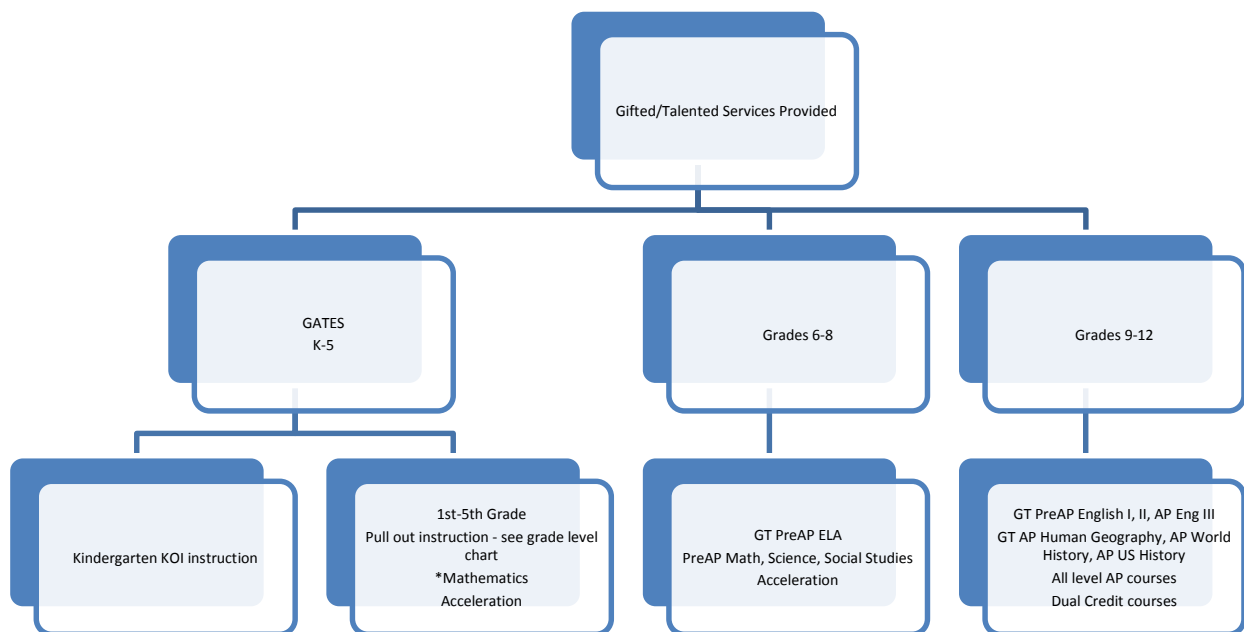
Service Design

Research Question 2- Service Design: *How does the district ensure that appropriately challenging curricula is available in the four foundation areas for GT students in grades k-12?*

A flexible system of viable service options provides a research-based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforce the strengths and interests of gifted/talented students.

Northwest ISD offers a continuum of services to students in the GATES program.

Figure 7: Continuum of GATES services by grade level cluster:



Elementary Services:

The Advanced Academics program in NISD at the elementary level (K-5) is primarily defined as the Gifted and Talented Educational Services (GATES) program. These services are delivered in several options. The service model is visualized as a triangle with the level of service increasing to meet individual student needs.

- Level 1: GT Specialist may collaborate with classroom teachers for ideas on differentiation.
- Level 2: Students may be involved in a variety of enrichment learning activities with flexible grouping under GT Specialist guidance.
- Level 3: Identified GATES students will work with GT Specialist in a pull-out setting that provides activities designed to enhance skills within the GATES goals.

Northwest ISD provides GATES pull-out services for students in grades K - 5. In this program, students explore problem solving, critical thinking, creative thinking, research skills, independent learning, and

communication skills. Pull-out services follow a formula of minutes per week. This schedule was created when GATES services were first created. At that time, each GATES specialist served two campuses. The Gifted and Talented Educational Services Procedures Manual outlines the formula as:

Figure 8: Current required minutes for Elementary GATES students.

Grade	Minutes per week
Kindergarten	20-30 minutes a week push-in September to December 60 minutes a week pull out February – May
1st grade	60 minutes
2 nd grade	90 minutes
3 rd grade	120 minutes
4 th grade	150 minutes
5 th grade	150 minutes

Figure 9: 2015-16: Number of campuses meeting the current required minutes by grade level.

Grade Level	Number of schools not meeting the required minutes	Number of schools meeting the required minutes
Kindergarten	2	15
1st grade	0	17
2 nd grade	2	15
3 rd grade	0	17
4 th grade	2	15
5 th grade	2	15

Based on the current NISD staffing model, campuses with enrollment over 550 students are assigned a full-time GATES teacher and campuses below the 550 student threshold are services with a half-time GATES teacher. Currently, thirteen elementary schools are staffed with a full-time GATES specialist. Four campuses are staffed with half-time GATES specialists. The student to full-time GATES specialist ratio ranges from 1 teacher to 37 students to 1 teacher to 122 students. The student to half-time GATES specialist ratio ranges from 1 teacher to 31 students to 1 teacher to 70 students per campus.

Middle School:

Students in middle school are predominantly served through GT English/Language Arts. While most will also choose to enroll in PreAP mathematics, science and social studies, there has not been an intentional design to cluster GT sections in those content areas.

Figure 10: Number of GT Students served in PreAP GT English/Language Arts and PreAP English/Language Arts.

Class	6 th 2014	6 th 2015	6 th 2016	7 th 2014	7 th 2015	7 th 2016	8 th 2014	8 th 2015	8 th 2016
ELA GT	144	172	198	127	151	172	123	148	155
PreAP	18	25	12	21	18	23	12	12	8
ELA	1	7	2	3	3	13	16	17	13
PreAP	163	204	212	151	172	208	151	177	176
On Level									
Total									

Figure 11: Number of GT Students served in PreAP Mathematics and Algebra 1.

Class	6 th 2014	6 th 2015	6 th 2016	7 th 2014	7 th 2015	7 th 2016	8 th 2014	8 th 2015	8 th 2016
PreAP Math or Alg I or Geometry	157	199	201	125	156	199	127	145	154
On Level Math	6	5	11	26	16	9	24	32	22
Total	163	204	212	151	172	208	151	177	176

Figure 12: Number of GT Students served in PreAP Social Studies.

Class	6 th 2014	6 th 2015	6 th 2016	7 th 2014	7 th 2015	7 th 2016	8 th 2014	8 th 2015	8 th 2016
PreAP Social Studies	143	175	196	130	148	191	131	152	155
On Level Social Studies	20	29	16	21	24	17	20	25	21
Total	163	204	212	151	172	208	151	177	176

Figure 13: Number of GT Students served in PreAP Social Studies.

Class	6 th 2014	6 th 2015	6 th 2016	7 th 2014	7 th 2015	7 th 2016	8 th 2014	8 th 2015	8 th 2016
PreAP Science	153	194	203	145	164	197	137	162	164
On Level Science	10	10	9	6	8	11	14	15	12
Total	163	204	212	151	172	208	151	177	176

Figure 14: Number of GT Students Not Taking a PreAP class by grade level and year

ku	6 th 2014	6 th 2015	6 th 2016	7 th 2014	7 th 2015	7 th 2016	8 th 2014	8 th 2015	8 th 2016
Total Not Taking a PreAP	4	7	15	5	5	12	3	4	8
Total	163	204	212	151	172	208	151	177	176

High School:

High School students are offered GT through PreAP English I and II GT, AP English III GT, AP Human Geography GT, AP World History GT, and AP US History GT. Not all campuses offer AP English III GT or AP US History GT at this time based on course requests and overall student numbers. GT students are encouraged to take PreAP and AP sciences and mathematics, as well.

Figure 16: Total number of GT students by grade and year.

Year	Total	9th	10th	11th	12th
2014	459	128	113	125	93
2015	465	146	109	104	106
2016	501	165	140	100	96

Figure 17: Number of GT students taking GT PreAP English I and II, PreAP English I and II, GT AP English III, AP English III, and AP English IV.

	2014	2015	2016
English 1 PreAP GT	97	115	122
English 1 PreAP	15	5	15
English 1 PreAP ACAD	11	15	12
English 2 PreAP GT	82	71	105
English 2 PreAP	12	21	10
English 2 PreAP ACAD	9	8	13
English 2 PreAP GT	82	72	104
English 2 PreAP	12	21	13
English 2/National Merit Prep			4
English 3 AP	82	58	64
English 3 AP GT	37	38	20
English 3 PreAP Acad	6	58	1
English 4 AP	43	88	81

Figure 18: Number of GT students taking Advanced Academics Social Studies.

	2014	2015	2016
Human Geography GT/AP	0	94	60
Human Geography AP	21	23	47
World Geography PreAP GT	77	0	0
World Geography PreAP	22	26	37
European History	7	13	24
US History AP GT	68	32	18
US History AP	67	59	61
US History AP STEM	0	0	3
US Government AP	66	82	4
Economics AP	68	88	68
Psychology AP	26	39	26
Social Sciences/Adv Studies AP	31	29	15

Figure 19: Number of GT students taking Advanced Academics Science.

	2014	2015	2016
Biology AP	27	38	60
Biology PreAP	107	127	141
Biology PreAP STEM	0	0	13
Biology PreAP Academy	9	8	0
Chemistry AP	25	38	14
Chemistry PreAP	108	90	118
Chemistry PreAP STEM	0	0	5
Chemistry PreAP Academy	15	5	
AP Physics C: Mechanics	30	28	25
AP Physics I	0	15	83
Physics PreAP	96	92	0
Physics PreAP STEM	12	0	0
Physics PreAP Academy	0	15	11
Environmental Science AP	28	30	42

Figure 20: Number of GT student taking Advanced Academics Math.

	2014	2015	2016
Geometry PreAP	96	101	111
Geometry PreAP Academy	10	11	13
Algebra II PreAP	99	104	81
Algebra II PreAP Academy	8	8	11
Algebra II National Merit	0	0	24
Pre Calculus PreAP	104	10	68
Pre Calculus PreAP OnRamps	0	32	22
Calculus AB AP	36	40	29
Calculus BC AP	33	31	31
Statistics AP	26	37	28

Figure 19: GT Academy Enrollment

	2014	2015	2016
AMAT	17	10	8
ABS	5	25	9
Business Academy	0	0	12
Culinary	1	1	3
STEM	22	13	5
Tourism	5	4	3
Collegiate Academy	6	8	15

Curriculum and Instruction

Research Question 3- Curriculum and Instruction: *How does the district ensure that appropriately challenging curricula is available in the four foundation areas is provided for GT students in grades k-12?*

Districts meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.

Curricula for GT students is inclusive of the four foundation content areas in k-5 GATES classes. Once students reach middle school, students are served through GT English Language Arts courses, and encouraged to take PreAP courses in mathematics, social studies, and science. In high school, GT students are served through English Language Arts. AP Human Geography GT, AP World History GT, and AP US History GT are offered as a grouping strategy, but do not include adjustments in curricula to meet needs of Gifted/Talented students. Currently, NISD does not develop math and science courses at the secondary level that are exclusively designed for GT students.

Elementary GATES Curriculum:

NISD's philosophy statement states that the curriculum shall develop students' abilities to think critically, to communicate effectively, to reason, to solve problems, to value diversity, to seek alternatives, and to learn ways to find answers to questions. At Northwest ISD, the education of identified elementary gifted students is based on these six areas of emphasis:

- *Problem Solving*
- *Critical Thinking*
- *Creative Thinking*
- *Research Skills*
- *Independent Learning*
- *Communication Skills*

Kindergarten

Specialists meet with students from March to May to develop an awareness of what it means to be gifted and provide learning experiences to create awareness and understandings of self and others.

1st & 2nd Grade

Over the course of two years, students travel through the continents using the lens of various kinds of engineers to solve problems within those continents.

3rd Grade

Students will identify and analyze structures (manmade and natural) in their world. They will engage in a hands-on, open-ended engineering design activities to deepen their understanding of strong and stable structures while also experimenting with different techniques and materials to attain the goal of building strong and stable structures.

4th Grade

How can we, as design engineers, recreate the world of an ancient civilization to educate and entertain theme park visitors? Students work in teams to create an amusement park based on an ancient civilization.

5th Grade

Students will assess global problems, predict their future impact on civilizations, design a product intended to provide a solution or partial solution, design a marketing strategy for said product, and create a multimedia presentation to appeal to potential investors highlighting their research on the issue and the attributes and qualities of their product.

Middle School Curriculum:

Middle school GT students served through English/Language Arts courses designed to meet the needs of gifted students by combining PreAP strategies with enhanced depth, complexity and pacing of the Language Arts curriculum. Thinking skills, exploratory learning, and leadership are promoted. This course assists in preparing students for the challenges offered by the Advanced Placement program through sustained habits necessary for success in the College Board's AP Program. Students must meet the criteria established by the District's Admission, Review and Exit (ARE) Committee.

High School Curriculum:

PreAP/GT English I, II, and III are designed to meet the needs of the GT student by incorporating cross-curricular connections, complex and abstract thought, and flexible grouping strategies. This course includes an in-depth study of literary genres, models of writing, grammar as needed and in relation to composition, and vocabulary study.

Assessment Results:

While NISD does not focus specifically upon standardized tests and a measurement of student success, the GATES student's performance on required state assessments is excellent. The following series of charts outline GT student per success factors of the curriculum: STAAR met and exceeded rates and EOC met and exceeded rates.

Figure 20: 3rd -8th grade STAAR met standard trend data.

Grade	2013-14 Met Math	2014-15 Met Math	2013-14 Met Reading	2014-15 Met Reading	2013 – 14 Met Writing	2014-15 Met Writing	2013-14 Met Science	2014-15 Met Science	2013-14 Met History	2014-15 Met History
3 rd	100%	99.56%	99.57%	99.18%						
4 th	97.4%	100%	99.55%	100%	99.1%	99.6%				
5 th	100%	99.09%	99.55%	100%			100%	99.1%		
6 th	100%	100%	99.44%	99.51%						
7 th	100%	85.71%	100%	100%	100%	100%				
8 th	100%	99.45%	100%	100%			100%	100%	100%	100%

Figure 21: 3rd-8th grade exceeded STAAR standards.

Grade	2013-14 Exceeded Math	2014-15 Exceeded Math	2013-14 Exceeded Reading	2014-15 Exceeded Reading	2013 – 14 Exceeded Writing	2014-15 Exceeded Writing	2013-14 Exceeded Science	2014-15 Exceeded Science	2013-14 Exceeded History	2014-15 Exceeded History
3 rd	49.75%	59.21%	70.21%	77.55%						
4 th	61.46%	63.09%	67.71%	77.2%	32.88%	38.25%				
5 th	65.42%	68.64%	74.65%	81.82%			47.64%	50.68%		
6 th	75.28%	63.24%	66.29%	70.1%						
7 th	46.67%	21.43%	81.41%	76.16%	48.39%	57.56%				
8 th	53.9%	34.25%	85.11%	86.5%			92.14%	79.14%	67.61%	61.35%

Figure 22: High School GT Met and Exceeded STAAR standard trends

	2013-14 Met	2014-15 Met	2013-14 Exceeded	2014-15 Exceeded
ELA I EOC	100%	100%	58.04%	65.28%
ELA II EOC	100%	100%	55.14%	41.9%
Algebra I EOC	100%	100%	83.7%	84.87%
Biology EOC	100%	100%	65.45%	75.37%
US History EOC	100%	100%	49.11%	82.52%

Figure 23: Gifted and Talented High School Students Performance on AP Exams in 2015

Course	Number of Students Scoring 3	Number of Students Scoring 4	Number of Students Scoring 5	Total GT Taking the Test Students
Eng. Lang Comp	34	31	12	93
Eng. Lit Comp	31	21	10	79
Euro History	4	4	4	16
Hum Geography	30	42	19	108
Macro Economics	21	22	10	77
Psychology	5	17	17	39
US Gov. Pol	22	10	3	66
US History	31	20	11	89
World History	32	17	10	73
Calculus AB	16	7	5	40
Calculus BC	8	0	10	27
Calculus AB Subs	8	1	10	27
Statistics	12	7	5	31
Biology	24	6	0	36
Chemistry	15	8	0	34
Environmental Science	8	3	1	23
Phys C: E M	1	0	0	2
Phys. C: Mech.	8	3	2	26
Physics I	3	2	0	10

Figure 24: Gifted and Talented Student Test Participation Rates

Number of AP Tests Taken by Student	Number of students taking that number of tests
1	169
2	52
3	66
4	40
5	28
6	15
7	7
Total Number of Tests taken by AP Students	377

Professional Development

Research Question 4- Professional Development: *How does the district ensure that those impacting GT education have the state required training?*

All personnel involved in the planning, creation, and delivery of services to gifted/talented students possess the knowledge required to develop and provide appropriate options and differentiated curricula.

The Texas State Plan states that a minimum of 30 clock hours of professional development is required for teachers who provide instruction and services that are part of the district's defined gifted and talented services (4.1.1C). This must be completed prior to the beginning of the school year if the teacher is assigned for the following school year. If the teacher is a late assignment, the teacher must complete the 30 hours by the end of the first semester of the school year.

4.2C states teachers who provide instruction and services that are part of the district's defined gifted services are required to complete 6 hours annually of professional development in gifted education.

4.3C states administrators and counselors who have authority for gifted service decisions are required to complete a minimum of 6 hours professional development that includes nature/needs and service options for gifted.

Current training specific to GT teacher certifications:

	Teachers who have the 30 Hours of State approved GT training
Elementary GATES	14/15
Middle School GT ELA	3/13*
High School GT ELA	1/5*
High School GT Social Studies	0/7**

**GT ELA teachers at the secondary level have been training in the PreAP/AP SpringBoard curriculum and instructional standards*

***High School GT Social Studies (as well as other contents have been trained through the College Board Advanced Placement Institute)*

Family and Community Involvement

Research Question 5- Family and Community Involvement: How does the district support family & community involvement in gifted services?

Northwest ISD annually evaluates gifted education through a self-evaluation rubric known as the Student and Community Engagement and Compliance Rubric, according to guidelines established by the 83rd Texas Legislative Session created House Bill 5 (HB 5). Each year, each school and district reports an overall score for Gifted and Talented Programs through PEIMS. The district involves family and community members in services designed for gifted/talented students throughout the school year. These results are used as a component of state accountability.

Figure #: Gifted and Talented Education Programs Elementary School Engagement Rubric:

Performance Measure	Data Source	Question	Unacceptable	Acceptable	Recognized	Exemplary
Consideration of Kindergarten students for Gifted and Talented Programs	District/Campus	Are all kindergarten students automatically considered for GT and other advanced level services?	Less than 10% of all kindergarten students	10-50% of all kindergarten students	50-90% of all kindergarten students	90-100% of all kindergarten students
GT Service Opportunities: GATES/PreAP/AP	District/Campus	Do 100% of your GT students have access to advanced academics in the form of pull-out programs, inclusion model, cluster grouping and/or opportunities for acceleration?	Less than 85% of GT Students participate in GT Program Options	85-90% of GT Students participate in GT Program Options	90-95% of GT Students participate in GT Program Options	96-100% of GT Students participate in GT Program Options

Gifted and Talented Education Programs Middle School Engagement Rubric:

Performance Measure	Data Source	Question	Unacceptable	Acceptable	Recognized	Exemplary
GT Service Opportunities GATES/PreAP/AP	District/Campus	Do 100% of your GT students have access to advanced academics in the form of	Less than 85% of GT Students participate in GT Program Options	85-90% of GT Students participate in GT Program Options	90-95% of GT Students participate in GT Program Options	96%-100% of GT Students participate in GT Program Options

		pull-out programs, inclusion model, cluster grouping, opportunities for acceleration and/or PreAP courses?				
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Gifted and Talented Education Programs High School Engagement Rubric:

Performance Measure	Data Source	Question	Unacceptable	Acceptable	Recognized	Exemplary
GT Service Opportunities GATES/PreAP/AP	District/Campus	Do 100% of your GT students have access to advanced academics in the form of pull-out programs, inclusion model, cluster grouping, opportunities for acceleration, PreAP/AP courses, dual credit courses, and/or HS Academies?	Less than 85% of GT Students participate in GT Program Options	85-90% of GT Students participate in GT Program Options	90-95% of GT Students participate in GT Program Options	96%-100% of GT Students participate in GT Program Options

Gifted and Talented Education Programs District Engagement Rubric:

Performance Measure	Data Source	Question	Unacceptable	Acceptable	Recognized	Exemplary
GT Population	District	Does the GT population reflect the population of the district?	Access to assessment and GT services is limited.	Access to assessment and GT services is available to all populations of the district, but the population of GT services programs may not reflect the population of the district.	Over the past 2 years, the population of the GT services program has become more closely reflective of the population of the total district.	The population of the total district is represented in the GT services program for at least two of the past three years.
GT Curriculum Evaluation	District	Does the district regularly evaluate the	No plan for evaluation of the current GT services programs has	Provisions to improve services to GT students are included in the district and	Curriculum for GT students is based on annual evaluations.	GT curriculum is designed and evaluated through collaboration by specialists in

		GT services program?	been developed or implemented	campus improvement plan.		content areas, instructional techniques, and GT education. The development and delivery for GT students is monitored regularly by trained administrators.
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District-wide GT Parent Meetings		
Date	Topic	Attendance
October 1	Duke TIP Parent Meeting	27 families
October 20	Destination Imagination Meeting	60 families & teachers
January 7	TAGT Scholarship Parent Workshop	22 families
February 9	GT Parent Night: Perfection or Excellence	45 families

Elementary campuses host two to four GT parent meetings each year. Topics include:

- Meet the Teacher
- Curriculum Night
- Open House
- Destination Imagination
- Planning for middle school
- GATES Program overview / information

Focus Groups:

The Director of Research, Assessment, and Accountability and the Advanced Academics Coordinator conducted focus groups of stakeholders including elementary GATES teachers, secondary GT English/Language Arts teachers, parents of gifted and talented students, and seventh grade students in gifted and talented English/Language Arts classes at Chisholm Trail Middle School and Gene Pike Middle School. Focus groups were conducted in separate stakeholder groups. Questions were based on the five areas listed in the Texas State Plan for Gifted and Talented Students.

- Elementary GATES Teachers focus group: October 23, 2015
- Secondary Gifted and Talented English Language Arts: October 29, 2015
- 7th grade Focus Groups: December 7, 2015
- Parent Focus Groups: December 9, 2015

Student Assessment for Gifted and Talented Identification:

What are the current practices of identifying GT students? (ET, ST)

- All four groups, teachers, students, and parents, explained the process outlined in the GT manual and NISD's webpages. Teachers and parents were concerned about the early fall window for testing. Testing is scheduled to be completed prior to fall parent-teacher conferences.
- Elementary GATES teachers stated the bulk of their referrals were from classroom and elective teachers. Occasionally, students talk to the GATES teacher. The GATES teacher explains the process to the student in student friendly language, and suggests the child have the parent call for more information. Elementary GATES teachers also administer screening lessons through partnering with kindergarten teachers. Additionally, GATES teachers actively monitor reading and math assessments and other qualitative artifacts to identify students. Most, but not all students, engaged in push in lessons at grade levels other than kindergarten. These lessons are built around depth of complexity.
- Secondary GT teachers test students who move into the district and the committee determines their test scores or file is incomplete.
 - Most of the represented schools reported having at least one parent inquire about GATES testing after parent-teacher conferences, which is after the fall testing window. Once a student is tested, Riverside may take up to three weeks to return test results. Elementary GATES teachers reported frustration about the potentially qualified students not receiving services in the interim between testing and the reporting of the assessment. One available solution to this issue would be to administer the online version of the ITBS/CogAT to these students. Results are available within 24 hours of testing.

How are parents made aware of these practices? (ET, ST, P)

- All three groups stated parents are made aware of assessment practices through campus and district webpages, information meetings held by GT teachers during evening hours, and through parent-teacher conferences. Elementary GATES teachers also provide a brochure on GATES to parents.
- Parent reports on the process for identification matched the process outlined in the Gifted and Talented Manual. Some expressed frustration with having to wait until the next testing window. Others stated understanding the process better as their younger children entered school and were tested sooner.

How did you discover that you could nominate and/or that your child was nominated for GT services? What did the process look like for your child? (P)

- Parents had different experiences with the nomination process. Many reported identifying behaviors that indicated giftedness prior to entering school, which prompted discussions with the classroom teacher about nominating. Several reported waiting for the classroom teacher to nominate the student. A few reported asking the school to test due to concerns about the child's in-school misbehavior, which often occurred after the student completed the classroom work more quickly than other students.

What services are available in leadership, artistic areas, and creativity? What criteria are used to assess these areas? (ET, ST, P)

- Elementary teachers provide many opportunities for leadership, arts, and creativity in their GATES curriculum. Most of the projects students engage incorporate these pieces. Additionally, the five areas of curriculum design for GATES engage these practices.
- Secondary teachers did explain that there were few opportunities for leadership, arts, and creativity in their curriculum or exclusively open to GT. They did acknowledge that most students did find these opportunities in clubs and electives that are open to all students. They believe there is great participation among GT students in these opportunities. One middle school GT teacher has created leadership roles as part of classroom roles, allowing the students to run the pieces of the curriculum in which there are natural opportunities for choice as a business board of directors. A few others mentioned that if a project or assignment fit, they would infuse leadership and creativity into the curriculum.
- Parents of elementary students reported many opportunities for leadership, and creativity. The arts were not a focus in the GATES program according to the parents. Parents of secondary students reported few opportunities in leadership and creativity.

How is access to assessment provided to all populations, including those that are historically underserved? (ET, ST)

- Elementary GATES did state they are actively trying to assess under identified populations. They use the Naglieri to identify ELL and dyslexic students in an attempt to give a shorter test that measure non-verbal skills. One teacher would like to use the Torrance, as well. Another mentioned using the Slocomb Payne on occasion. Two were concerned about the lack of a verbal test to identify ELL students. These teachers acknowledged the barrier is few ELL students pass the STAAR reading tests, and are often passed over when it comes to identification. One teacher acknowledged that her school serves more non-Spanish speaking ELL students than Spanish speaking students. One teacher is seeing an increase in identification of students in the economically disadvantaged category.
- Secondary GT teachers Acknowledged they did not specifically seek out under identified students for assessment. They did have some suggestions to be more intentional about identifying ELL students by training ELL teachers on the traits of GT, and following up with the teachers as to students who may qualify. They did acknowledge that they served some students with dyslexia.

Who serves on the selection committee for GT? (ET, ST)

- All GATES teachers reported having three people on the committee: GATES teacher, principal, campus instructional teacher, and/or the guidance counselor. See PD for the completion of required hours.

Service Design

What GT services and learning opportunities are available in each curricular area: ELA, Math, Science, Social Studies? (ET, ST, P)

- Elementary GATES teachers reported a blending of the content areas. Some provide pull-out services to students based on strength. Most indicated they work with classroom teachers to develop differentiation. There are some barriers to this, which is discussed in subsequent questions.
- GT Secondary ELA teachers did note that they offered more opportunities for students to interact with each other than the typical PreAP and AP course. One teacher explained that teachers who are not GT Specialist engage in limited instructional strategies. She provided examples of teachers lecturing to GT students or assuming that differentiating is only provided by offering students choice. This teacher suggested more professional development for content teachers. Additionally, the secondary GT teachers believe advanced academic teachers in other content areas are not aware of which students are GT. Middle school GT teachers did state a belief that students should have a GT advanced academics class in the student's area of strength. (E.g. Math GT if the student is gifted in math.) High school GT teachers believed that acceleration and typical AP courses are the appropriate mode to meet the needs of GT students.
- Parents of all age groupings did express a lack of science and math but that there is a focus on ELA. They were concerned that not enough time was devoted to developing GT students in Math and Science.

When are these services delivered? How? How often? (ET, ST, P)

- Elementary GATES teachers reported difficulty in providing the level of GATES services they would prefer to provide due to the number of students and/or a split campus schedule (being the GATES teacher at 2 different schools). Another concern voiced about pull-out instruction of GATES is the students missing their classroom instruction. Some GATES teachers reported students with grades that were lower than expected in a class due to loss of instructional time in that class. One scheduling solution GATES teachers are implementing is scheduling students based on their areas of strength. These teachers are pulling students with strengths in mathematics for GATES during the students' mathematics class, or pulling students with strengths in English/Language Arts in their ELA class. This is still not perceived as a strong solution because students are still reporting missing too much curriculum as the courses are very "packed" with content objectives.
- Secondary GT teachers varied in the answer of modality of instruction. Most mentioned in their classes they offered students the opportunity to work together, or independently. Social Studies and Science teachers believe that students largely work independently, but these classes offer the opportunity to work with non-identified students.
- Parents had varying experiences with the services provided in the gifted and talented program. Elementary parents were very positive in their comments. They mentioned that GATES was their child's favorite part of the academic week. They enjoyed the creativity. However, a few parents of elementary students expressed wanting a more academic focus. Parents of middle and high school students were not as enthusiastic about their reports of the services provided. Some reported that students were merely being given more work, but not more rigorous assignments. Some reported believing there was no difference between the GT version of the class and the

PreAP class that is open to all students. They did report noticing a difference between on-level classes and PreAP/AP classes.

- One concern of parents of elementary students related to missing their class for pull-out. “Our challenge is as a fifth grader she goes to GT three times a week, and that’s three times a week where she is removed from the classroom and class goes on. So my A student is now making a C in the class because she is missing that instruction, and we keep telling her just get through the fifth grade. We didn’t know that in the middle school it’s a class, and in middle school you don’t have to take away from your other courses. That’s one of the challenges that we have and I know that’s probably not what you are doing with this, but it’s a huge deal for her.” While another parent acknowledged that the GATES program schedule proved to prevent such classroom instruction loss, “She meets twice a week. So when she meets on Monday, she meets in the morning. But when she meets on Thursday, she meets in the afternoon, so she is not missing the same class each week. They flip flop it, and it’s sounding like our school is very fortunate in math in a lot of aspects of doing the actual enrichment even before she was in the gates program as well as while she was there.”
- Parents of secondary students in both parent focus groups stated they did not recognize a difference in delivery of curriculum and instruction in gifted and talented sections of PreAP and AP English/Language Arts and social studies courses. One parent stated, “To me, it doesn’t seem like a big difference between GT (gifted and talented) and the PAP (PreAP). There is a difference definitely from the grade level courses, but GT and PAP seems pretty comparable.”

How are parents informed of these services and learning opportunities? (ET, ST, P)

- All three groups stated parents are made aware of services through campus and district webpages, information meetings held by GT teachers during evening hours, and through parent-teacher conferences.
- Some parents mentioned that they had to initiate testing. Other parents expressed frustration over the testing window. In both focus group sessions, parents discussed missing the fall window for gifted/talented assessments, and waiting until the spring window. Some parents in both parent focus groups discussed understanding that the kindergarten and second grade screeners were the only windows for assessment. This concern was a minority concern. Approximately one third of parents in each focus group raised their hands to “How many were tested more than two times before they were considered eligible (for gifted and talented services)?”

As a middle school student, how are you challenged in each area: ELA, Math, Science, Social Studies? (S)

- All of the middle school students stated being challenged in their PreAP Gifted and Talented English/Language Arts class. While the teachers were not in the room, the focus group did take place in that classroom. Many mentioned their peers in the classroom were in their GATES classes as elementary students. One student explained that the students in the PreAP ELA GT course “think the same.” This was a positive to this student. Another student stated, “I feel like it is easier to learn here because it’s not like all different levels of learning, just about the same level and it’s probably easier for the teacher too because we all have strengths and weaknesses and especially because we are small in class and we are like gifted and talented, it’s just easier to

learn because we don't have to someone to like, we don't have like one kid who struggles on this thing, one who struggles on this thing, it all I can say."

- Some did state they were not challenged in math. These students believed they would benefit from a GT version of a mathematics course.
- Students mentioned that their PreAP science and social studies classes were fact-based, and asked fact-based questions. Students believed the classes needed more challenging questions. There was consensus in both groups on this point. One student claimed the questions on these tests were so easy that the questions were "insulting our intelligence." When asked about the document-based assessments in social studies, which do ask students to draw inferences and pull evidence, a few students thought the pacing of the DBAs was too slow. This prompted other students to expand the pacing issue to include mathematics. A few students explained that this led to their misbehavior in class, as they believed they had a lot of time to complete the assignment. A few more discussed issues with procrastination as they evaluated the scope of the assignment as something they could complete quickly.
- In the focus group sessions, middle school students reported a perceived need for gifted talented courses in other content areas. Many mentioned that their PreAP science and social studies courses did not move quickly nor addressed higher order thinking skills. This was also a concern in mathematics. However, other students expressed struggles with mathematics. The students at both schools explained that they did have the opportunity to develop higher order thinking skills in their ELA courses.

How has middle school been different than elementary school? What have you liked/disliked about the differences? (S)

- Students were very enthusiastic about answering this. Middle school students stated they enjoy having GT class every day. In elementary school, GATES classes did not meet every day. Students in both groupings discussed elementary GATES as focusing on the "critical mind/thinking." The students explained that the focus in the middle school class was on TEKS, while there was less of a TEKS focus in GATES. They noted that GATES incorporated all the subjects, had more flexible deadlines, and more open-ended questions or problem-based learning projects. In middle school PreAP GT ELA, students explained that the focus was on ELA, has firm deadlines, and less hands-on problem based learning. Students mentioned that there was more of a focus on STEM education and "real life problem solving."

How does the instructional delivery and arrangement offer opportunities for GT student to work: With others? Non-identified students? Independently? (ET, ST, P)

- GATES teachers reported clustering GATES students in regular classrooms. This allows the students to work with their GATES peers and non-identified students. One teacher stated she actively spoke to classroom teachers about allowing students choice in working alone or working in groups, based on the need of the assignment and the student.

What additional before and after school activities are relevant to GT students enriching their areas of strengths? (ET, ST, P)

- GATES teachers reported Destination Imagination, math clubs, robotics, tech club, and Duke TIPS were relevant activities. Some parents were concerned about equity of access to after school activities due to children needing to take buses home, and the lack of a late bus for those students.

Curriculum and Instruction

How does the curriculum for GT students provide challenge in each area: ELA, Math, Science, Social Studies? How are parents made aware of these curriculum opportunities? (ET, ST, P)

- GATES teachers expressed concern related to a lack of differentiation. In one example, teachers explained that all the students in a classroom are given the same reading texts/novels to read with the same activities to support the novel, regardless of reading level. In another example, it was noted that teachers who gave a pre-assessment did make an effort to differentiate instruction and materials based on student need.
- One GATES teacher explained, “When a parent asks me, ‘What exactly do you teach in here, what exactly is my student going to experience?’ my response is usually I do not teach reading and writing and arithmetic per se. However, all of your child's regular objectives are embedded in the curriculum that they will experience in the GATES program. However, the curriculum is based on thought processes which is what our goal is to teach that versus subject areas. We use a curricula lens also or a unit theme, you know, sometimes when you’re talking to a parent it’s a little bit easier to understand, but the objective truly is to teach them thought processes to develop independent thinkers and high level learners as opposed to teaching, I’m not going to be teaching the first grade or third grade level readings skills, if it’s not a skills class.”

What learning experiences are offered to allow the development of advanced-level products and performances? (ET, ST, P)

- Elementary GATES teachers reported integrating content and global issues into all grade levels. They reported providing students choice in assignments and areas of study. They reported consciously embedding technology for activities.

What do you think is different about GT classes versus non-GT classes? (S)

- Students believed that GT classes should offer in depth critical thinking activities and questions. Most stated this was missing in their current PreAP classes, but present in the GT ELA course. Many students specifically mentioned that it was important for them to be in a GT class to be with their peers and people who thought similarly to them. They preferred to work with other GT students. All students stated or agreed that they enjoyed the smaller class size, as well.

What has been your favorite learning experiences to showcase your area of strength? (S)

- Most of the students specifically mentioned end products. Products and projects were mainly STEM related project-based learning experiences, but a few students did specifically state they enjoyed creating plays and media presentations. One student mentioned that she enjoyed

participating in the “who did it” weekly reading. A few mentioned projects that required research with an end presentation.

Professional Development

What makes for great PD for GT teachers? (ET, ST)

- Elementary GATES teachers explained that many of the people serving on the committee may not be in compliance with state regulation of professional development hours. There is much confusion as to what should count for the required hours of GT and who should track this at each campus. These teachers believe that tracking their principal’s hours would place them in an uncomfortable position with their principal.
- Some GATES teachers create summer professional development for other teachers. To determine what professional development to offer, some teachers survey their staff. The PreAP and AP institute was a favorite of secondary teachers. They enjoyed expanding their repertoire. Brain research was mentioned a few times by both Elementary and Secondary GT teachers. They also specifically mentioned a presenter the Advanced Academics Coordinator brought to speak to them.

What PD opportunities are offered to you? Do they align with your ideas for great PD? How are they delivered and who offers? (ET, ST)

- Elementary GATES teachers reported a lack of clear guidelines as to what was required of the initial 30 hours and follow-up annual 6 hour professional development. They would prefer to encourage other teachers to attend the Gifted and Talented Institute, but this is costly and conflicts with other required trainings for classroom teachers. They would also like to be part of the campus professional development and noted that they could provide demonstrations and modeling of rigorous lesson activities and formulation of deep questions for both classroom discussion and test bank items. A few GATES teachers explained they used the PLC meeting times to teach and discuss differentiation. Other GATES teachers do not have the flexibility to meet with PLC teams due to the numbers of students they serve and/or their split campus schedule.
- Secondary teachers enjoyed working with each other in their advanced academics meetings. They also mentioned the value of working in PLCs with their content teams. Time is a barrier to both Elementary and Secondary as to meeting with other content areas or classroom teachers. Eduphoria opportunities units were valued by secondary teachers.

Family and Community Involvement

How do you know that your program was effective? (ET, ST)

- Elementary teachers reported sending a survey to parents at the end of the year. They used the feedback to make decisions for the next year. Most talk to their parents on a regular basis. Due to the nature of having students as early as kindergarten and teaching them through fifth grade, Most teachers believed that they had a very comfortable relationship with parents. Parents were comfortable contacting them frequently.

- Secondary teachers ask their colleagues about the effectiveness. Middle and high school teachers have an ongoing open dialogue about how the programs are going. They share specific needs to be successful at the next grade level. They would like to see this extend to the non-GT PreAP content classrooms. They ask the kids if the class is challenging, and when students return from other grade levels, they ask if they were prepared.

What feedback do the parents provide about program effectiveness? How do you receive that feedback? (ET, ST)

- Elementary teachers reported sending a survey to parents at the end of the year. They use the feedback to make decisions for the next year. Most talked to their parents on a regular basis. Due to the nature of having students as early as kindergarten and teaching them through fifth grade, most teachers believed that they had a very comfortable relationship with parents. Parents were comfortable contacting them frequently.
- Middle school teachers explained that there is a big adjustment for students going to GT content classes. This upsets the parents. They are trying to create a bridge between middle and elementary to educate the parents and students about the adjustment in the implementation of the GT curriculum. Middle school teachers also explained that some parents believe that the PreAP and PreAP GT ELA classes are too similar. Grade expectations from parents were a concern mentioned to secondary teachers in both middle and high school. Parents and students reported being accustomed to earning straight A's and parents become concerned when a student earns less than an A. Freshman and sixth grade teachers reported receiving the most emails and phone calls about student grades and the adjustments. High school teachers reported getting feedback from parents about the amount of homework and the balance of after school activities. This was mentioned by both parent groups, as well.

What types of modifications do you make to your program based on feedback and self-evaluation? (ET, ST)

- Elementary teachers used the feedback to adjust their schedules for the year. They used the feedback for ideas of instructional units. They also used the feedback to ensure students' emotional and social needs were being met.
- Middle school teachers discussed making changes to their instruction and curriculum based on feedback from high school teachers. They look at the data to ensure that the students are successful in their programs.

What role does GT play on campus goals? (ET, ST)

- Elementary teachers stated that some campuses did specifically state GT as part of the CIP. Other schools it was less of a priority. Many mentioned being part of the teacher PLCs. Others were frustrated that they were not included as part of professional development, particularly when there is such a focus on rigor and relevance or differentiation. They would like to be a larger part of the campus professional development and support. Many teachers are actively involved in grade level PLCs.
- Secondary teachers stated the role depended on the administrator. Some administrators wanted to highlight GT and advanced academics, while others do not.

In what ways are your child's needs being met through GT services? (P)

- Parents believed that their children's needs were being met through creativity in elementary school. Elementary parents also reported social emotional needs being met through the GATES program and with the GATES teachers. Many reported GATES teachers attending parent-teacher conferences and serving as an advocate for their child's needs in the classroom. Parents of middle and high school students reported less needs being met through the GT program. These parents were concerned about the academic needs being met. Several voiced concerns regarding their child's social-emotional needs not being met. Some reported their children had difficulty making the adjustment to secondary schools, and that no one seemed to notice. A few parents mentioned social isolation in high school, and reported this was never an issue in elementary grades.

Recommendations

Research Question 1: How are students identified for Gifted and Talented Educational Services (GATES)?

- Define and develop guidelines for "preponderance of evidence" as it applies to assessment and identification of students.
- Convene to develop and construct or edit the GATES Manual.
- Build a tracking system of how many students are assessed for GT by grade level and campus. Track how many students are identified through these assessment windows and the kindergarten and second grade screening.
- Screen second grade with paper and pencil ITBS/CogAT in the Fall of each school year.
- Purchase online full batteries of ITBS/CogAT (3rd grade and above) for window and transfer identification periods. Results returned 24 hours after testing.
- Use ITBS/CogAT for 5th grade screening for acceleration or GT identification.
- Kindergarten
 - In 2016-17, do a more in-depth study of the identification process in kindergarten to determine the accuracy with which we are identifying gifted learners. Any potential changes would occur for the 2017-18 school year.
- Under identified populations
 - Work with campuses to identify areas of concern and develop a plan.
 - Add additional instruments (including languages other than English) to the process that will broaden the net for under identified populations.
- Awareness
 - Create an online course about identification in NISD that is available to ALL teachers and a part of new teacher training.
 - Post windows, how to nominate, and the screening process on the district website.
 - How to use the ITBS & CogAT data beyond gifted screening.

Service Design

Research Question 2: What services and learning opportunities are currently available to gifted and talented students in elementary, middle, and high school?

Elementary

Cluster gifted learners in groups of 6 to 8 students per class with a teacher who has the 30 Clock Hours and maintains with the annual GT Update. In grade levels where team teaching or departmentalization occurs, each teacher should have the required GT professional development.

The need for a full-time GATES specialist at each campus should be based on the school's gifted population as well as the overall advanced academic needs of the campus. It is recommended that each elementary campus have at minimum of one full-time GATES specialist.

Develop guidelines for GATES:

- GATES classes should fall within the ELA or Math block
- Develop written guidelines concerning written assignments/tests that a student may miss while at GATES.
- GATES teachers should work with classroom teachers when there are scheduling issues: field trips, assemblies, CBAs, etc.

Elementary Gifted Services for 2016-17		
	# of minutes per week	# of sessions per week
Kindergarten	90 mins	2 or 3
1 st	120 mins	2
2 nd	120 mins	2
3 rd	180 mins	2 or 3
4 th	180 mins	3
5 th	180 mins	3
Enrichment (multiple grade levels)	180 mins	varies based on need

Secondary

Middle School

- Cluster gifted learners together in PreAP in Science, and Social Studies classes.
- Designate a GT section in mathematics in grades 6-8.
- Phase in accelerated services in Science beginning in 2016-17.
- Consider adding a GT elective course to middle school.

Possible Middle School Science Acceleration timeline:

Year of Implementation	Grade	Science
2016-17	6th Grade	6th & 7th grade TEKS
2017-18	7th Grade	7th & 8th grade TEKS
2018-19	8th Grade	Biology

High School

- Research the possibility of creating an American Experience class for gifted 11th graders at each comprehensive high school. The course would be a combination of AP Lang and AP US History.
- Identify a section in each content area as GT.
- Ensure that teachers in designated GT course have the required GT training.

English	Social Studies	Math	Science
GT PreAP English 1 GT PreAP English 2 GT AP English Lang GT AP English Lit	GT AP Human Geography GT AP World History GT AP US History	GT PreAP Geometry GT PreAP Algebra 2 GT PreAP PreCalculus GT AP Calculus	GT PreAP Biology GT PreAP Chemistry GT AP Chemistry

Curriculum & Instruction

Research Question How does the district ensure that appropriately challenging curricula is available in the four foundation areas for GT students in grades k-12?

Elementary

- Collaborate with content coordinators and curriculum writers to incorporate gifted standards and instructional strategies into regular curriculum.
- Develop GATES curriculum based on vertically aligned gifted standards.

	2016-17	2017-18	2018-19
Kinder	Develop curriculum		
1st	Develop units of study There will be 3 to 4 units over the course of the school year.	Revisions as needed	Revisions as needed
2nd	Develop units of study There will be 3 to 4 units over the course of the school year.	Revisions as needed	Revisions as needed

3rd	Continue with current curriculum.	Develop units of study There will be 2 to 3 units over the course of the school year.	Revisions as needed
4th & 5th	Research & develop a curriculum for gifted learners that extends the on-level curriculum through acceleration, depth & complexity. Curriculum will also continue to focus on problem-solving, critical & creative thinking, research, and collaboration. To be implemented in 2017-18.	Implement a curriculum for gifted learners that extends the on-level curriculum through acceleration, depth & complexity. Curriculum will also continue to focus on problem-solving, critical & creative thinking, research, and collaboration.	Revisions as needed

Middle School

- Collaborate with content coordinators and curriculum writers to incorporate gifted standards and instructional strategies into the PreAP & AP curriculum.
- 6th & 7th grade GT Science curriculum will require a specific compacted curriculum.
- Ensure that teachers in designated GT course have the required GT training.

Year of Implementation	Grade	Science
2016-17	6th Grade	6th & 7th grade TEKS
2017-18	7th Grade	7th & 8th grade TEKS
2018-19	8th Grade	Biology

High School

- Embedded differentiated curriculum tasks and ideas will be provided as part of the NISD curriculum documents per the District Improvement Plan

English	Social Studies	Math	Science
GT PreAP English 1 GT PreAP English 2 GT AP English Lang GT AP English Lit	GT AP Human Geography GT AP World History GT AP US History	GT PreAP Geometry GT PreAP Algebra 2 GT PreAP PreCalculus GT AP Calculus	GT PreAP Biology GT PreAP Chemistry GT AP Chemistry

Develop a system to track AP test scores for GT students.

Professional Development

Research Question 4: How does the district ensure that those impacting GT education have the state required training?

- Develop a plan that ensures all teachers who provide gifted services & instruction according to NISD are in compliance with state-mandated (30 Hours & GT Update) gifted education.
- Develop a GT Update Professional Development plan that is specific to teaching assignments and service design.
 - NISD offer three types of GT credit in Eduphoria:
 - [30 Clock Hours](#)
 - [GT Annual 6 Hour Update](#)
 - [GT Campus Committee](#)
- Perform an audit of NISD teachers to determine which teachers have their 30 Hours.
- Teachers have three options for completing the 30 Hours.
- NISD GT Summer Institute.
- NISD GT Fall Institute (Blended Learning).
- Regional Service Center GT course offerings.
- Create an online course about identification in NISD that is available to ALL teachers and a part of new teacher training.
- Create a module for administrators and counselors focusing on identification and the nature & needs of gifted learners.

Family and Community

Research Question 5: How does the district support family & community involvement in gifted services?

- Update the district's website so that it is a resource for families, educators, and the community.
- Establish GT Advisory Council to meet 3 times a year to check the pulse of all stakeholders. GTAC would be comprised of teachers, administrators, counselors, and parents.
- Redesign the HB 5 Student Engagement Gifted and Talented Education Programs Engagement Rubrics.
- Create a plan for parent meetings (district & campus) that cover a variety of topics concerning gifted education.

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Gifted and Talented Educational Services: Procedures Manual [Procedures and policy for Northwest ISD's GATES program]. (2011, August). Northwest ISD, Justin, TX.

National Center for Education Statistics. (2008). Percentage of gifted and talented students in public elementary and secondary schools, by sex, race/ethnicity, and state: 2004 and 2006. (n.d.). Retrieved February 05, 2016, from http://nces.ed.gov/programs/digest/d10/tables/dt10_049.asp
US Dept. of Education

G.A.T.E.S.

(Gifted and Talented Educational Services)

PROCEDURES MANUAL

Revised 2011~12

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G.A.T.E.S.

Objectives of the Manual

The GATES Procedures Manual is designed for use by professionals and parents when researching education policy and procedures regarding gifted services for Northwest ISD students.

G.A.T.E.S.

NISD Core Beliefs

We believe that...

- kids come first.
- continuous improvement is critical for success of the Northwest Independent School District.
- the success of each student is the shared responsibility of students, families, schools and communities.
- environment influences learning.

Mission Statement

The Advanced Academics Department, in partnership with parents and community, will provide students a premier education, preparing them to be successful, productive citizens.

G.A.T.E.S.

GATES Vision

The best and most sought-after advanced academics program in Texas where every student is future ready:

- Ready for College
- Ready for the Global Workplace
- Ready for Personal Success

GATES GOAL STATEMENTS:

- To provide differentiated educational services promoting critical and creative thinking skills.
- To engage students in an academically challenging and motivating program.
- To identify and implement best practices in teaching gifted students.
- To support the needs of highly able students by providing training for teachers.

G.A.T.E.S.

District Curriculum Philosophy Statement

At Northwest I.S.D., the education of identified gifted students is based on the following six areas of emphasis:

- Problem Solving
- Critical Thinking
- Creative Thinking
- Research Skills
- Independent Learning
- Communication Skills

Problem Solving- The student uses a variety of approaches to solve problems; develops thoughtful questions; plans, organizes, implements, evaluates, and presents solutions.

Critical Thinking- The student demonstrates skills of complex thinking; sees relationships; examines facts and variables; makes deductions based on logical reasoning.

Creative Thinking- The student uses divergent thinking; sees things in new and different ways. The student shows fluency, flexibility, originality, and elaboration in generating and presenting ideas.

Research Skills- The student asks open-ended research questions and develops a plan for answering them; gathers information from relevant sources; clarifies research questions and evaluates/synthesizes collected information; purposefully organizes and presents ideas/conclusions.

Independent Learning- The student organizes time and work; uses a variety of resources; sets high standards of quality; completes self-directed learning; develops innovative products and performances.

Communication Skills- The student communicates effectively; listens actively; participates effectively in a group.

GLOSSARY OF GIFTED AND TALENTED

Acceleration - Selected students are allowed to advance more quickly than chronological peers. This may be accomplished in several ways: early admission, grade skipping, or compressing curricula.

Advanced Placement - The College Board's Advanced Placement (AP) Program is an opportunity for students to pursue college-level studies while still in secondary school and to receive advanced placement, credit, or both, in college. By challenging and stimulating students, the AP Program provides access to high quality education, accelerates learning, rewards achievement, and enhances both high school and college programs.

Affective Learning - Incorporating into the curriculum opportunities for students to address feelings, values, social interactions, attitudes, and appreciation of self and others.

Appeals - Parents or students may appeal any final decision of the selection committee regarding selection for or removal from the gifted program. Appeal shall be made first to the selection committee.

Area of Giftedness - The specific ability in which a student performs or shows potential to perform at a remarkably high level of accomplishment.

Artistic - Possessing outstanding ability in the visual and performing arts.

Content/Process/Product/Themes - The elements of curriculum. Content is the subject matter. Process is the skill included in the curriculum. Product is the output of learning or form of communication, such as writing, illustrating, performing, debating, etc. Themes are a way of organizing content across multiple disciplines and for seeing the content in more abstract terms.

Compacting Curriculum - Students that are able to learn more quickly or may already know material are allowed to show mastery. These students may then spend their time with enrichment activities or acceleration.

Complexity - Extending 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/or disciplines; examining relationships in, between, and across disciplines over time, and from multiple points of view.

Convergent Thinking - Systematic reasoning focusing on one correct answer. This includes inductive and deductive reasoning, inquiry, and logic.

Creative - Possessing outstanding imagination, thinking ability, innovative or creative reasoning ability, ability in problem solving, and/or high attainment in original or creative thinking.

Creative Thinking - Open-ended, divergent, imaginative thinking; includes fluency, flexibility, originality, and elaboration.

Creativity - The human attribute of constructive originality. It is the process of combining what exists into something new. The something new could be procedure, idea, or product relative to the individual. Creativity needs to be nurtured in the students to develop the abilities necessary to affect our society with new ideas and solutions to problems.

Critical Thinking - The development of analytical thinking for purposes of decision-making. This includes using specific attitudes and skills such as analyzing arguments carefully, seeing others' points of view, reaching sound conclusions, and the higher levels of Bloom's Taxonomy.

Credit by Exam - Students that have received prior instruction may gain credit by passing an examination on the essential elements of the subject. See student handbooks for specific requirements.

Depth - Exploration of content within a discipline, analyzing from the concrete to the abstract, familiar to the unfamiliar, known to the unknown; exploring the discipline by going past facts and concepts into generalizations, principles, theories, laws; investigating the layers of experience within a discipline through details, patterns, trends, unanswered questions, or ethical considerations.

Destination Imagination - Destination Imagination is a non-profit organization offering a youth centered, problem-solving program that emphasizes creative thinking, mechanical intelligence, logical progression, and teamwork.

Differentiated Curriculum - Adapting the curriculum to meet the unique needs of gifted learners by making modifications in complexity, depth, or pacing. It may include selecting rather than covering all elements of a curriculum, depending on the individual needs of students.

Divergent Thinking - Creative generation of many responses; open-ended thinking. Includes fluency, flexibility, originality, and elaboration, and is the opposite of convergent thinking.

Dual Enrollment - The practice of enrolling in a college or university while enrolled in high school for the purpose of earning high school and college credit simultaneously. See student handbook and course selection guide for specific information.

Enrichment - Opportunities offered to students to participate in activities beyond the basic curriculum. These opportunities may supplement regular work or allow students to extend their skills.

Examination for Acceleration - Criterion-referenced tests given to students that have not received prior formal instruction in an academic area that wish to accelerate to a higher level. Please see Student Information Guide for specific information concerning requirements and procedures.

Exit Provisions - (GATES Program) - Student performance in the program shall be monitored. A student may be removed from the program if the selection committee determines it is in the student's best interest. A conference will be held with the parent(s) and student to explain the reasons that have been determined that make it necessary to remove the student from the program. If a student or parent requests removal from the program, the selection committee shall meet with the parent and student before honoring the request. (Please see furlough to investigate alternatives.) If the decision is made to

exit a student from the Gifted and Talented program, the student's status as GT will be removed from the PIEMS report.

Furlough - If a student, parent(s), or teacher feels that placement in the GATES program is not in the student's best interest, then the selection committee will meet to determine the best course of action. The committee may decide that a furlough or a period of time with no GATES participation is appropriate. A conference with the parent must be held in order to discuss the options. The time for this furlough may be up to and including one school year. When that specified time is up, the student may reenter the program without going through re-identification.

***Gifted and Talented** - A child or youth who performs at or shows the 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 3) excels in a specific academic field. **Senate Bill 1 Subchapter D*

Higher Order Thinking Skills - Those skills required when students use knowledge, comprehension, and application levels of thinking to operate at the higher levels: analysis, synthesis, and evaluation (Bloom's Taxonomy).

Intellectual - Possessing superior intelligence - potential for demonstrating accomplishments in several fields of study; ability to perform complex mental tasks.

KOI – Kingore Observation Inventory – An assessment instrument which structures observation of the specific behaviors gifted children typically exhibit in learning environments in kindergarten through third grade.

Leadership - Possessing the natural ability to influence others; possessing skills in interpersonal relationships.

PreAP - Pre-Advanced Placement - Classes students should have in order to be prepared for the Advanced Placement Exams.

Qualitative Measures - Measures used to assess student needs that include observations, anecdotal records, checklists, interviews, student products, performances.

Quantitative Measures - Standardized tests that are used to assess students.

Reassessment - If a teacher or parent feels that student performance in the GATES program is not satisfactory, the selection committee will determine if additional assessment or reassessment is necessary. Parent permission must be obtained before initiating. After testing has been completed, the selection committee shall meet with parent(s) and student to consider options and determine what the appropriate educational setting is.

Specific Academic Fields - Possessing superior ability or potential in a specific course of study such as science, mathematics, language arts, or social studies

Technology-based Research – Technology is one of the eight major competencies essential for success in the real world of work. By offering students the opportunity to research topics that are important to them, we encourage their intrinsic motivation as well as their preparation for future occupational success.

Texas State Plan-This document provides requirements and guidance to districts as they meet the unique needs of the gifted population in the state of Texas.

Transfers - When a student transfers into Northwest ISD and has been identified as gifted and talented by the previous district, the student's records shall be reviewed by the selection committee to determine if placement in Northwest's program is appropriate. Additional testing by Northwest personnel may be recommended or the student may be placed in Northwest's program.

Northwest Independent School District

GATES Identification and Assessment

* indicates a form used in the process

Nomination/Referral*

Permission for assessment*

Must be obtained from parent/guardian before consideration is made

Data Gathering (Gr. 1~12)*

Occurs once in fall and once in spring

Quantitative

- STAAR
- ITBS
- CogAT

Qualitative

- Gifted and Talented Evaluation Scale (from teacher)
- Parent Checklist
- Work Samples

*K-12 Profile completed for each nominated student

Second Grade

All second graders are assessed with Iowa Test of Basic Skills (ITBS) and Cognitive Abilities Test (CogAT)**. Pre and Post* information letters are sent to parents. **All second grade ESL students are assessed with NNAT (Naglieri Nonverbal Abilities Test).

Selection

Committee consisting of at least three professionals trained in gifted education meets to make recommendations for placement. GATES Profile completed*.

Kindergarten Screening*

Occurs once a year

- Parent Checklist
- KOI
- Teacher Checklist

Additional Data As needed for

- NNAT
- Torrance Test of Creativity
- ~Student Products

Placement

Conference scheduled with parent/guardian of newly identified students via Conference Request Form*



Student Assessment

Assessment of student progress completed annually through use of:

- In elementary school, assessment communicated to parent/guardian via GATES Progress Report sent home with report cards every six weeks.
- Yearly GATES Review* (found on back of K-12 Profile);
- Conferences with teachers and parent/guardian; and
- Furlough Forms* and/or Reevaluation/Exit Forms* when necessary.

GIFTED SERVICES

- ✓ Differentiated Curriculum in Language Arts, Mathematics, Science and Social Studies
 - Enrichment
 - Acceleration – Early High School Graduation
 - Flexible Grouping (*pacing, interest, readiness level*)
 - Compacting
- ✓ Credit by Exam
- ✓ Independent Study
- ✓ Summer Opportunities – Out of school options
- ✓ Parent/Community Support Group

Additional opportunities that may be offered include:

<i>Elementary</i>	
/ Language Arts: Junior Great Books, Scrabble Club, Battle of the Books	/ Independent Study: Technology-based research
/ Mathematics: <i>Math Olympiad</i>	/ Problem Solving: <i>Destination Imagination</i>
/ Science: Science Inquiry	/ Logic-Chess Club
/ Social Studies: Student Council, Leadership Club	/ UIL Academic Competition

<i>Secondary – Middle School</i>	
Optional Advanced Coursework:	Development of Special Talents:
PreAP:	/ After School Clubs
/ <i>Language Arts</i>	/ Music (Band/Choir)
/ Mathematics	/ Drama
/ Science	/ UIL Competitions
/ Social Studies	/ Athletics/Dance

<i>Secondary – High School</i>	
Optional Advanced Coursework:	
PreAP:	
/ English I/II	/ Biology
/ Geometry	/ Chemistry
/ Algebra II	/ Physics
/ Pre-Calculus	/ World Geography
/ Foreign Language	/ World History
AP:	
/ English III/IV	/ Foreign Language
/ Calculus AB/BC	/ U.S. History
/ Statistics	/ U.S. Government
/ Biology	/ Macroeconomics
/ Physics	/ European History
/ Chemistry	/ Art History
/ Psychology	/ Art
/ Computer Science	
Other Program Options:	
/ Dual / Concurrent College / HS Credit	/ Distinguished Achievement Program
/ Correspondence Courses	
Development of Special Talents:	
/ Music (Band, Choir)	/ Debate
/ Journalism	/ Student Council
/ Theater	/ Student Leadership
/ Peer Assistance Leadership (PAL)	/ UIL Academic Competitions
/ Academic Decathlon	/ Mentorships

Guidelines for Minimum Weekly Number of Minutes-Identified G.A.T.E.S. Students

Kindergarten-60 minutes a week (Feb.-May)*

*Kindergarten (whole class) - 20-30 minutes a week-
KOI/Cognitive Thinking Skills lessons (Sept-Dec) each
classroom

1st grade-60 min. a week

2nd grade-90 min. a week

3rd grade-120 min. a week

4th grade-150 min. a week

5th grade-150 min. a week

G.A.T.E.S. Elementary Curriculum

The following documents provide G.A.T.E.S. curricular options for students. Services focus on the six areas of emphasis: Problem Solving, Creative Thinking, Critical Thinking, Independent Learning, Communications Skills, and Research Skills. The content listed for each grade level aligns with the National Association for Gifted Children Student Outcomes, GT Thinking Processes, and Texas College and Career Readiness Standards. It is a sampling of the content and should not be considered as an all-inclusive list. Decisions as to the area of further content exploration for the topic should be made with the students' academic strengths and weaknesses in mind, as well as their interest areas.

Grade 1

Conceptual Lens: Culture/Interdependence

Context

This unit focuses on the exploration of a variety of cultures to create a better understanding of people throughout the world. As students study their own personal/family culture and cultures from countries around the world, students research and create projects that coincide with their respective cultures of study.

Essential Questions

What is the importance of understanding our own and other cultures?

How is geography vital to the decisions and choices people make?

What are the similarities and differences among population groups who come from various places around the globe to live in one place?

GT Student Outcomes

NAGC Standard 1: Learning and Development

NAGC Standard 3: Curriculum Planning and Instruction

NAGC Standard 4: Learning Environments

GT Processes

Critical Thinking, Creative Thinking, Communication, Planning, Guided Research, Evaluation, Technology, Analyzing, Synthesizing

College and Career Readiness Cross-Disciplinary Standards

I. Key Cognitive Skills

- A. Intellectual Curiosity
- B. Reasoning
- C. Problem Solving
- D. Academic Behaviors

- E. Work Habits
- F. Academic Integrity

II. Foundational Skills

- A. Reading across curriculum
- B. Writing across curriculum
- C. Research across curriculum
- D. Use of data
- E. Technology

Grade 2

Conceptual Lens: Processes

Context

This unit focuses on convergent and evaluative thinking through deductive logic, analytical thinking and evaluation. Students will gain knowledge of forensic science through a number of practical applications, and be able to apply their knowledge to actual cases; create an original forensic case; and investigate unsolved mysteries objectively.

Essential Questions

How can convergent and evaluative thinking be applied in forensic science?

GT Student Outcomes

NAGC Standard 3: Talent Development

NAGC Standard 4: Instructional Strategies

NAGC Standard 5: Culturally Relevance

NAGC Standard 6: Resources

GT Processes

Critical Thinking, Problem Solving, Communication, Planning, Guided Research, Evaluation, Technology, Analyzing, Synthesizing

College and Career Readiness Cross-Disciplinary Standards

I. Key Cognitive Skills

- A. Intellectual Curiosity
- G. Reasoning
- H. Problem Solving
- I. Academic Behaviors
- J. Work Habits
- K. Academic Integrity

II. Foundational Skills

- B. Reading across curriculum
- C. Writing across curriculum
- D. Research across curriculum
- E. Use of data
- F. Technology

Grade 3

Conceptual Lens:

Structures

Context

This unit focuses on the engineering and design of structures. Through hands-on experiences and technology, students will apply the engineering design process.

Essential Question

How does the science of engineering affect the design of structures?

GT Student Outcomes

NAGC Standard 3: Talent Development

NAGC Standard 4: Instructional Strategies

NAGC Standard 5: Culturally Relevance

NAGC Standard 6: Resources

GT Processes

Critical thinking, adaptive thinking, creative productive thinking, problem solving, prepared, goal setting, analyzing, evaluating, synthesizing

Texas College and Career Readiness Cross-Disciplinary Standards

I. Key Cognitive Skills

- L. Intellectual Curiosity
- M. Reasoning
- N. Problem Solving
- O. Academic Behaviors
- P. Work Habits
- Q. Academic Integrity

II. Foundational Skills

- G. Reading across curriculum
- H. Writing across curriculum
- I. Research across curriculum
- J. Use of data
- K. Technology

Grade: 4

Conceptual Lens: Culture/Change over Time

Context: This unit focuses on having students think and work like archaeologists.

Students will analyze artifacts; learn to write “field notes”, and determine the importance of an archaeological gridding system when excavating sites. Each student will develop his/her own archaeological dig to be analyzed by classmates.

Essential Questions

How does today impact tomorrow?

GT Student Outcomes

NAGC Standard: Self Understanding 1, 3,4, 5, 6

GT Processes

Critical/Creative Thinking, Problem Solving, Communication, Planning, Independent Research, Leadership, Evaluation, Analyzing, Synthesizing, Technology

Texas College and Career Readiness Cross-Disciplinary Standards

I. Key Cognitive Skills

- R. Intellectual Curiosity
- S. Reasoning
- T. Problem Solving
- U. Academic Behaviors
- V. Work Habits
- W. Academic Integrity

II. Foundational Skills

- L. Reading across curriculum
- M. Writing across curriculum

- N. Research across curriculum
- O. Use of data
- P. Technology

Grade: 5

Conceptual Lens:

Future Trends

Context

This unit encourages students to analyze and evaluate trends of the future through the 6 steps of future problem solving. Students will infer local, national and global needs including occupations, inventions, communication, transportation, recreation, education, culture, environment, health, etc. to create “smart clothes” and a futuristic civilization and persuade others to live there. Furthermore, students will explore occupations and the skills needed future careers. Finally, students will utilize technology understandings to write a science fiction story applying the knowledge acquired through the unit.

Essential Questions

How can problem-solving skills support future solutions?

How might technology impact our future society and its needs?

What is needed for individuals and societies to be future ready?

GT Student Outcomes

Self Understanding, 1,3,

Awareness of Needs 4,

Cognitive and Affective Growth 6, 7, 8

Learning Process and Outcomes 4

Talent Development 2, 3,

Instructional Strategies 4

Culturally Relevant Curriculum 5

Resources 6

Personal Competence 1,

Social Competence 2

Leadership 3

Cultural Competence 4

Communicative Competence 4

GT Processes

Critical Thinking, Creative Thinking, Problem Solving, Research, Technology Skills, Leadership Development, Affective Growth

Texas College and Career Readiness Cross-Disciplinary Standards

I. Key Cognitive Skills

- A. Intellectual Curiosity
- B. Reasoning
- C. Problem Solving
- D. Academic Behaviors
- E. Work Habits
- F. Academic Integrity

II. Foundational Skills

- G. Reading across curriculum
- H. Writing across curriculum
- I. Research across curriculum
- J. Use of data
- K. Technology

Northwest ISD

G.A.T.E.S. Program

Program Overview

Grades 6-12

The following documents detail curricular options for secondary students in the Northwest ISD G.A.T.E.S. Program. The program is delivered through pre-Advanced Placement and Advanced Placement courses. The array of learning opportunities emphasizes content in the four core academic areas and is commensurate with the abilities of gifted and talented students. Extracurricular options are also available.

Although Northwest ISD emphasizes content in all four core academic areas for gifted and talented students, students do not necessarily participate in all four areas. Students should participate in those areas in which they have individual strengths. That may be four, but it could be one, two, or three of the areas.

Northwest ISD
G.A.T.E.S Program
Grades 6-8

Language Arts

6th Grade	7th Grade	8th Grade
PreAP Language Arts	PreAP Language Arts	PreAP Language Arts

Mathematics

6th Grade	7th Grade	8th Grade
PreAP Mathematics	PreAP Mathematics	Algebra I

Science

6th Grade	7th Grade	8th Grade
PreAP Science	PreAP Science	Integrated Physics & Chemistry

Social Studies

6th Grade	7th Grade	8th Grade
PreAP World Cultures	PreAP Texas History	PreAP U.S. History

Northwest ISD

G.A.T.E.S Program

Grades 9-12

English Language Arts

9th Grade	10th Grade	11th Grade	12th Grade
PreAP English I	PreAP English II	AP-English III	AP-English IV

Mathematics

9th Grade	10th Grade	11th Grade	12th Grade
Algebra I PreAP	Algebra II PreAP	Pre-Calculus PreAP	Calculus AB/AP or Calculus BC/AP
Geometry PreAP	Geometry PreAP	Calculus AB/AP	Statistics/AP
Algebra II PreAP	Pre-Calculus PreAP	Calculus BC/AP	
		Statistics/AP	

Science

9th Grade	10th Grade	11th Grade	12th Grade
PreAP Biology	PreAP Chemistry	PreAP Physics	AP Biology
			AP Chemistry
			AP Physics

Social Studies

9 th Grade	10 th Grade	11 th Grade	12 th Grade
World Geography PreAP	World History PreAP	US History AP	Government AP
			Economics AP
			European History AP

FORMS

Gifted and Talented Services

Confidential Parent Inventory

Date_____ Previous GT Program ___Yes ___No

Child's Legal Name_____ Date of birth_____ Current Grade_____
Teacher_____

Parent/Guardian's Name_____

Address_____

Email_____

PHONE: Home _____ Work _____ Cell _____

Part I: Background Information: This section is optional and is NOT considered as part of the scorable inventory, but may provide valuable information. All answers are confidential.

1. Describe your family unit (parents, step-parents, other adults in the home, children, etc.)

2. List significant social/emotional needs which might influence your child's school performance.

3. Describe early indications that your child's development differed from his/her peers (speech, interest, physical development, etc.)

4. Are there any physical or academic needs which might impact his/her learning and/or performance.

5. What special lessons, training, learning opportunities or travel experiences does your child have outside of school?

6. What are your child's special interests and hobbies?

Part II: Information About Ability / Interest : Please check the appropriate box for each item.

Characteristic	Seldom	Often	Consistently
Grasps abstract ideas and concepts			
Solves complicated and unique problems easily			
Ideas and solutions are refined and well-thought			
Can easily explain complex situations			
Chooses to work on complex or challenging tasks			
TOTAL (For Campus Use Only)			
Learns new information quickly with little practice			
Deep understanding of advanced concepts			
Spends extended time on topics of interest			
Able to learn advanced and more complex content			
Sets high standards and expectations for self			
TOTAL (For Campus Use Only)			
Produces original solutions, products, or ideas			
Thinks creatively; asks a lot of questions			
Engages in creative activities and play			
Applies original solutions to solve problems			
Shows clever, unique responses to questions and problems			
TOTAL (For Campus Use Only)			
Persuasive; leader among peers			
Seeks opportunities to make a difference in the community			
Positive participation in group decision making			
Makes thoughtful decisions			
Seeks leadership opportunities in school and extra-curricular			
TOTAL (For Campus Use Only)			

Shows artistic talent or skill in visual or performing arts			
Highly sensitive to noises, light, colors, odors, textures.			
Is keenly observant; notices specific details			
Ideas and products are clever and inventive			
Regularly practices artistic talent for extended periods of time			
TOTAL (For Campus Use Only)			

Student Observation Inventory

Name _____ Date _____ Time _____

Teacher _____ Grade _____

Descriptor of content or lesson: _____

Advanced Language		
Characteristics	Check if apply	Observations/Comments
Extensive vocabulary		
Demonstrates verbal skills when teaching others handling conflicts, or influencing others; persuasive		
Uses the language of the discipline		

Analytical Thinking		
Characteristics	Check if apply	Observations/Comments
Thinks clearly, logically, and complexly		
Recognizes relationships or patterns among apparently unrelated ideas		
Enjoys analyzing and solving challenging problems		
Likes to plan and organize		
Critical thinker		

Meaning Motivation		
Characteristics	Check if apply	Observations/Comments
Curious; asks intellectual questions		
Generates new ideas and unique solutions to problems		
Displays in-depth information in one or more advanced area		
Becomes absorbed and involved in certain topics or problems; task commitment		

Perspective		
Characteristics	Check if apply	Observations/Comments
Demonstrates a complex perspective in writing, oral discussions, art, or problem solving		

Sense of Humor		
Characteristics	Check if apply	Observations/Comments
Sense of humor beyond children of the same age		
Catches an adult's subtle or sophisticated humor		

Sensitivity		
Characteristics	Check if apply	Observations/Comments
Is intuitive and insightful of other' s needs and feelings		
Organizes others to help promote change and fairness		
High expectations of self and others; high strung		
Overreacts at times		

Accelerated Learning		
Characteristics	Check if apply	Observations/Comments
Creates products at an advanced level		
Comprehends advanced ideas, concepts or implications		
Exceeds the parameters of age-expected knowledge in a field		

Nominate? Yes_____

No_____

***Characteristics taken and adapted from Kingore, B. (2001). The Kingore Observation Inventory (KOI). 2nd ed. Austin: Professional Associates Publishing**

NORTHWEST INDEPENDENT SCHOOL DISTRICT

GATES (Gifted and Talented Educational Services)

Nomination/Referral: *Please complete with all requested information.*

Student's
Legal First
Name:

Last Name:

Address

City, State, Zip

Mother's Name:

Father's Name:

Student lives with:

Teacher's Name:

Grade Level: _____

Birth Date: _____

In the space provided below, please state why you feel that _____ should be considered for participation in Northwest ISD's Gifted Program.

Signature:

Date:

Relationship to Child:

Northwest Independent School District

GATES

(Gifted and Talented Educational Services)

To: The Family of _____

From: _____, Gifted and Talented Specialist

Date: _____

Re: Permission for Assessment

Your child has been nominated for the GATES program. In order for us to complete the identification process, state law requires us to administer several assessments. These assessments are both qualitative and quantitative in nature and include an achievement test, reasoning abilities test, parent checklist, and a gifted and talented evaluation scale that is completed by the teacher.

In order for us to complete this assessment, you must complete the permission slip below and the enclosed "GATES Parent Inventory" parent checklist. **Return all completed forms to your child's classroom teacher by_____.** Testing will be during the weeks of _____. Please make sure your child is well rested and eats a healthy breakfast during the assessment period, and make every effort to have your child attend full school days without interruptions. As soon as the assessments are completed and scored, you will be notified of the results. It will take approximately 8-10 weeks after the tests are completed for test results to be returned.

Placement in the GATES Program will be based upon the student's educational need for an altered curriculum.

.....

- ☐ Yes, my child _____ may participate in the assessments for the GATES Program.
- ☐ No, my child _____ may not participate in the assessments for the GATES Program.

Parent/Guardian Signature: _____

Date: _____

Phone

Number: _____

Email Address: _____

Distrito Escolar de Northwest

GATES

(Programa de Académicos Avanzados)

Para:

De:

Fecha:

Asunto: **Permiso Para Evaluar**

Su hijo ha sido nominado para el Programa de Académicos Avanzados (GATES). Para cumplir el proceso de identificación para el programa, el estado requiere unas evaluaciones académicas. Estas evaluaciones dan información subjetiva y objetiva e incluyen un examen de aprendizaje, un examen de habilidades de razonamiento y un cuestionario para ustedes padres de familia y para el maestro.

Para poder empezar este proceso de identificación, es necesario completar el formulario a continuación y devolverlo a la escuela antes del _____. Tan pronto completemos las evaluaciones y tengamos las calificaciones, les notificaremos acerca de los resultados.

Colocación en el Programa de Académicos Avanzados (GATES) es basada en la necesidad del alumno para un currículo diferente.

☐ Sí, mi hijo _____ sí puede participar en las evaluaciones para el Programa de Académicos Avanzados (GATES).

☐ No, mi hijo _____ no puede participar en las evaluaciones para el Programa de Académicos Avanzados (GATES).

Firma de padre de familia _____

Fecha: _____ Núm. de tel. _____

Northwest Independent School District

GATES

(Gifted and Talented Educational Services)

To: Parent/Guardian of Identified Elementary GATES Students

From: _____, GT Specialist

Date: _____

Re: Permission for Placement

Areas of Identified Strength(s): Language Arts Math

Through the review of both quantitative and qualitative data, _____ has been identified for participation in the GATES Program, which is designed for academically gifted and talented students. At the elementary school level, GATES students in grades K-5 meet with other identified students under the supervision of a gifted specialist.

During this time, students will work through a variety of content tied to the TEKS objectives. The gifted specialist will develop lessons that focus on process skills such as critical thinking, problem solving, decision-making, researching, creative/ productive thinking, and communicating. In addition, the program addresses the development of a healthy self-concept and interpersonal skills. Students are not expected to make up any work missed in the regular classroom while participating in pullout classes. While most activities are completed during the school day, occasionally students are required to complete assignments outside of class.

Your child's progress and participation in the GATES program will be evaluated periodically throughout the year as well as at the end of the year. His/her continued participation in the program will be based not only on the need for the program but also on his/her interest and active participation.

Placement in GATES occurs with your written approval. If you are interested in having your child participate in the GATES program, please complete this form and return it to your child's classroom teacher.

.....

☐

Yes, I want to participate in this program.

☐

No, I do not want to participate in this program.

Student Signature: _____ Date: _____

☐

Yes, I give permission for my child's participation in the program.

☐

No, I do not give permission for program participation.

☐

I have no objection to any media coverage that may accompany participation in the program.

Parent/Guardian Signature: _____ **Date:** _____

Email: _____ Phone: _____

Please return by _____ **to** _____.

Revised 9-12-12

Northwest Independent School District

GATES

(Gifted and Talented Educational Services)

To: Parents of Identified Secondary GATES Students

From:

Date:

Re: Permission for Placement

Areas of Identified Strength(s): **Language Arts** **Math** **Science** **Social Studies**

Through the review of both quantitative and qualitative data, _____ has been identified for participation in the GATES Program, which is designed for academically gifted and talented students. At the secondary school level, GATES students are offered coursework that is academically challenging in their identified area(s) of strength.

Advanced Placement (AP) and Pre-Advanced Placement (PreAP) curricula in a variety of subjects are offered to identified students. Students successfully completing AP exams can also earn college credit. Guidance will be provided to the student to aid in the enrollment in the appropriate classes.

Your child's progress and participation in the GATES program will be evaluated periodically throughout the year as well as at the end of the year. His/her continued participation in the program will be based not only on the need for a program but also on his/her interest and active participation.

Placement in GATES occurs with your written approval. If you are interested in having your child participate in the GATES program, please complete this form and return it to the teacher of the gifted.

.....

☐

Yes, I want to participate in this program.

☐

No, I do not want to participate in this program.

Student Signature: _____

Date: _____

- ☐ Yes, I give permission for my child's participation in the program.
- ☐ No, I do not give permission for program participation.
- ☐ *I have no objection to any media coverage that may accompany participation in the program.*

Parent/Guardian Signature: _____ **Date:** _____

Please return by _____ **to** _____.

Northwest Independent School District

GATES

(Gifted and Talented Educational Services)

(date)

To: All (campus) Second Grade Parents/Guardians

Re: Notice of Grade Level Testing

During the week(s) of _____, all second grade students will be given the Iowa Test of Basic Skills (ITBS) and the Cognitive Abilities Tests (CogAT) or the Naglieri Nonverbal Abilities Test (NNAT) for identified ESL students. These tests will be administered in your child's classroom under the direct supervision of their homeroom teacher. Please make sure your child has adequate sleep and breakfast each day during this week.

These tests will be scored at a national scoring center and will help us meet the educational needs of your child. We will send a copy of the results to you once we have received them in May.

If you have any questions or concerns regarding these tests, please contact your child's homeroom teacher.

Thank you for your cooperation.

Second Grade Teachers

GT Specialist, (name)

Distrito Escolar de Northwest

GATES

(Programa de Académicos Avanzados)

(El ____ de _____ del 2012)

Atención: Los padres de familia del segundo grado

Asunto: Advertencia de evaluaciones

A partir del 27 de febrero al 9 de marzo, todos los alumnos del 2º grado van a ser evaluados usando el Examen de Iowa de Habilidades Básicas (ITBS) y el Examen de Habilidades Cognitivas (CogAT) o usando el Examen de Naglieri de Habilidades No Verbales (NNAT) para los alumnos identificados para el programa de Inglés como Segundo Lenguaje (ESL). La maestra/el maestro de su hijo/a administrará las evaluaciones durante el día escolar en el salón de clases con la excepción del NNAT. El NNAT será administrado al mismo tiempo que el CogAT por la maestra del Programa de Académicos Avanzados o por el maestro/la maestra de STAR. Favor de asegurar que su hijo/a se duerma temprano cada noche en esas fechas y que desayune cada mañana.

Mandan las evaluaciones a un centro nacional para calificarlos. Los resultados ayudan a la escuela a educar su hijo/a basado en sus necesidades. Ustedes padres de familia recibirán una copia de los resultados tan pronto que nosotros los tenemos en Mayo.

Si tienen alguna pregunta acerca de las evaluaciones, favor de comunicarse con el maestro/la maestra de su hijo/a.

Gracias por su apoyo en estos asuntos.

Los maestros/las maestras del Segundo Grado

La especialista de Académicos Avanzados

Northwest Independent School District

GATES

(Gifted and Talented Educational Services)

(date)

Dear Parents:

Your child completed the Iowa Tests of Basic Skills (ITBS) and the Cognitive Abilities Test (CogAT) this spring. The results are reported in National Percentile Ranks (abbreviated PR). This tells us how your child's performance is compared to other students in the nation. An average percentile rank is 50. The results of these tests are attached.

The CogAT is used to assess abilities that are closely related to your child's success in school. These abilities begin to develop at birth and continue to develop through early adulthood. The abilities are influenced by experiences in and out of school.

The ITBS is used to assess your child's achievement in math, reading, and language. Your child's scores are compared to those of a norm group in order to get a percentile rank. A norm group is a group of children that represent a cross section of the population and who are the same age as your child.

Because the ITBS and the CogAT are given at the same time, a student's achievement can be compared to his ability to determine if he/she is working up to his/her potential. This information is valuable in planning instruction.

If you have any questions concerning these scores, please contact your child's teacher to set up a conference to discuss the results.

Sincerely yours,

Second Grade Teachers

Testing Coordinator, _____

(ITBS_CogAT post)

Distrito Escolar de Northwest

GATES

(Programa de Académicos Avanzados)

(date)

Estimados padres de familia:

Su hijo/a tomó el Examen de habilidades básicas de Iowa (*Iowa Tests of Basic Skills*) y el Examen de habilidades no verbales Naglieri (*Naglieri Nonverbal Ability Test* ó *NNAT*). Los resultados son reportados por porcentajes nacionales (*Nacional Percentile Ranks*), abreviado <PR>. Los porcentajes nacionales nos dicen como calificó su hijo/a en comparación a otros estudiantes de todo el país. El porcentaje promedio es 50. Los resultados del examen se encuentran adjunto.

Se usa el Examen de habilidades básicas de Iowa para evaluar el aprendizaje de su hijo/a en las matemáticas, la lectura y el lenguaje. Las calificaciones de su hijo/a son comparados con las de un grupo estandarizado para calcular el porcentaje apropiado. Un grupo estandarizado es un grupo de niños que representan una sección representante de la población y que tienen la misma edad que su hijo/a.

El Examen de habilidades no verbales Naglieri evalúa las habilidades de razonamiento y de resolver problemas sin el tener que usar habilidades verbales. Los resultados de este examen son descritos como <sobre promedio>, <promedio> y <bajo promedio> en comparación a los alumnos del mismo año escolar.

Si tiene alguna pregunta, favor de comunicarse con el maestro o a la maestra para hacer una cita.

Sinceramente,

2nd Grade Teachers

GT Specialist, _____

(ITBS_NNAT post)

Northwest Independent School District

GATES

(Gifted and Talented Educational Services)

To: The Family/Parents of _____

From: _____, GT Specialist

Date:

Re: Conference Request

I would like to set up a face-to-face conference or a phone conference to discuss decisions about your child's educational needs. **Please indicate your preference below and have your child return this form by**_____.

_____ I would like to schedule a face-to-face conference. These are the best days/times to meet: _____

_____ I would like to schedule a phone conference. These are the best days/times to call: _____

_____ I do not need to schedule a conference of any kind. No need to contact me to schedule a conference.

Parent (Guardian) Name: _____

Primary Contact Phone Number: _____

Primary E-mail address: _____

Date: _____

Contact information:

E-mail:

Voice Mail:

Northwest Independent School District

GATES

(Gifted and Talented Educational Services)

To: The Family/Parents of _____

From: _____, GT Specialist

Date: _____

Re: GATES Placement Summary

Your child recently completed two assessments in order to determine if placement in the GATES Program is an appropriate educational alteration to his/her school instruction. The assessments consisted of both qualitative and quantitative evaluations that included an achievement test (Iowa Test of Basic Skills) and a reasoning abilities test (Cognitive Abilities Test). The results of these tests are attached.

Upon review of the various assessments, the Selection Committee feels your child's educational needs can best be met through regular classroom programming.

Your signature is required to indicate that you understand the assessment information that has been provided and that you have been informed that your child will not receive GATES services. Please sign below and return it to your child's teacher by _____ or bring to your scheduled conference.

Parent Signature

Date

GATES Selection Committee:

Date:

Northwest Independent School District

GATES

(Gifted and Talented Educational Services)

To:

From:

Date:

Re: Reassessment

The placement committee has met in order to discuss the current progress that your child has made in the GATES program. In order for us to make careful, thoughtful decisions, the committee feels that reassessment is necessary. In order for us to begin this process, you must complete the permission slip below and return it to _____ by _____. The assessments consist of an achievement test, an ability test, a creativity test, and a parent/teacher checklist. As soon as the assessments are completed and scored, we will call you and arrange a conference to discuss the results.

If you have any questions, please call me at _____.

Thank you for your cooperation.

.....

☐ Yes, my child _____ may participate in the reassessment for the GATES Program.

☐ No, my child _____ may not participate in the reassessment for the GATES Program.

Signature: _____

Date: _____

Northwest Independent School District

GATES

(Gifted and Talented Educational Services)

FURLOUGH

Student's _____ Date: _____

Campus: _____ Grade Level: _____

Classroom Teacher's Name: _____

Furlough from the Northwest I.S.D. GATES Program is being considered for the following reason(s):

Requested time for furlough: _____ Requested By: _____

Review Committee: _____

Comments: _____

GATES Committee Signatures:

_____	_____
_____	_____
Parent/Guardian Signature:	Date

Northwest Independent School District

GATES

(Gifted and Talented Educational Services)

EXIT

Student's Name: _____ Date: _____

Campus: _____ Grade Level: _____

Classroom Teacher's Name: _____

Exit from the Northwest I.S.D. GATES Program is being considered for the following reason(s):

Data to Support Decision for Exit	Performance Level	
	Reading/ Language Arts	Math
Report Card		
STAAR Test		
Other-2 nd Grade ITBS/Cognitive Abilities Test Verbal-__ Quantitative-__ Nonverbal-__		

GATES Selection/Exiting Committee Signatures:

Date: _____

Parent/Guardian Signature: _____

Northwest ISD K-12 Profile

Name _____ Date: _____

DOB: _____ Gender: M___ F___ Grade Level: _____ Campus: _____

Teacher's Name: _____ Previous GT Services: In-District_____ Out-of-District_____

	Instruments/Methods	Student Score	Minimum Score	Meets Criteria +/-	Comments/ Additional Data
Quantitative Information Minimum of 3 Criteria	Aptitude				
	COGAT				
	Verbal Index	_____	95%	_____	_____
	Quantitative Index	_____	95%	_____	_____
	Non-verbal Index	_____	95%	_____	_____
	-----	-----	-----	-----	-----
	NNAT*		Meets Above Average Criteria		See norms book for criteria
	Reasoning Ability	_____	_____	_____	_____
	Serial Reasoning	_____	_____	_____	_____
	Pattern Completion or Spatial Visualization	_____	_____	_____	_____
	Academic Achievement				
ITBS					
Reading	_____	90%	_____	_____	
Math	_____	90%	_____	_____	

Qualitative Information Minimum of 2 Criteria	Teacher Observation				
	KOI (Kinder only)	_____	93%	_____	_____
	-----	-----	-----	-----	
	GATES				-----
	Intellectual Ability	_____	90	_____	
	Academic Skill	_____	90		For "+" in this criteria must have a 90 in IA and in 2 more categories
	Creativity	_____	90		
	Leadership	_____	90		
	Artistic Talent	_____	90		
	-----	-----	-----	-----	
SLOCUMB/PAYNE--TPI*	_____	60 pts.	_____		
Parent Observation					
GATES Parent Inventory	_____	50 pts.	_____	_____	
Other					
TORRANCE*	_____	92%	_____	_____	
-----	-----	-----	-----	-----	
Student Work Samples	_____	9 -10 pts.	_____	Scored on a 0-10 point rubric	
* Given if more information is needed					

Gates Committee Review Date: _____

Qualifies for Services: _____

Effective Date: _____

Comments: _____

GATES Committee: _____ Date: _____

GATES Committee: _____ Date: _____

GATES Committee: _____ Date: _____

ANNUAL GATES REVIEWS

Year	Testing Results				GATES Teacher	Comments
1						
2						
3		M		R		
4	W		M			
5	Sci		M		R	
6			M		R	
7	W		M		R	
8	SS	Sci	M		R	
9			M		R	
10	SS	Sci	M		R	
11	Sci		M		R	
	PSAT			SAT/ACT		
	PSAT			SAT/ACT		

Other Information: _____

.....

Re-assessment necessary? Y N

Elementary Gr. ____ Yr. ____ Middle School Gr. ____ Yr. ____ High School Gr. ____ Yr. ____

Comments:

Instrument:

Results:

Recommendations:

Gifted and Talented Educational Services Progress Report

Student Name: _____ **Grade:** _____ **Classroom Teacher:** _____

Campus: _____ **School Year:** _____ **GATES Specialist:** _____

4 = Advanced 3 = Competent 2 = Developing 1 = Beginning

EXPECTATIONS	1 st 6 Weeks	2 nd 6 Weeks

<u>Problem Solving</u> Uses a variety of approaches to solve problems; develops thoughtful questions; plans, organizes, implements, evaluates, and presents solutions.					
<u>Critical Thinking</u> Demonstrates skills of complex thinking; sees relationships; examines facts and variables; makes deductions based on logical reasoning.					
<u>Creative Thinking</u> Uses divergent thinking; sees things in new and different ways. Shows fluency, flexibility, originality, and elaboration in generating and presenting ideas.					
<u>Research Skills</u> Asks open-ended research questions and develops a plan for answering them; gathers information from relevant sources; clarifies research questions and evaluates/synthesizes collected information; purposefully organizes and presents ideas/conclusions.					
<u>Independent Learning</u> Organizes time and work; uses a variety of resources; sets high standards of quality; completes self-directed learning; develops innovative products and performances.					
<u>Communication Skills</u> Communicates effectively; listens actively; participates effectively in a group.					
<u>Comments:</u>	<u>1st 6 Weeks</u>	<u>2nd 6 Weeks</u>	<u>3rd 6 Weeks</u>	<u>4th 6 Weeks</u>	<u>5th 6 Weeks</u>

Application for Exams for Acceleration

due by

November 15 for December testing dates

May 1 for June testing dates

Student's Name: _____

Campus: _____ Date: _____

Current Grade in School: _____

Accelerated requested for: _____

Conference date(s) and summary: _____

Parent/Guardian _____ Date: _____

Counselor's Signature: _____ Date: _____

Principal's Signature: _____ Date: _____

TEACHER CHECKLIST FOR IDENTIFICATION OF KINDERGARTEN GIFTED

Student's Name: _____ Grade Level: _____ Date: _____

Teacher's Name: _____ How long have you known student: _____

Campus: _____ Student's Date of Birth: _____

Directions: Place a check in the space provided if the child shows that particular characteristic more often/frequently when compared to other children of the same age.

Shows an interest in books

1. _____ can read simple words
2. _____ is already reading on grade 1 or above level

Learns skills faster than peers

3. _____ learns rapidly with less practice
4. _____ retains what he/she has heard or seen
5. _____ enjoys school; eager to learn and work

Interested in wide range of topics

6. _____ is curious about many topics
7. _____ asks provocative questions (how, why?)
8. _____ understands content/topics well above grade level

Works well independently

9. _____ organizes and directs self; assumes mature responsibilities
10. _____ thinks of things to do when finished with work
11. _____ prefers to work by himself/herself instead of with a group

12. _____ prefers activities that involve thinking

Speaks more fluently than peers

13. _____ utilizes larger vocabulary than peers
14. _____ uses better sentence structure than peers
15. _____ notes details in content

Has a prolonged attention span

16. _____ has longer attention span than peers
17. _____ able to remain on task despite distractions
18. _____ able to follow three step directions

Understands number concepts advanced for age group

19. _____ uses time concepts correctly related to yesterday, today and tomorrow
20. _____ recognizes coins name and/or value
21. _____ understands number sequencing, what number comes after 10? Before 5?
22. _____ understands addition, subtraction and possible multiplication

Exhibits originality in thinking or actions

23. _____ has a good imagination
24. _____ sees more than one solution to a problem
25. _____ improvises with common materials and objects

Has keen powers of observation

26. _____ has a good imagination
27. _____ sees more than one solution to a problem
28. _____ improvises with common materials and objects

Understands number concepts advanced for age group

29. _____ helps others do work, acts like a teacher

Total Number of Checked Areas _____ x1= _____ points.

Total Possible: 29

When you compare this child with others about the same age, do you think he/she is:

_____ somewhat below average

_____ about average

_____ somewhat above average

_____ considerably above average

Comment on any other particular strengths/talents you have observed.

DISTRICT PROFESSIONAL DEVELOPMENT PLAN

COMPLIANCE GUIDELINES FOR TEACHER TRAINING

In order to receive the thirty (30) clock hours gifted education minimum credit, one must obtain 30 clock hours of training, with at least 3 documented hours in each of the following: A) The Nature and Need of Gifted Students, B) Identification and Assessment of Gifted Students, and C) Curriculum and Instruction for Gifted Students.

The committee's decisions for granting Gifted Clock Hours are based upon the following:

- documentation for 30 hours of Advanced Placement Training provided by the College Board. (The committee requires individuals completing these courses to complete at least three hours in the Nature and Needs of Gifted Students and three hours in the Identification and Assessment of the Gifted.);
- staff development hours completed before 1999 need approval from the district GT advisory board;
- each session is a three hour minimum; and
- signed documentation with information that the session contained gifted strategies and information.

If receiving credit for a gifted endorsement, one must submit a copy of the college transcript. One three hour gifted endorsement class = 45 GT clock hours.

DISTRICT GOAL

- All professional staff members have completed 30 acceptable clock hours in the three categories: A) Nature and Needs of Gifted/Talented Students; B) Identification and Assessment of Gifted Students; and C) Curriculum and Instruction for Gifted/Talented Students.
- After receiving the initial 30 hours, staff members should also have a 6-hour annual update.
- Non-professionals who work directly with students should also have training.
- Counselors and principals complete the 30-clock hours of gifted training.
- Superintendents have 6 hours of gifted training.
- Parents have opportunities for the training.

The thirty clock hours do not constitute an endorsement, nor is it an area of certification. An endorsement may be earned through programs offered by Texas colleges/universities.

REQUEST FOR GIFTED CLOCK HOURS

Name:

Current Assignment:

Home Campus:

Workshop date and duration:

Title of Workshop:

Total Hours Awarded for
Workshop:

Percentage of the workshop that addresses gifted student needs:

Please check one area of giftedness that the workshop addressed:

☐

Nature and Needs

☐

**Identification and
Assessment**

☐

Curriculum and Instruction

Please attach documentation and a description of how the workshop sessions addressed Gifted and Talented. (Description not necessary if PreAP or AP College Board workshops)

For Office Use:

GT Hours credited _____

Areas of Giftedness

- N & N _____
- ID and Assess _____
- C & I _____

GT Specialist: _____

Date:

Signature:

Use this form for all workshops. Please return documentation and this form to:

_____ *GT Specialist or Linda Denning, Advanced Academics Coordinator*

DIFFERENTIATED INSTRUCTION FOR THE GIFTED

Student
Name _____
Grade _____

School Year _____ Date _____

Circle Area(s) of Strength to be Different iated:	<i>Content and/or Process Skills</i>	<i>Products/ Competitions</i>	<i>Differentiation Delivery Method</i>
			<i>Pullout</i> Cluster Grouping in Classroom Independent Study

Language Arts			Other_____

Math			Pullout
			Cluster Grouping in Classroom
			Independent Study
			Other_____

Science			Pullout
			Cluster Grouping in Classroom
			Independent Study
			Other_____

			Pullout
			Cluster Grouping in Classroom
			Independent Study

<i>Social Studies</i>			<i>Other</i> _____ _____
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ADVANCED ACADEMICS SERVICES
GIFTED AND TALENTED PROGRAM
ADMISSION, FURLOUGH, AND EXIT (AFE) PLACEMENT FORM
PEIMS Data Report
(To be completed for new referrals and any change in gifted services.)

SECTION I: Student Data

Student _____
Last First MI

Home Campus _____ Grade/Section _____

ID No. _____ Ethnicity _____ Gender _____

Date of Birth _____

SECTION II

☐ Initial admission ☐ Transfer ☐ Furlough ☐ Exit

☐ Initial placement, Date services began _____

☐ Transfer, Date services began _____

☐ Furlough, Date services terminated _____

☐ Exit, Date services terminated _____

Northwest ISD

061911

SPECIAL PROGRAMS:

EHBB

GIFTED AND TALENTED STUDENTS

(LEGAL)

The District shall establish a process for identifying and serving gifted and talented students and shall establish a program for those students in each grade level. The District may establish a shared services arrangement with other districts.

Education Code 29.122

DEFINITION

“Gifted and talented student” means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who exhibits high performance capability in an intellectual, creative, or artistic area, possesses an unusual capacity for leadership, or excels in a specific academic field.

Education Code 29.121

IDENTIFICATION

Students shall be identified as gifted/talented in accordance with a written policy that includes:

1. Provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in Education Code 29.121.
2. Assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted/Talented Students.
3. Data and procedures designed to ensure that students from all populations in the District have access to assessment and, if identified, to services provided for the gifted/talented program.

-
4. Provisions for final selection of students to be made by a committee of at least three local District educators who have received training in the nature and needs of gifted students.
 5. Provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of District decisions regarding program placement.

19 TAC 89.1

LEARNING OPPORTUNITIES

The District shall provide an array of learning opportunities for gifted/talented students in kindergarten through grade 12 and shall inform parents of the opportunities. Options shall include:

1. Instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently.
2. A continuum of learning experiences that leads to the development of advanced-level products and performances.
3. In-school, and when possible, out-of-school options relevant to the student's area of strength that are available during the school year.
4. Opportunities to accelerate in areas of strength.

19 TAC 89.3

STAFF DEVELOPMENT

The District shall ensure that:

1. Teachers who provide instruction and services that are part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students.
2. Teachers who provide instruction and services that are part of a program for gifted students program receive a minimum of six hours annually of professional development in gifted education.
3. Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options. [See D MB]

19 TAC 89.2

DATE ISSUED: 08/20/1996
UPDATE 52
EHBB(H)- P

SPECIAL PROGRAMS:

EHBB

GIFTED AND TALENTED STUDENTS

(LOCAL)

NOMINATION

Students may be nominated for the gifted and talented program at any time by teachers, counselors, parents, or other interested persons. Conferences shall be held with nominated students and their parent(s) to determine if the students are interested in the program.

IDENTIFICATION CRITERIA

Criteria to identify gifted and talented students shall be established in the Board-approved program for the gifted and talented. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.

PARENTAL CONSENT

Written parental consent shall be obtained before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL.

SELECTION

A selection committee shall evaluate each nominated student according to the established criteria and shall select those students for whom gifted program placement is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students and shall be established at each campus.

ASSESSMENTS

Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include but not be limited to the following:

1. achievement tests
2. intelligence tests
3. behavioral checklist completed by teachers

	<ol style="list-style-type: none"> 4. behavioral checklist completed by parent 5. creativity test, and 6. student work products, if available
NOTIFICATION	<p>Parents and students shall be notified in writing upon selection of the student for the gifted program. Participation in any program or services provided for gifted students is voluntary. The District shall obtain written permission of the students and the parents before a student is placed in a gifted program.</p>
REASSESSMENTS	<p>The District shall not perform routine reassessments.</p>
TRANSFER STUDENTS	<p>When a student identified as gifted by a previous school district transfers into the District, the student's records shall be reviewed by the selection committee to determine if placement in the District's program for gifted and talented students is appropriate.</p> <p>The committee shall make its determination within 30 days of the student's enrollment in the District and shall base its decision on the transferred records, observation reports of District teachers who instruct the student, and student and parent conferences.</p>
FURLOUGH	<p>Students who are unable to maintain satisfactory performance within the structure of the gifted and talented program may be placed on furlough by the selection committee. The purpose of such a furlough is to provide the student an opportunity to attain performance goals established by the selection committee. A furlough also may be granted at the request of the student and/or parent.</p> <p>A student may be furloughed for a period of time deemed appropriate by the selection committee. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the gifted program, be removed from the program, or be placed on another furlough.</p>
EXIT PROVISIONS	<p>Student performance in the program shall be monitored. A student shall be removed from the program at any time the selection committee determines it is in the student's best interest. If a student or parent requests removal from the program, the selection committee shall meet with the parent and student before honoring the request.</p>
APPEALS	<p>Parents or students may appeal any final decision of the selection committee regarding selection for or removal from the gifted program. Appeal shall be made first to the selection</p>

	committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.
PROGRAM EVALUATION	The gifted program shall be evaluated periodically, and evaluation information shall be shared with Board members, administrators, teachers, counselors, students in the gifted and talented program, and the community.
COMMUNITY AWARENESS	The District shall ensure that information about the District's gifted and talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.

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LDU-44-96
EHBB(L)-X

EXTENDED INSTRUCTIONAL PROGRAMS:

EHDD

COLLEGE COURSE WORK/DUAL CREDIT PROGRAM

(LEGAL)

CERTAIN ACADEMIES

The District shall grant a maximum of two years' credit toward the academic course requirements for high school graduation for courses a student successfully completes at the Texas Academy of Leadership in the Humanities or the Texas Academy of Mathematics and Science.

Education Code 28.024

JOINT HIGH SCHOOL AND
JUNIOR COLLEGE CREDIT

The District may enter into an agreement with a public junior college that allows the junior college to offer a course in which a student attending a District high school may enroll and for which the student may receive both course credit toward high school graduation requirements and course credit as a junior college student. Such a student will receive junior college credit if the student has been admitted to the junior college or subsequently is admitted to the junior college.

Education Code 130.008

COLLEGE-LEVEL COURSES

The Board may adopt a policy that allows a student to be awarded credit toward high school graduation for completing a college-level course. The course must be provided only by an institution of higher education that is accredited by any of the following regional accrediting associations:

1. Southern Association of Colleges and Schools
2. Middle States Association of Colleges and Schools
3. New England Association of Colleges and Schools
4. North Central Association of Colleges and Schools
5. Western Association of Colleges and Schools

6. Northwest Association of Colleges and Schools

To be eligible to enroll and be awarded credit toward state graduation requirements, a student shall have the approval of the high school principal or other school official designated by the District. The course(s) for which credit is awarded shall provide advanced academic instruction beyond or in greater depth than the essential knowledge and skills.

19 TAC 89.3

DATE ISSUED: 02/22/1999
UPDATE 60
EHDD(H)- P

Northwest ISD

061911

EXTENDED INSTRUCTIONAL PROGRAMS:

EHDD

COLLEGE COURSE WORK/DUAL CREDIT PROGRAM

(LOCAL)

HIGH SCHOOL CREDIT

Students classified as juniors or seniors may be granted credit for college course(s) taken in approved institutions to fulfill units for high school graduation under the following provisions:

1. The student makes written request to the principal that credit be given for a college course. The course(s) may be taken concurrently with high school courses or during the summer or evening.
2. The parent(s) or guardian(s) affirms in writing to the principal that the student has parental permission to take the college course(s).

-
3. Credit for successfully completed college course(s) shall be earned in 1-unit increments.
 4. The student pays all costs associated with taking the college course(s) and provides the District with an official college transcript showing the grade received. The grade must be a minimum of "C" to qualify for high school credit.
 5. A student may earn no more than two units toward graduation through college coursework.
 6. Credit toward graduation requirements earned through college course work approved by the Board for concurrent credit shall not be used in the computation of a student's grade point average for class ranking.

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LDU-49-93
EHDD(L)-X

INDIVIDUALIZED LEARNING:

EEJA

CREDIT BY EXAMINATION WITH PRIOR INSTRUCTION

(LOCAL)

CREDIT BY EXAMINATION

Students may use credit by examination to demonstrate mastery in any subject in elementary grades or to earn credit in any academic course at the secondary level, with the prior approval of the appropriate administrator. Such examinations shall assess the student's mastery of the essential knowledge and skills and shall be approved by the Superintendent or designee.

ELIGIBILITY

To be eligible to earn credit by examinations, a student shall have had prior instruction in the subject or course, as determined by the District on the basis of a review of the student's educational records

EXCESSIVE ABSENCES

On approval of the attendance committee, a student who has excessive absences may be permitted to earn or regain course credit through credit by examination. [See FDD]

EXTRACURRICULAR ACTIVITIES

Credit by examination shall not be used to gain eligibility for participation in extracurricular activities.

PASSING SCORE

To receive credit, students shall score a grade of 70 or above on the examination.

PROCEDURES

Tests shall be administered according to procedures approved by the Superintendent or designee.

DATE ISSUED: 10/28/1996
LDU-44-96
EEJA(L)-X

INDIVIDUALIZED LEARNING:

EEJB

CREDIT BY EXAMINATION WITHOUT PRIOR INSTRUCTION

(LEGAL)

With Board approval, the District shall develop or purchase examinations for acceleration that thoroughly test the essential knowledge and skills for each primary school grade level and for credit for secondary school academic subjects.

KINDERGARTEN – GRADE 5

The District shall develop procedures for kindergarten acceleration that are approved by the Board.

The District shall accelerate a student in grades 1-5 one grade level if the student meets the following requirements:

1. The student scores 90 percent or above on a criterion-referenced test for the grade level to be skipped in each of the following areas: language arts, mathematics, science, and social studies;
2. A District representative recommends that the student be accelerated; and
3. The student's parent or guardian gives written approval of the acceleration.

GRADES 6-12

The District shall give a student in grades 6-12 credit for an academic subject in which the student has received no prior instruction if the student scores 90 percent or above on a criterion-referenced examination for acceleration for the applicable course. If such credit is given, the District shall enter the examination score on the student's transcript.

ANNUAL ADMINISTRATION

The District shall provide at least three days between January 1 and June 30 and three days between July 1 and December 31 annually when examinations for acceleration shall be administered in grades 1 through 12. The days need not be consecutive but shall be designed to meet the needs of all students. The dates must be publicized in the community.

The District may allow a student to accelerate at a time other than those described above by developing a cost-free option approved by the Board that allows students to demonstrate academic achievement or proficiency in a subject or grade level.

FEES

The District shall not charge for examinations for acceleration. If a parent requests an alternative examination, the District may administer and recognize results of a test purchased by the parent or student from Texas Technological University or the University of Texas at Austin.

Education Code 28.023; 19 TAC 74.24

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UPDATE 52
EEJB(H)-P

INDIVIDUALIZED LEARNING:

EEJB

CREDIT BY EXAMINATION WITHOUT PRIOR INSTRUCTION

(LOCAL)

TEST SELECTION

The Superintendent or designee shall be responsible for development or selection of tests to be used to grant credit to students without prior instruction in a subject area or grade level. Whether tests are developed by the District or purchased from a State Board-approved university, or other appropriate source each examination shall thoroughly test the essential knowledge and skills in the applicable grade level or subject area.

TEST DATES

The Superintendent or designee shall establish a schedule of dates when examinations for acceleration shall be administered and shall ensure that such dates are published in the student handbook and in other District publications, as appropriate.

REGISTRATION

A student planning to take an examination for acceleration shall be required to register with the principal or designee no later than 30 days prior to the scheduled testing date on which the student wishes to take the test.

FEES

No fee shall be charged for an examination for acceleration provided by the District. If a parent or student requests an alternate examination, the District may administer a test purchased by the parent or student from a State Board-approved university.

CREDIT APPROVAL

Approval of credit or advancement on the basis of an examination for acceleration shall be by the Superintendent or designee, in accordance with State Board rules.

KINDERGARTEN ACCELERATION

For kindergarten acceleration the District shall implement the following procedures:

1. The student for whom acceleration (skipping kindergarten) is requested must be at least five years of age at the time the request is made and must be currently enrolled in the District.
2. The student's parent or guardian must initiate the request by completing the "Request For Kindergarten Acceleration" form within the designated time period, filing the request form with the campus principal, and attending a conference to discuss the request.
3. The Kindergarten Acceleration Review Committee, composed of the campus principal or the principal's designee, the counselor, a first grade teacher, the student's assigned kindergarten teacher, a central office representative knowledgeable in curriculum/instruction for young children, and the parents will coordinate the process for assessment in order to determine if acceleration is recommended.
4. The process for assessment will include a measure of the student's reading readiness and math readiness. Other materials such as classroom work, social maturity, observation records or records from a previous kindergarten setting will be considered. The principal will identify the appropriate persons to conduct the assessment. The assessment shall be administered at no cost to the parents.
5. The recommendation for acceleration will be made by the committee and the decision made shall be final. Placement shall occur based upon the committee's decision.
6. Kindergarten acceleration shall occur during the: first six weeks of school each school year.

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LDU-44-96
EEJB(L)-X

G.A.T.E.S.

APPENDIX

TEXAS STATE PLAN FOR THE EDUCATION OF GIFTED/TALENTED STUDENTS

Revised May 2000

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TEXAS EDUCATION AGENCY
1701 NORTH CONGRESS AVENUE
AUSTIN, TEXAS 78701

FOREWORD

In 1990, when the last 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 had just been implemented. 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. This new Texas state plan, adopted by the State Board of Education in November 1996, builds on that effort and takes 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.

This new plan is 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 will be used as the basis of program accountability. The indicators in this column reflect those activities that will be included in the District Effectiveness and Compliance review process. The second requirement of the law is that the state plan serves 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 prescribed, represent methods that educators and community members may decide to use to improve services for students. Over the next several years, updates of promising practices may 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 new state goal that is a part of this plan. Texas faces many formidable tasks in the years ahead. 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 assist districts in meeting their obligations to gifted students. The development of this plan was a group effort, with input coming from local district educators, regional education service center personnel, and from the general public. The commitment of these dedicated individuals will make it possible for the public schools of Texas to plan and maintain programs that meet the needs of advanced and gifted learners.

Jim Nelson
Commissioner of Education

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Section 4: Professional Development

Section 5: Family-Community Involvement

Text of Texas Education Code, Sections 29.121-29.123 and Section 41.156

Text of Texas Administrative Code, Chapter 89

GLOSSARY

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;
- develop 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.

Curriculum and instruction meets the needs of gifted students by modifying the depth, complexity, and pacing of the general school program.		
Acceptable	Recognized	Exemplary
3.1A School districts shall provide an array of appropriately challenging learning experiences for gifted/talented students in grades 1 through 12 that emphasize content from the four (4) core academic areas and shall inform parents of the opportunities. (19 TAC §89.3)	3.1.1R Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research. 3.1.2R A comprehensive manual or program guide is provided describing all programs and services for gifted students in grades K-12. 3.1.3R Opportunities are provided for career and leadership assessment and training in areas of student strength.	3.1E Curriculum for gifted/talented students provides options in intellectual, creative, or artistic areas; leadership; and specific academic fields.
3.2A A continuum of learning experiences is provided that leads to the development of advanced-	3.2R Students at all grade levels are involved in experiences that result in the development of sophisticated products	3.2E Students who have been served in a gifted program for one or more years will develop

level products and/or performances. (19 TAC §89.3(2))	and/or performances that are targeted to an audience outside the classroom.	sophisticated products and/or performances assessed by external evaluators who are knowledgeable in the field that is the focus of the product.
3.3A Opportunities are provided to accelerate in areas of student strengths. (19 TAC §89.3(4))	3.3R Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills.	3.3E Scheduling modifications are implemented in order to meet the needs of individual students.
3.4A District and campus improvement plans include provisions to improve/modify services to gifted/talented students. (TEC §11.252, §11.253)	3.4.1R Curriculum is modified based on annual evaluations. 3.4.2R Resources and release time for staff are provided for curriculum development for services in the gifted/talented program. 3.4.3R District guidelines for evaluation of resources for gifted/talented students are established and used in selecting materials that are appropriate for differentiated learning.	3.4.1E Specialists in content areas, instructional techniques, and gifted/talented education collaborate with curriculum planners as curriculum is being designed and evaluated. 3.4.2E Administrators monitor the development and delivery of curriculum for gifted/talented students.
	3.5R Release time and/or extended contracts are provided to enable teachers at all levels to form vertical teams that coordinate advanced-level services in the district.	
	3.6R Student progress/performance in programs for the gifted is periodically	3.6E Student performance is periodically assessed by standards developed by experts in the areas served in the

	assessed and this information is communicated to parents or guardians.	district's program for gifted students.
SECTION 4	PROFESSIONAL DEVELOPMENT	
All personnel involved in the planning, development, and delivery of services to gifted students have knowledge to enable them to offer appropriate options and curricula for gifted/talented students.		
Acceptable	Recognized	Exemplary
4.1A Teachers who provide instruction and services that are a part of the program for gifted students have a minimum of thirty (30) clock hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students. (19 TAC §89.2(1))	4.1.1R Teachers are encouraged to pursue advanced degrees or obtain additional professional development in their teaching discipline. 4.1.2R Release time is provided for teachers and administrators to visit campuses or districts that have model programs for gifted/talented students. 4.1.3R A written plan for professional development in the area of gifted education that is based on identified needs is implemented and updated annually.	4.1E District support in the form of release time or tuition assistance is available for an endorsement in gifted education for teachers who provide direct services to the gifted.

<p>4.2A Teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education. (19 TAC §89.2(2))</p>	<p>4.2.1R All staff receive an orientation to the district/or campus program for gifted/talented students and training on the nature and needs of the gifted.</p> <p>4.2.2R Annually, each teacher new to the district receives an orientation to the district's program for gifted/talented students.</p>	<p>4.2E Mentors and others who offer specialized instruction for gifted/talented students are provided training to increase their understanding of the nature and needs of these students and the district goals for the program.</p>
<p>4.3A Administrators and counselors who have authority for program decisions have a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students and program options for gifted/talented students. (19 TAC §89.2(3))</p>	<p>4.3R Local district board of trustees is encouraged to pursue professional development on the Texas State Plan for the Education of Gifted/Talented Students.</p>	<p>4.3E Administrators and counselors who have authority for program decisions receive a minimum of six (6) hours annually of professional development in gifted education.</p>
<p>4.4A Evaluation of professional development activities for gifted/talented education is ongoing, and the results of the evaluation are used in making decisions regarding future staff development plans. (19 TAC §89.5)</p>	<p>4.4R Opportunities for professional development in the area of gifted education are provided on a regular basis and information on them is disseminated to professionals in the district.</p>	<p>4.4.1E A long-range plan for professional development culminates in endorsement in gifted/talented education and/or advanced degrees for a majority of the teachers who provide advanced level services.</p> <p>4.4.2E Staff of the program for gifted/talented students are involved in planning and conducting the training.</p>

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</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>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>5.2.4E 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>		

Chapter 29. Educational Programs

Subchapter D. Educational Programs for Gifted and Talented Students

§29.121. Definition

In this subchapter, “gifted and talented students” means a child or youth who performs at or shows the 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
- (3) excels in a specific academic field.

§29.122. Establishment

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.

§29.123. State Plan: Assistance

The State Board of Education shall develop and 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. The regional education service centers may assist districts in implementing the state plan. In addition to obtaining assistance from a regional education service center, a district may obtain other assistance in implementing the plan. The plan shall be used for accountability purposes to measure the performance of districts in providing services to students identified as gifted and talented.

Texas Education Code as passed by the 74th Legislature of the State of Texas. Effective September 1, 1995.

Chapter 42. Foundation School Program

Subchapter C. Special Allotments

§42.156. Gifted and Talented Student Allotment

- (a) For each identified student a school district serves in a program for gifted and talented students that the district certifies to the commissioner as complying with Subchapter D, Chapter 29, a district is entitled to an annual allotment equal to the district's adjusted basic allotment as determined under Section 42.102 or Section 42.103, as applicable, multiplied by .12 for each school year or a greater amount provided by appropriation.
- (b) Funds allocated under this section, other than the amount that represents the programs share of general administrative costs, must be used in providing programs for gifted and talented students under Subchapter D, Chapter 29, including programs sanctioned by International Baccalaureate and Advanced Placement, or in developing programs for gifted and talented students. Each district must account for the expenditure of state funds as provided by rule of the State Board of Education. If by the end of the 12th month after receiving an allotment for developing a program a district has failed to implement a program, the district must refund the amount of the allotment to the agency within 30 days.
- (c) Not more than five percent of a district's students in average daily attendance are eligible for funding under this section.
- (d) If the amount of state funds for which school districts are eligible under this section exceeds the amount of state funds appropriated in any year for the programs, the commissioner shall reduce each district's tier one allotments in the same manner described for a reduction in allotments under Section 42.253.
- (e) If the total amount of funds allotted under this section before a date set by rule of the State Board of Education is less than the total amount appropriated for a school year, the commissioner shall transfer the remainder to any program for which an allotment under Section 42.152 may be used.
- (f) After each district has received allotted funds for this program, the State Board of Education may use up to \$500,000 of the funds allocated under this section for programs such as MATHCOUNTS, Future Problem Solving, Odyssey of the Mind, and Academic Decathlon, as long as these funds are used to train personnel and provide program services. To be eligible for funding under this subsection, a program must be determined by the State Board of Education to provide services that are effective and consistent with the state plan for gifted and talented education.

[Sections 42.157-42.200 reserved for expansion]

Texas Education Code as passed by the 74th Legislature of the State of Texas. Effective September 1, 1995.

Chapter 89. Adaptations for Special Populations

Subchapter A. Gifted/Talented Education

§89.1 Student Assessment

School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies must:

- (1) include provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in the Texas Education Code, §29.121;
- (2) include assessment measures collected from multiple sources according to each area defined in The Texas State Plan for the Education of Gifted/Talented Students;
- (3) include data and procedures designed to ensure that students from all populations in the district have access to assessment and, if identified, services for the gifted/talented program;
- (4) provide for final selection of students to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students; and
- (5) include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

§89.2 Professional Development

School districts shall ensure that:

- (1) teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;
- (2) teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and
- (3) administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

§89.3 Student Assessment

School districts shall provide an array of learning opportunities for gifted/talented students in kindergarten through Grade 12 and shall inform parents of the opportunities. Options must include:

- (1) instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently;
- (2) a continuum of learning experiences that leads to the development of advanced-level products and performances;
- (3) in-school and, when possible, out-of-school options relevant to the student's area of strength that are available during the entire school year; and
- (4) opportunities to accelerate in areas of strength.

§89.4 Fiscal Responsibility.

School districts shall ensure that:

- (1) no more than 15% of state funds allocated for gifted/talented education are spent on indirect costs.

§89.5 Program Accountability.

School districts shall ensure that student assessment and services for gifted/talented students comply with accountability standards defined in The Texas Plan for the Education of the Gifted/Talented.

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 Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at 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 faculty and staff members who work with children;
- (5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
- (6) nondiscriminatory practices relating to the use of a student's first language; and
- (7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

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 AMENDMEN

Caveat: This web document is an un-official translation of the Adobe Acrobat file used to create the TEA brochure, and it may contain errors of translation and / or interpretation. In case of doubt, please consult TEA . The TEA website is at <http://www.tea.state.tx.us>.

Here are two related Texas Education Agency documents:

<http://www.tea.state.tx.us/gted/steplanq.html> Q and A for the Texas Plan

<http://www.tea.state.tx.us/gted/gtdec.htm> District Effectiveness and Compliance Reference Guide for Gifted/Talented Education

 Return to the **K-12 Education** area of **SwopNet Education Databank**, which has links to other useful and interesting educational resources.

TS 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 that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any educational programs or activities which it operates on the grounds of race, religion, color, national origin, sex, disability, age, or veteran status (except where age, sex, or disability constitutes a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency is an Equal Employment Opportunity/Affirmative Action employer.

School districts shall ensure that student assessment and services for gifted/talented students comply with accountability standards defined in The Texas Plan for the Education of the Gifted/Talented.

District Effectiveness and Compliance Reference Guide, Part I

**Revised January 3, 2003
Gifted/Talented Education**

GT1. Board-Approved Policies and Dissemination to Parents

There are written policies on student identification for GT education programs that have local board of trustees approval and that are disseminated to all parents.

19 TAC §89.1; *19 TAC §89.5; Texas State Plan for the Education of Gifted/Talented Students, Indicator 1.1A*

Evidence of board-approved written policies regarding student identification

- ◆ written board-approved policies for identification, selection, and placement of students
or-
- ◆ written procedures for identification, selection, and placement of students
or-
- ◆ the district's policy manual or records of school board minutes showing approval of GT identification policies
and-
- ◆ evidence that all families receive information on student identification policies
- ◆ parent letter(s), flyers, copies of informational literature disseminated to parents, student handbooks, newsletters, parent meeting agenda(s)
or-
- ◆ interviews with parents

Notes:

- *These written policies and procedures should be available to all district employees and community members and disseminated to all parents.*

GT2. Policies for Furloughs, Reassessment, Exits, Transfers, and Appeals

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); **19 TAC §89.5; Texas State Plan for the Education of Gifted/Talented Students, Indicator 1.2A**

Evidence that provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement are included in the written policies on student identification for GT education programs

- ◆ written board-approved policies for identification, selection, and placement of students, furloughs, reassessment, exit, transfer, and appeals
or-
- ◆ written procedures for identification, selection, and placement of students, furloughs, reassessment, exit, transfer, and appeals
or-
- ◆ records of school board minutes showing approval of GT identification procedures, furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement

Notes:

- *These written policies and procedures should be available to all district employees, parents, and community members.*

- ***Funding is received on the basis of students served; therefore, students who have been furloughed or exited from the program should not be reported on Public Education Information Management System (PEIMS).***

GT3. Nominations and Screening

Students not yet identified may be considered for nomination and screened once a year for services that are a part of the program for GT students.

19 TAC §89.1(1); ***19 TAC §89.5; Texas State Plan for the Education of Gifted/Talented Students, Indicator 1.3A***

Evidence that provisions regarding an annual student nomination process are included in the written policies or procedures on student identification for GT education programs and are followed

- ◆ written procedures for nominating students for GT education program services provide for annual nomination and screening
and-
- ◆ letters to parents, newsletters, and newspaper articles soliciting nominations for the program
or-
- ◆ lists of nominations and dates they were received

GT4. Assessment From Multiple Sources

Students in Grades K-12 are assessed using measures collected from multiple sources for each area of giftedness served by the district and, if identified as GT, are provided services.

19 TAC §89.1(1) and (2); ***19 TAC §89.5; Texas State Plan for the Education of Gifted/Talented Students, Indicator 1.4A and 1.5A***

Evidence that students are assessed at all grade levels, using multiple sources, for services in the GT education program unless an approved waiver is on file and is current

- ◆ written procedures for identification, selection, and placement of students showing that nominations are made from a variety of sources
and-
- ◆ student folders at each grade level showing that multiple and diverse criteria were used for identifying GT students
and-
- ◆ if applicable, a letter from the Agency showing approval of waiver for kindergarten, Grade 1, and/or Grade 2 if students are not identified at those grade levels
and-

Evidence that an advanced and challenging curriculum is provided to students in all grades with or without an approved, current waiver of identification

- ◆ list of GT students by grade
and-
- ◆ district and/or campus documents showing advanced and challenging curriculum

and-

- ◆ evidence found in nominated students' folders, in Grades K-12, that multiple criteria, using both quantitative and qualitative measures, are used to make the decision to consider or not consider the student for GT education program services
 - ◆ student assessment folders showing that multiple and diverse criteria were used for identifying GT students
- or-
- ◆ interviews with administrators, counselors, teachers, students, and parents regarding program services

Notes:

- *Districts must identify and provide services for identified students in Grades K-12.*
- *Kindergarten students must be identified and served no later than March 1 of each year unless a waiver has been approved by the Agency.*
- *If the DEC visit is made before March 1, records for Grade 1 students will be reviewed in order to determine when last year's kindergarten students were identified.*
- *Districts must have an approved waiver from the Agency to forego formal identification in kindergarten, Grade 1, and or Grade 2. Students must still be provided with advanced and challenging curriculum.*

GT5. Assessment in Native Language or Nonverbal-Based Tests

Students are assessed in languages they understand or with nonverbal-based tests.

19 TAC §89.5; Texas State Plan for the Education of Gifted/Talented Students, Indicator 1.5.2A

Evidence that culturally/linguistically appropriate instruments and alternative testing procedures are used, when appropriate, to ensure equity of opportunity for all students

- ◆ written procedures for identification, selection, and placement of students that includes the use of native language and non-verbal assessment
- or-
- ◆ samples of completed nonverbal tests or tests in other languages found in student folders

GT6. Assessment for Kindergarten Students

At least three criteria are used to assess kindergarten students who perform at remarkably high levels of accomplishment relative to other students of the same age.

19 TAC §89.5; Texas State Plan for the Education of Gifted/Talented Students, Indicator 1.5.3A

Evidence that kindergarten students are assessed using three criteria or more (may be all qualitative)

- ◆ written procedures for identification, selection, and placement of kindergarten students
- or-

- ◆ student folders showing that a minimum of three criteria have been used to assess kindergarten students
and-
- ◆ student folders showing date of identification and beginning date of services by March 1
or-
- ◆ if applicable, evidence of a current approved waiver of identification in kindergarten if students are not identified in this grade
- ◆ letters from the Agency showing approval of waiver for kindergarten if students are not identified at this grade level
and-
- ◆ evidence that kindergarten students receive services by March 1

Notes:

- *All criteria may be qualitative or a mixture of qualitative and quantitative measures.*
- *Kindergarten students must be identified and be receiving services no later than March 1 (See GT4).*

GT7. Assessment for Students in Grades 1-12

A minimum of three appropriate criteria that include both qualitative and quantitative measures are used to assess students in the areas of general intellectual ability and/or specific academic fields in Grades 1-12.

19 TAC §89.5; Texas State Plan for the Education of Gifted/Talented Students, Indicator 1.5.4A

Evidence of the use of qualitative assessment data for Grades 1-12

- ◆ written procedures for identification, selection, and placement of students
and-
- ◆ copy of identification profile or matrix, which shows qualitative assessment such as teacher observation, checklists, student portfolios, and/or authentic performance-based assessment
and-
- ◆ evidence of the use of quantitative assessment data for Grades 1-12
- ◆ written procedures for identification, selection, and placement of students
and-
- ◆ copy of identification profile or matrix, which shows quantitative assessment such as standardized achievement tests or individual or group ability tests

Notes:

- **Examples of qualitative assessment data include:**
 - **Teacher, peer, or student recommendations/checklists**
 - **Teacher observation inventories**

- *Student portfolios*
- *Authentic and performance-based assessment*
- ***Examples of quantitative assessment include:***
 - *Standardized achievement tests*
 - *Individual or group ability tests*

GT8. Representation of Diverse Student Populations in GT Education Program

Data and procedures ensure that all populations of the district have access to assessment and, if identified, are offered services as part of the program for GT students.

19 TAC §89.1(3); **19 TAC §89.5; Texas State Plan for the Education of Gifted/Talented Students, Indicator 1.6A**

Evidence of written information on criteria and access to the district's GT education program in the dominant languages of the district population

- ◆ written procedures for identification, selection, and placement of LEP students and-
- ◆ evidence that disaggregated data on students screened for the campus/district's GT education program(s) are representative of the ethnic, socioeconomic, and gender groups in the total school population
- ◆ list of students from other special needs programs nominated for the GT education program coded by special need and ethnicity and-
- ◆ disaggregated data on GT education program population, as well as students screened but not placed or-
- ◆ GT education class observations and-

Evidence that culturally/linguistically appropriate instruments and alternative testing procedures are used to ensure equity of opportunity for all students

- ◆ list of students nominated and/or served in both GT education and migrant, bilingual education, and/or special education programs or-
- ◆ samples of culturally/linguistically appropriate instruments and alternative testing procedures used by the district to assess students

Notes:

- ***In a quality GT program, the selection committee should be making professionally sound decisions on student placement rather than adhering rigidly to fixed cutoff scores.***

GT9. Selection Committee

Final selection of students for services designed for gifted students is made by a committee of at least three district or campus educators who have received training in the nature and needs of gifted students.

19 TAC §89.14; **19 TAC §89.5**; *Texas State Plan for the Education of Gifted/Talented Students, Indicator 1.7A*

Evidence that board policy or other procedures provide for the establishment of a selection committee of at least three district or campus educators

- ◆ written board-approved policies for identification, selection, and placement of students
and-
- ◆ written procedures for identification, selection, and placement of students
and-
- ◆ evidence that all selection committee members have received training on the nature and needs of gifted students
- ◆ list of GT selection committee members
and-
- ◆ staff development records (minimum of 3 indicating training) of selection committee members
and-

Evidence that selection committee members make decisions about student placement in the GT education program based on perceived educational need rather than a specific cutoff score

- ◆ agendas and minutes of selection committee meetings
and-
- ◆ folders of identified GT students and nominated students who did not qualify, with signatures of selection committee members

Notes:

- ***The selection committee may be campus or district level.***

GT10. Array of Learning Opportunities with Emphasis in Four Core Areas

The array of learning opportunities in Grades 1-12 emphasizes content in the four core academic areas and is commensurate with the abilities of GT students. Parents are informed of these opportunities.

19 TAC §89.3(3); **19 TAC §89.5**; *Texas State Plan for the Education of Gifted/Talented Students, Indicators 2.1A and 3.1A*

Evidence of a written framework showing Grades 1-12 learning opportunities that emphasize content in the four core academic areas and modify the regular school curriculum

- ◆ list of course offerings and/or options available for GT students, Grades 1-12
or-

- ◆ documentation of a scope and sequence for GT education curriculum including the four core academic areas, Grades 1-12
or-
- ◆ a written curriculum framework showing depth and complexity for GT students including the four core academic areas, Grades 1-12

Evidence of students enrolled in course offerings and/or options available for GT students that provide for the interest, motivation, and exceptional ability of learners in the GT education program

- ◆ schedules showing times services are provided with classroom rosters for each grade and-
- ◆ samples of work commensurate with student interests and abilities

Evidence that parents are informed of opportunities available to GT students

- ◆ copies of letters to parents and/or student handbooks describing the options
or-
- ◆ interviews with teachers, students, and parents

Notes:

- *Content from the four core academic areas may be emphasized in interdisciplinary curriculum, specific classes, or units for each core area to be used in a pullout program.*
- *Examples of advanced courses are Pre-Advanced Placement (AP), Pre-International Baccalaureate (IB), IB Middle Years Program, AP and/or IB course offerings.*
- *Districts that have approved student identification waivers for Grades 1-2 must be providing advanced curriculum that emphasizes content from the four core academic areas.*
- *Although districts must emphasize content in all four core academic areas for GT students, it is not necessary for a student to participate in all four areas. Students should participate in those areas in which they have individual strengths. That may be four; but it could be one, two, or three of the areas.*
- *This indicator requires an array of learning opportunities; extracurricular activities such as University Interscholastic League (UIL) are NOT enough to meet this indicator.*

GT11. Flexible Grouping

Program options offer GT students opportunities to work together as a group, to work with other students, and to work independently during the school day, as well as the entire school year.

19 TAC §89.3(1); 19 TAC §89.5; *Texas State Plan for the Education of Gifted/Talented Students, Indicator 2.2A*

Evidence that teachers and administrators provide adequate instructional time and planned opportunities for students to work together with other students of advanced ability, interest, or motivation on projects that require complex thinking, problem solving, and advanced learning

- ◆ schedules of students by grade showing times and instructional arrangements and-
- ◆ interviews with principal, teachers of GT students, GT students, and regular classroom teachers or-
- ◆ classroom observations

Evidence that students have planned opportunities to work independently

- ◆ schedules of students by grade showing times and instructional arrangements and-
- ◆ interviews with principal, teachers of GT students, GT students, and regular classroom teachers or-
- ◆ classroom observations

Evidence that services for GT students are available during the school day and the entire school year

- ◆ schedules of students by grade showing times and instructional arrangements and-
- ◆ interviews with principal, teachers of GT students, GT students, and regular classroom teachers

Notes:

- *Although there are no specific time requirements for delivering curriculum that are specifically designed for GT students, both teachers and students should be able to verify that opportunities exist for identified GT students to work together as a group as well as in heterogeneous settings and independently during the school day with enough time to meet program objectives.*
- *A group of GT students is considered to be three or more students.*

GT12. Continuum of Learning Experiences

A continuum of learning experiences is provided that leads to the development of advanced-level products and/or performances.

19 TAC §89.3(2); 19 TAC §89.5; *Texas State Plan for the Education of Gifted/Talented Students, Indicator 3.2A*

Evidence of a continuum of learning experiences at Grades K-12

- ◆ documentation reflecting that teachers of GT students participate in vertical teams within a continuum with other GT education teachers at Grades K-12
and-
- ◆ documentation reflecting an aligned GT education curriculum
and-
- ◆ evidence of advanced products and/or performances at each grade level
- ◆ displays or other documentation (portfolio) of advanced student work
or-
- ◆ external evaluation reports of student products or performances
and-
- ◆ list of students who have received or are working toward the Distinguished Achievement Program seal

GT13. Acceleration Opportunities in Students' Areas of Strength

Opportunities are provided to accelerate in areas of student strengths.

19 TAC §89.3(3); *19 TAC §89.5; Texas State Plan for the Education of Gifted/Talented Students, Indicator 3.3A*

Evidence that GT students have access to credit by examination

- ◆ list of student who have taken CBE
or-
- ◆ copies of communication to GT students/parents about CBE exams
and-

Evidence that students in Grades K-12 are attending classes above grade level

- ◆ list of students in Grades K-12 attending one or more classes above their grade level
and-
- ◆ interviews with GT education teachers
or-
- ◆ interviews with GT students or parents

Evidence that the school has sufficient advanced and supplemental materials to meet the needs and interests of GT students

- ◆ list of district's supplementary instructional materials, laboratories, professional books
and-
- ◆ interviews with GT education teachers
or-
- ◆ interviews with GT students/or classroom observations

GT14. Professional Development for Teachers/30 Clock Hours

Prior to assignment in the classroom, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 clock hours of staff development

that includes nature and needs of GT students, assessing student needs, and curriculum and instruction for gifted students or, in extenuating circumstances, a plan on file showing how that teacher will receive the 30 clock hours within one semester.

19 TAC §89.2(1) and (2); **19 TAC §89.5; Texas State Plan for the Education of Gifted/Talented Students, Indicators 4.1A and 4.1.2A**

Evidence that teachers who are responsible for providing services for GT students have received a minimum of 30 clock hours of staff development that includes nature and needs of GT students, assessing student needs, and curriculum and instruction for gifted students

- ◆ professional development records of teachers in the GT education program at district and campus levels, including those serving Grades K-2
- and-
- ◆ district's staff development plan for untrained teachers serving GT students

Evidence that if GT students at the secondary level receive their program services through the PreAP and AP programs, teachers have 30 clock hours of training in gifted education. AP teacher institutes can count toward the curriculum and instruction component

- ◆ professional development records of AP teachers in the GT education program at campus levels

Notes:

- *An example of an extenuating circumstance would be a GT teacher leaving during the school year and having to be replaced by a teacher who does not have the minimum requirement. The district should have a plan on file showing how that teacher will receive the 30 clock hours within one semester.*
- *If GT students at the secondary level receive their program services through the PreAP and AP program, the teachers need 30 clock hours of training in gifted education. The need nature and needs of GT students and assessing student needs. AP teacher institutes (not PreAP) can count toward the curriculum and instruction component.*
- *If a district has a student identification waiver for Grades K-2, all teachers for those grade levels must have the 30 hours of GT training.*

GT15. Professional Development for Teachers/Six Hours Annually

Teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six clock hours annually of professional development in gifted education.

19 TAC §89.2(2); **19 TAC §89.5; Texas State Plan for the Education of Gifted/Talented Students, Indicator 4.2A**

Evidence that teachers who are responsible for implementing services for GT students have received a minimum of six clock hours annually of professional development in gifted education annually after the initial year

- ◆ professional development records of teachers in the GT education program at district and campus levels

Notes:

- *If a district has a student identification waiver for Grades K-2, all teachers for those grade levels must have the six-hour annual training update.*
- *For the six-hour update, the training may be in the teacher's professional content area and field, if it will enable the teacher to add depth and complexity to his or her curriculum.*
- *In a quality GT program, the six-hour update training is directly related to a campus improvement plan and/or the district improvement plan objectives for GT students or for individual GT teacher evaluations.*

GT16. Professional Development for Administrators and Counselors/Six Clock Hours

Administrators and counselors who have authority for program decisions have a minimum of six clock hours of professional development that includes nature and needs of GT students and program options for GT students.

19 TAC §89.2(3); 19 TAC §89.5; *Texas State Plan for the Education of Gifted/Talented Students, Indicator 4.3A*

Evidence that all administrators and counselors who have authority for program decisions have a minimum of six clock hours of professional development that includes nature and needs of gifted students and program options for GT students

- ◆ professional development records of all administrators (including superintendent) and counselors who have authority for GT education program decisions

Notes:

- *The district's superintendent is included in this requirement.*
- This is a one-time requirement.

GT17. Periodic Needs Assessment to Determine Staff Development

Professional development activities GT education are evaluated, and the results are used in making decisions regarding future staff development plans.

19 TAC §89.5; 19 TAC §89.5; *Texas State Plan for the Education of Gifted/Talented Students, Indicator 4.4A*

Evidence that the professional development needs of campus GT education personnel (teachers, program coordinators, counselors, and campus administrators) are surveyed in district or campus needs assessments, surveys, or questionnaires

- ◆ district or campus needs assessment
- ◆ annually collected data showing that needs of campus have been identified

Evidence that staff development has been provided in the areas of GT education that were identified as areas of need on the assessments either locally or by allowing personnel to attend conferences, education service center workshops, etc.

- ◆ records of professional development for the current year with GT education teachers noted

or-

- ◆ interviews with staff (not limited to GT education but including librarians, counselors, regular classroom teachers, etc.)

GT18. Program Evaluation and District and Campus Improvement Plans

The district evaluates the effectiveness of the GT education program annually and uses the data to modify and update district and campus improvement plans. Parents are included in the process.

TEC §11.251-11.253; *19 TAC §89.5; Texas State Plan for the Education of Gifted/Talented Students, Indicator 3.4A and 5.3A*

Evidence that a general program evaluation, including surveys of families, students, program staff, and other district staff, is conducted annually

- ◆ annually collected data targeting families of GT education program participants and-
- ◆ annually collected data from students, teachers, administrators, and counselors and-
- ◆ record of analysis of collected data

Evidence that GT students are monitored using assessments other than TAAS and that their performance is assessed periodically to determine that program services are sufficiently challenging to appropriately meet individual student's potential

- ◆ performance reports, from assessments other than TAAS, on GT students from GT education teachers and other teachers also delivering instruction to GT students and-
- ◆ interviews with GT teachers, students, and parents of GT students

Evidence that results of evaluation are addressed in the district and campus improvement plans

- ◆ district improvement plan
- ◆ campus improvement plans

Appendix B: Texas State Plan for the Education of Gifted/Talented Students

TEXAS STATE PLAN FOR THE EDUCATION OF
GIFTED/TALENTED STUDENTS

REVISED SEPTEMBER 2009

**TEXAS EDUCATION AGENCY
1701 NORTH CONGRESS AVENUE
AUSTIN, TEXAS 78701**

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October
2009

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 2009 version of this document provides requirements for 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 (GT) students to guide school districts in establishing and improving services for identified students (TEC §29.123). The SBOE approved the updated language in September 2009. While the 2009 State Plan does not include any new requirements for districts, it does clarify requirements so that districts may more easily understand and meet them. It also makes use of new language and new recommendations which closely correspond to current research regarding best practices for GT services.

One of the additions to the State Plan is the reference to and recommendation of the Texas Performance Standards Project (TPSP). First established through the General Appropriations Act of the 76th Texas Legislature, the TPSP is now established by TEC §39.236 (added by House Bill 3, 81st Texas Legislature) as the primary tool for assessing the effectiveness of gifted services. I am pleased to support the TPSP, the first assessment program of its kind *in the nation* for evaluation of GT services.

Finally, as a result of the changes approved by the SBOE, the 2009 State Plan is fully aligned with the TEC requiring the responsibility for compliance monitoring of educational programs (TEC §7.028).

Through implementing the SBOE's newly-approved State Plan beginning in school year 2010-2011, Texas districts will be better equipped to provide a meaningful and fruitful educational experience for their GT students.

Robert
Scott
Commissioner of Education

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FOREWORD

In 1977, the Texas Legislature passed its first legislation concerning the education of gifted/talented (GT) students. In 1979, state funds for providing services to GT children were made available, but providing such services was optional for school districts. In 1987, the Texas Legislature mandated that all school districts must identify and serve GT students at all grade levels. In 1990, the *Texas State Plan for the Education of Gifted/Talented Students* (State Plan) was adopted by the Texas State Board of Education (SBOE) that included a commitment to high-level learning opportunities for GT 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 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/talented students will have produced products and performances of professional quality as part of their program services.

In 1999, the 76th Texas Legislature introduced Rider 69 which spurred the initial development and ongoing refinement of the Texas Performance Standards Project for Gifted/Talented Students (TPSP) as a vehicle through which districts might address the stated goal. With the TPSP and ongoing research to inform and improve practice, Texas educators are committed to meeting the unique needs of GT students and to expanding the ways to do so. To learn more about programs and resources for GT education in Texas visit the Texas Education Agency (TEA) GT website at <http://www.tea.state.tx.us/index4.aspx?id=5158>, contact a local Texas public school district or regional education service center (ESC), or email TEA at gted@tea.state.tx.us.

Pursuant to Section 29.123 of the Texas Education Code (TEC), the State Plan forms the basis of GT services and accountability. The plan offers an outline for services without prohibitive regulation.

Districts are accountable for services as described in the “in compliance” column of the State Plan where performance measures are included for five aspects of GT service design. These standards reflect actions required in state law and/or SBOE rule. Many districts, in collaboration with their communities, will provide more comprehensive services incorporating research-based best practices for GT learners.

To offer some guidance to those districts and campuses, standards for “recommended” and “exemplary” performance are included in the plan and 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 “recommended” column include and build on those actions described in the “in compliance” column. In turn, “exemplary” standards build on those that merit a “recommended” designation.

The TEA assists districts in providing comprehensive services to GT learners in the following ways:

- Provides information on best practices, developments, and achievements in the field of GT education to all interested parties
 - Develops materials designed to assist districts in the development and implementation of model assessment procedures and services
 - Facilitates partnerships among parents, institutions of higher education, communities, and school districts to design comprehensive GT services
 - Sponsors demonstration projects and develops materials that support the implementation of Advanced Placement and International Baccalaureate programs that are differentiated for the GT students
- Collaborates with business and industry to provide additional opportunities for GT students
 - Monitors and implements any state and/or federal legislation designed to provide educational opportunities for GT students

Through the combined efforts of the TEA, the Education Service Centers, local district personnel, colleges and universities, and the communities they serve, *all* children will experience an academically challenging education that enables them to maximize their potential.

TEXAS STATE PLAN FOR THE EDUCATION OF GIFTED/TALENTED STUDENTS

SECTION 1

STUDENT ASSESSMENT

Assessment instruments and gifted/talented identification procedures provide students an opportunity to demonstrate their diverse talents and abilities.

IN COMPLIANCE	RECOMMENDED	EXEMPLARY
<p>1.1C Written policies on student identification for gifted/talented services are approved by the district board of trustees and disseminated to all parents (19 TAC §89.1).</p>	<p>1.1.1R Nomination/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.</p> <p>1.1.2R Nomination/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.</p> <p>1.1.3R Families and staff are informed of student assessment results and placement decisions as well as given opportunities to</p>	<p>1.1.1E Board-approved policies are reviewed at least once every three years and modified as needed.</p> <p>1.1.2E 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 nomination/referral period.</p> <p>1.1.3E All family meetings are offered in a language families can understand or a translator or interpreter is provided.</p>

	schedule conferences to discuss assessment data.	
1.2C 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 §89.1(5)).	1.2.1R Policy ensuring that transfer students are properly assessed and appropriately placed within six weeks of enrollment in the district is included in board-approved policy. Transfers from campus to campus within the district are also addressed in board-approved policy.	1.2E 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.

The board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs (TEC §7.028).

IN COMPLIANCE	RECOMMENDED	EXEMPLARY
	1.2.2R 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. 1.2.3R Policy is adopted allowing student furlough (the opportunity for students to have a leave of absence from	

	<p>gifted/talented program services) for specified reasons and for a certain period of time without being exited.</p> <p>1.2.4R</p> <p>Policy related to reassessment of gifted/talented students is based on performance in response to gifted/talented services 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>1.2.5R</p> <p>Policy related to exiting of students from gifted/talented services is based on multiple criteria including student performance in response to services. Exiting of a student is finalized by committee decision after consultation with parents and student regarding the student's educational needs.</p>	
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IN COMPLIANCE	RECOMMENDED	EXEMPLARY
	<p>1.2.6R</p> <p>Policy related to appeals allows parents, students, and</p>	

	educators to appeal assessment decisions in a timely manner and to present new data, if appropriate.	
<p>1.3.1C Provisions for ongoing 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)).</p> <p>1.3.2C Assessment opportunities for gifted/talented identification are made available to students at least once per school year.</p>	<p>1.3R 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.</p>	<p>1.3E The identification process for gifted/talented services is ongoing, and assessment of students occurs at any time the need arises.</p>
<p>1.4C Students in grades K-12 shall be assessed and, if identified, provided gifted/talented services (TEC §29.122 and 19 TAC §89.1(3)).</p>		<p>1.4E Students in grades K-12 are assessed and served in all areas of giftedness included in TEC §29.121.</p>
<p>1.5.1C Data collected from multiple sources for each area of giftedness served by the district are</p>	<p>1.5.1R Based on a review of information gathered during the assessment process, students whose data reflect that gifted/talented services</p>	

included in the assessment process for gifted/talented services (19 TAC §89.1(2)).	will be the most effective way to meet their identified educational needs are recommended by the selection committee for gifted/talented services.	
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IN COMPLIANCE	RECOMMENDED	EXEMPLARY
<p>1.5.2C Students are assessed in languages they understand or with nonverbal assessments.</p> <p>1.5.3C At the kindergarten level, as many criteria as possible, and at least three (3), are used to assess students who perform at remarkably high levels of accomplishment relative to age peers.</p> <p>1.5.4C In grades 1 – 12, qualitative and quantitative data are collected through three (3) or more measures and used to determine whether or not a student needs gifted/talented services.</p> <p>1.5.5C</p>	<p>1.5.2R All kindergarten students are automatically considered for gifted/talented and other advanced level services.</p>	

If services are available in leadership, artistic areas, and creativity, a minimum of three (3) criteria are used for assessment.		
1.6C Access to assessment and, if needed, gifted/talented services is available to all populations of the district (19 TAC §89.1(3)).	1.6R Over the past two (2) years, the population of the gifted/talented services program has become more closely reflective of the population of the total district.	1.6E The population of the total district is reflected in the population of the gifted/talented services program or has been for two (2) of the past three (3) years.

IN COMPLIANCE	RECOMMENDED	EXEMPLARY
1.7C 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)).	1.7.1R The selection committee is formed of a majority of members who have completed thirty (30) hours of training as delineated in 19 TAC §89.2(1). 1.7.2R A balanced examination of all assessment data collected through the	1.7.1E The selection committee is formed of a majority of members who have completed thirty (30) hours of training and are current with the six-hour training update as required by 19 TAC §89.2(2). 1.7.2E Additional data beyond that collected through the district's standard

	district's gifted/talented assessment process is conducted and used by the selection committee in making identification decisions.	gifted/talented assessment process are considered, as needed, by the selection committee in making identification decisions in order to make the most appropriate placement.
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IN COMPLIANCE	RECOMMENDED	EXEMPLARY
<p>2.1C</p> <p>Identified gifted/talented students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Services are available during the school day as well as the entire school year. Parents are informed of these options (19 TAC §89.3(3)).</p>	<p>2.1.1R</p> <p>Information concerning special opportunities (contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) is available and disseminated to parents and community members.</p> <p>2.1.2R</p> <p>Specialists and advocates for gifted/talented students are consulted in the development of program policies and options.</p>	<p>2.1E</p> <p>Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas, arts, leadership, and creativity.</p>
<p>2.2C</p> <p>Gifted/talented students are ensured opportunities to work together as a group, work with other students, and work independently</p>	<p>2.2R</p> <p>Flexible grouping patterns and independent investigations are employed in the four (4)</p>	

during the school day as well as the entire school year as a direct result of gifted/talented service options (19 TAC §89.3(1)).	foundation curricular areas.	
2.3C Out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible (19 TAC §89.3(3)).	2.3R Options that meet the needs of gifted/talented students are available on a continuous basis outside the regular school day.	

IN COMPLIANCE	RECOMMENDED	EXEMPLARY
2.4C Local board policies are developed that are consistent with State Board of Education rules on credit by examination (19 TAC §74.24) and early high school graduation opportunities (TEC §56.203).	2.4.1R Flexible pacing is employed, allowing students to learn at the pace and level appropriate for their abilities and skills. 2.4.2R Local board policies are developed that enable students to participate in dual/concurrent enrollment, correspondence courses, distance learning	2.4E Acceleration options are actively facilitated by district administrators, counselors, and teachers.

	opportunities, accelerated summer programs, and/or the Distinguished Achievement Program (DAP).	
2.5C 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).	2.5R Local funding for gifted/talented education programs is used to supplement the state funding.	2.5E Additional funding from business partnerships, scholarships, parent group fundraisers, etc. is used to supplement the state and local funding.
2.6C Student assessment and services are in compliance with the <i>Texas State Plan for the Education of Gifted/Talented Students</i> (19 TAC §89.5).	2.6.1R Annual evaluation activities are conducted for the purpose of continued service development.	2.6E Ongoing formative and summative evaluation strategies, based on quantitative and qualitative data, are reviewed by the school board and used for substantive program improvement and development.

IN COMPLIANCE	RECOMMENDED	EXEMPLARY
	2.6.2R	

	<p>Long-range evaluation of services is based on evidence obtained through gifted/talented- appropriate performance measures such as those provided through the Texas Performance Standards Project (TPSP).</p> <p>2.6.3R</p> <p>Gifted/talented education policies and procedures are reviewed and recommendations for improvement are made by an advisory group of community members, parents of gifted/talented students, school staff, and gifted/talented education staff which meets regularly for that purpose.</p>	
	<p>2.7R</p> <p>A person who has thirty (30) hours of professional development in gifted/talented education as required in 19 TAC §89.2(1) is assigned to coordinate district level services for gifted/talented students in grades K - 12.</p>	<p>2.7E</p> <p>A person or persons with a gifted/talented endorsement, supplementary certification, or advanced degree in gifted/talented education are assigned to coordinate the district's K-12 gifted/talented education services.</p>

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IN COMPLIANCE	RECOMMENDED	EXEMPLARY
<p>3.1C</p> <p>An array of appropriately challenging learning experiences in each of the four (4) foundation curricular areas is provided for gifted/talented students in grades K-12, and parents are informed of the opportunities (19 TAC §89.3).</p>	<p>3.1.1R</p> <p>Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research.</p> <p>3.1.2R</p> <p>A comprehensive manual or program guide is provided describing all programs and services for gifted/talented students in grades K-12.</p> <p>3.1.3R</p> <p>Opportunities are provided for career and leadership assessment and training in areas of student strength.</p>	<p>3.1E</p> <p>Curriculum options in intellectual, creative and/or artistic areas; leadership; and specific academic fields are provided for gifted/talented students.</p>
<p>3.2C</p> <p>A continuum of learning experiences is provided that leads to the development of advanced- level products and/or performances such as those provided through the Texas Performance Standards Project (TPSP) (19 TAC §89.3(2)).</p>	<p>3.2R</p> <p>Participation in the Texas Performance Standards Project (TPSP), or other experiences that result in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom, is</p>	<p>3.2E</p> <p>The opportunity for students who have been served in a gifted program for one or more years to develop sophisticated products and/or performances assessed by external evaluators who are knowledgeable in the field that is the focus of</p>

	available through gifted/talented curricula.	the product is available through gifted/talented curricula.
3.3C Opportunities are provided to accelerate in areas of student strengths (19 TAC §89.3(4)).	3.3R Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills.	3.3E Scheduling modifications are implemented in order to meet the needs of individual students.

IN COMPLIANCE	RECOMMENDED	EXEMPLARY
3.4C Provisions to improve services to gifted/talented students are included in district and campus improvement plans (TEC §§11.251-11.253).	3.4.1R Curriculum for gifted/talented students is modified based on annual evaluations. 3.4.2R Resources and release time for staff are provided for curriculum development for gifted/talented services. 3.4.3R District guidelines for evaluation of resources used to serve gifted/talented students are established and used in selecting materials that are	3.4.1E Gifted/talented curriculum is designed and evaluated through collaboration by specialists in content areas, instructional techniques, and gifted/talented education. 3.4.2E The development and delivery of curriculum for gifted/talented students is monitored regularly by trained administrators.

	appropriate for differentiated learning.	
	3.5R Release time and/or extended contracts are provided to enable teachers at all levels to form vertical teams that coordinate gifted/talented services in the district.	
	3.6R Student progress/performance in response to gifted/talented services is periodically assessed and results are communicated to parents or guardians.	3.6E Student progress/performance in response to gifted/talented services is periodically assessed using standards developed by experts in the areas served. Results are communicated to parents or guardians.

IN COMPLIANCE	RECOMMENDED	EXEMPLARY
4.1.1C A minimum of thirty (30) clock hours of professional development that includes nature and needs of gifted/talented students, identification and assessment of gifted/talented students' needs, and curriculum and instruction for gifted/talented students is	4.1.1R Teachers are encouraged to pursue advanced degrees or obtain additional professional development in their teaching discipline and/or in gifted/talented education.	4.1E District support in the form of release time or tuition assistance is available for graduate studies in gifted/talented education for teachers who provide services to gifted/talented students.

<p>required for teachers who provide instruction and services that are a part of the district's defined gifted/talented services. Teachers are required to have completed the thirty (30) hours of professional development prior to their assignment to the district's gifted/talented services (19 TAC §89.2(1)).</p> <p>4.1.2C Teachers without required training who are assigned to provide instruction and services that are part of the district's defined gifted/talented services are required to complete the thirty (30) hour training within one semester (19 TAC §89.2(2)).</p>	<p>4.1.2R Release time is provided for teachers and administrators to visit campuses or districts that have model services for gifted/talented students.</p> <p>4.1.3R A written plan for professional development in the area of gifted/talented education that is based on identified needs is implemented and updated annually.</p>	
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IN COMPLIANCE	RECOMMENDED	EXEMPLARY
<p>4.2C Teachers who provide instruction and services that</p>	<p>4.2.1R All staff receive an orientation to the district's</p>	<p>4.2E Mentors and others who offer specialized instruction for gifted/talented students</p>

<p>are a part of the district's defined gifted/talented services receive a minimum of six (6) hours annually of professional development in gifted/talented education that is related to state teacher education standards (19 TAC §89.2(3) and TAC §233.1).</p>	<p>gifted/talented identification 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>4.2.2R</p> <p>Annually, each teacher new to the district receives an orientation to the district's gifted/talented identification processes and the district's services for gifted/talented students.</p>	<p>are provided training to increase their understanding of the nature and needs of these students and the district goals for the students, including the state goal for gifted/talented students.</p>
<p>4.3C</p> <p>Administrators and counselors who have authority 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 (19 TAC §89.2(4)).</p>	<p>4.3R</p> <p>Local district boards of trustees are encouraged to pursue professional development on the <i>Texas State Plan for the Education of Gifted/Talented Students</i>.</p>	<p>4.3E</p> <p>Administrators and counselors 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>4.4C</p> <p>Evaluation of professional development activities for gifted/talented education is ongoing and related to state teacher education standards, and the results of</p>	<p>4.4R</p> <p>Opportunities for professional development in the area of gifted/talented education are provided on a regular basis, and information on them is</p>	<p>4.4.1E</p> <p>A long-range plan for professional development that culminates in graduate studies in gifted/talented education, supplemental gifted/talented certification,</p>

the evaluation are used in making decisions regarding future staff development plans (19 TAC §89.5 and TAC §233.1).	disseminated to professionals in the district.	and/or advanced 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.
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IN COMPLIANCE	RECOMMENDED	EXEMPLARY
		4.4.2E Gifted/talented services staff are involved in planning and conducting the district's gifted/talented training.

IN COMPLIANCE	RECOMMENDED	EXEMPLARY
5.1C Written policies are developed on gifted/talented student identification, approved by the local board of trustees and disseminated to parents (19 TAC §89.1).	5.1.1R Input from family and community representatives on gifted/talented identification and assessment procedures is invited annually. 5.1.2R Information is shared or meetings are held annually requesting parent and community recommendations	5.1.1E Information is shared and meetings are held annually requesting parent and community recommendations regarding students who may need gifted/talented services. 5.1.2E The opportunity to participate in a parent association for the

	regarding students who may need gifted/talented services.	gifted/talented is provided to parents.
5.2C An array of learning opportunities is provided for gifted/talented students in grades K - 12, and parents are informed of all gifted/talented services and opportunities (19 TAC §89.3).	5.2.1R Orientation and periodic updates are provided for parents of students identified for and provided gifted/talented services. 5.2.2R Support and assistance is provided to the district in gifted/talented service planning and improvement by a parent/community advisory committee. 5.2.3R Products and achievements of gifted/talented students are shared with the community.	5.2.1E Community volunteers are organized and provided an orientation about working with gifted/talented students. 5.2.2E Liaisons with business and community organizations are established, and the use of community resources (retired community members, foundations, universities, etc.) is evident in the service options available for gifted/talented students. 5.2.3E Professional development opportunities are offered by the gifted/talented coordinator in collaboration with the parent advisory committee to staff, parents, and community members.

IN COMPLIANCE	RECOMMENDED	EXEMPLARY
	5.2.4R	5.2.4E

	<p>Presentations are given to community groups and organizations to solicit their involvement in services for gifted/talented students.</p> <p>5.2.5R</p> <p>A data bank of community resources is compiled for use by gifted/talented students, their teachers, and their parents.</p>	<p>Support for mentorship and independent study programs in the district is solicited by the parent/community advisory committee.</p>
<p>5.3C</p> <p>The effectiveness of gifted/talented services is evaluated annually, and the data is used to modify and update district and campus improvement plans. Parents are included in the evaluation process (TEC §§11.251-11.253).</p>		

CHAPTER 29. EDUCATIONAL PROGRAMS

Subchapter D. Education Programs for Gifted and Talented Students

§29.121. Definition.

In this subchapter, “gifted and talented students” means a child or youth who performs at or shows the 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
- (3) excels in a specific academic field.

§29.122. Establishment.

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.

§29.123. State Plan: Assistance.

The State Board of Education shall develop and 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. The regional education service centers may assist districts in implementing the state plan. In addition to obtaining assistance from a regional education service center, a district may obtain other assistance in implementing the plan. The plan shall be used for accountability purposes to measure the performance of districts in providing services to students identified as gifted and talented.

Texas Education Code as passed by the 74th Legislature of the State of Texas. Effective September 1, 1995.

CHAPTER 42. FOUNDATION SCHOOL PROGRAM Subchapter

C. Special Allotments

§42.156. Gifted and Talented Student Allotment.

(a) For each identified student a school district serves in a program for gifted and talented students that the district certifies to the commissioner as complying with Subchapter D, Chapter 29, a district is entitled to an annual allotment equal to the district's adjusted basic allotment as determined under Section 42.102 or Section 42.103, as applicable, multiplied by .12 for each school year or a greater amount provided by appropriation.

(b) Funds allocated under this section, other than the amount that represents the programs share of general administrative costs, must be used in providing programs for gifted and talented students under Subchapter D, Chapter 29, including programs sanctioned by International Baccalaureate and Advanced Placement, or in developing programs for gifted and talented students. Each district must account for the expenditure of state funds as provided by rule of the State Board of Education. If by the end of the

12th month after receiving an allotment for developing a program a district has failed to implement a program, the district must refund the amount of the allotment to the agency within 30 days.

(c) Not more than five percent of a district's students in average daily attendance are eligible for funding under this section.

(d) If the amount of state funds for which school districts are eligible under this section exceeds the amount of state funds appropriated in any year for the programs, the commissioner shall reduce each district's tier one allotments in the same manner described for a reduction in allotments under Section 42.253.

(e) If the total amount of funds allotted under this section before a date set by rule of the State Board of Education is less than the total amount appropriated for a school year, the commissioner shall transfer the remainder to any program for which an allotment under Section 42.152 may be used.

(f) After each district has received allotted funds for this program, the State Board of Education may use up to \$500,000 of the funds allocated under this section for programs such as MATHCOUNTS, Future Problem Solving, Odyssey of the Mind, and Academic Decathlon, as long as these funds are used to train personnel and provide program services. To be eligible for funding under this subsection, a program must be determined by the State Board of Education to provide services that are effective and consistent with the state plan for gifted and talented education. [Sections 42.157-42.200 reserved for expansion]

Texas Education Code as passed by the 74th Legislature of the State of Texas. Effective September 1, 1995.

TEXAS ADMINISTRATIVE CODE Title

19, Part II

Chapter 89. Adaptations for Special Populations

Subchapter A. Gifted/Talented Education

§89.1 Student Assessment.

School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies must:

- (1) include provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in the Texas Education Code, §29.121;
- (2) include assessment measures collected from multiple sources according to each area defined in The Texas State Plan for the Education of Gifted/Talented Students;
- (3) include data and procedures designed to ensure that students from all populations in the district have access to assessment and, if identified, services for the gifted/ talented program;
- (4) provide for final selection of students to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students; and
- (5) include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

Source: The provisions of the §89.1 adopted to be effective September 1, 1996, 21 TexReg 5690.

§89.2 Professional Development.

School districts shall ensure that:

- (1) prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;
- (2) teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester;
- (3) teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and
- (4) administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

Source: The provisions of this §89.2 adopted to be effective September 1, 1996, 21 TexReg 5690; amended to be effective February 13, 2000, 25 TexReg 776.

§89.3 Student Services.

School districts shall provide an array of learning opportunities for gifted/talented students in kindergarten through Grade 12 and shall inform parents of the opportunities. Options must include:

- (1) instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently;
- (2) a continuum of learning experiences that leads to the development of advanced-level products and performances;
- (3) in-school and, when possible, out-of-school options relevant to the student's area of strength that are available during the entire school year; and
- (4) opportunities to accelerate in areas of strength.

Source: The provisions of this §89.3 adopted to be effective September 1, 1996, 21 TexReg 5690.

§89.4 Fiscal Responsibility.

Repealed. Please see §105.11 below.

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 accountability standards defined in the *Texas State Plan for the Education of the Gifted/Talented*.

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 the Function 90 series of the general fund, as defined in the Texas Education Agency publication, Financial Accountability System Resource Guide.

(b) For the 2012-2013 school year and each year thereafter, a school district may choose to use a greater indirect cost allotment under the Texas Education Code, §§ 42.151, 42.153, 42.154, and 42.156, to the extent 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

ACCELERATION

strategy of mastering knowledge and skills at rates faster or ages younger than the norm

AREA OF GIFTEDNESS

the specific set of abilities in which a student performs or shows potential to perform at a remarkably high level of accomplishment

a menu of challenging activities or opportunities that fit the unique interests and abilities of advanced-level students

**ARRAY OF
LEARNING
EXPERIENCES**

ARTISTICALLY GIFTED

possessing outstanding ability in the visual and/or performing arts

COMPLEXITY

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

**CONCURRENT
ENROLLMENT**

the practice of enrolling in a college or university to earn college or university credit while in high school

**CONTINUUM OF
LEARNING
EXPERIENCES**

articulated intellectual, artistic, creative, and/or leadership activities and opportunities that build upon one another each year a student is in school

CREATIVELY GIFTED

possessing outstanding imagination, thinking ability, innovative or creative reasoning ability, ability in problem solving, and/or high attainment in original or creative thinking

CREDIT BY EXAM (CBE)

method in which a student may receive credit for a subject/course or accelerate through a grade by taking one or more exams

DEPTH

exploration of content within a discipline to include analyzing from the concrete to the abstract, familiar to the unfamiliar, 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

DIFFERENTIATION

modification of curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom

**DISTINGUISHED
ACHIEVEMENT PROGRAM
(DAP)**

the most rigorous of three (3) Texas high school programs

DIVERSITY

the presence of difference between individuals and among groups including but not limited to age, socioeconomics, education, race and ethnicity, gender, culture, and religious beliefs

DUAL CREDIT

an opportunity for a student to earn high school credit for successful completion of a college course

**FOUNDATION
CURRICULAR AREAS**

English language arts/reading, mathematics, science, and social studies

FURLOUGH

a leave of absence from program services

GIFTED IN LEADERSHIP

possessing the natural ability to influence others; possessing skills in interpersonal relationships demonstrated, for example, by outstanding ability in such activities as student government

**GIFTED IN SPECIFIC
ACADEMIC FIELDS**

possessing superior ability or potential in a specific course of study such as English language arts/reading, mathematics, science, or social studies

**GIFTED/TALENTED
SERVICES**

services and activities not ordinarily provided by the school that are specifically designed to fully develop the capabilities of students who give evidence of high

	achievement or capability in areas such as intellectual, creative, artistic, or leadership capacity
INDEPENDENT STUDY	self-directed learning strategy where the teacher acts as guide or facilitator, and the student plays a more active role in designing and managing his or her own learning
INTELLECTUALLY GIFTED	possessing superior intelligence, with potential or demonstrated accomplishments in several fields of study; ability to perform complex mental tasks
MENTORSHIP	community member who shares his or her expertise with a student of similar career or field-of-study aspirations
QUALITATIVE MEASURES	performance indicators that cannot be recorded numerically and that include observations, anecdotal records, checklists, interviews, student products, performances, etc.
QUANTITATIVE MEASURES	performance indicators that can be expressed in terms of definite numbers or amounts such as scores on achievement tests
TEXAS PERFORMANCE STANDARDS PROJECT (TPSP)	statewide standards and assessment system which includes instructional materials designed to provide assistance as districts achieve the state goal for gifted/talented students (complete information at http://www.texaspsp.org/)

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

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of

1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at 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 faculty and staff members who work with children;
- (5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
- (6) nondiscriminatory practices relating to the use of a student's first language; and
- (7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

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 that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any educational programs or activities which it operates on the grounds of race, religion, color, national origin, sex, disability, age, or veteran status (except where age, sex, or disability constitutes a bona fide occupational qualification necessary to proper and efficient

administration). The Texas Education Agency is an Equal Employment Opportunity/ Affirmative Action employer.