# Gifted/Talented ESC Leadership Meeting

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September 18, 2019

## Objectives

1. Review program initiatives for the year
2. Review HB3 and the Gifted/Talented Program Certification Process
3. Discuss how to approach the demographics conversation
4. Questions & Answer

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# Ice Breaker

Name

ESC

Name your favorite TV show or series.

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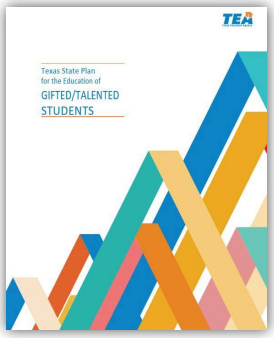
## The Texas State Plan of the Education of Gifted/Talented Students




Section 1: Fidelity of Services
Section 2: Student Assessment
Section 3: Service Design
Section 4: Curriculum & Instruction
Section 5: Professional Learning
Section 6: Family & Community Development

https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/

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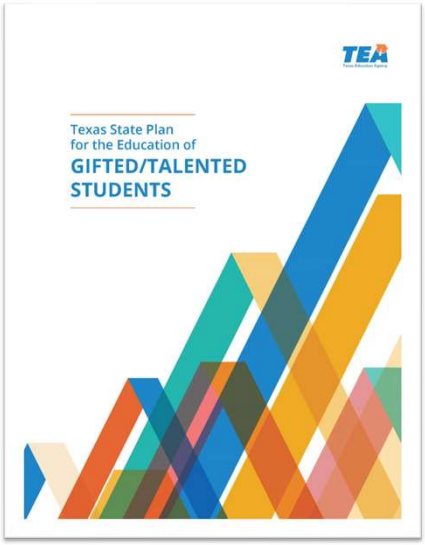


## State Plan Student Assessment 2.15 – Legal Clarification

As the state plan requires a minimum of assessment for G/T program participation once a year, my thought is that the district must still assess the student, even if a prior assessment result is considered valid by the district for more than one year. In short, the "continued validity" of a G/T assessment cannot be used to counter the state plan requirement of annual assessment for G/T program participation, which would include the area previously assessed and otherwise considered valid.

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## TETN/ZOOM Meeting Topics

- Stabilizing Your Foundation
- Identification
- Placement Options
- Meeting the G/T Needs through Curriculum
- Totally Equitable G/T Services
- Progress Monitoring/ Reporting
- Acceleration
- Professional Development
- Talking about Gifted/Talented Education
- Are we serving today's student? Program Evaluation
- Small & Rural School G/T Education
- Charter Schools & G/T Education
- G/T Use of Funds – Best Investment

## Professional Development

- Counselor Training
- Administrator Training
- Depth and Complexity for Secondary Educators

## G/T Equity Content Update

*Reviewers*

**Dr. Joyce Juntune**
**Dr. Hector Ramos (2 sections)**
**Dr. Suzanne Ramos**
**Dr. Susan Baum**
**Dr. Tracy Cross (2 sections)**
**Dr. Donna Ford**
**Dr. Joy Lawson Davis**
**Dr. Dina Brulles**
**Dr. Megan Foley Nipon**
**Dr. Michael Fugate**

Summary

Based on a deficit model

Outdated best practices and resources

Assessment Instruments

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# House Bill 3 – School Finance & G/T

Amends Texas Education Code 29.122:

Each school district shall:

- Adopt a criteria for identifying and serving gifted and talented students
- Adopt a local a policy regarding the use of funds to support the district's program, for gifted and talented students

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# House Bill 3 – School Finance & G/T

- Adds Texas Education Code 29.124:
- Each school district shall:

a) Annually certify to the commissioner that the district has established a program for G/T students
   - If the district has failed to comply, the commissioner may reduce the total amount of funding to which the district is entitled (G/T allotment)
   - Commissioner may restore all or partial funding withheld if the district complies

b) Report to the commissioner regarding the use of funds on the district's program for G/T as provided by SBOE rule

c) No limit on the number of students a district may identify as G/T or serve under the district's program for G/T students

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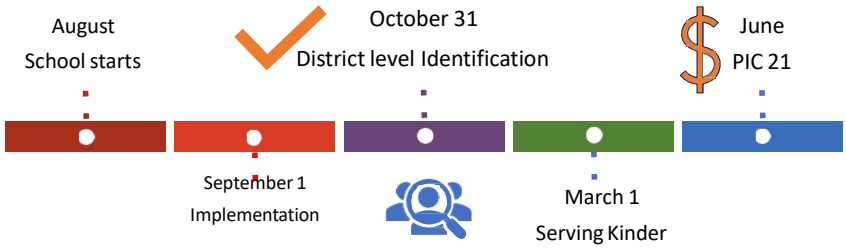
## G/T Certification Timeframe




Identify & Serve G/T students continuously



## HB 3 Requires Districts Certify they Offer G/T

**Each school district shall:**

- ✓ Annually certify to the commissioner that the district has a G/T program that is consistent with the State Plan
- ✓ Report to commissioner regarding the use of funds to support the district's G/T program
- ✓ Districts will certify to TEA via a new PEIMS indicator (TEC §29.124)

| | |
|---|---|
| | The district continues to serve G/T students. |

## Certification Data Submission

### Student Identifier

Identified and Served

- Each Reporting Period

NEW

### District Identifiers

- Five Categories
- Only October Reporting Period

| | |
|---|---|
| | Submission of district level PEIMS indicator occurs in October. |



## District Level Codes with Examples

| Code | Program Design | Description | Examples | Grade Levels |
|---|---|---|---|---|
| 01 | Pull-out | Part-time services in a classroom, other than the student's regular class, that take place on a regular schedule | Pull-out or resource classroom | Elementary & Middle School |
| 02 | Push-in | occasional services to a student while the student is in their regular classroom | Visiting teacher or coordinator | Elementary & Middle School |
| 03 | Full-time gifted only | receives the majority of their core subjects with peers who are all identified as gifted/talented | G/T only foundational core classes | All grade levels |
| 04 | Full-time inclusion | receives the majority of their core subjects with peers who are not identified as gifted/talented | Differentiated instruction, cluster grouping, or flexible grouping | All grade levels |
| 05 | Special day school | A special school which is administratively separate from regular schools and is organized to serve gifted/talented students | G/T campuses serving only G/T students | All grade levels |

## Expenditure Requirements

Program Intent Code 21

- Tracking G/T funds
- Reporting the use of G/T funds
- Submission process same as prior years

Local policy determines expenditures, as state spending requirements have been removed.

## Charter Schools

Same Options

Request funding amount

Follow the same guidelines

## Local Gifted/Talented Use of Funds Policy

### *Texas Association of School Boards G/T Policy Update*

- EHBB available November 2019
- Address reporting and certifying effective use of funds for implementing G/T programs and services
- Schedule adoption of policy update

| | |
|---|---|
| **In Statute** | Texas Education Code 29.122 |



## To Restore Funding

A district plan of action to accomplish consistency with the Texas State Plan for the Education of Gifted/Talented Students.

- Areas of Non-Compliance
- Short term goals to achieve compliance
- Long term goals to maintain compliance

# Fidelity of Implementation

The Certification Process

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## Fidelity of Implementation for Certification Phase I

- Components from the State Plan
- Develop G/T Plan of Action Tool for Districts not in Compliance
- Share research from of other states on reporting processes
- Draft a framework Fidelity of Implementation
- Development of framework
- Stakeholder input in G/T Plan of Action Tool for Districts not in Compliance
- TEA review of reports
- Pilot District G/T Plan of Action Tool
- Stakeholder input on framework
- Review findings
- Non-Compliant districts submit District G/T Plan of Action Tool
- Develop training for reporting framework
- Train pilot schools with new framework

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- Implement District G/T Plan of Action Tool for Districts not in Compliance
- Schools pilot framework
- Train ESC G/T Coordinators on Framework
- Support pilot districts and gather feedback
- Site visits to select districts
- Review appeals and TEA/ESC work with districts that are not in compliance
- Complete appeals
- Make any readjustments to Framework
- Finalize training for all districts with artifacts from pilot districts
- Rollout framework to districts
- Framework
- Report findings
- Follow-up with Districts

## Fidelity of Implementation for Certification Phase II

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Student Enrollment Report

# Demographics

## Wonder ISD Demographics

4%

### Student Population

| Ethnicity | Gender | # |
|---|---|---|
| American Indian or Alaska Nat | Female | 3 |
| American Indian or Alaska Nat | Male | 4 |
| Asian | Female | 2 |
| Asian | Male | 2 |
| Black or African American | Female | 29 |
| Black or African American | Male | 39 |
| Hispanic/Latino | Female | 71 |
| Hispanic/Latino | Male | 71 |
| Native Hawaiian/Other Pacific | Female | 1 |
| Native Hawaiian/Other Pacific | Male | 1 |
| Two or more races | Female | 25 |
| Two or more races | Male | 26 |
| White | Female | 457 |
| White | Male | 524 |

### Total Enrollment 1,255

### G/T Student Population

| Ethnicity | Gender | # |
|---|---|---|
| White | M | 14 |
| White | F | 24 |
| Hispanic/Latino | F | -999 |
| Hispanic/Latino | M | -999 |
| Two or more races | F | -999 |
| Two or more races | M | -999 |

Total Economically Disadvantaged Students **729**

Gifted Economically Disadvantaged Students **14**

## Questions from the Field

1. **Clarification for 5.10 regarding Board Training. Who is responsible for this training? ESC Leadership? G/T Specialist? District Decision? Is this an annual training or "one and done" for board members?**
   - ESC may offer the training.
   - A district may decide to provide more training.
   - Depending on the district policy.

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## Questions from the Field

**2.Could we speak about 6.8? How is the effectiveness of g/t services evaluated and shared with the board? Any specifically- required data?**

- District's are to annually evaluate their G/T program and share that with the local board.

- What are the G/T services of the district?
- Enrollment
- Number of training
- Accomplishments of G/T services
- Short- & long-term goals



## Questions from the Field

**3. Will there be info/training about the indicator codes?**

**https://tea.texas.gov/sites/default/files/GT%20District%20Level%20Coding%202019.pdf**

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## Senate Bill 1374

- Sequencing of certain required mathematics courses in public schools
- Effective: June 10, 2019
- A school district may allow a student to enroll concurrently in Algebra I and geometry.



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## Questions

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# Calendar Updates