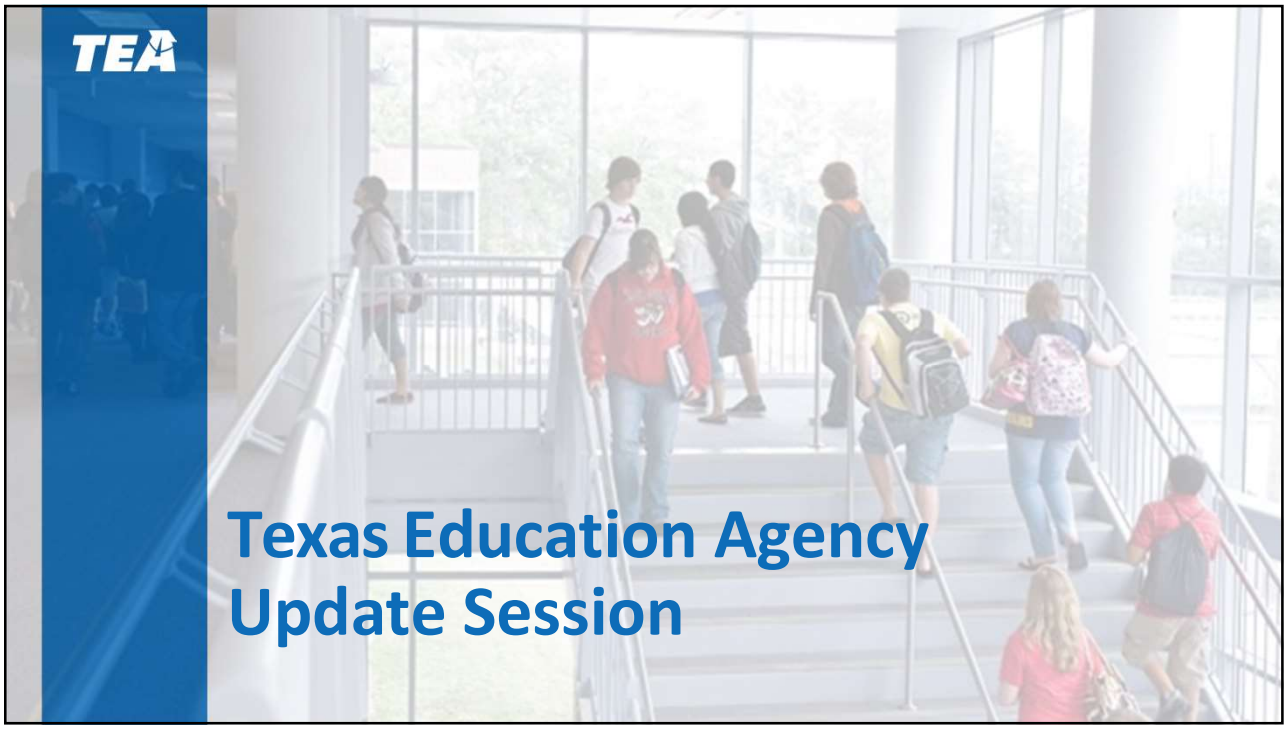
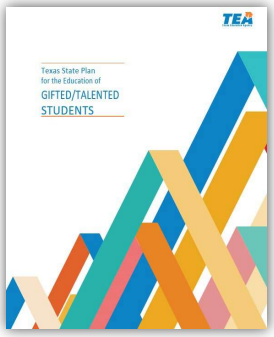


Agenda

- Texas State Plan for the Education of Gifted/Talented Students
- House Bill 3 and Gifted/Talented Education
- Fidelity of Implementation
- State Board of Education Updates
- Curriculum Updates
- Question & Answer

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/

3

No Longer Applicable

To the extent that state funding is provided for gifted/talented student education, 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).

1.3

1.3.1

To the extent that state funding is provided for gifted/talented student education, additional funding from business partnerships, scholarships, parent group fundraisers, etc. is used to supplement the state and local funding.

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Statement of Clarification

The Texas State Plan for the Education of Gifted/Talented Students states in Identification and Assessment that assessment opportunities for gifted/talented identification are made available to students at least once per school year. (See Accountability Standard 2.15.)

Therefore, students assessed in prior years may not be denied the opportunity for assessment in the current school year.

Districts may use multiple measures during the current school year assessment process. However, the district may not refuse to make a determination of a student's gifted/talented status due to the continued validity of assessment results from prior year administrations.

Districts are encouraged to support students by having open conversations with parents on the pros and cons of continual testing with negative results, academic growth, and program options.

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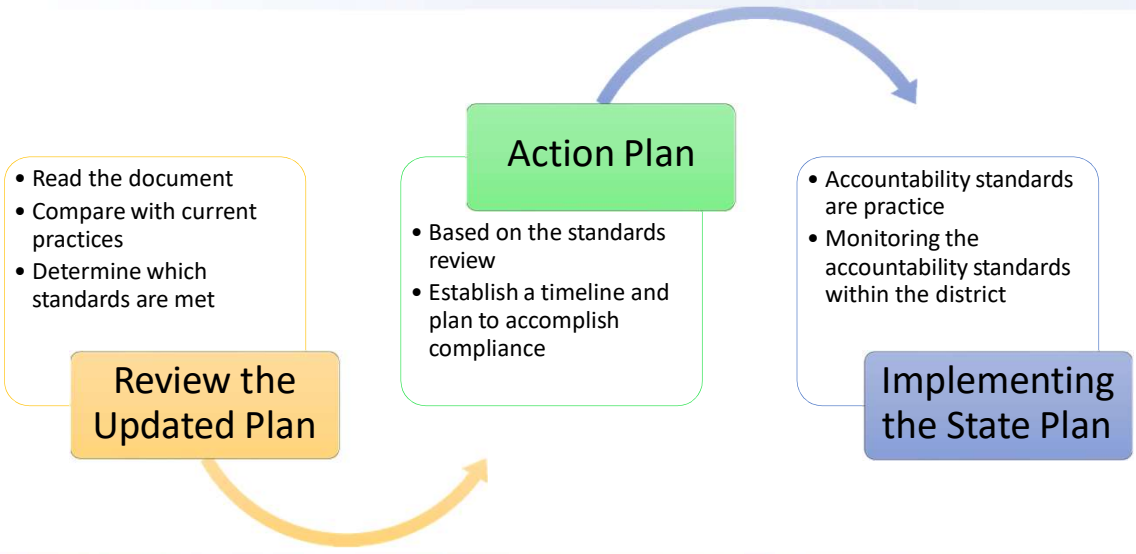
Implementing the State Plan



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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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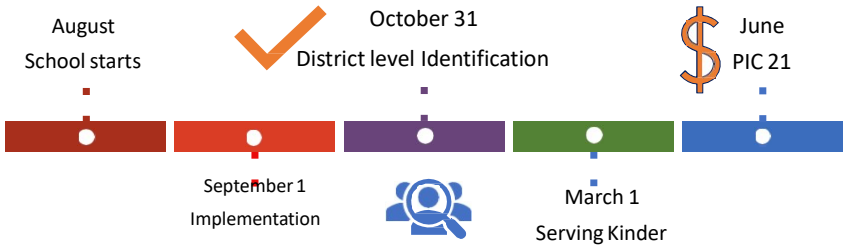
G/T Certification Timeframe



Identify & Serve G/T students continuously

9

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)

Key Takeaway

The district continues to serve G/T students.

10

Certification Data Submission

Student Identifier

Identified and Served

- Each Reporting Period

NEW

District Identifiers

- Five Categories
- Only October Reporting Period

Key Takeaway

Submission of district level PEIMS indicator occurs in October.

11

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.

12

Charter Schools

- Same Options
- Request funding amount
- Follow the same guidelines

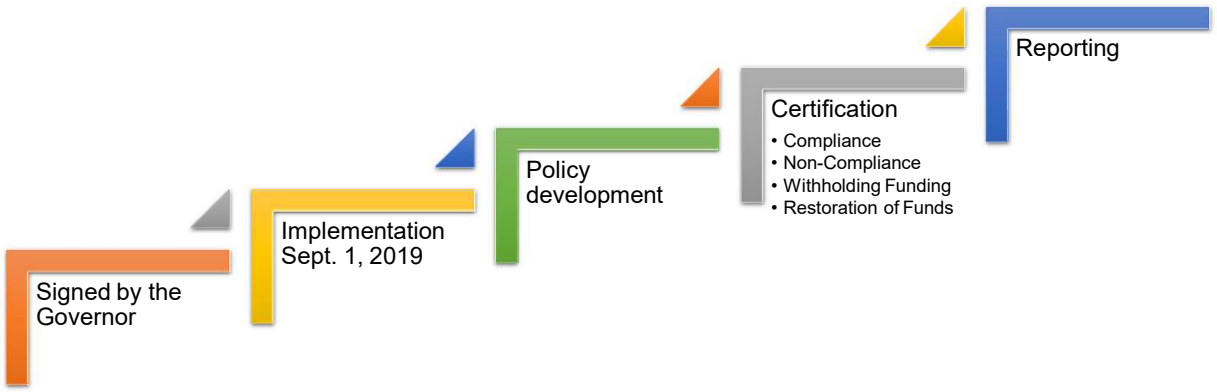
To Restore Funding

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

14

HB 3 G/T Next Steps



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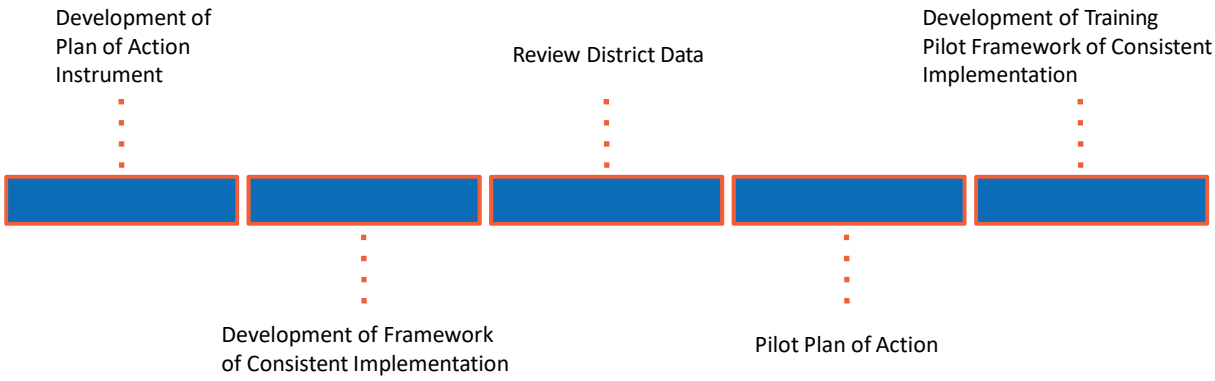
Certification Timeframe 2019 - 2020



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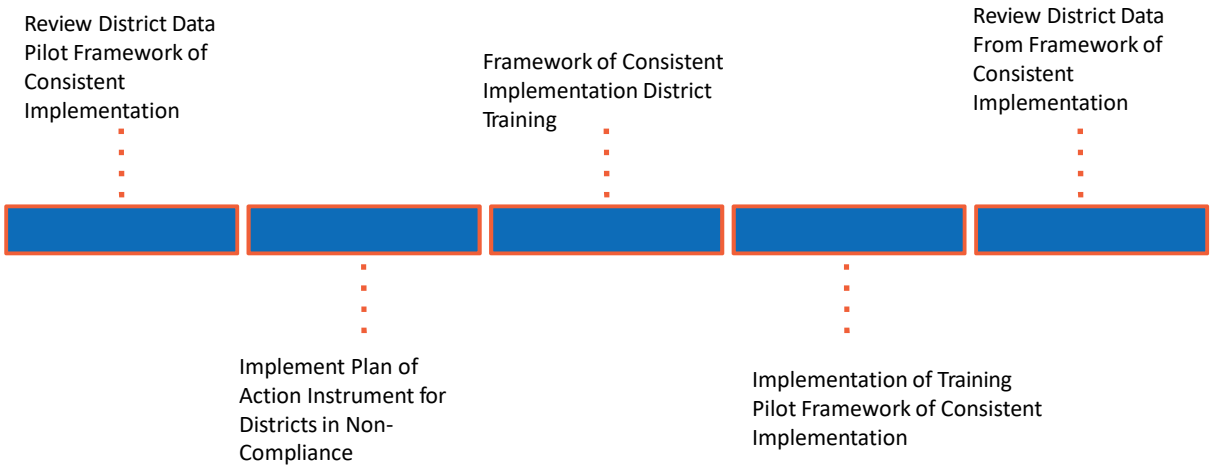
Certification Timeframe 2020 - 2021



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Texas Education Agency

What is being measured by year?

2020 - 2021
- Accountability Standards
- 2009 In Compliance

2021 - 2022
- Accountability Standards
- 2009 Recommended

2022 - 2023
- Accountability Standards
- 2019 New Standards*

* Select new accountability standards may be incorporated before 2022.

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2019 Interim Legislative Charges: Education Committee

Monitor the implementation of legislation addressed by the Senate Committee on Education passed by the 86th Legislature, as well as relevant agencies and programs under the committee's jurisdiction. Specifically, **make recommendations for any legislation needed to improve, enhance, or complete implementation of the following**:

House Bill 3, relating to public school finance and public education. *Review the impact of the repeal of a Gifted and Talented allotment on programs in districts and charter schools.* Highlight various innovative Gifted and Talented programs in districts and charter schools across the state, and make recommendations on methods to strengthen and promote Gifted and Talented programs throughout Texas

19

Fidelity of Implementation

The State Plan Series

Zoom Meeting Date and Time

Title: G/T Tuesdays

Dates: First and Third Tuesday of the Month

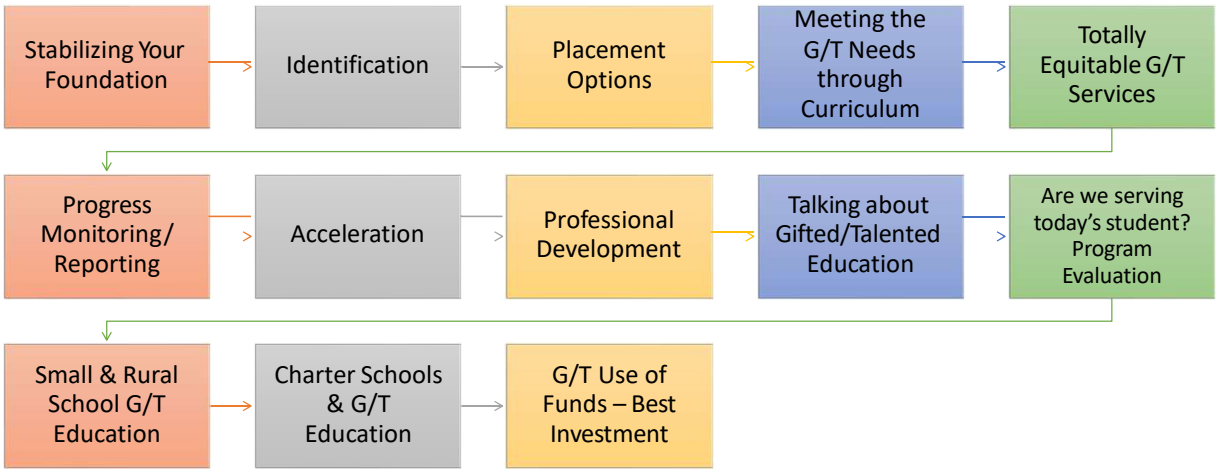
Times: First Tuesday at 9:00 am

Third Tuesday at 1:00 pm

10/1/2019 ✓
10/15/2019 ✓
11/5/2019 ✓
11/19/2019 ✓
See you at Gifted19
12/10/2019

21

TETN/ZOOM Meeting Topics



22

Identification Meetings

- Topic: Identification Part I
- Key Term: Policy

- Topic: Identification Part II
- Key Term: Initial Identification

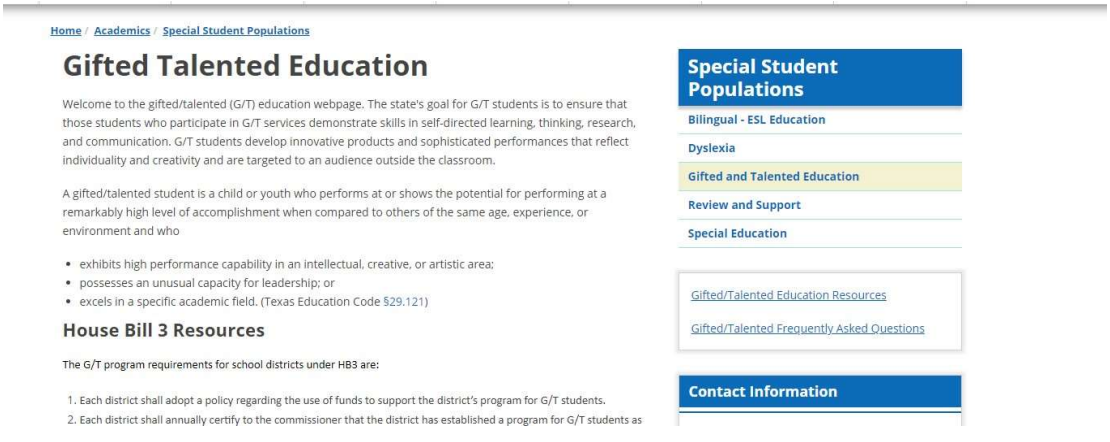
- Topic: Identification Part III
- Key Term: Kindergarten

- Topic: Identification Part IV
- Key Terms: Selection Committee & On-Going Services

Need Volunteers

12/9/2019

Gifted/Talented Education Resources



Home / Academics / Special Student Populations

Gifted Talented Education

Welcome to the gifted/talented (G/T) education webpage. The state's goal for G/T students is to ensure that those students who participate in G/T services demonstrate skills in self-directed learning, thinking, research, and communication. G/T students develop innovative products and sophisticated performances that reflect individuality and creativity and are targeted to an audience outside the classroom.

A gifted/talented student is 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. (Texas Education Code §29.121)

House Bill 3 Resources

The G/T program requirements for school districts under HB3 are:

1. Each district shall adopt a policy regarding the use of funds to support the district's program for G/T students.
2. Each district shall annually certify to the commissioner that the district has established a program for G/T students as

Special Student Populations

- Bilingual - ESL Education
- Dyslexia
- Gifted and Talented Education
- Review and Support
- Special Education

Gifted/Talented Education Resources

Gifted/Talented Frequently Asked Questions

Contact Information

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

24

Gifted/Talented Education Resources Continued

Gifted Talented Education Resources

Welcome to the Gifted/Talented Education Resources page pertaining to the implementation of the Texas State Plan for the Education of Gifted/Talented Students.

G/T Tuesdays Implementation Series

October 1, 2019

Topic: Fidelity of Services: Use of Funds, Comprehensive Manuals, Plan of Action

Presentation (PDF)

Recording Link:
https://zoom.us/recording/share/uKm-cJVJNE71mP1-TI3XK9wmEJ63hyuX8h-89NyNKNCwIumekTzIMw

Zoom Chat Log (PDF)

Resources and Links from Chat Log

To the Administrator Addressed correspondence pertaining to HB 3:

https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/house-bill-3-hb-3-implementation

House Bill 3 (HB 3) Fact Sheet for Administration (PDF)

Relative Difference in Composition Index

https://ideadata-admin.s3.amazonaws.com/docs/IDC_TA_Guide_508-Compliant-052814.pdf

Related Content

Gifted/Talented Education

Frequently Asked Questions

HB 3 in 30

Contact Information

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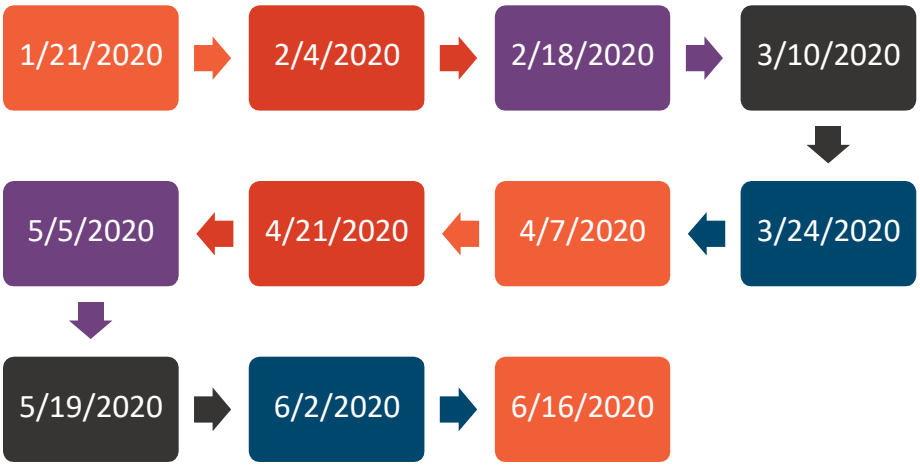
Austin, TX 78701-1401
512-463-9414

https://tea.texas.gov/academics/special-student-populations/gifted-and-talented-education/gifted-talented-education

25

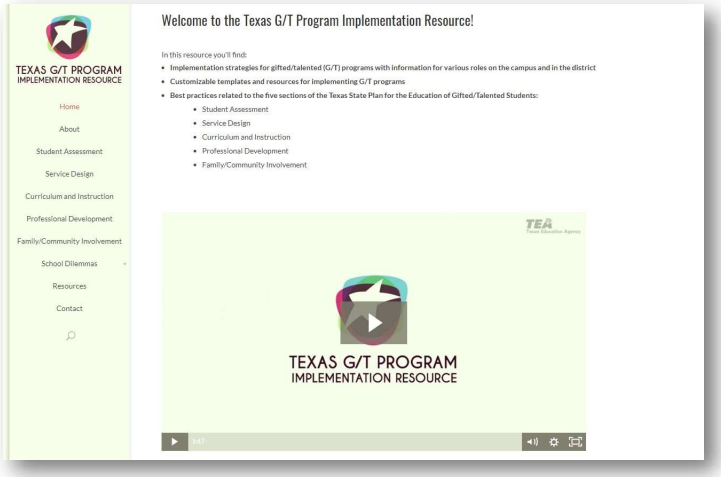
Tentative Spring Dates



26

Texas G/T Program Implementation Resource

http://www.texasgtresource.org/



Texas Performance Standards Project

www.texaspsp.org

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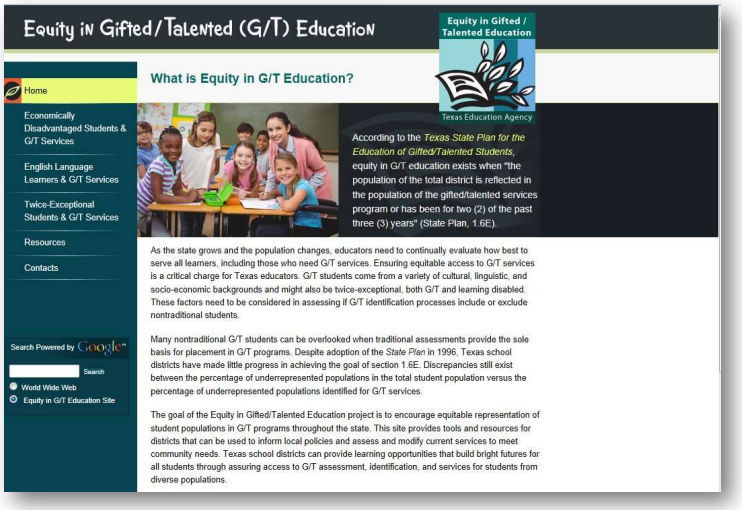
Equity in Gifted/Talented Education



www.gtequity.org

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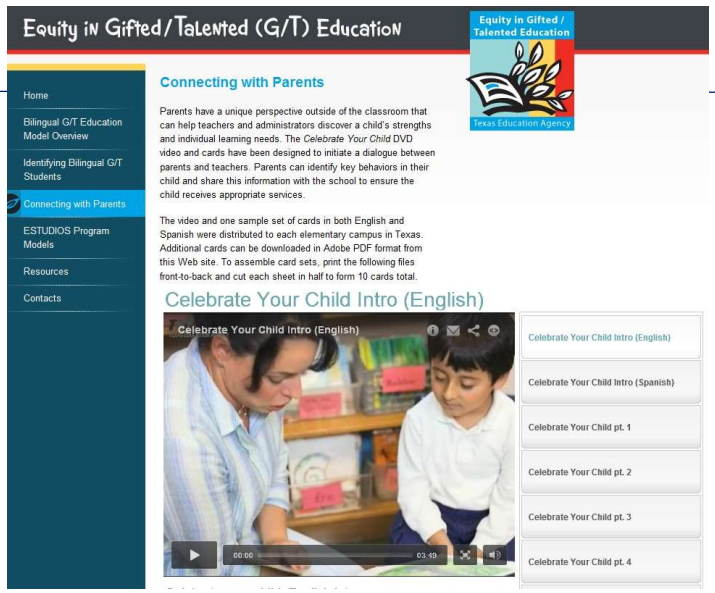

http://www.gtequity.org/connecting.php

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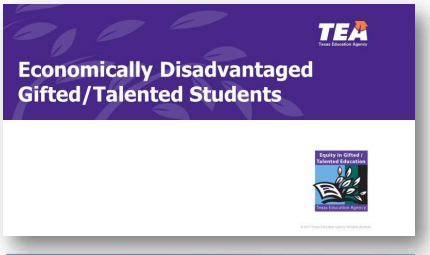
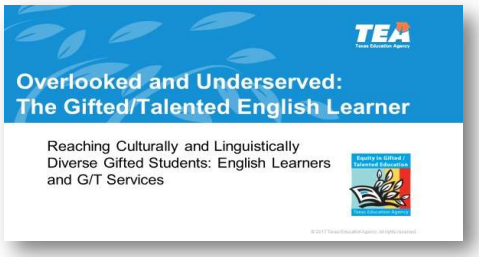
Professional Development





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Professional Development

30 Hour Foundational G/T Training

- Nature and Needs of Gifted/Talented Students
- Identification and Assessment for Gifted/Talented Students
- Models of Differentiated Instruction
- Creativity and Critical Thinking for Gifted/Talented Students
- Engaging Gifted Students by Adding Depth and Complexity

Administrator/Counselor Training

Six Hour Update Trainings

- Raising Expectations: Increasing Rigor for the Gifted Student
- Twice-Exceptional Students and Gifted/Talented Services
- Creativity and Innovation: Encouraging Creativity
- Implementing the Texas Performance Standards Project

School Board Training

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Resources

Texas G/T Program Implementation Resource

The Texas Performance Standards Project

Equity in G/T Education

Gifted/Talented Teacher Toolkit I

Gifted/Talented Teacher Toolkit II

Estudios, A J. K. Javits Grant Program

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State Board of Education

November 13-15, 2019

Discussion

- Proposed Revisions to 19 TAC Chapter 74, Subchapter B, Graduation Requirements*
- Proposed Revisions to 19 TAC Chapter 113, Texas Essential Knowledge and Skills (TEKS) for Social Studies, Subchapter D*
- Proposed revisions to 19 TAC Chapter 126, TEKS for Technology Applications and Chapter 130 TEKS for CTE (HB 963)

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State Board of Education

*Proposed Revisions to Chapter 74, Subchapter B, Graduation Requirements

The proposed revisions would clarify the requirements for students to earn the languages other than English (LOTE) credit for completion of a dual language immersion program at elementary (HB 678).

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State Board of Education

* Proposed Revisions to Chapter 113, TEKS for Social Studies

African American Studies

- In April 2019, the SBOE approved African American Studies as a new innovative course beginning with the 2019-2020 school year.
- The proposed revisions would include the course in the social studies TEKS.
- Last year, the SBOE approved Ethnic Studies: Mexican American Studies as a TEKS-based social studies course beginning with the 2018-2019 school year.

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State Board of Education

November 13-15, 2019

First Reading and Filing Authorization

- 19 TAC §74.26, Award of Credit*
- Chapter 117, TEKS for Fine Arts
  Updates fine arts TEKS to allow students to earn two credits for IB Music.

Second Reading and Final Adoption

- 19 TAC §74.27, Innovative Courses
  Updates SBOE rules on information required to be included in applications for innovative courses.

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State Board of Education

*19 TAC §74.26 Award of Credit

Districts may award credit proportionately to students who are able to successfully complete only one semester of a two-semester course.

The proposed amendment would update the rules to clarify that a district may award credit proportionately for successful completion of half of a course **regardless of the time duration of the course**.

The proposed amendment was approved for first reading and will be presented to the SBOE for second reading and final adoption at the January meeting.

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Graduation Requirements

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Foundation High School Program

2018-2019 changes to graduation requirements

- Added computer science courses that may satisfy a languages other than English (LOTE) credit
- Allow all students who successfully complete AP Computer Science A or IB Computer Science Higher Level to satisfy both one mathematics requirement and one LOTE requirement for high school graduation
- Added criteria to allow a student who successfully completes a dual language program in elementary to satisfy one LOTE credit for high school graduation

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Foundation High School Program

2018-2019 changes to graduation requirements

Computer Science and LOTE

In addition to Computer Science I, II, and III, credit from the following, additional computer science courses may satisfy the LOTE credit requirements:

- AP Computer Science Principles
- AP Computer Science A*
- IB Computer Science Standard Level
- IB Computer Science Higher Level*

** two-credit course that counts as one credit in mathematics and one credit in LOTE for high school graduation*

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Computer Science and LOTE

2018-2019 changes to graduation requirements

Reporting AP Computer Science A or IB Computer Science HL

Unique service IDs were created to report the math and LOTE credit for AP Computer Science A and IB Computer Science HL.

Service ID	Course	Credit
A3580110	AP Computer Science A - MATH	1 credit
A3580120	AP Computer Science A - LOTE	1 credit
I3580310	IB Computer Science Higher Level - MATH	1 credit
I3580320	IB Computer Science Higher Level - LOTE	1 credit

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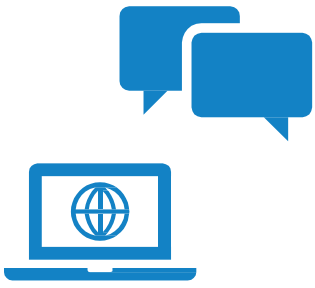
Computer Science and LOTE

Reporting AP Computer Science A or IB Computer Science HL

- The math/LOTE service IDs must be reported concurrently in a PEIMS submission.
- Reporting only one of the two service IDs assigned to AP Computer Science A or IB Computer Science HL will result in a fatal error.
- The dual reporting requirement enables districts to record both credits on the transcript and ensures students are awarded credit appropriately in each subject areas.



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Foundation High School Program

2019-2020 changes to graduation requirements

- Addition of a new cybersecurity pathway for the science, technology, engineering, and mathematics (STEM) endorsement
- Clarification regarding IB courses that may satisfy requirements for graduation
- Addition of IB Film Standard Level and IB Film Higher Level to the list of courses that may satisfy the fine arts requirement

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Cybersecurity

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Cybersecurity

The SBOE approved TEKS for two courses in cybersecurity in April 2019:

- Foundations of Cybersecurity
- Cybersecurity Capstone

- In June 2019, the SBOE approved a new pathway in cybersecurity for the STEM endorsement.
- The new courses and pathway were implemented beginning with the 2019-2020 school year.

HB 3593, 85th Texas Legislature, Regular Session, 2017

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Cybersecurity

Digital Forensics

- The SBOE also approved revisions to the existing Digital Forensics course to align the course with the new cybersecurity courses and pathway for the STEM endorsement.
- The revisions to the course are implemented in the current, 2019-2020 school year.

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STEM Endorsement: Cybersecurity

New Cybersecurity Pathway for the STEM Endorsement

A coherent sequence of four courses in cybersecurity

The sequence must include:

1	Foundations in Cybersecurity
2	Cybersecurity Capstone

and two additional courses selected from this list:

- Computer Science I
- AP Computer Science Principles
- AP Computer Science A
- Digital Forensics
- Computer Maintenance (CTE)
- Networking (CTE)
- Internetworking Technologies I or II (CTE)

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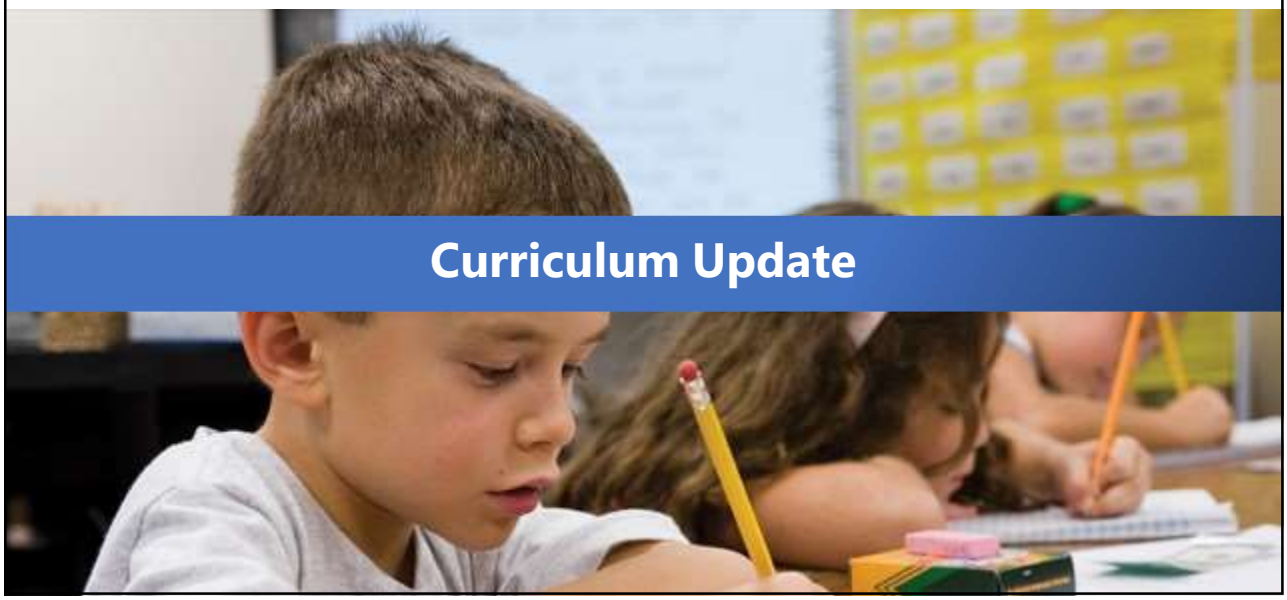

TEKS Review and Revision

TEKS Implementation	2019–2020	2020–2021
English and Spanish language arts and reading		
Kindergarten–Grade 5	X	
Grade 6–Grade 8	X	
High School (English I–IV; ESOL I–II, ELDA)		X
Streamlined social studies TEKS		
Kindergarten–Grade 5		X
Grade 6–Grade 8	X	
High School (Economics, U.S. History Studies Since 1877, World History Studies, World Geography Studies, U.S. Government)	X	

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TEKS Review and Revision

New High School Courses	2019–2020
Mexican American Studies course (social studies)	X
African American Studies course (innovative course)	X
Foundations of Cybersecurity	X
Cybersecurity Capstone	X
IB Mathematics: Analysis and Approaches, SL and HL	X
IB Mathematics: Applications and Interpretations, SL and HL	X

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International Baccalaureate (IB) Mathematics

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IB Mathematics Courses

- The SBOE approved the addition of four new IB mathematics courses to 19 TAC Chapter 111, for the 2019-2020 school year.
- The new courses were implemented beginning with the 2019-2020 school year.
- The current IB mathematics courses in effect during the 2018-2019 school year will be phased out after the 2019-2020 school year.

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IB Mathematics Courses

2018-2019	2019-2020	2020-2021
IB Mathematical Studies, Standard Level (SL)	IB Mathematical Studies, SL	
IB Mathematics, SL and Higher Level (HL)	IB Mathematics, SL and HL	
IB Further Mathematics, HL	IB Further Mathematics, HL	
	IB Mathematics: Analysis and Approaches, SL and HL	IB Mathematics: Analysis and Approaches, SL and HL
	IB Mathematics: Applications and Interpretations, SL and HL	IB Mathematics: Applications and Interpretations, SL and HL

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Curriculum Standards Update

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ELPS Review

- The English Language Proficiency Standards (ELPS) for English learners (ELs) are required to be included for each subject in the required curriculum.
- The SBOE is currently reviewing the ELPS.
- The work group application are posted on the ELPS review web page.
- TEA is also accepting feedback on work group recommendations posted on the ELPS work group drafts web page.

ELPS review web page
https://tea.texas.gov/curriculum/teks/ELPS-review

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Health Education and Physical Education TEKS

- The health and physical education TEKS reviews began this summer.
- TEA is accepting applications for work groups. **Classroom teachers are needed for all grade levels.**
- Work group recommendations are posted to the website for feedback throughout the process. Work Group A recommendations are currently posted.

Health Education TEKS review web page
https://tea.texas.gov/curriculum/teks/health/review

Physical Education TEKS review web page
https://tea.texas.gov/Academics/curriculum/teks/PE/review/

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Science TEKS

- The review and revision of the science TEKS is scheduled to begin in 2020.
- TEA is accepting applications for work groups.
- The application is available on the science TEKS review web page.

Science TEKS review web page

https://tea.texas.gov/academics/curriculum-standards/teks-texas-essential-knowledge-and-skills-teks-review/science-teks-review

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TEA Curriculum Division Contact Information

Curriculum Inbox: curriculum@tea.texas.gov

Telephone: (512) 463-9581

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Questions

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