Texas Education Agency Update Session
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
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
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).

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.
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.
Implementing the State Plan

- Read the document
- Compare with current practices
- Determine which standards are met

Review the Updated Plan

Action Plan

- Based on the standards review
- Establish a timeline and plan to accomplish compliance

Implementing the State Plan

- Accountability standards are practice
- Monitoring the accountability standards within the district
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 policy regarding the use of funds to support the district’s program, for gifted and talented students
• 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

House Bill 3 – School Finance & G/T

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G/T Certification Timeframe

August
School starts

September 1
Implementation

October 31
District level Identification

March 1
Serving Kinder

June
PIC 21

Identify & Serve G/T students continuously
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.
Certification Data Submission

Student Identifier
Identified and Served
- Each Reporting Period

District Identifiers
- Five Categories
- Only October Reporting Period

Key Takeaway
Submission of district level PEIMS indicator occurs in October.
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.
Follow the same guidelines. Request funding amount. Same Options.
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
HB 3 G/T Next Steps

- Signed by the Governor: Sept. 1, 2019
- Implementation
- Policy development
- Certification
  - Compliance
  - Non-Compliance
  - Withholding Funding
  - Restoration of Funds
- Reporting
Certification Timeframe 2020 - 2021

Review District Data
Pilot Framework of Consistent Implementation

Framework of Consistent Implementation District Training

Implement Plan of Action Instrument for Districts in Non-Compliance

Implementation of Training Pilot Framework of Consistent Implementation
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.
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.
Fidelity of Implementation

The State Plan Series
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 ☹️
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
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
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

https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education
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/ul8n-ctjXlVJl5ESt1P1-TJ3K69wmE163Buug8h-39YNKNCw1ume5K7vMw

Zoom Chat Log (PDF)

Resources and Links from Chat Log

To the Administrator Address correspondence pertaining to HB 3:
https://tea.texas.gov/about.tea/news-and-multimedia/correspondence/tea-letters/house-bill-3 hb-3-implementation

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

Relative Difference in Composition Index

Related Content

Gifted/Talented Education

Frequently Asked Questions

HB 3 In 30

Contact Information

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1701 North Congress Avenue
Austin, TX 78701-1401
512-463-9414

Tentative Spring Dates


5/19/2020 → 6/2/2020 → 6/16/2020
Welcome to the Texas G/T Program Implementation Resource!

In this resource you’ll find:
- Implementation strategies for gifted/talented (G/T) programs with information for various roles on the campus and in the district
- Customizable templates and resources for implementing G/T programs
- Best practices related to the five sections of the Texas State Plan for the Education of Gifted/Talented Students:
  - Student Assessment
  - Service Design
  - Curriculum and Instruction
  - Professional Development
  - Family/Community Involvement

http://www.texasgtresource.org/
Texas Performance Standards Project

The Texas Performance Standards Project (TPSP) comprises a set of performance standards, curricula, and assessments for differentiating instruction and deepening academic learning. TPSP enhances gifted/talented (G/T) programs from kindergarten through high school.

www.texaspsp.org
Equity in Gifted/Talented Education

What is Equity in G/T Education?

According to the Texas State Plan for the Education of Gifted/Talented Students, equity in G/T education exists when "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" (State Plan, 1.6E).

As the state grows and the population changes, educators need to continually evaluate how best to serve all learners, including those who need G/T services. Ensuring equitable access to G/T services is a critical charge for Texas educators. G/T students come from a variety of cultural, linguistic, and socio-economic backgrounds and might also be intellectually exceptional, gifted and learning disabled. These factors need to be considered in assessing if G/T identification processes include or exclude nontraditional students.

Many nontraditional G/T students can be overlooked when traditional assessments provide the sole basis for placement in G/T programs. Despite adoption of the State Plan in 1996, Texas school districts have made little progress in achieving the goal of section 1.6E. Discrepancies still exist between the percentage of underrepresented populations in the total student population versus the percentage of underrepresented populations identified for G/T services.

The goal of the Equity in Gifted/Talented Education project is to encourage equitable representation of student populations in G/T programs throughout the state. This site provides tools and resources for districts that can be used to inform local policies and assess and modify current services to meet community needs. Texas school districts can provide learning opportunities that build bright futures for all students through assuring access to G/T assessment, identification, and services for students from diverse populations.

www.gtequity.org

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Connecting with Parents

Parents have a unique perspective outside of the classroom that can help teachers and administrators discover a child’s strengths and individual learning needs. The Celebrate Your Child DVD video and cards have been designed to initiate a dialogue between parents and teachers. Parents can identify key behaviors in their child and share this information with the school to ensure the child receives appropriate services.

The video and one sample set of cards in both English and Spanish were distributed to each elementary campus in Texas. Additional cards can be downloaded in Adobe PDF format from this website. To assemble card sets, print the following files front-to-back and cut each sheet in half to form 10 cards total.

Celebrate Your Child Intro (English)

http://www.gtequity.org/connecting.php
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
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 Updates
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)
*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).
* 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.
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.
*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.
Graduation Requirements
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
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
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.

<table>
<thead>
<tr>
<th>Service ID</th>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A3580110</td>
<td>AP Computer Science A - MATH</td>
<td>1 credit</td>
</tr>
<tr>
<td>A3580120</td>
<td>AP Computer Science A - LOTE</td>
<td>1 credit</td>
</tr>
<tr>
<td>I3580310</td>
<td>IB Computer Science Higher Level - MATH</td>
<td>1 credit</td>
</tr>
<tr>
<td>I3580320</td>
<td>IB Computer Science Higher Level - LOTE</td>
<td>1 credit</td>
</tr>
</tbody>
</table>
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 area.
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
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.
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.
New Cybersecurity Pathway for the STEM Endorsement
A coherent sequence of four courses in cybersecurity

The sequence must include:

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<tbody>
<tr>
<td>1</td>
<td>Foundations in Cybersecurity</td>
</tr>
<tr>
<td>2</td>
<td>Cybersecurity Capstone</td>
</tr>
</tbody>
</table>

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)
## TEKS Implementation

<table>
<thead>
<tr>
<th></th>
<th>2019–2020</th>
<th>2020–2021</th>
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<tbody>
<tr>
<td><strong>English and Spanish language arts and reading</strong></td>
<td></td>
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<tr>
<td>Kindergarten–Grade 5</td>
<td></td>
<td>X</td>
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<tr>
<td>Grade 6–Grade 8</td>
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<td>X</td>
</tr>
<tr>
<td>High School (English I–IV; ESOL I–II, ELDA)</td>
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<td>X</td>
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<tr>
<td><strong>Streamlined social studies TEKS</strong></td>
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<tr>
<td>Kindergarten–Grade 5</td>
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<td>X</td>
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<tr>
<td>Grade 6–Grade 8</td>
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</table>
# TEKS Review and Revision

## New High School Courses 2019–2020

<table>
<thead>
<tr>
<th>Course</th>
<th>2019–2020</th>
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<tbody>
<tr>
<td>Mexican American Studies course (social studies)</td>
<td>X</td>
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<tr>
<td>African American Studies course (innovative course)</td>
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<tr>
<td>Foundations of Cybersecurity</td>
<td>X</td>
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<tr>
<td>Cybersecurity Capstone</td>
<td>X</td>
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<tr>
<td>IB Mathematics: Analysis and Approaches, SL and HL</td>
<td>X</td>
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<tr>
<td>IB Mathematics: Applications and Interpretations, SL and HL</td>
<td>X</td>
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International Baccalaureate (IB) Mathematics
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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<tbody>
<tr>
<td>IB Mathematical Studies, Standard Level (SL)</td>
<td>IB Mathematical Studies, SL</td>
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<tr>
<td>IB Mathematics, SL and Higher Level (HL)</td>
<td>IB Mathematics, SL and HL</td>
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<tr>
<td>IB Further Mathematics, HL</td>
<td>IB Further Mathematics, HL</td>
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<tr>
<td>IB Mathematics: Analysis and Approaches, SL and HL</td>
<td>IB Mathematics: Analysis and Approaches, SL and HL</td>
<td>IB Mathematics: Applications and Interpretations, SL and HL</td>
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<td>IB Mathematics: Applications and Interpretations, SL and HL</td>
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</table>
Curriculum Standards Update
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
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/
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

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