

**TEXAS STATE PLAN FOR THE
EDUCATION OF GIFTED/TALENTED
STUDENTS**

Revised April 2019

**Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701**

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July 2019

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 2019 version of this document provides accountability standards 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 (G/T) students to guide school districts in establishing and improving services for identified students (TEC §29.123). The SBOE approved the updated language in June 2019. The 2019 State Plan is formatted to accomplishable standards for accountability while recognizing exemplary actions. The accountability standards clarify requirements so that districts may more easily understand and meet them. It also makes use of language and recommendations which closely correspond to current research regarding best practices for G/T services.

The State Plan references and recommends 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 G/T services.

Finally, the 2019 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 2019-2020, Texas districts will be better equipped to impact the educational experience for their G/T students.

Mike Morath
Commissioner of Education

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FOREWORD

In 1977, the Texas Legislature passed its first legislation concerning the education of gifted/talented (G/T) students. In 1979, state funds for providing services to G/T 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 G/T 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 G/T 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 G/T students and to expanding the ways to do so. To learn more about programs and resources for G/T education in Texas, visit the Texas Education Agency (TEA) G/T website at

https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education, contact a local Texas public school district or regional education service center (ESC), or email TEA at gtd@tea.texas.gov.

Pursuant to Section 29.123 of the Texas Education Code (TEC), the State Plan forms the basis of G/T standards of services and divides them into the categories of accountability and exemplary. The plan offers an outline for services without prohibitive regulation. Districts are accountable for services as described in the State Plan where performance measures are included for six aspects of G/T service design. The accountability 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 G/T learners.

To offer some guidance to those districts and campuses, standards for "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.

The TEA assists districts in providing comprehensive services to G/T learners in the following ways:

- Provides information on best practices, developments, and achievements in the field of G/T 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 G/T services
- Sponsors demonstration projects and develops materials that support the implementation of Advanced Placement and International Baccalaureate programs that are differentiated for the G/T students
- Collaborates with business and industry to provide additional opportunities for G/T students
- Monitors and implements any state and/or federal legislation designed to provide educational opportunities for G/T 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.

FIDELITY OF SERVICES

School districts comply with gifted/talented accountability standards and monitor the effectiveness of assessment and services for gifted/talented students.

| Accountability | Exemplary |
|---|---|
| 1.1 Student assessment and services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5). | |
| 1.2 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, who meet regularly for that purpose. | |
| 1.3 To the extent that state funding is provided for gifted/talented student education, no more than 10 percent of the state funding allocated to gifted/talented education is spent on assessment and services for gifted students (19 TAC §105.11). | 1.3.1 To the extent that state funding is provided for gifted/talented student education, no more than 10 percent of the state funding allocated to gifted/talented education is spent on assessment and services for gifted students (19 TAC §105.11). |
| <p>No longer applicable with the repeal of TEC§42.156</p> | |
| 1.4 To the extent that state funding is provided for gifted/talented student education, local funding for gifted/talented education programs is used to supplement the state funding. | |
| 1.5 Annual evaluation activities are conducted for the purpose of continued service development. | 1.5.1 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. |
| 1.6 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). | |
| 1.7 The development and delivery of curriculum for gifted/talented students is monitored regularly by trained administrators. | |
| 1.8 District guidelines for evaluation of resources used to serve gifted/talented students are established and used in selecting materials that are appropriate for differentiated learning. | |
| 1.9 Curriculum for gifted/talented students is modified based on annual evaluations. | 1.9.1 Gifted/talented curriculum is designed and evaluated through collaboration by specialists in content areas, special populations, instructional techniques, and gifted/talented education. |

| Accountability | Exemplary |
|--|--|
| 1.10 Develop a comprehensive manual or program guide describing all gifted/ talented programs, services, assessments, and communication, which is accessible to parents, community and students and includes district G/T contact information. | 1.10.1 Develop a comprehensive manual or program guide describing all gifted/ talented programs, services, assessments, and communication which is accessible to parents, community and students including district G/T contact information that is reported to the state. |
| 1.11 For any standard of service for which the district is out of compliance, develop a written plan specifying actions and timelines for achieving compliance. | |
| 1.12 Funds used for programs and services must be determined effective and consistent with the standards set forth in this document. | |
| | 1.13.1 Release time and/or extended contracts are provided to enable teachers at all levels to form horizontal and vertical teams that coordinate gifted/ talented services in the district. |

Sample

PLAN ESTATAL DE TEXAS PARA LA EDUCACION DE LOS ESTUDIANTES DOTADOS/TALENTOSOS

Revisado en abril de 2019

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Julio de 2019

Me complace en manifestar mi apoyo a la reciente aprobación de la revisión del Plan Estatal de Texas para la Educación de los Estudiantes Dotados/Talentosos (Plan Estatal) del Consejo Estatal de Educación (SBOE). La versión 2019 de este documento provee los estándares para el sistema de responsabilidad y la guía para que los distritos satisfagan las necesidades peculiares de una importante población especial en Texas.

El Código de Educación de Texas (TEC) requiere que la SBOE actualice periódicamente un plan estatal para la educación de los estudiantes dotados/talentosos (G/T) para guiar a los distritos escolares en el establecimiento y mejoramiento de los servicios para los estudiantes identificados en este programa (TEC §29.123). La SBOE aprobó la redacción actualizada en junio del 2019. El Plan Estatal 2019 tiene un formato que permite determinar la responsabilidad y a la vez reconocer las acciones ejemplares. Los estándares de responsabilidad aclaran los requisitos establecidos de tal manera que los distritos puedan comprenderlos y cumplirlos con mayor facilidad. Asimismo, su lenguaje y recomendaciones coinciden exactamente con la investigación actual sobre las mejores prácticas para los servicios para estudiantes G/T.

El Plan Estatal hace referencia al Proyecto de los Estándares de Desempeño de Texas (TPSP) y sus recomendaciones. Establecido por primera vez mediante el Acta General de Apropiación de la LXXVI Legislatura de Texas, el TPSP es ahora establecido por TEC §39.236 (añadido por medio de la propuesta de ley HB3, LXXXI Legislatura de Texas) como el instrumento principal para evaluar la efectividad de los servicios para estudiantes dotados. Me complace en apoyar el TPSP, el primer programa de evaluación de su tipo en la nación para el análisis de los servicios a estudiantes G/T.

Finalmente, el Plan Estatal 2019 se alinea completamente con el Código de Educación de Texas al requerir que se vigile el cumplimiento de los programas educativos (TEC §7.028).

Mediante la implementación del Plan Estatal de la SBOE recién aprobado que entra en vigencia en el año escolar 2019-2020, los distritos de Texas estarán mejor equipados para tener un impacto en la experiencia educativa de los estudiantes G/T.

Mike Morath
Comisionado de Educación

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PRÓLOGO

En 1977, la Legislatura de Texas aprobó su primera ley sobre la educación para estudiantes dotados/talentos (G/T, por sus siglas en inglés). En 1979, se dispusieron fondos estatales para proveer servicios a niños G/T, pero la provisión de tales servicios era opcional para los distritos escolares. En 1987, la Legislatura de Texas ordenó que todos los distritos escolares debían identificar y atender a los estudiantes G/T de todos los grados. En 1990, el Plan Estatal de Texas para la Educación de los Estudiantes Dotados/Talentos (Plan Estatal) fue adoptado por Consejo Estatal de Educación de Texas (SBOE, por sus siglas en inglés) el cual incluía un compromiso de proveer oportunidades de aprendizaje de alto nivel para los estudiantes G/T expresado en el siguiente objetivo:

OBJETIVO ESTATAL PARA LOS SERVICIOS PARA ESTUDIANTES DOTADOS/TALENTOSOS

Los estudiantes que participan en servicios diseñados para estudiantes dotados/talentos demostrarán destrezas en aprendizaje, razonamiento, investigación y comunicación autodirigidos y evidenciados por el desarrollo de productos y desempeños innovadores que reflejen su individualidad y creatividad y sean avanzados con respecto a estudiantes de edad, experiencia o entorno similares. Los graduados de escuela secundaria que hayan participado en servicios para estudiantes dotados/talentos habrán generado productos y desempeños con calidad profesional como parte de sus programas.

En 1999, la LXXVI Legislatura de Texas introdujo Rider 69, que alentó el desarrollo inicial y la mejora continua del Proyecto de los Estándares de Desempeño de Texas para Estudiantes Dotados/Talentos (TPSP, por sus siglas en inglés) como un medio para que los distritos pudieran cumplir con el objetivo estatal. Con el TPSP y la investigación en curso para guiar y mejorar la práctica, los educadores de Texas se comprometen a atender las necesidades peculiares de los estudiantes G/T y a expandir las formas de hacerlo. Para obtener más información acerca de los programas y recursos para la educación para estudiantes G/T en Texas, visite el sitio web G/T de la Agencia de Educación de Texas (TEA) en

https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/, póngase en contacto con un distrito escolar público local de Texas o a un centro de servicios educativos regional (ESC) o escriba al correo electrónico de TEA, gted@tea.texas.gov.

En cumplimiento con la Sección 29.123 del Código de Educación de Texas (TEC), el Plan Estatal construye sobre los estándares de servicio G/T los esquemas de responsabilidad y los criterios de ejemplaridad. El plan ofrece un bosquejo para los servicios sin regulación prohibitiva. Los distritos son responsables de los servicios descritos en el Plan Estatal donde se incluyen medidas del desempeño para seis aspectos del diseño de servicios G/T. Las normas de responsabilidad reflejan acciones requeridas por la ley estatal y/o la norma de SBOE. Muchos distritos, en colaboración con sus comunidades, proveerán servicios más completos incorporando prácticas profesionales docentes para estudiantes G/T basadas en la investigación.

Para ofrecer cierta guía a esos distritos y escuelas, se incluyen en el plan los estándares para un desempeño "ejemplar" y se proveen objetivos viables que los educadores de los distritos locales que buscan la excelencia tanto para su distrito como para sus estudiantes, pueden esforzarse por alcanzar.

TEA asiste a los distritos proveyendo servicios integrales para los estudiantes G/T de las siguientes formas:

- (a) Provee información sobre las mejores prácticas, desarrollos y logros en el campo de la educación para estudiantes G/T para todas las partes interesadas.
- (b) Desarrolla materiales diseñados para ayudar a los distritos en el desarrollo y la implementación de modelos de procedimientos y servicios de evaluación.
- (c) Facilita alianzas entre padres, instituciones de educación superior, comunidades y distritos escolares para diseñar servicios integrales para estudiantes G/T.
- (d) Auspicia proyectos de demostración y desarrolla materiales que apoyan la implementación de programas de *Advanced Placement* y *International Baccalaureate* que son identificados como aptos para estudiantes G/T.
- (e) Colabora con negocios e industrias para proveer oportunidades adicionales para estudiantes G/T.