The background of the slide is a photograph of a school hallway. On the left, a group of students is gathered in a hallway. In the center and right, a wide set of stairs with metal railings leads up. Several students are walking on the stairs, some carrying backpacks. Large windows on the right side of the stairs offer a view of trees and a building outside. A semi-transparent blue rectangular box is overlaid on the center of the image, containing the text.

G/T Tuesday

Special Populations – Gifted/Talented Education

September 21, 2021

We equip school systems to increase awareness, promote equitable access, and improve outcomes for all special populations.

English
Learner
Support

Highly
Mobile &
At-Risk

Gifted &
Talented

Agenda

- G/T Information
- Legislative Updates
- District Share Outs and Happenings
- Question/Answer



Wellness Check



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State Definition

The State definition: “...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:

- Exhibits high performance capability in an intellectual, creative, or artistic area,
- Possess an unusual capacity for leadership, or
- Excels in a specific academic field.



State Goal for Gifted/Talented

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.



G/T Tuesday

- Morning Edition will occur the first Tuesday of the month.
- Afternoon Edition will occur the third Tuesday of the month.
- Topics for the Year: 87th Legislative Updates, Evaluating Resources for G/T Education, TPSP Virtual Options, Family/Community Meetings, Middle School Services, High School Services, Policy to Practice – Exit, Furlough, Reassessment, and Transfers, Equity in G/T Education, and Serving All Populations.
- Sign-up to share best practices, strategies, and documents at one or more G/T Tuesdays in advance. If you're interested in sharing out, please [click here to select a topic and a meeting date.](#)



Equity in Gifted/Education


TEA TEA Website Contact TEA Sign up for updates


EQUITY IN GIFTED/
TALENTED EDUCATION

Families Educators Resource Library Contacts Search this site


Gifted/Talented resources for families and educators

Encouraging equitable representation of student populations in Gifted/Talented (G/T) programs throughout the state by providing tools and resources that inform and support families and educators.






Families
Resources and tools to help you support your child and advocate for their needs and access for specialized Gifted/Talented services in the academic setting.



Educators
Resources and tools to assist educators in increasing and serving Gifted/Talented students from underrepresented populations.



Resource Library
Collection of Gifted/Talented tools and resources that inform and support families and educators.

www.gtequity.tea.texas.gov





Legislative Actions

House Bill 4545

- Assessment of public-school students, the establishment of a strong foundations grant program, and providing accelerated instruction for students who fail to achieve
- satisfactory performance on certain assessment instruments

- Effective: June 16, 2021

- Assessment
 - A student is no longer required to be retained at the same grade level after three failed attempts on STAAR.
 - A school district is no longer required to provide a student at least two additional opportunities to take a STAAR assessment after initially failing to perform satisfactorily on an assessment.
 - TEA is no longer required to adopt or develop optional end-of-course assessments for Algebra II and English III.

House Bill 4545

■ Accelerated Learning Committees

- Grade placement committees have been replaced with accelerated learning committees.
- Districts will be required to establish an accelerated learning committees for each student who does not perform satisfactorily on
 - the third grade mathematics or reading STAAR assessment;
 - the fifth grade mathematics or reading STAAR assessment; or
 - the eighth grade mathematics or reading STAAR assessment
- Not later than the start of the subsequent school year, an accelerated learning committee must develop an educational plan for a student that provides the necessary accelerated instruction to enable the student to perform at the appropriate grade level by the conclusion of the school year.
- The plan must be documented in writing with a copy provided to the student's parent or guardian.
- If a student who fails an assessment in the same subject, in the subsequent school year, the superintendent or a designee must meet with the student's accelerated learning committee to
 - (1) identify the reason the student did not perform satisfactorily; and
 - (2) determine whether the educational plan must be modified and any additional resources required for that student to ensure the student performs satisfactorily on the assessment the next time it is administered

House Bill 4545

■ Accelerated Instruction

- Each time a student fails to perform satisfactorily on a grade 3-8 STAAR assessment or an EOC assessment, a school district must provide accelerated instruction to the student in the applicable subject area during the subsequent summer or school year and either allow a student to be assigned a classroom teacher who is certified as a master, exemplary, or recognized teacher for the subsequent school year in the applicable subject area or provide the student supplemental instruction.
- Each school district must establish a process allowing for the parent or guardian of a student who fails to perform satisfactorily on an assessment to make a request for district consideration that the student be assigned to a particular classroom teacher in the applicable subject area for the subsequent school year, if more than one classroom teacher is available.
- When receiving accelerated instruction, a student cannot be removed from the following:
 - Instruction in the foundation curriculum and enrichment curriculum for the grade level in which the student is enrolled
 - Recess or physical activity that is available to other students enrolled in the same grade level
- A student who fails to perform satisfactorily on an assessment and who is promoted to the next grade level must be assigned in the subsequent school year to an appropriately certified teacher who meets all state and federal qualifications to teach the subject and grade the student failed.

House Bill 4545

- The commissioner is required to establish and administer the Strong Foundations Grant Program for campuses or programs at a campus serving students enrolled in prekindergarten through grade five to implement a rigorous school approach that combines high-quality instruction, materials, and support structures.
- The commissioner must adopt components including use of high-quality instructional materials, curricula, and curricular tools; aligned diagnostic and formative assessments; aligned professional supports; practices designed to ensure high-quality supports for students with disabilities; evidence-based practices to increase and maintain parental engagement; and measurement of fidelity of implementation of the program.
- Grants provided under the strong foundations grant program may be in the form of funds, in-kind resources, or both.
- The commissioner must use appropriated funds, federal funds, and other funds available for the strong foundations grant program to assist school districts and open-enrollment charter schools in implementing the program.
- A school district or open-enrollment charter school that receives grant funds may use the funds for the following:
 - Financially support or train or otherwise prepare educators and other staff
 - Pay for agreements with other entities to provide prekindergarten services
 - Pay for accelerated instruction
- The commissioner may accept gifts, grants, and donations from any source for the program.

- [HB 4545 Overview](#)
- [HB 4545-Implementation-Overview.pdf](#)
- [HB 4545-supplemental-accelerated-instruction.pdf](#)
- [HB 4545 Webinar Series YouTube Playlist](#)
- [Frequently Asked Questions \(FAQ\)](#)
- Send questions to: accelerated.instruction@tea.texas.gov

Senate Bill 1697

Allowing parents and guardians to elect for a student to repeat or retake a course or grade

Effective: June 16, 2021

A parent or guardian may elect for a student to do any of the following:

- Repeat prekindergarten
- Enroll in prekindergarten, if the student would have been eligible to enroll in prekindergarten during the previous school year and the student has not yet enrolled in kindergarten
- Repeat kindergarten
- Enroll in kindergarten, if the student would have been eligible to enroll in kindergarten in the previous school year and has not yet enrolled in first grade
- For grades one through three, repeat the grade in which the student was enrolled during the previous school year

Senate Bill 1697

During the 2021-2022 school year, a parent or guardian may elect for a student to do any of the following:

- For grades four through eight, repeat the grade the student was enrolled in during 2020-2021 school year; and/or
- For courses taken for high school credit, repeat any course in which the student was enrolled in during the 2020-2021 school year

If a school district or an open-enrollment charter school disagrees with a parent's or guardian's election, the school district or charter school must convene a retention committee and meet with the parent or guardian to discuss retention. A student may not be retained for a grade or retake a course under this section if the parent or guardian does not meet with the retention committee.

House Bill 3979

- Social Studies curriculum in public schools
- Effective: September 1, 2021
- The SBOE must review and revise, as needed, the TEKS of the social studies curriculum before December 31, 2022.
- Applies beginning with the 2021-2022 school year (amended TEKS would apply beginning with the 2022-2023 school year)
- The SBOE must adopt TEKS that develop each student’s civic knowledge, including each of the following:
 - Fundamental moral, political, and intellectual foundations of the American experiment in self-government
 - The history, qualities, traditions, and features of civic engagement in the United States
 - The history of Native Americans
 - The structure, function, and processes of government institutions at the federal, state, and local levels

House Bill 3979

Historical documents related to the civic accomplishments of marginalized populations, including documents related to the following:

- the Chicano movement
- women's suffrage and equal rights
- the civil rights movement
- the Snyder Act of 1924
- the American labor movement

The history of white supremacy, including but not limited to the institution of slavery, the eugenics movement, and the Ku Klux Klan, and the ways in which it is morally wrong

The history and importance of the civil rights movement, including the following documents:

- Martin Luther King Jr. 's "Letter from a Birmingham Jail" and "I Have a Dream" speech;
- the federal Civil Rights Act of 1964 (42 U.S.C. Section 2000a et seq.);
- the United States Supreme Court's decision in Brown v. Board of Education;
- the Emancipation Proclamation;
- the Universal Declaration of Human Rights;
- the Thirteenth, Fourteenth, and Fifteenth Amendments to the United States Constitution;

House Bill 3979

For any social studies course in the required curriculum:

- A teacher may not be compelled to discuss a particular current event or widely debated and currently controversial issue of public policy or social affairs
- A teacher who chooses to discuss a current event or widely debated and currently controversial issues of public policy or social affairs must, to the best of the teacher's ability, to strive to explore the topic from diverse and contending perspectives without giving deference to any one perspective
- A school district or teacher may not require, make part of a course, or award a grade or course credit, including extra credit for a student's
 - political activism, lobbying, or efforts to persuade members of the legislative or executive branch at the federal, state, or local level to take specific actions by direct communication; or
 - participation in any internship, practicum, or similar activity involving social or public policy advocacy
- A teacher, administrator, or other employee of a state agency, district, charter school cannot be required to engage in training, orientation, or therapy that presents any form of race or sex stereotyping or blame on the basis of race or sex

House Bill 3979

For any social studies course in the required curriculum:

- A teacher, administrator or other employee of a state agency, district, charter school cannot require or make part of a course any of the following concepts:
 - One race or sex is inherently superior to another race or sex
 - An individual, by virtue of his or her race or sex, is inherently racist, sexist, or oppressive, whether consciously or unconsciously
 - An individual should be discriminated against or receive adverse treatment solely or partly because of his or her race
 - Members of one race or sex cannot and should not attempt to treat others without respect to race or sex
 - An individual's moral character standing, or worth is necessarily determined by the individual's race or sex
 - An individual, by virtue of his or her race or sex, bears responsibility for actions committed in the past by other members of the same race or sex
 - Any individual should feel discomfort, guilt, anguish, or any other form of psychological distress on account of his or her race or sex
 - Meritocracy or traits such as a hard work ethic are racist or sexist or were created by members of a particular race to oppress members of another race
 - The advent of slavery in the territory that is now the United States constituted the true founding of the United States
 - With respect to their relationship to American values, slavery and racism are anything other than deviations from, betrayals of, or failures to live up to, the authentic founding principles of the United States, which include liberty and equality
- A teacher, administrator or other employee of a state agency, district, charter school cannot require an understanding of The 1619 Project

Senate Bill 15

Grant districts and charter schools the ability to establish and/or continue full-time virtual learning programs and to receive equivalent attendance funding from the state for doing so.

Enable districts and charter schools to exercise local control over programming and to ensure that only high-quality virtual options are offered.

Parents and guardians are ensured the option for in-school learning if that is what they prefer.

Expires September 1, 2023.

Senate Bill 15

- Allows a candidate to satisfy certification requirements through an internship that provides the candidate employment as a teacher for courses offered through a local remote learning program under Section 29.9091 or the state virtual school network under Chapter 30A (State Virtual School Network).
- Expires September 1, 2023.

Senate Bill 15 Resource

- <https://tea.texas.gov/sites/default/files/senate-bill-15-overview.pdf>
- <https://tea.texas.gov/sites/default/files/covid/Non-TXVSN-Remote-Instruction.pdf>
- Highlights from Non-TXVSN Remote Instruction
- An LEA must do the following:
 - Provide gifted/talented education programs for eligible students who receive remote instruction in a manner comparable to instruction provided to eligible students who receive in-person instruction. (Page 3)
- Gifted & Talented Allotment
 - This information is gathered in the PEIMS summer submission and is currently unaffected by whether a student is considered in membership or not. Therefore, no changes to data reporting is required and districts should expect full funding under this allotment.

G/T Funding – To the Administrator Addressed

- New G/T .07 allotment
 - The amount will be published upon completion of the Summer data review.
- Basic Allotment Allocation are still applicable to funding G/T programs
 - <https://tea.texas.gov/sites/default/files/Schedule%20of%20Estimated%20Funding%20for%20GT.pdf>
- <https://tea.texas.gov/sites/default/files/gifted-talented-gt-funding.pdf>

- TEA is required, from state discretionary funds under Section 313(e), Coronavirus Response and Relief Supplemental Appropriations Act, 2021 and American Rescue Plan Act of 2021 and other funds appropriated, to establish programs that assist school districts and charter schools in implementing intensive supports to ensure students perform at grade level and graduate demonstrating college, career, or military readiness.
- Programs must include the following:
 - Expanding options for P-Tech, the Texas Regional Pathways Network, and the JET grant program
 - Supplemental instructional supports, including tutoring
 - COVID-19 learning acceleration supports including innovation in curriculum and instruction; diagnosing student mastery; extended instructional time; and supports for teachers

House Bill 1525

Sec.48.109. GIFTED AND TALENTED STUDENT ALLOTMENT.

- (a) an annual allotment equal to the basic allotment multiplied by 0.07**
- (b) Not more than 5% of a district's ADA**
- (c) Must used in providing G/T programming**
- (d) Must account for the expenditure of state funds**
- (e) Must refund the allotment if the district fails to implement a G/T program**



Gifted/Talented (G/T) Funding



Report using Program Intent Code 21 – 100% direct spending on G/T Programs

To the Administrator Addressed: [gifted-talented-gt-funding.pdf](#)



Shout Outs and Happenings



Question and Answer



How to get announcements



<https://public.govdelivery.com/accounts/TXTEA/subscriber/new>



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