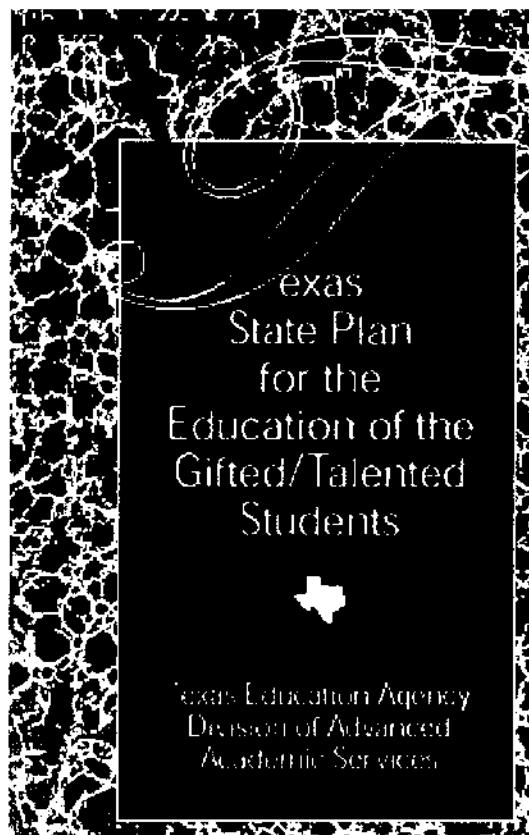


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TEXAS STATE PLAN FOR THE EDUCATION OF GIFTED/TALENTED STUDENTS

November 1996

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TEXAS EDUCATION AGENCY
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AUSTIN, TEXAS 78701

FOREWORD

In 1990, when the last state plan for the education of gifted students was adopted by the Texas State Board of Education, the mandate to identify and serve these students had just been implemented. That plan was designed to provide program guidance and to assure that all students had the opportunity to be fairly and accurately assessed for advanced level services. This new

Texas state plan, adopted by the State Board of Education in November 1996, builds on that effort and takes districts and campuses to the next level of program implementation: refining existing services and creating additional curricular options that lead to exceptionally high levels of student performance.

This new plan is designed to accomplish the two requirements that are included in Section 29.123 of the Texas Education Code. First, the acceptable column of each section of the plan will be used as the basis of program accountability. The indicators in this column reflect those activities that will be included in the District Effectiveness and Compliance review process. The second requirement of the law is that the state plan serve as a guide for the improvement of program services. This task is accomplished through the second and third columns of each section, which indicate recognized and exemplary levels of commitment on the part of district and campus personnel. These activities, which are neither mandated nor prescribed, represent methods that educators and community members may decide to use to improve services for students. Over the next several years, updates of promising practices may supplement these indicators so that districts and campuses have a comprehensive set of alternatives that can be implemented to improve student performance and meet the new state goal that is a part of this plan. Texas faces many formidable tasks in the years ahead. Success in meeting those responsibilities can be achieved only if all Texas students are educated to their maximum capabilities. By focusing on the goal of this plan—that gifted students develop "innovative products and performances that are advanced in relation to students of similar age, experience, or environment"—we can assure that Texas meets the future with confidence that all its students have been challenged to work at the highest levels. It is hoped that this state plan will assist districts in meeting their obligations to gifted students. The development of this plan was a group effort, with input coming from local district educators, regional education service center personnel, and from the general public. The commitment of these dedicated individuals will make it possible for the public schools of Texas to plan and maintain programs that meet the needs of advanced and gifted learners.

Mike Moses
Commissioner of Education

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GLOSSARY

OVERVIEW

Throughout the United States, there has been a call for America's students to master more complex skills and to demonstrate understanding of more sophisticated content. In response, states throughout the country have increased their expectations for student performance. However, while basic competencies are being raised, often there is little done to enhance services for more advanced learners. *National Excellence: A Case for Developing*

America's Talent, published by the United States Department of Education in 1993, notes that, "Most American students are encouraged to finish high school and earn good grades. But students are not asked to work hard or master a body of challenging knowledge or skills. The message society often sends to students is to aim for academic adequacy, not academic excellence (p.1)."

To assure that this trend is reversed in Texas, the State Board of Education has adopted numerous incentives that encourage districts to support services that go beyond the minimum and that meet the needs of gifted learners. In order to express its commitment to high level learning opportunities for all students, the Texas State Board of Education adopts the following as its goal for services for gifted learners.

STATE GOAL FOR SERVICES FOR GIFTED STUDENTS

Students who participate in services designed for gifted 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 students will have produced products and performances of professional quality as part of their program services.

According to Section 29.123 of the Texas Education Code, the Texas State Plan for the Education of Gifted/Talented Students forms the basis of program accountability for state mandated services for gifted/talented students. The plan, then, is developed to be compatible with the Texas accountability system. "Acceptable" performance measures are included for five areas of program performance. This level reflects those actions that are included in either state law or rule. However, some districts, in collaboration with the communities they serve, will provide more comprehensive services. To offer some guidance to those districts or campuses, examples of "recognized" and "exemplary" performance are included in the plan. While these actions are not mandated by the state, they provide viable targets that local district educators seeking excellence, both for their district and for their students, may strive to attain. In all cases, those activities in the "recognized" column include and

build on those actions included in the "acceptable" column. In turn, "exemplary" actions build on those that merit a "recognized" designation.

Providing comprehensive services to advanced and gifted learners will be a challenge to districts. To assist them in their work, the Texas Education Agency will:

- implement and monitor any state and/or federal legislation designed to provide educational opportunities for gifted/talented students;
- develop a system that provides recognition for districts and/or campuses that attain "recognized" and "exemplary" status as indicated in this plan;
- develop materials designed to assist districts in the development of model assessment procedures and program options;
- facilitate partnerships among parents, institutions of higher education, communities, and school districts to design comprehensive advanced-level services;
- sponsor demonstration projects and develop materials that support the implementation of Advanced Placement and International Baccalaureate programs in middle and high schools throughout Texas;
- collaborate with business and industry to provide additional opportunities for gifted students; and
- provide information on evaluation results, developments, and achievements in the field of gifted education to all interested parties.

Through the combined efforts of the Texas Education Agency, the regional education service centers, local district personnel, and the communities they serve, all children will have an education that provides challenging academic opportunities that enable them to reach their full potential.

SECTION 1 STUDENT ASSESSMENT

Instruments and procedures used to assess students for program services measure diverse abilities and intelligences and provide students an opportunity to demonstrate their talents and strengths.

Acceptable	Recognized	Exemplary
<p>1.1A Written policies on student identification for gifted and talented programs are approved by the district board of trustees and disseminated to all parents. (19 TAC §89.1)</p>	<p>1.1.1R Nomination procedures and forms for assessment of gifted/talented students are communicated to families in a language and form that the families understand or a translator or interpreter is provided.</p> <p>1.1.2R Families and staff are informed of student placement and given opportunities to schedule conferences to discuss assessment data.</p>	<p>1.1E The district and/or campus offers an awareness session prior to the nomination period for families to receive an overview of the assessment procedures and services for gifted/talented students.</p>
	<p>1.2.1R Policy related to student furloughs allow for students to have a leave of absence from gifted/talented program services for specified reasons and for a certain period of time without being exited.</p>	
	<p>1.2.2R Policy related to reassessment of gifted/talented students is based on performance in the program for gifted/talented students and if reassessment occurs at all, it is no more than once in elementary grades, once in middle grades, and once in high school.</p>	
<p>1.2A Written policies include</p>	<p>1.2.3R Policy related to exiting of students from gifted/talented program services is based on multiple criteria including student performance in the</p>	

provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement. (19 TAC §89.1(5))

program and are finalized by committee decision after consultation with parents and student regarding the most appropriate educational placement.

1.2.4R

Policy related to transfer students ensures that students are properly assessed and appropriately placed within six weeks of enrollment in the district. A policy is also included that addresses transfers from campus to campus within the district.

1.2.5R

When a gifted/talented student withdraws and transfers to another district, the sending district will include information on the student's assessment data.

1.2.6R

Policy related to appeals allow parents, students, and educators to appeal assessment decisions in a timely manner and to present new data, if appropriate.

1.2E

Board policies on student assessment are reviewed at least once every three years and modified as needed.

1.3A

Students not yet identified are considered for nomination and screened once a year for services that are a part of the program for gifted students. (19 TAC §89.1(1))

1.3R

Students not yet identified are nominated and screened at least once a year at the elementary grades and once a semester at the secondary level for services provided as part of the program for gifted students.

1.3E

The nomination process for services provided as part of the gifted program is on-going, and screening of students occurs at any time the need arises.

1.4A

Students in grades K-12 shall be assessed and, if

1.4E

Students in grades 1 through 12 are assessed

identified, provided services. (TEC \square 29.122 and 19 TAC \square 89.1(3))

and served in all areas of giftedness included in TEC \square 29.121.

1.5.1A

Assessment of students for gifted/talented programs includes measures collected from multiple sources for each area of giftedness served by the district. (19 TAC \square 89.1(2))

1.5.2A

Students are assessed in languages they understand or with non-verbal based tests.

1.5.3A

At the kindergarten level, as many criteria as possible, and at least three (3) are used to assess students who perform at remarkably high levels of accomplishment relative to age peers.

1.5.4A

Assessment in the areas of intellectual and specific academic fields, grades 1-12, uses a minimum of three (3) appropriate criteria that include both qualitative and quantitative measures.

1.5.5A

If services are available in leadership, artistic areas, and creativity, a minimum of three (3) criteria are

1.5.1R

Based on a review of information gathered during the assessment process, the selection committee recommends placement for students whose data reflect that program placement is the most appropriate educational setting.

1.5.2R

All kindergarten students are automatically screened for advanced level services.

used for assessment.

1.6A

Data and procedures assure that all populations of the district have access to assessment and, if identified, services offered as part of the program for gifted students. (19 TAC §89.1(3))

1.6R

Gains have been made over the last two (2) years toward having the population of the gifted program reflect the population of the district.

1.6E

The population of the gifted/talented program reflects the population of the total district or has for two of the past three years.

1.7A

Final selection of students for services designed for gifted students is made by a committee of at least three (3) local district or campus educators who have received training in the nature and needs of gifted students. (19 TAC §89.1(4))

1.7R

The majority of members of the selection committee have completed thirty (30) hours of training as delineated in 19 TAC §89.2(1).

1.7E

The majority of members of the selection committee have completed thirty (30) hours of gifted/talented training and are current with the six-hour update training as required in 19 TAC §89.2(2).

SECTION 2

PROGRAM DESIGN

A flexible system of viable program options that provide a learning continuum is developed throughout the district and reinforces the strengths, needs, and interests of gifted/talented students.

Acceptable

Recognized

Exemplary

2.1A

School districts assure an array of learning opportunities that are commensurate with the abilities of gifted/talented students, and that emphasize content in the four (4) core academic areas. Services are

2.1.1R

Information concerning special opportunities (contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) is available and disseminated to parents and community members.

2.1.1E

Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including

available during the school day as well as the entire school year. Parents are informed of these options. (19 TAC §89.3(3))

2.2A

Program options enable gifted/talented students to work together as a group, work with other students, and work independently during the school day as well as the entire school year. (19 TAC §89.3(1))

2.3A

Schools districts, when possible, shall provide out-of-school options relevant to the student's area of strength. (19 TAC §89.3(3))

2.4A

Local board policies are developed that are consistent with State Board of Education rules on credit by examination (19 TAC §74.24) and Early High School Graduation. (TEC §56.203).

2.5A

School districts shall ensure that no more than 15% of state funds allocated for gifted/ talented education are spent on indirect costs as defined in

2.1.2R

Specialists and advocates for gifted students are consulted in the development of program policies and options.

2.2R

Flexible grouping patterns and independent investigations are employed in the four (4) core academic areas.

2.3R

Options that meet the needs of advanced learners are available on a continuous basis outside the regular school day.

2.4.1R

Flexible pacing is employed, allowing students to learn at the pace and level appropriate for their abilities and skills.

2.4.2R

Local board policies are developed that enable students to participate in dual/concurrent enrollment, correspondence courses, accelerated summer programs, and the Distinguished Achievement Program.

2.5R

Local funding for gifted/talented

options in the four (4) core academic areas, arts, leadership, and creativity.

2.4E

District administrators, counselors, and teachers actively facilitate accelerated options.

2.5E

Additional funding from business partnerships,

Bulletin 679 (Financial Accounting Manual). Eighty-five percent of the funds allocated to gifted education shall be spent on assessment and services for gifted students (19 TAC 89.4(1))

education programs is used to enhance the state funding formula.

scholarships, parent group fund raisers, etc. is used to enhance the state funding.

2.6A
School districts shall ensure that student assessment and services comply with accountability standards included in the Texas State Plan for the Education of Gifted/Talented Students. (19 TAC 89.5)

2.6.1R
Annual evaluation activities are conducted for the purpose of continued program improvement and development.

2.6.1E
Ongoing formative and summative evaluation strategies, based on quantitative and qualitative data, are used for substantive program improvement and development and reviewed by the school board.

2.6.2R
An advisory group of community members, parents of gifted/talented students, school staff, and gifted/talented education staff meet regularly to review and recommend program policies and procedures to the district.

2.7R
A person who has 30 hours of staff development in gifted/talented education as required in 19 TAC 89.2(1) is assigned to coordinate district level services for gifted/talented students in kindergarten through grade 12.

2.7.E
A person(s) who has an endorsement or advanced degree in gifted/talented education is assigned to coordinate a district K-12 gifted/talented education program.

SECTION 3

CURRICULUM AND INSTRUCTION

Curriculum and instruction meets the needs of gifted students by modifying the depth, complexity, and pacing of the general school program.

Acceptable	Recognized	Exemplary
<p>3.1A School districts shall provide an array of appropriately challenging learning experiences for gifted/talented students in grades 1 through 12 that emphasize content from the four (4) core academic areas and shall inform parents of the opportunities. (19 TAC §89.3)</p>	<p>3.1.1R Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research.</p> <p>3.1.2R A comprehensive manual or program guide is provided describing all programs and services for gifted students in grades K-12.</p> <p>3.1.3R Opportunities are provided for career and leadership assessment and training in areas of student strength.</p>	<p>3.1E Curriculum for gifted/talented students provides options in intellectual, creative, or artistic areas; leadership; and specific academic fields.</p>
<p>3.2A A continuum of learning experiences is provided that leads to the development of advanced-level products and/or performances. (19 TAC §89.3(2))</p>	<p>3.2R Students at all grade levels are involved in experiences that result in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom.</p>	<p>3.2E Students who have been served in a gifted program for one or more years will develop sophisticated products and/or performances assessed by external evaluators who are knowledgeable in the field that is the focus of the product.</p>
<p>3.3A Opportunities are provided to accelerate in areas of student strengths. (19 TAC §89.3(4))</p>	<p>3.3R Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills.</p>	<p>3.3E Scheduling modifications are implemented in order to meet the needs of individual students.</p>
	<p>3.4.1R Curriculum is modified based on annual evaluations.</p>	<p>3.4.1E Specialists in content areas, instructional techniques, and</p>
	<p>3.4.2R</p>	

3.4A
District and campus improvement plans include provisions to improve/modify services to gifted/talented students. (TEC §11.252, §11.253)

Resources and release time for staff are provided for curriculum development for services in the gifted/talented program.

gifted/talented education collaborate with curriculum planners as curriculum is being designed and evaluated.

3.4.3R
District guidelines for evaluation of resources for gifted/talented students are established and used in selecting materials that are appropriate for differentiated learning.

3.4.2E
Administrators monitor the development and delivery of curriculum for gifted/talented students.

3.5R
Release time and/or extended contracts are provided to enable teachers at all levels to form vertical teams that coordinate advanced-level services in the district.

3.6R
Student progress/performance in programs for the gifted is periodically assessed and this information is communicated to parents or guardians.

3.6E
Student performance is periodically assessed by standards developed by experts in the areas served in the district's program for gifted students.

SECTION 4

PROFESSIONAL DEVELOPMENT

All personnel involved in the planning, development, and delivery of services to gifted students have knowledge to enable them to offer appropriate options and curricula for gifted/talented students.

Acceptable

Recognized

Exemplary

4.1.1R
Teachers are encouraged to

4.1A

Teachers who provide instruction and services that are a part of the program for gifted students have a minimum of thirty (30) clock hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students. (19 TAC §89.2 (1))

4.2A

Teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education. (19 TAC §89.2(2))

4.3A

Administrators and counselors who have authority for program decisions have a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students and program options for gifted/talented students. (19 TAC §89.2

pursue advanced degrees or obtain additional professional development in their teaching discipline.

4.1.2R

Release time is provided for teachers and administrators to visit campuses or districts that have model programs for gifted/talented students.

4.1.3R

A written plan for professional development in the area of gifted education that is based on identified needs is implemented and updated annually.

4.2.1R

All staff receive an orientation to the district/or campus program for gifted/talented students and training on the nature and needs of the gifted.

4.2.2R

Annually, each teacher new to the district receives an orientation to the district's program for gifted/talented students.

4.3R

Local district board of trustees are encouraged to pursue professional development on the Texas State Plan for the Education of Gifted/Talented Students.

4.1E

District support in the form of release time or tuition assistance is available for an endorsement in gifted education for teachers who provide direct services to the gifted.

4.2E

Mentors and others who offer specialized instruction for gifted/talented students are provided training to increase their understanding of the nature and needs of these students and the district goals for the program.

4.3E

Administrators and counselors who have authority for program decisions receive a minimum of six (6) hours annually of professional development in gifted education.

(3))

4.4A

Evaluation of professional development activities for gifted/talented education is ongoing, and the results of the evaluation are used in making decisions regarding future staff development plans. (19 TAC §89.5)

4.4R

Opportunities for professional development in the area of gifted education are provided on a regular basis and information on them is disseminated to professionals in the district.

4.4.1E

A long-range plan for professional development culminates in endorsement in gifted/talented education and/or advanced degrees for a majority of the teachers who provide advanced level services.

4.4.2E

Staff of the program for gifted/talented students are involved in planning and conducting the training.

SECTION 5

FAMILY - COMMUNITY INVOLVEMENT

The district regularly encourages community and family participation in services designed for gifted/talented students.

Acceptable

5.1A

School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. (19 TAC §89.1)

Recognized

5.1.1R

Input from family and community representatives on the assessment procedures is invited prior to submission to the local board of trustees.

5.1.2R

The school district or campus holds annual meetings or provides information requesting parent and community nominations for program services.

Exemplary

5.1.1E

The school district or campus annually provides information and holds meetings requesting parent and community nominations for program services.

5.1.2E

Parents have the opportunity to participate in a parent association for the gifted/talented.

5.2.1E

5.2A

School districts shall provide an array of learning opportunities for gifted/talented students in kindergarten through grade twelve and shall inform parents of the opportunities. (19 TAC §89.3)

5.3A

The district evaluates the effectiveness of the program annually and uses the data to modify and update district and campus improvement plans. Parents are included in the evaluation process. (TEC §§11.251-11.253)

5.2.1R

The district or campus provides orientation and periodic updates for parents of students identified and served in options that are part of the gifted program.

5.2.2R

A parent/community advisory committee offers support and assistance to the district in program planning and improvement.

5.2.3R

Products and achievements of gifted students are shared with the community.

5.2.4R

Presentations are given to community groups and organizations to solicit their involvement in services for gifted students.

5.2.5R

A data bank of community resources is compiled for use by students, teachers, and parents.

Community volunteers are organized and given special orientation in working with gifted students.

5.2.2E

Liaisons with business and community organizations are established and the use of community resources (retired community, foundations, universities, etc.) is evident.

5.2.3E

The district coordinator collaborates with the parent advisory committee to offer professional development opportunities to staff, parents, and community members.

5.2.4E

The parent/community advisory group solicits support for mentorship and independent study programs in the district.

Chapter 29. Educational Programs

Subchapter D. Educational Programs for Gifted and Talented Students

□29.121. Definition

In this subchapter, "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:

- (1) exhibits high performance capability in an intellectual, creative, or artistic area;
- (2) possesses an unusual capacity for leadership; or
- (3) excels in a specific academic field.

□29.122. Establishment

Using criteria established by the State Board of Education, each school district shall adopt a process for identifying and serving gifted and talented students in the district and shall establish a program for those students in each grade level. A district may establish a shared services arrangement program with one or more other districts.

□29.123. State Plan: Assistance

The State Board of Education shall develop and periodically update a state plan for the education of gifted and talented students to guide school districts in establishing and improving programs for identified students. The regional education service centers may assist districts in implementing the state plan. In addition to obtaining assistance from a regional education service center, a district may obtain other assistance in implementing the plan. The plan shall be used for accountability purposes to measure the performance of districts in providing services to students identified as gifted and talented.

Texas Education Code as passed by the 74th Legislature of the State of Texas. Effective September 1, 1995.

Chapter 42. Foundation School Program

Subchapter C. Special Allotments

42.156. Gifted and Talented Student Allotment

- (a) For each identified student a school district serves in a program for gifted and talented students that the district certifies to the commissioner as complying with Subchapter D, Chapter 29, a district is entitled to an annual allotment equal to the district's adjusted basic allotment as determined under Section 42.102 or Section 42.103, as applicable, multiplied by .12 for each school year or a greater amount provided by appropriation.
- (b) Funds allocated under this section, other than the amount that represents the programs share of general administrative costs, must be used in providing programs for gifted and talented students under Subchapter D, Chapter 29, including programs sanctioned by International Baccalaureate and Advanced Placement, or in developing programs for gifted and talented students. Each district must account for the expenditure of state funds as provided by rule of the State Board of Education. If by the end of the 12th month after receiving an allotment for developing a program a district has failed to implement a program, the district must refund the amount of the allotment to the agency within 30 days.
- (c) Not more than five percent of a district's students in average daily attendance are eligible for funding under this section.
- (d) If the amount of state funds for which school districts are eligible under this section exceeds the amount of state funds appropriated in any year for the programs, the commissioner shall reduce each district's tier one allotments in the same manner described for a reduction in allotments under Section 42.253.
- (e) If the total amount of funds allotted under this section before a date set by rule of the State Board of Education is less than the total amount appropriated for a school year, the commissioner shall transfer the remainder to any program for which an allotment under Section 42.152 may be used.
- (f) After each district has received allotted funds for this program, the State Board of Education may use up to \$500,000 of the funds allocated

under this section for programs such as MATHCOUNTS, Future Problem Solving, Odyssey of the Mind, and Academic Decathlon, as long as these funds are used to train personnel and provide program services. To be eligible for funding under this subsection, a program must be determined by the State Board of Education to provide services that are effective and consistent with the state plan for gifted and talented education.

[Sections 42.157-42.200 reserved for expansion}

Texas Education Code as passed by the 74th Legislature of the State of Texas.
Effective September 1, 1995.

Chapter 89. Adaptations for Special Populations

Subchapter A. Gifted/Talented Education

§89.1 Student Assessment

School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies must:

- (1) include provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in the Texas Education Code, §29.121;
- (2) include assessment measures collected from multiple sources according to each area defined in The Texas State Plan for the Education of Gifted/Talented Students;
- (3) include data and procedures designed to ensure that students from all populations in the district have access to assessment and, if identified, services for the gifted/talented program;
- (4) provide for final selection of students to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students; and
- (5) include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

□89.2 Professional Development

School districts shall ensure that:

- (1) teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;
- (2) teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and
- (3) administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

□89.3 Student Assessment

School districts shall provide an array of learning opportunities for gifted/talented students in kindergarten through Grade 12 and shall inform parents of the opportunities. Options must include:

- (1) instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently;
- (2) a continuum of learning experiences that leads to the development of advanced-level products and performances;
- (3) in-school and, when possible, out-of-school options relevant to the student's area of strength that are available during the entire school year; and
- (4) opportunities to accelerate in areas of strength.

□89.4 Fiscal Responsibility.

School districts shall ensure that:


- (1) no more than 15% of state funds allocated for gifted/talented education are spent on indirect costs.

*or interpretation. In case of doubt, please consult TEA .
The TEA website is at <http://www.tea.state.tx.us>.*

Here are two related Texas Education Agency documents:

<http://www.tea.state.tx.us/gted/steplanq.html> Q and A for the Texas Plan

<http://www.tea.state.tx.us/gted/gtdec.htm> District Effectiveness and
Compliance Reference Guide for Gifted/Talented Education

 Return to the **K-12 Education** area of **SwopNet Education Databank**,
which has links to other useful and interesting educational resources.

89.5 Program Accountability.

School districts shall ensure that student assessment and services for gifted/talented students comply with accountability standards defined in The Texas Plan for the Education of the Gifted/Talented.

GLOSSARY

Area of Giftedness	the specific ability in which a student performs or shows potential to perform at a remarkably high level of accomplishment
Intellectual	possessing superior intelligence, with potential or demonstrated accomplishments in several fields of study; ability to perform complex mental tasks
Creative	possessing outstanding imagination, thinking ability, innovative or creative reasoning ability, ability in problem solving, and/or high attainment in original or creative thinking
Artistic	possessing outstanding ability in the visual and performing arts
Leadership	possessing the natural ability to influence others; possessing skills in interpersonal relationships demonstrated, for example, by outstanding ability in such activities as student government
Specific Academic Fields	possessing superior ability or potential in a specific course of study such as science, mathematics, language arts, or social studies
Qualitative Measures	measures used to assess student needs that include observations, anecdotal records, checklists, interviews, student products, performances, etc.
Quantitative Measures	standardized tests that are used to assess students
Furlough	a leave of absence from program services that can be due to a variety of circumstances
Depth	exploration of content within a discipline; analyzing from the concrete to the abstract, familiar to the unfamiliar, known to the unknown; exploring the discipline by going past facts and concepts into generalizations, principles, theories, laws; investigating the layers of experience within a discipline through details, patterns, trends, unanswered questions, ethical considerations
Complexity	extending content in, between, and across disciplines through the study of themes, problems, and issues; seeing relationships between and among ideas in/within the topic, discipline, and disciplines; examining

	relationships in, between, and across disciplines over time, and from multiple points of view
Continuum of Learning Experiences	articulated learning experiences that provide planned experiences that build upon one another each year a student is in school
Array of Learning Experiences	a menu of challenging learning experiences or opportunities that fit the unique interests and abilities of advanced level students
Concurrent Enrollment	the practice of enrolling in a college or university to earn college or university credit while in high school
Dual Enrollment	the practice of enrolling in a college or university while enrolled in high school for the purpose of earning high school and college credit simultaneously

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

- (1) acceptance policies on student transfers from other school districts;
- (2) operation of school bus routes or runs on a nonsegregated basis;
- (3) nondiscrimination in extracurricular activities and the use of school facilities;
- (4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
- (5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
- (6) nondiscriminatory practices relating to the use of a student's first language; and
- (7) evidence of published procedures for hearing complaints and grievances.

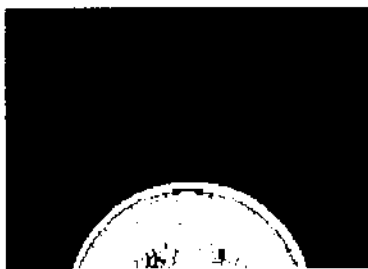
In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964 AS AMENDED BY THE EQUAL EMPLOYMENT OPPORTUNITY ACT OF 1972; EXECUTIVE ORDERS 11246 AND 11375; EQUAL PAY ACT OF 1964; TITLE IX, EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED; IMMIGRATION REFORM AND CONTROL ACT OF 1986; AMERICANS WITH DISABILITIES ACT OF 1990; AND THE CIVIL RIGHTS ACT OF 1991.

The Texas Education Agency shall comply fully with the nondiscrimination provisions of all federal and state laws, rules, and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any educational programs or activities which it operates on the grounds of race, religion, color, national origin, sex, disability, age, or veteran status (except where age, sex, or disability constitutes a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency is an Equal Employment Opportunity/Affirmative Action employer.



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TEXAS EDUCATION AGENCY
Division of Advanced Academic Services

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

QUESTIONS AND ANSWERS

I. Student Assessment

1. Are districts required to identify students in each of the four core academic areas?

Students may be identified in all four core areas of the curriculum; however, students may be identified in the area of general intellectual ability, or even creativity, and then be offered services that emphasize content in all four areas. If the services are specific classes in the four core areas, students should participate only in areas of their particular strength or talent. For example, one student identified in the area of general intellectual ability may be in classes for all four areas and another student may be in only a math and science class.

(Ref: TEC § 29.121; TSP Section 1, 1.5.1A)

2. Please clarify when both qualitative and quantitative measures must be used in identification procedures.

Both qualitative and quantitative measures must be used to identify students in grades 1 - 12 in general intellectual ability and/or specific academic subjects.

In kindergarten identification, a district may choose to use both qualitative and quantitative measures or all measures may be qualitative. Because some educators do not wish to use standardized tests with young children, it is acceptable to use only qualitative measures at the kindergarten level. Additionally, if a district identifies and serves students in leadership, artistic areas, or creativity, the district may use all qualitative measures if it chooses to do so.

(Ref: TSP § Section 1, 1.5.3A; 1.5.4A; 1.5.5A)

3. What is the timeline or deadline for kindergarten identification?

Kindergarten students must be identified and receiving services by March 1.

(Ref: 19 TAC § 89.1(3); TSP Section 1, 1.4A)

4. The state plan requires school districts to include provisions regarding reassessment in local board policy. Must school districts reassess students for services in the gifted/talented program?

No, you are not required to reassess students. Your local board policy could state that once students are identified for services in the gifted/talented program, they remain in the program unless they are exited.

(Ref: 19 TAC § 89.1(5); TSP Section 1, 1.2A)

5. Should there be special provisions in identification procedures for students who have special needs such as learning disabilities or other handicaps?

Yes, section 1.6A of the Texas State Plan states, "data and procedures assure that all populations of the district have access to assessment...." This includes students in special populations. The assessments used should be appropriate for them.

(Ref: 19 TAC § 89.1(4); TSP Section 1, 1.6A)

6. How may we insure that these students are genuinely considered for services in gifted education?

Because of lack of understanding by educators, there are students with special needs who are never nominated for services in gifted education even though the procedures contain appropriate assessments or modifications. One key to insuring that these students are genuinely considered for G/T program services lies in the area of professional development. All educators, including special education, bilingual, ESL, and migrant teachers should be aware of characteristics and needs of gifted learners and how those characteristics may be manifested in all populations. Further, the terms "learning disabled (LD)" and "gifted/talented" are not mutually exclusive. The dilemma is how educators address this unique learning situation. Often the LD gifted student goes unrecognized because the disability overshadows the abilities. To assure services are appropriate for these students, the ARD committee must be consulted.

(Ref: 19 TAC § 89.1(4); TSP Section 1, 1.6A)

II. Curriculum and Services

7. Please clarify the meaning of emphasizing content from the four core academic areas.

The intent is to make certain that regardless of the program design used to deliver services to gifted/talented students, content modifications of the Texas Essential Knowledge and Skills (TEKS) are offered in the four core areas of language arts, mathematics, science, and social studies. An array of learning opportunities should allow students who are advanced in any of the core content areas to do advanced work reflecting depth and complexity of the general school curriculum (TEKS). There are many ways services can be designed to meet these indicators. Examples of learning opportunities that emphasize content from the four core areas and are included in the regular school day may include a combination of the following:

- Interdisciplinary curriculum
- Special units from each of the core areas
- Differentiation of each of the core areas in regular or self-contained classes
- Acceleration in a discipline that is a particular area of strength
- Advanced Placement (AP) classes with appropriate modifications for g/t students
- Pre-AP classes with appropriate modifications for g/t students
- International Baccalaureate classes with appropriate modifications for g/t students
- Independent study courses (At the elementary level, students may be allowed to pursue specific areas of interest through independent study even though there is not a specific course.)
- Dual/concurrent enrollment
- Mentorship programs
- Education Service Center (ESC) seminars (may also be in-school or out-of-school)

While it is true that any one of the above learning opportunities may not constitute a gifted program, it may be one activity in the "array" or "menu" of options that are available.

(Ref: 19 TAC § 89.3(3); TSP Section 2, 2.1A, 3.1A)

8. Sometimes "non-examples" are helpful to understanding. What would be considered "non-examples" and be unacceptable in emphasizing content from the four core areas?

One of the best "non-examples" is a school that offers services only in language arts. This program would need to be expanded. Another "non-example" would be offering science at one grade level, math at the next grade level, social studies next, etc. Opportunities in all four core content areas should be available at each grade level. Students should be served based on individual strengths, and should not be **required** to participate in all four core areas.

(Ref: 19 TAC § 89.3; TSP Section 3, 3.1A)

9. May gifted/talented students be served in the regular classroom or are you required to have special classes for them?

Gifted/talented students may be served in the regular classroom. If this is the program design that is used to deliver services, the regular classroom teacher must have the 30 hours of professional development in gifted education as delineated in 19 TAC §89.2(1) and an annual update of six hours of professional development in gifted education [19 TAC §89.2(2)]. One of the key issues or question becomes whether or not the teacher has the time and/or resources to provide instruction and guidance for gifted/talented students at an appropriately challenging level. Campuses need to remember that students served in the general classroom still need to work together with groups (minimum of 3) of gifted students, work independently, and work with other students during the school day and entire school year.

(Ref: 19 TAC § 89.3(1, 3); TSP Section 2, 2.1A, 2.2A)

10. What are some out-of-school options that would meet the requirement of having out-of-school options when possible?

Examples of out-of-school options that could supplement the required in-school options are:

- Future Problem Solving
- Odyssey of the Mind/Destination Imagination
- MATHCOUNTS
- UIL Academic Activities
- Academic Decathlon
- Science Clubs, History Clubs, Math Clubs, Book Clubs
- Summer or Weekend Seminars/Classes
- After School Enrichment

(Ref: 19 TAC § 89.3(3); TSP Section 2, 2.3A)

11. How should teachers document differentiation of curriculum for gifted/talented students

There are a variety of ways that teachers can document differentiation. It may be done in the lesson plans where the teacher would indicate instruction and/or assignments that differ for gifted students. Differentiation may be included in curriculum guides or documents. Classroom schedules may also indicate flexible grouping with differentiated instruction. Copies of assignments or handouts given to students that indicate students have options in reading assignments, projects, etc. may also be used.

III. Professional Development

12. Who must have professional development in gifted education? Which teachers? Which administrators? Which counselors?

Prior to assignment, teachers who provide instruction and services that are part of the program for gifted students should receive the required minimum 30 hours of training and six hours annually. Administrators and counselors who are responsible for programming decisions for gifted/talented students are required to receive six hours of professional development that includes nature and needs of gifted/talented students and program options for those students. Any campus or district level administrator (including the superintendent) or counselor who has authority to make scheduling, hiring, and/or program decisions should have the six hours.

(Ref: 19 TAC § 89.2(1); TSP Section 4, 4.1A; 4.3A)

13. What should be offered to teachers in the required six-hour annual update?

The decision not to mandate what should be offered as six-hour update training was deliberate. It was the intent of the law that this on-going professional development for teachers who provide instruction and services for gifted students is individualized for each teacher. The annual update should be based on individual teacher needs related to the objectives of the gifted program. The teacher and his/her supervisor should collaboratively make this decision.

(Ref: 19 TAC § 89.2(3); TSP Section 4, 4.2A)

14. What if I hire a new teacher for the G/T program and do not have time to train her before his/her assignment to the program?

TSP rule 4.1.2A enables districts to take up to one semester for a teacher to complete the 30-hour training. However, this should be used only in extenuating circumstances, such as the necessity of hiring a new teacher for the G/T program late in the summer or during the school year because no other trained teacher is available.

(Ref: 19 TAC § 89.2(2); TSP Section 4, 4.1.2A)

15. Who may offer the 30 hours of professional development required for G/T teachers?

Teachers may obtain the 30 hours from a variety of sources. Regional education service centers, local education agencies, university classes and institutes, and professional consultants are some of the resources available to educators. The Texas Association for the Gifted and Talented (TAGT) offers annual conferences where training may be obtained. It is a local school district decision as to who will provide the training for the district's teachers.

16. How much time do each of the three required areas (nature and needs of gifted students, assessing student needs and curriculum and instruction for gifted students) have to have as part of the 30-hour minimum?

The amount of time for each of the areas needed in professional development is not dictated in the Texas Administrative Code. This is a local district decision. Many of the regional education service centers use modules that were developed with the assistance of the agency for needs and characteristics of gifted students; assessing student needs; and curriculum and instruction for gifted students. These modules have a suggested minimum time of six clock hours each.

IV. Pre-Advanced Placement/Advanced Placement

17. If districts serve high school gifted/talented students through Advanced Placement (AP) courses and students who are not identified gifted are in the class, must the AP teacher differentiate the curriculum for the gifted students?

Yes. Teachers that are using flexible grouping for instruction and product development, giving choices in assignments, and establishing a student centered classroom with lots of student-to-student interaction are providing differentiated instruction. One of the reasons for requiring AP teachers to have professional development in nature and needs of gifted/talented students and assessing student needs is so they will be able to recognize a need for differentiation and provide it as needed. Teachers will want to add depth and complexity appropriate for gifted/talented students and differentiate for those who need it.

18. Can Pre-AP be used to serve gifted students?

Yes, but remember that Pre-AP is designed to increase the pool of students who will be successful in AP classes at the 11th and 12th grades. It is, therefore, a curriculum that is used to strengthen the educational program of all students in middle and high school. Following this philosophy, it would be necessary for a district to differentiate Pre-AP the way any general curriculum would be modified for gifted students.

19. Are the AP teachers required to have the 30 hours of training in gifted education? If yes, can their AP training count for it?

If AP classes serve as the mode of delivery for your services to gifted students, teachers should have the 30 hours of training in gifted education. A part of the College Board five day summer institute training can count toward the curriculum and instruction component, but the teacher still need approximately six hours each in the nature and needs of gifted/talented students and assessing student needs training components. (See question 15)

V. Accountability

20. The law says that the state plan shall serve as the basis for district accountability in providing services to gifted students. How and when will the districts be held accountable for indicators in the plan?

Districts are held accountable for the acceptable indicators in the state plan. Monitoring of district efforts occurs through the District Effectiveness and Compliance (DEC) review and through the Program Analysis System (PAS) of the Texas Education Agency. School districts are selected for on-site DEC visits on a six year cycle and through a risk-based system under PAS.

(Ref: TEC §29.123 19 TAC 89.5; TSP Section 2, 2.6A)

21. Do districts need to provide evidence of adding depth and complexity to the curriculum for District Effectiveness and Compliance (DEC) visits?

Yes. Evidence of differentiation of the TEKS through depth, complexity, and pacing are reviewed. Districts will be monitored for providing an array of challenging learning experiences that emphasize content in the four core academic areas for gifted/talented students.

22. Do districts have to evaluate their G/T program every year?

Yes. The g/t program is a part of the campus/district improvement plans, which are updated annually, the effectiveness of services for gifted students also must be reviewed annually with input from all stakeholders, including parents.

(Ref: TEC § 11.251-11.253; TSP Section 5, 5.3A)

TEC=Texas Education Code; TAC=Texas Administrative Code; TSP=Texas State Plan for the Education of Gifted/Talented Students

Return to Advanced Academic Services Home Page

<http://www.tea.state.tx.us/gted/steplanq.html>

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TEXAS EDUCATION AGENCY

Division of Advanced Academic Services

DISTRICT EFFECTIVENESS AND COMPLIANCE

REFERENCE GUIDE

PART I FOR

GIFTED/TALENTED EDUCATION

1998-99

Texas Education Agency
Department of Accountability
and School Accreditation

Gifted/Talented Education

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GIFTED/TALENTED EDUCATION PROGRAMS

In Texas, advanced level services for students identified as gifted/talented (G/T) are mandated for students in Kindergarten through Grade 12. The indicators in this section represent regulations applicable to assessing students and providing program services for gifted/talented students.

When performing a district review or self-study, it is not always necessary to have all of the Sources of Documentation.

GT1. There are written policies on student identification for gifted/talented (G/T) programs that have local board of trustees approval and are disseminated to all parents.

19 TAC §89.1

Sources of Documentation/Information to Review:

- written board-approved procedures for identification, selection, and placement of students
- the district's policy manual or records of school board minutes showing approval of gifted/talented identification procedures
- parent letter(s), fliers, copies of informational literature disseminated to parents, student handbooks, newsletters, parent meeting agenda(s)
- interviews with parents

Look for:

- evidence that the written procedures have board approval
- documentation that all families receive information on student identification policies

Note:

- These written procedures should be available to all district employees, parents, and community members.

GT2. Written policies include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

19 TAC §89.1(5)

Sources of Documentation/Information to Review:

- written board-approved procedures for identification, selection, and placement of students, furloughs, reassessment, exit, transfer, and appeals
- the district's policy manual or records of school board minutes showing approval of gifted/talented identification procedures, furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement

Look for:

- evidence that provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement are included in the written policies on student identification for gifted/talented education programs

Note:

- These written procedures should be available to all district employees, parents, and community members.

GT3. Students not yet identified may be considered for nomination and screened once a year for services that are a part of the program for gifted/talented (G/T) students.

19 TAC §89.1(1)

Sources of Documentation/Information to Review:

- written board-approved procedures for nominating students for G/T education program services
- teacher, parent, or self-nomination forms
- letters to parents, newsletters, newspaper articles soliciting nominations for the program
- interviews with administrators, counselors, teachers, parents, and students
- lists of nominations and dates they were received
- student folders showing that multiple and diverse criteria were used

Look for:

- evidence that provisions regarding student nominations are included in the written policies on student identification for gifted/talented education programs and followed
- evidence that the district accepts nominations from a variety of sources
- evidence found in nominated students' folders that multiple criteria are used to make the decision to consider or not consider the student for gifted/talented education program services

GT4. Students in Grades K-12 are assessed using measures collected from multiple sources for each area of giftedness served by the district and, if identified as gifted/talented (G/T), are provided services.

19 TAC §89.1(1)-(2)

Sources of Documentation/Information to Review:

- written board-approved procedures for identification, selection, and placement of students
- campus and district list of identified gifted/talented students by grade level
- letters from the Agency showing approval of waiver for Grades K, 1, and/or 2 if students are not identified at those grade levels
- interviews with administrators, counselors, teachers, students, and parents regarding program services
- student assessment folders showing that multiple and diverse criteria were used for identifying G/T students

Look for:

- documentation that students are identified at all grade levels for services in the gifted/talented education program unless an approved waiver is on file and is current
- evidence found in the folders of identified gifted/talented students that multiple criteria were used to determine placement in the gifted/talented education program
- evidence found in the folders of students nominated, but not identified for program services, that multiple criteria were used to make that decision

Note:

- Districts must identify and provide services for identified students in Grades K-12. Districts have flexibility as to the area of ability in which they identify students.
- Kindergarten students must be identified by March 1 of each year unless a waiver has been approved by the Agency.
- Districts must have an approved waiver from the Agency to forego formal identification in Kindergarten, Grade 1, and/or Grade 2.
- If talent pools are used to serve students in Kindergarten, Grade 1, or Grade 2, a waiver may be necessary.

GT5. Students are assessed in languages they understand or with non-verbal based tests.

Texas State Plan for the Education of Gifted/Talented Students, Indicator 1.5.2A

Sources of Documentation/Information to Review:

- written board-approved procedures for identification, selection, and placement of students
- names of non-verbal tests or tests in other languages

Look for:

- documentation that culturally/linguistically appropriate instruments and alternative testing procedures are used to ensure equity of opportunity for all students

GT6. At least three criteria that are used to assess kindergarten students who perform at remarkably high levels of accomplishment relative to other students of the same age.

Texas State Plan for the Education of Gifted/Talented Students, Indicator 1.5.3A

Sources of Documentation/Information to Review:

- written, board-approved policies for identification, selection, and placement of kindergarten students
- student folders showing that a minimum of three criteria are used to assess kindergarten students

Look for:

- evidence that procedures for identification of kindergarten students include at least three criteria
- documentation that culturally/linguistically appropriate instruments and alternative procedures are used to ensure equity of opportunity for all students

GT7. Students are assessed in the areas of intellectual and specific academic fields, Grades 1-12, using a minimum of three appropriate criteria that include both qualitative and quantitative measures.

Texas State Plan for the Education of Gifted/Talented Students, Indicator 1.5.4A

Sources of Documentation/Information to Review:

- written, board-approved procedures for identification, selection, and placement of students
- copy of identification profile or matrix
- student folders

Look for:

- examples of the use of qualitative assessment data such as:
 - teacher, peer, or student recommendations/checklists

- teacher observation inventories
- student portfolios
- authentic and performance-based assessment
- examples of the use of quantitative assessment data such as:
 - standardized tests
 - individual or group IQ scores

GT8. If services are available in leadership, artistic areas, and creativity, there is a minimum of three criteria that are used for assessment.

Texas State Plan for the Education of Gifted/Talented Students, Indicator 1.5.5A

Sources of Documentation/Information to Review:

- written, board-approved procedures for identification, selection, and placement of students
- copy of identification profile or matrix
- individual student profiles or matrices in student folders

Look for:

- evidence that a minimum of three criteria are used for assessment in leadership, artistic areas, and creativity if those services are available

Note:

- Districts are not required to identify and serve students in these areas.

GT9. Data and procedures assure that all populations of the district have access to assessment and, if identified, services are offered as part of the program for gifted/talented (G/T) students.

19 TAC §89.1(3)

Sources of Documentation/Information to Review:

- written, board-approved procedures for identification, selection, and placement of students
- disaggregated data on gifted/talented program population
- district and campus demographic information
- gifted/talented class observations
- rosters of gifted/talented students
- list of students from other special needs programs nominated for the gifted/talented education program
- list of students served in both gifted/talented education and migrant, bilingual education, and/or special education programs

Look for:

- written information on criteria and access to the district's G/T education program in the dominant languages of the district population
- documentation of disaggregated data on program population showing that the campus/district's gifted/talented education program(s) are statistically or proportionately representative of the ethnic, socioeconomic, and gender groups in the total school population
- documentation that culturally/linguistically appropriate instruments and alternative testing procedures are used to ensure equity of opportunity for all students
- documentation that the selection committee makes professional decisions on student placement rather than adhering rigidly to a fixed cutoff score
- evidence that classes that are designated as delivering gifted/talented program services are composed of students representative of the total school population

GT10. Final selection of students for services designed for gifted students is made by a committee of at least three district or campus educators who have received training in the nature and needs of gifted students?

19 TAC §89.1(4)

Sources of Documentation/Information to Review:

- written, board-approved procedures for identification, selection, and placement of students
- list of gifted/talented selection committee members
- staff development records of selection committee members
- agendas and minutes of selection committee meetings
- folders of identified gifted/talented students and nominated students who did not qualify, with signatures of selection committee members

Look for:

- evidence that the board policy provides for the establishment of a selection committee at the campus/district level
- evidence in staff development records that selection committee members have received training on the nature and needs of gifted students (If training was prior to May 1996, it may not necessarily be on the nature and needs of gifted/talented students.)
- evidence that selection committee members make decisions about student placement in the gifted/talented education program based on perceived educational need rather than a specific cutoff score

GT11. The array of learning opportunities in Grades 1-12 emphasizes content in the four core academic areas and is commensurate with the abilities of gifted/talented (G/T) students. Parents are informed of these options.

19 TAC §89.3(3) and Texas State Plan for the Education of Gifted/Talented Students, Indicator 3.1A

Sources of Documentation/Information to Review:

- the district's general education curriculum
- teacher lesson plans
- list of course offerings and/or options available for gifted/talented students
- classroom observations
- schedules showing times services are provided
- district policies regarding credit by examination
- district policies regarding the Early High School Graduation program
- interviews with administrators, gifted/talented education program coordinators, and counselors
- interviews with teachers, students, and parents
- copies of letters to parents and/or student handbooks describing the options
- scope and sequence for gifted/talented curriculum
- curriculum framework

Look for:

- evidence that there is a written framework showing Grades 1-12 learning opportunities that emphasize content in the four core academic areas
- Pre-Advanced Placement (AP), Pre-International Baccalaureate (IB), IB Middle Years Program, AP and/or IB course offerings
- experimental courses for gifted/talented students at the secondary level
- documentation that the district's course offerings and services reflect the availability of experimental and innovative options such as Future Problem Solving, Talent Searches, and Odyssey of the Mind, as well as services that are challenging and provide for the interest, motivation, and exceptional ability of learners in the gifted/talented education program
- evidence that gifted/talented students have access to credit by examination
- evidence that gifted/talented students are informed of the Early High School Graduation program

Note:

- Content from the four core academic areas may be emphasized in interdisciplinary curriculum, specific classes, or units for each core area to be used in a pull-out program.

GT12. Program options offer gifted/talented (G/T) students opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year.

19 TAC §89.3(1)

Sources of Documentation/Information to Review:

- course offerings and options available for gifted/talented students
- listings of special classes and/or services offered in the district/campus
- schedules for gifted/talented students
- district/campus policy manuals related to gifted/talented programs
- interviews with principal, teachers of gifted/talented students, gifted/talented students, and regular classroom teachers
- campus organizational plans
- classroom observations

Look for:

- evidence that teachers and administrators provide adequate time for students to work together with other students of advanced ability, interest, or motivation; with other students and independently on projects that require complex thinking, problem solving, and advanced learning
- documentation that the district promotes the use of a variety of organizational patterns and provides assistance to campuses in establishing services that are effective in maximizing the potential of gifted/talented students
- documentation of alternative services such as special classes, magnet programs, and advanced courses designed for students of exceptional ability, interest, and motivation
- documentation in organizational plans that gifted/talented students are provided planned opportunities to work together as a group, to work with other students, and to work independently
- evidence found through interviews with campus principal confirming that students have planned opportunities to work together as a group, to work with other students, and to work independently
- evidence found through interviews with teachers who are designated as the teachers of the gifted and gifted/talented students that students have planned opportunities to work together as a group, to work with other students, and to work independently
- evidence that services for gifted/talented students are available during the school day
- evidence that program services are provided for the entire school year

Note:

- district/campus inservice includes training in the use of a variety of organizational patterns.
- gifted/talented coordinators or designated personnel assist campus administrators in designing flexible campus-level organizational patterns that meet the needs of gifted/talented students.

- although there are no specific time requirements for delivering curriculum that is specifically designed for gifted/talented students, both teachers and students should be able to verify that opportunities exist for identified gifted/talented students to work together as a group as well as in heterogeneous settings and independently during the school day with enough time to meet program objectives.

GT13. The school district, when possible, provides out-of-school options relevant to the student's area of strength.

19 TAC §89.3(3)

Sources of Documentation/Information to Review

- list of activities that are available to students outside the regular school day
- list of extracurricular activities offered at the district
- interviews with gifted/talented students and parents

Look for:

- documentation that the district's offerings and services reflect the availability of experimental and innovative course options such as Future Problem Solving, Talent Searches, and Odyssey of the Mind as well as services that are challenging and provide for the interest, motivation, and exceptional ability of learners in the gifted/talented education program
- evidence that students are involved in extracurricular activities
- evidence that students participate in activities that are relevant to their areas of strength outside the regular school day

GT14. A continuum of learning experiences is provided that leads to the development of advanced-level products and/or performances.

19 TAC §89.3(2)

Sources of Documentation/Information to Review:

- the district's supplementary instructional materials
- gifted/talented, Pre-AP, AP, Pre-IB, IB course guidelines
- displays of student work and/or examples
- documentation of student work
- interviews with gifted/talented teachers
- interviews with gifted/talented students
- student portfolios
- list of students who have received or are working toward the Distinguished Achievement Program seal

Look for:

- supplementary advanced-level book sets
- professional journals and periodicals
- research journals and materials
- audiovisual materials
- advanced scientific equipment
- science-related exhibits and models
- gifted/talented students who confirm by interview that they have access to challenging materials and technologies
- evidence that opportunities are provided for students to apply new thinking and develop new adaptations to known concepts
- evidence that there are times when teachers give choices in assigning student products for gifted/talented students
- evidence that fine arts exhibits are held to display the creative works of students
- evidence that technical and scientific products of gifted/talented students are exhibited in district-sponsored events
- evidence that debates and other oral formats are sponsored by the district in which students' leadership and other inter- and intra-personal skills are demonstrated

GT15. Opportunities are provided to accelerate in areas of student strengths.
19 TAC §89.3(3)

Sources of Documentation/Information to Review:

- the district's supplementary instructional materials
- gifted/talented, Pre-AP, AP, Pre-IB, IB course guidelines
- displays of student work
- documentation of student work
- interviews with gifted/talented teachers
- interviews with gifted/talented students
- list of students attending one or more classes above their grade level

Look for:

- evidence that gifted/talented students have access to credit by examination
- supplementary advanced-level book sets
- professional journals and periodicals
- students who are attending classes above grade level
- list of students who have been accelerated by credit by examination
- research journals and materials
- audiovisual materials
- advanced scientific equipment
- science-related exhibits and models
- evidence found through interviews with gifted/talented students that they have access to challenging materials and technologies

- evidence that opportunities are provided for students to apply new thinking and develop new adaptations to known concepts
- evidence that fine arts exhibits are held to display the creative works of students
- evidence that technical and scientific products of gifted/talented students are exhibited in district-sponsored events
- evidence that debates and other oral formats are sponsored by the district in which students' leadership and other inter- and intra-personal skills are demonstrated

GT16. District and campus improvement plans include provisions to improve/modify services to gifted/talented students, and parents are involved in the process.

TEC §11.252; §11.253

Sources of Documentation/Information to Review:

- district improvement plan
- campus improvement plan
- minutes of site-based committee meetings and district improvement committee meetings
- surveys targeting families of gifted/talented education program participants
- surveys from students, teachers, administrators, and counselors
- performance reports on gifted/talented students from gifted/talented teachers and other teachers also delivering instruction to gifted/talented students
- proposals that have been brought forward to administrators or the school board for gifted/talented education program changes/revisions
- interviews with gifted/talented teachers, students, and parents of gifted/talented students
- gifted/talented program evaluation data

Look for:

- evidence that gifted/talented services are addressed in the district and campus improvement plans
- evidence of program evaluation, including surveys of families, students, program staff, and other district staff
- documentation that gifted/talented students are monitored and that their performance is assessed periodically to determine that program services are sufficiently challenging to appropriately meet individual student's potential
- evidence that annual evaluation results are used to plan program improvements

Note:

- At least one different feature of the gifted/talented education program is assessed for effectiveness and appropriateness each year.
- Inviting gifted/talented students to present their experiences at districtwide meetings or planning sessions is a useful way of gathering evaluation information related to the program.

GT17. Teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 clock hours of staff development that includes nature and needs of gifted/talented (G/T) students, assessing student needs, and curriculum and instruction for gifted students.

19 TAC §89.2(1)

Sources of Documentation/Information to Review:

- professional development records of teachers in the gifted/talented education program at district and campus levels
- interviews with teachers of gifted/talented students
- district's staff development plan

Look for:

- evidence found in professional development records that teachers who are responsible for implementing services for gifted/talented students have received a minimum of 30 clock hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students
- evidence found through interviews with teachers who are responsible for implementing services for gifted/talented students that they have received a minimum of 30 clock hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students

Note:

- In extenuating circumstances, such as a gifted/talented teacher leaving during the school year and having to be replaced by a teacher who does not have the minimum requirement, the district should have a plan on file showing how that teacher will receive the 30 clock hours within the school year.
- Teachers who received training prior to May 1996 must have 30 clock hours; however, it does not have to be delineated in the three areas.
- If gifted/talented students at the secondary level receive their program services through the Advanced Placement (AP) program, the teachers need 30 clock hours of training in gifted education. They need nature and needs

Texas Education Agency (TEA)

Division of Advanced Academic Services

Last updated - November 3, 1998

Send comments or suggestions to gted@tea.state.tx.us



TEA Home Page Comments

December, 2000
Carole Keeton Rylander
Texas Comptroller of Public Accounts



Recommendations of the Texas Comptroller

Chapter 6: Education

Encourage Increased Flexibility, Innovation, and Accountability in Gifted Education

Summary

Texas' goal for a better-educated workforce requires all children, including those identified as gifted and talented, to have the opportunity to achieve their full potential. Services to gifted children can be improved through increased school district accountability for gifted education; greater student access to Internet-based coursework delivered through the state's college and university system; increased local flexibility in academic credit, funding, and grading for coursework offered over the Internet; and enhanced funding for recognized or exemplary gifted education programs.

Background

The Texas Education Code defines gifted and talented students as those who:

...perform at or show the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who: (1) exhibit high performance capability in an intellectual, creative, or artistic area; (2) possess an unusual capacity for leadership; or (3) excel in a specific academic field.[1]

State law requires school districts to develop a process for identifying and serving gifted and talented students and to establish a gifted and talented program at every grade level.[2] In the 1998-99 school year, 330,113 Texas children were served in gifted education programs, about 8.4 percent of the total K-12 student population.[3]

State Funding for Gifted Education

School districts receive state funds for gifted education based on a funding weight of 12 percent of their basic allotment for regular education.[4] Thus, if a school district receives \$3,000 in state funds for each student in regular education, it will receive an additional \$360 ($0.12 \times \$3,000$) for each student identified as gifted. No more than 5 percent of a school district's total student population may be funded from this allotment. If more than 5 percent of a school district's students are served in gifted education programs, local dollars must be used for students who exceed the cap.

The Texas Association for the Gifted and Talented is the state's advocacy organization for gifted students. Membership in this association includes more than 9,000 gifted education teachers, school administrators, and parents of gifted students.[5] Amanda Batson, the association's executive director, reports that state funding for gifted education has remained stagnant for the past 10 years, and that federal funding for gifted education is practically nonexistent.[6]

School District Accountability for Gifted Education

The State Board of Education (SBOE) has developed a state plan for the education of gifted and talented students, available in English and Spanish, that outlines "acceptable," "recognized," and "exemplary" practices in the areas of assessment, program design, curriculum and instruction, professional development, and family-community involvement.

For example, in the area of assessment, the plan identifies an *acceptable* practice for student identification as: "data and procedures assure that all populations of the district have access to assessment and, if identified, services offered as part of the program for gifted students." A *recognized* practice for student identification is described as: "gains have been made over the last two (2) years toward having the population of the gifted program reflect the population of the district." An *exemplary* practice for student identification is described as: "The population of the gifted/talented program reflects the population of the total district or has for

the past two of the past three years.”[7]

In Fall 2000, the Texas Education Agency (TEA) conducted a pilot test of a process for certifying gifted programs as recognized or exemplary.[8] As part of this pilot exercise, districts could nominate their gifted education programs as recognized or exemplary. TEA employees conducted site visits to verify and certify program quality; more detail on this effort is supplied below.

TEA also conducts District Effectiveness and Compliance (DEC) monitoring of school districts, primarily to determine their compliance with various state and federal program requirements. TEA has developed 20 indicators for DEC monitoring of gifted education, based on the SBOE’s acceptable practices as described in the state plan. For example, the first DEC monitoring indicator, GT 1, states: “There are written policies on student identification for gifted/talented (G/T) programs that have local board of trustees approval and are disseminated to all parents.”[9]

DEC monitoring of gifted education programs includes examinations of procedures for identifying, selecting, and placing gifted students; reviews of district policies and records of school board minutes concerning gifted/talented identification procedures; and evidence of parent involvement activities, such as parent letters, fliers, copies of informational literature disseminated to parents, student handbooks, newsletters, parent meeting agendas, and interviews with parents.[10]

Gifted Education Programs Exempted from State Oversight

Texas’ gifted education programs are not monitored adequately. State law exempts school districts from DEC monitoring of their gifted programs if the district has received an exemplary academic rating from TEA’s Academic Excellence Indicator System (AEIS). This rating requires the district to have a 90 percent or higher passing rate on the Texas Assessment of Academic Skills (TAAS) tests, a 1 percent or lower dropout rate, and a 94 percent or higher attendance rate.[11]

In the 1999-2000 school year, districts that were rated academically exemplary or recognized (80 percent or higher passing rate on the TAAS, 3.5 percent or lower dropout rate, and 94 percent or higher attendance rate) received modified DEC visits that reviewed only bilingual and special education programs. These exemptions applied to 48.5 percent of all Texas school districts.[12] Thus half of the state’s school districts were automatically exempted from any review of their

gifted and talented education programs.

In 2000-2001, TEA does not plan to conduct any DEC monitoring for school districts rated as exemplary or recognized. Thus, for a second year, half of the state's gifted education programs will be exempt from state oversight. These school districts will go through TEA's selection process for DEC visits in the 2001-2002 school year.[13] However, due to TEA's ongoing transition to a new, risk-based monitoring system, DEC reviews of special program areas such as gifted and talented education will be implemented only on a partial basis in 2000-01.[14] "Partial implementation" is defined as the use of only a subset of risk indicators to be specified by TEA at its January 2001 Midwinter Conference.[15] For a third year, then, only a small subset of Texas' gifted education programs will receive any sort of state oversight.

The state plan for gifted education was intended to increase school district accountability. However, the exemption of half of all gifted education programs from state oversight during 1999-2000 and 2000-01 clearly is inadequate to ensure true accountability. Moreover, it is not yet clear whether TEA's risk-based monitoring system will provide for adequate statewide review of gifted education programs.

Gifted Education Pilot Program

The General Appropriations Act for the 2000-01 biennium states that:

It is the intent of the Legislature that the Texas Education Agency develop an assessment system and statewide standards for gifted and talented students at all grade levels. Out of the funds appropriated above in Strategy C.1.3., Improving Instruction—Operations, the Texas Education Agency shall expend \$277,250 in each year of the 2000-01 biennium to begin development of such a system, and shall pilot high school exit-level standards for the performance of gifted and talented students in the areas of mathematics, science, social studies and language arts. School district participation in the project or in the use of the standards is not mandatory. The exit-level pilot shall be completed by August, 2001.[16]

As noted above, TEA conducted site visits for this pilot in Fall 2000 at school districts that nominated their gifted education programs for consideration as recognized or exemplary.

The consultants for this pilot program defined an assessment system for gifted

education as one including guidelines for student project development, scoring guides, examples of various levels of performance, teacher training, and training for the panel members who would make the final decisions as to district ratings. This assessment system would be supported by adequate documentation of decisions made in the development of the system and by evidence of reliability and fairness.

The SBOE's statewide standards for gifted and talented students were reflected in the scoring guide for this pilot project. These standards are based on the Texas Essential Knowledge and Skills (TEKS) tests in English, mathematics, social studies and science. The standards represent rigorous levels of knowledge and skill to be expected of students who receive gifted services.

Exit-level standards are statewide standards for gifted and talented students who are completing their K-12 education program. Typically, students demonstrating the levels of accomplishment represented by these standards are in the 11th or 12th grade.[17]

Crowley and La Porte ISDs both nominated their gifted education programs for review by TEA as part of the pilot.[18] Crowley ISD is located in Tarrant County, about 15 miles south of Fort Worth. Its gifted education program serves 445 students, or 5.4 percent of the district's K-12 population.[19] Lee Ann Pyeatt, Crowley's assistant superintendent for Secondary Education, reports that Crowley ISD's emphasis on high-quality gifted education is reflected in the district's staff training program. Every teacher in the district receives 30 hours of professional development training in gifted education.[20] One Crowley parent noted on an evaluation of the district's program that it allowed her "jock" son to be part of the "smart kids" without feeling out of place. Her son is accepted for who he is—a smart jock. More importantly, seeing the strengths and gifts of others has helped him learn to accept and respect all of the children around him. [21]

La Porte ISD is located near Houston in Harris County. Its gifted education program serves 559 students, or 7.5 percent of the total K-12 population.[22] Sandra Warren, the district's coordinator for gifted education, reports that the district has enlisted support from the entire community for the program. The gifted program has established performance standards for every grade level and serves students who are also disabled, economically disadvantaged, or limited in English proficiency. Elements of La Porte's program include an Individual Education Plan (IEP) for each gifted student; participation by all district personnel—including the superintendent and business manager—in training on gifted education; and postsecondary coursework for gifted students at a local

university, with tuition and books paid for by the district. The district also is investigating distance-learning opportunities from Stanford University for their gifted students.[23]

Online Gifted Education

Internet-based coursework for academic credit is a promising avenue for improving gifted programs. At present, several of the nation's major universities, including Stanford, Johns Hopkins, Duke, and Northwestern offer distance learning courses for gifted K-12 students.[24] These programs provide expanded learning opportunities for gifted students, while allowing them to finish high school coursework more quickly.

Recommendations

1. State law should be amended to require school districts to review their gifted and talented education programs annually and make the results available to parents and the area community, and to Texas Education Agency (TEA) staff members during District Effectiveness and Compliance monitoring visits.

The state plan for gifted education requires accountability for gifted education programs, yet TEA currently plans to exempt half of the state's gifted education programs from any oversight for several years. State standards for gifted students should be enforced in all school districts, including those rated as exemplary or recognized in the Academic Excellence Indicator System.

1. Advanced academic coursework, including courses required for high school graduation and college-level courses for academic credit, should be made more widely available to gifted K-12 students via the Internet.

An increased use of school district-university partnerships could expand the state's current array of gifted education programs and services. Distance learning programs for gifted students offered by colleges and universities across the nation provide models for expanding such opportunities in Texas. These programs give gifted students access to high-quality course offerings from any location, 24 hours a day, seven days a week.

TEA's K-16 public education liaisons with the University of Texas at Austin and Texas A&M University should provide statewide leadership for increasing the

state's number of school district-university partnerships.

1. State law should be amended to ensure that school districts receive the equivalent of state average daily attendance (ADA) funding for gifted student participation in Internet-based courses conducted outside of regular school hours.

School districts should be compensated for gifted students who participate in Internet-based classes outside of the normal school day at a rate equivalent to the funding they would generate by attending traditional classes. TEA should be required to develop a distance learning funding formula, equivalent to ADA funding levels, for this purpose.

1. State law should be amended to permit school districts to award students credit toward high school graduation for completing Internet-based courses, and to include these courses in their calculations of student grade-point averages.

Fiscal Impact

Increasing accountability for school district gifted education programs could be accomplished with existing school district and TEA resources for gifted education. Program reviews are an ongoing component of the DEC monitoring process, and districts could use funds allocated for gifted education programs to monitor their programs' quality.

Increasing access to advanced coursework and postsecondary curriculum through partnerships between school districts and colleges and universities would require no additional funding.

Allowing school districts to receive the equivalent of ADA funding for gifted students participating in Internet-based courses outside of regular school hours would require TEA to develop a new funding formula for Internet-based courses, but could be accomplished with existing TEA resources.

Allowing school districts to award academic credit for Internet-based courses and to include these courses in calculations of student grade-point averages would not require any additional resources at the state or local levels.

- [1] V.T.C.A., Education Code, §29.121.
- [2] V.T.C.A., Education Code, §29.122.
- [3] Texas Education Agency, "Pocket Edition 1998-99, Students," (<http://www.tea.state.tx.us/perfreport/pocked/99/panel3.html>). (Internet document.)
- [4] V.T.C.A., Education Code, §42.156.
- [5] Texas Association for the Gifted and Talented, "Fact Sheet" (http://www.txgifted.org/facts_pg1.htm). (Internet document.)
- [6] Amanda Davis Batson, "Gifted Students in Texas Get Little Chance to Grow," *San Antonio Express News*, July 24, 2000.
- [7] Texas Education Agency, *State Plan for the Education of Gifted/Talented Students*, Austin, Texas, 1996, p. 4.
- [8] Interview with Evelyn Hiatt, senior director, Division of Advanced Academic Services, Texas Education Agency, Austin, Texas, April 28, 2000.
- [9] Texas Education Agency, *District Effectiveness and Compliance Reference Guide, Part 1 for Gifted/Talented Education* (<http://www.tea.state.tx.us/gted/gtdec.htm>). (Internet document.)
- [10] Texas Education Agency, *District Effectiveness and Compliance Reference Guide, Part 1 for Gifted/Talented Education*.
- [11] V.T.C.A., Education Code, §39.112.
- [12] Texas Education Agency, "District Accountability Ratings for Texas Public School Districts, 1995 through 1999" (<http://www.tea.state.tx.us/perfreport/account/ratingsxyrs.html>). (Internet document.)
- [13] E-mail communication from Fran Latour, executive assistant, Office of Accountability and Accreditation, Texas Education Agency, May 1, 2000.
- [14] Letter from Texas Education Agency to Texas school districts on the District Effectiveness and Compliance Program Analysis System (<http://www.tea.state.tx.us/taa/acccval000512.html>). (Internet document.)
- [15] E-mail communication from Kay Thomas, executive assistant to the Deputy Commissioner, Texas Education Agency, July 17, 2000.
- [16] Texas State Legislature, 76th General Session, 1999, House Bill 1, Article III, Education, Texas Education Agency, Rider 69.

[17] E-mail communication from Gean Wilkerson, administrative assistant, Office of Curriculum, Assessment, and Technology, Texas Education Agency, July 21, 2000.

[18] E-mail communication from Evelyn Hiatt, senior director, Division of Advanced Academic Services, Texas Education Agency, May 18, 2000.

[19] Texas Education Agency, "1998-99 Academic Excellence Indicator System District Reports" (<http://www.tea.state.tx.us/perfreport/aeis/99/district.srch.html>). (Internet document.)

[20] Telephone interview with Lee Ann Pyeatt, assistant superintendent for Secondary Education, Crowley Independent School District, June 26, 2000.

[21] Fax communication from Lee Ann Pyeatt, assistant superintendent for Secondary Education, Crowley Independent School District, June 29, 2000.

[22] Texas Education Agency, "1998-99 Academic Excellence Indicator System District Reports."

[23] Telephone interview with Sandra Warren, coordinator for Gifted Education, La Porte Independent School District, June 26, 2000.

[24] The Gifted Resources Home Page, "Gifted Resources Distance Learning" (<http://www.eskimo.com/~user/zdist.html>). (Internet document.)

e-Texas is an initiative of Carole Keeton Rylander, Texas Comptroller of Public Accounts

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**EANES
INDEPENDENT
SCHOOL
DISTRICT**

July 30, 2003

[REDACTED]

RE: Open Records Request Number #031

[REDACTED]

This letter is in response to your Open Records Request to Eanes Independent School District, which we received on June 18, 2003, and in which you are requesting:

The total number of GT students for 2002-2003 year by campus.

The Director of Gifted and Talented has investigated your request and shows that we have **897** students identified as GT. The campus break down is as follows:

<i>Barton Creek</i>	<i>62</i>
<i>Bridge Point</i>	<i>36</i>
<i>Cedar Creek</i>	<i>62</i>
<i>Eanes</i>	<i>54</i>
<i>Forest Trail</i>	<i>51</i>
<i>Valley View</i>	<i>46</i>
<i>HCMS</i>	<i>150</i>
<i>WRMS</i>	<i>162</i>
<i>WHS</i>	<i>274</i>

If you have any questions, you may contact me at (512) 732-9030 ext. 20500.

Sincerely,

Tom Zimmerer
Open Records Custodian for Eanes I.S.D.

Business Department

601 Camp Craft Rd.
Austin, TX 78746-6512
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Eanes I.S.D.

Open Records Request Data
(3-4-03)

High School Report

Campus	IDEA/GT	504/GT	IDEA/High School Pre-AP	IDEA/High School AP
Westlake High	14	14	30	7

Middle Schools Report

Campus	IDEA/GT	504/GT	IDEA/MS Honors LA	IDEA/MS Adv. Math	IDEA/MS Algebra
Hill Country MS	*	10	*	5	*
West Ridge MS	5	*	*	0	*

Elementary Schools Report

Campus	IDEA/GT	504/GT	IDEA/ Adv. Math & Compact Math	IDEA/ Enriched L.A.
Eanes	*	*	*	0
Cedar Creek	*	0	*	0
Valley View	*	0	*	*
Forest Trail	*	*	*	0
Barton Creek	*	*	6	0
Bridge Point	0	0	*	*

Less than five students reported

#82

GT Expenditures

Campus	2000 - 2001		2001 - 2002		2002 - 2003	
	GT Students	Budget Average	GT Students	Budget Average	GT Students	Budget Average
BCE	66	\$540 \$8.18	62	\$586 \$9.45	66	\$543 \$8.28
BPE	46	\$800 \$17.39	36	\$700 \$19.44	39	\$600 \$15.38
CCE	56	\$900 \$16.07	62	\$900 \$14.52	61	\$900 \$14.75
EE	67	\$350 \$5.22	54	\$360 \$6.67	45	\$460 \$10.22
FTE	52	\$550 \$10.58	51	\$550 \$10.78	52	\$550 \$10.58
VVE	48	\$575 \$11.98	46	\$500 \$10.87	40	\$700 \$17.50
HCMS	128	\$1356 \$10.59	150	\$1642 \$10.95	122	\$1356 \$11.11
WRMS	154	\$1363 \$8.85	162	\$1268 \$7.83	137	\$1268 \$9.26
WHS	296	\$2500 \$8.45	274	\$1850 \$6.75	274	\$1635 \$5.97

*EISD GT Program
Parent Survey
Spring, 2003*

[REDACTED]
Forest Trail Elementary
Grade K

1. What has been the most positive aspect of the GT program for your child this year?

We feel so fortunate to have our son in the EISD GT program. As he is in kindergarten, he has only been in the program a few months, yet we have seen remarkable changes in his attitude toward school that I can only attribute to his involvement in a program that provides him the necessary stimulation and encouragement. [REDACTED] teacher, Mrs. Sniderman, has a wonderful philosophy of challenging her students while also providing them with a 'safe place' to let their giftedness shine.

I spend a lot of time in my son's regular classroom for table time activities and I therefore have been privy to the class dynamic. It is clear that [REDACTED] has a curiosity -- at home it is more like a demand! -- for information & intellectual stimulation that, due to class size, could not possibly be met by his regular classroom teacher. It is also clear that he socializes at a very different level than his peers. Having the opportunity to be a part of a GT group, and to work closely with a teacher who accepts and encourages his giftedness, will be a crucial part of maintaining his self-esteem.

2. Suggestions to enhance your child's GT experience in the future.

We are new to the program and as a result my suggestions for enhancing the program are few. His regular classroom teacher has been so wonderful and caring, and is a great educator. However, I can only say that without the GT program for my son, knowing how crucial it is to his intellectual growth & sense of well-being, I would be seriously considering home-schooling him as an alternative for meeting his special needs.

[REDACTED]
[REDACTED]



**Student Survey of Eanes ISD
Gifted & Talented Program
Spring, 2003**

School You Attend Forest trail Current Grade Level 5th

Please complete this survey and return it to the school office or mail it to Gloria Thomas, GT Program Director, Eanes ISD, 601 Camp Craft Road, Austin, TX. 78746 by May 23.

1. What has been the most positive aspect of the GT Program this year? We are able to have fun while learning, and we were able to study what we wanted to know more about, instead of what the teacher wants to know more about. Having G.T. this year was really a blessing, because now I'm able to have more fun, and learn while I'm doing it. What's more, I am able to express my ideas through any project I want, instead of what the state wants.
2. Suggestions to enhance your GT experience in the future.
 - Eat lunch in here so that we're able to talk to the other G.T. kids more,
 - All day G.T.; We could do more faster, because we're already warmed up.
 - More "middle ages banquets" so that our parents can talk to, and meet, the G.T. teacher too.

Please return by Friday, May 23.

Teacher Survey of Eanes ISD
Gifted & Talented Program
Spring, 2003

School VVE

Current Teaching Assignment Sp. Ed

Please complete this survey and return it to the school office or mail it to Gloria Thomas, GT Program Director, Eanes ISD, 601 Camp Craft Road, Austin, TX. 78746 by May 16.

1. What do you see as the most positive aspect of the GT Program at your school?

Our GT teacher, Carol, is so wonderful with our students. She includes Special Education students in her many programs. She invites classrooms to see project & demonstrations that everyone benefit from.

2. Suggestions that would improve the GT Program for the overall good of the GT students.

The budget proposal has included reducing the time a GT teacher is on this campus. It would be a very sad event if this were to occur.

Please return by Friday, May 16.

Student Survey of Eanes ISD
Gifted & Talented Program
Spring 2003

School Barton Creek Elementary Grade 4

What has been the best part of the GT Program for you this year?

The part I like best about GT is that time goes by fast. And there's a lot of moving around.

What could make your GT class better next year?



Student Survey of Eanes ISD
Gifted & Talented Program
Spring 2003

School Boston Creek Elementary Grade 5th

What has been the best part of the GT Program for you this year?

The best part of the G.T. program is the way it makes you feel when you go there. You feel relieved from stress, happy to be there, and ready to have a surplus of fun.

What could make your GT class better next year?

Longer time periods in G.T. would make it better.



Student Survey of Eanes ISD
Gifted & Talented Program
Spring 2003

School Barton Creek Elem

Grade 5th

What has been the best part of the GT Program for you this year? Being able to say what I think, and not be criticized. Being able to ~~it~~ work independently ~~more~~ more often.

What could make your GT class better next year? If we had more class time ~~it~~ it would be better.



**Parent Survey of Eanes ISD
Gifted & Talented Program
Spring, 2003**

School Your GT Student Attends BCE Current Grade Level of the Students K & 1

Please complete this survey and return it to the school office or mail it to Gloria Thomas,
GT Program Director, Eanes ISD, 601 Camp Craft Road, Austin, TX. 78746 by **May 23.**

1. What has been the most positive aspect of the GT Program for your son or daughter this year?

For my son, he has had fewer disciplinary problems since starting GT this spring. It has given him a much needed opportunity to expand his thinking skills in a nurturing environment, and has helped boost his self-esteem.

For my daughter, it has helped her feel more confident and secure in her abilities.

2. Suggestions to enhance your daughter/son's GT experience in the future.

Please return by Friday, May 23.

**Parent Survey of Eanes ISD
Gifted & Talented Program
Spring, 2003**

School Your GT Student Attends BCE Current Grade Level of the Student 2nd

Please complete this survey and return it to the school office or mail it to Gloria Thomas, GT Program Director, Eanes ISD, 601 Camp Craft Road, Austin, TX. 78746 by May 23.

1. What has been the most positive aspect of the GT Program for your son or daughter this year?

My son has sharpened his critical thinking skills and is learning to channel his different way of looking at the world so that he can use his skills productively. No breach is truly a gift in his life and most often when I hear an unprompted report of his school day, it is about his experience in GT.

2. Suggestions to enhance your daughter/son's GT experience in the future.

I would strongly urge Eanes ISD to keep the current GT program in place - even with the budget crisis the district is now facing. Without this program, my son would likely not be challenged in his regular classroom. We need to remember that GT Kids have special needs - just as children with learning deficits do.

Please return by Friday, May 23.

**Parent Survey of Eanes ISD
Gifted & Talented Program
Spring, 2003**

School Your GT Student Attends BCE Current Grade Level of the Student 1

Please complete this survey and return it to the school office or mail it to Gloria Thomas, GT Program Director, Eanes ISD, 601 Camp Craft Road, Austin, TX. 78746 by **May 23**.

1. What has been the most positive aspect of the GT Program for your son or daughter this year?

The GT Program has been a wonderful outlet for my son this year. My son is extremely bright and grasps the regular 1st grade curriculum very quickly. Being able to move beyond that curriculum a few hours each week has been a relief to him and to me as a parent. Without the GT outlet, I am concerned he would become bored and become a discipline problem. We have certainly seen a difference in his behavior this year in the regular classroom vs. the GT classroom, the latter being behavior being much more disciplined.

2. Suggestions to enhance your daughter/son's GT experience in the future.

I am very pleased with the program. I will take this opportunity to argue in favor of maintaining the pull-out program for GT. From my observation and ^{from} speaking with other educators, I do not believe a GT program taught by the classroom teacher within the confines of the regular classroom can be effective. The teachers are not ~~all~~ trained in dealing with GT children and the teachers simply cannot cover both the normal curriculum for 20 students and cater a GT program to a select few. Unfortunately, it is our best & brightest that would suffer in that situation.

Please return by Friday, May 23.

**Parent Survey of Eanes ISD
Gifted & Talented Program
Spring, 2003**

School Your GT Student Attends Eanes Elem. Current Grade Level of the Student 4th

Please complete this survey and return it to the school office or mail it to Gloria Thomas, GT Program Director, Eanes ISD, 601 Camp Craft Road, Austin, TX. 78746 by **May 23**.

1. What has been the most positive aspect of the GT Program for your son or daughter this year?

My Son would have eventually dropped out of school if it had not been for the wisdom of the G.T. teacher. My Son has struggled with school since 1st grade. Every year his dislike for school intensified & finally at the beginning of this year his grades dropped, his peer relationships suffered & he was in a mild depression. Every year I had approached teachers to seek answers. Finally after attending parent support groups & hearing other parents' struggles - I realized I needed to approach the issue through the GT teacher. Not only had he ~~known~~ known my son for 5 years and could see the patterns - He also understood the issues GT students struggle with - Needless to say my son is back on target - He has found ways to cope with the (over)

2. Suggestions to enhance your daughter/son's GT experience in the future:

If the GT Program must be cut because of budget constraints - Please create a class with the majority of the GT Students clustered together. This is critical.

Please return by Friday, May 23.

Parent Survey of Eanes ISD Gifted & Talented Program Spring, 2003

School Your GT Student Attends CC Current Grade Level of the Student 4

Please complete this survey and return it to the school office or mail it to Gloria Thomas,
GT Program Director, Eanes ISD, 601 Camp Craft Road, Austin, TX. 78746 by **May 23**.

1. What has been the most positive aspect of the GT Program for your son or daughter this year?

*Program's emphasis on creative thinking.
Getting together with other children who
think more like she does
Long-term relationship with the GT teacher*

2. Suggestions to enhance your daughter/son's GT experience in the future.

*GT magnet program - children are
gifted and learn differently all the time.
New units of study.*

Please return by Friday, May 23.



Parent Survey of Eanes ISD
Gifted & Talented Program
Spring, 2003

School Your GT Student Attends FT Current Grade Level of the Student 4

Please complete this survey and return it to the school office or mail it to Gloria Thomas,
GT Program Director, Eanes ISD, 601 Camp Craft Road, Austin, TX. 78746 by May 23.

1. What has been the most positive aspect of the GT Program for your son or daughter this year?

That there is one. That she is
with a GT trained teacher,
and peers in thinking style.

2. Suggestions to enhance your daughter/son's GT experience in the future.

Needs more GT sensitive
curriculum. All day or
magnet GT school would
be better in core courses.

Please return by Friday, May 23.

Teacher Survey of Eanes ISD
Gifted & Talented Program
Spring, 2003

School FTE

Current Teaching Assignment _____

Please complete this survey and return it to the school office or mail it to Gloria Thomas, GT Program Director, Eanes ISD, 601 Camp Craft Road, Austin, TX. 78746 by May 16.

1. What do you see as the most positive aspect of the GT Program at your school?

Students feel talented and special.
Of course, many students who are tested and do not qualify suffer a blow to their self esteem.

2. Suggestions that would improve the GT Program for the overall good of the GT students.

- Inclusion rather than pull out classes.
- Teaching social skills to these students rather than teaching them to be unusual. There should be more of a balance in the program b/c reinforcing these children's special talents and helping them to get along with others. I see this as a MAJOR problem of the program.

- The testing for the program does not seem consistent, clear, or "standardized" as is claimed.

Please return by Friday, May 16.

[REDACTED]

Student Survey of Eanes ISD Gifted & Talented Program Spring, 2003

School You Attend Bridge Point

Current Grade Level 3

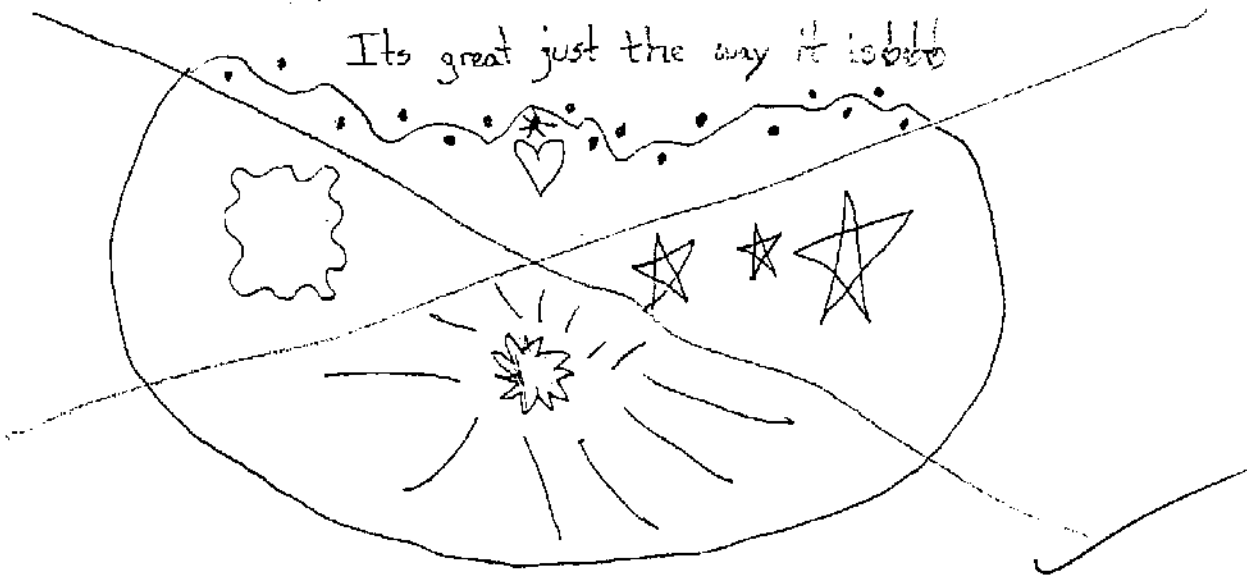
Please complete this survey and return it to the school office or mail it to Gloria Thomas, GT Program Director, Eanes ISD, 601 Camp Craft Road, Austin, TX. 78746 by **May 23**.

1. What has been the most positive aspect of the GT Program this year?

1. I liked the way my teacher took boring topics and taught it to us in a fun and interesting way.
2. I like how when our teacher assigns us a project, all of them turn out different.
3. I like how my teacher gives us projects that fit our needs.
4. Our teacher listens to what we have to say and takes us seriously.

2. Suggestions to enhance your GT experience in the future.

~~Its great just the way it is!!!~~



Please return by Friday, May 23.

**Student Survey of Eanes ISD
Gifted & Talented Program
Spring, 2003**

School You Attend HCMG

Current Grade Level 6th

Please complete this survey and return it to the school office or mail it to Gloria Thomas, GT Program Director, Eanes ISD, 601 Camp Craft Road, Austin, TX. 78746 by **May 23**.

1. What has been the most positive aspect of the GT Program this year?

- having fun
- relieving stress
- using imagination

2. Suggestions to enhance your GT experience in the future.

- more GT time



Please return by Friday, May 23.

**Student Survey of Eanes ISD
Gifted & Talented Program
Spring, 2003**

School You Attend HCMS Current Grade Level 6

Please complete this survey and return it to the school office or mail it to Gloria Thomas,
GT Program Director, Eanes ISD, 601 Camp Craft Road, Austin, TX. 78746 by **May 23**.

1. What has been the most positive aspect of the GT Program this year? I liked all the G.T. workshops. My favorite part of the G.T. class was when we were working with the computer.

2. Suggestions to enhance your GT experience in the future. I would like to have more G.T. time every week. Sometimes our teachers hold us from G.T. for a long while, so I would also like it for teachers to have to let us go straight away. Our teacher always puts major tests on our G.T. day, so we have to stay. I also would like to get more hands on activities in the class.

Please return by Friday, May 23.

**Student Survey of Eanes ISD
Gifted & Talented Program
Spring, 2003**

School You Attend HCMS

Current Grade Level 7th

Please complete this survey and return it to the school office or mail it to Gloria Thomas,
GT Program Director, Eanes ISD, 601 Camp Craft Road, Austin, TX. 78746 by **May 23**.

1. What has been the most positive aspect of the GT Program this year?

expand your mind

~~scribble~~

2. Suggestions to enhance your GT experience in the future.

All day GT once every
week!!! ✓

MORE GT!!!

GT keeps me alive!!!

Please return by Friday, May 23.

**Student Survey of Eanes ISD
Gifted & Talented Program
Spring, 2003**

School You Attend HCM S

Current Grade Level 7th

Please complete this survey and return it to the school office or mail it to Gloria Thomas, GT Program Director, Eanes ISD, 601 Camp Craft Road, Austin, TX. 78746 by **May 23**.

1. What has been the most positive aspect of the GT Program this year?

Making friends, expanding creativity

2. Suggestions to enhance your GT experience in the future.

all day GT once a week all day ~~one~~

*More More
MORE ✓*

Please return by Friday, May 23.

Without GT I will die

Student Survey of Eanes ISD
Gifted & Talented Program
Spring, 2003

School You Attend HLMS Current Grade Level 7

Please complete this survey and return it to the school office or mail it to Gloria Thomas,
GT Program Director, Eanes ISD, 601 Camp Craft Road, Austin, TX. 78746 by May 23.

1. What has been the most positive aspect of the GT Program this year?

Spring
Exhibition

2. Suggestions to enhance your GT experience in the future.

All day GT once a week

Please return by Friday, May 23.

MORE MORE MORE

Student Survey of Eanes ISD
Gifted & Talented Program
Spring, 2003

School You Attend HCM5

Current Grade Level 7th

Please complete this survey and return it to the school office or mail it to Gloria Thomas,
GT Program Director, Eanes ISD, 601 Camp Craft Road, Austin, TX. 78746 by **May 23.**

1. What has been the most positive aspect of the GT Program this year?

Making friends, not being treated differently,
G/T also increases logic. Keep
feeding us crap & take away G/T.
What are you trying to do,
make us fat stupid?

2. Suggestions to enhance your GT experience in the future.

One all-day G/T session.

One period is not enough!!!



Please return by Friday, May 23.

**Student Survey of Eanes ISD
Gifted & Talented Program
Spring, 2003**

School You Attend HCMS

Current Grade Level 8

Please complete this survey and return it to the school office or mail it to Gloria Thomas, GT Program Director, Eanes ISD, 601 Camp Craft Road, Austin, TX. 78746 by **May 23**.

1. What has been the most positive aspect of the GT Program this year?

1. Mr. Bushman knows how to get students interested in activities
2. Señor B. encourages... everything
3. appreciates creativity
4. supports variety
5. Provides connections for creative success (introduced me to publishers for my book)
6. Always has something going on
7. Provides a "Comfort Zone" for students
8. The students there are all smart, so you can get pretty good homework help
9. Teaches that there's usually more than one solution to a problem
10. YOU WON'T GET IN TROUBLE FOR DOODLING ON ASSIGNMENTS!

2. Suggestions to enhance your GT experience in the future.

I'd like G. T. at least
twice a week, if not thrice.



Please return by Friday, May 23.

**Student Survey of Eanes ISD
Gifted & Talented Program
Spring, 2003**

School You Attend HCMS

Current Grade Level 8th

Please complete this survey and return it to the school office or mail it to Gloria Thomas,
GT Program Director, Eanes ISD, 601 Camp Craft Road, Austin, TX. 78746 by **May 23**.

1. What has been the most positive aspect of the GT Program this year?

It has been fun for me because it gives ~~me~~ me fun during my boring school days. It challenges my mind + helps me learn. Without it, there is no way I could handle school.

2. Suggestions to enhance your GT experience in the future.

Make GT longer + have more GT-based classes. Make a whole day for GT.



Please return by Friday, May 23.

Parent Survey of Eanes ISD
Gifted & Talented Program
Spring, 2003

School Your GT Student Attends 6 Current Grade Level of the Student HOMS

Please complete this survey and return it to the school office or mail it to Gloria Thomas, GT Program Director, Eanes ISD, 601 Camp Craft Road, Austin, TX. 78746 by May 23.

1. What has been the most positive aspect of the GT Program for your son or daughter this year?

Earl Bushman truly understands and treasures GT students... including the not-so-rare twice exceptional children.

2. Suggestions to enhance your daughter/son's GT experience in the future.

more GT

more understanding

more flexibility

more teacher training

Please return by Friday, May 23.

**Parent Survey of Eanes ISD
Gifted & Talented Program
Spring, 2003**

School Your GT Student Attends HCHS Current Grade Level of the Student 6th

Please complete this survey and return it to the school office or mail it to Gloria Thomas,
GT Program Director, Eanes ISD, 601 Camp Craft Road, Austin, TX. 78746 by **May 23**.

1. What has been the most positive aspect of the GT Program for your son or daughter this year? POSITIVE REINFORCEMENT, ACCEPTANCE FOR GIFTS, TALENTS, + DIFFICULTIES, CARING ENVIRONMENT, MUTUAL RESPECT, COLLABORATIVE LEARNING, ABILITY TO BE TAUGHT IN AN ENVIRONMENT WITH INTELLECTUAL PEERS, DEVELOPMENT OF LEADERSHIP SKILLS, EXCELLENT COMMUNICATION BETWEEN TEACHER AND PARENTS - SUPERB TEACHER - MR. BUSHMAN!!!
2. Suggestions to enhance your daughter/son's GT experience in the future. (~~##~~ Regular classes)
 - EXPANDED GT PROGRAM
 - 90 MINUTES/WK IS INADEQUATE
 - INCREASED TEACHER EDUCATION (mainstream teachers) RELATIVE TO THE NEEDS OF GT STUDENTS
 - INCREASED WILLINGNESS OF TEACHERS TO BE CREATIVE IN METHODS TO EDUCATE GT STUDENTS
 - CLUSTER GT STUDENTS IN REGULAR CLASSES
 - UNDERSTAND GT KIDS GET BORED

Please return by Friday, May 23.

DON'T PUNISH!!!

**Parent Survey of Eanes ISD
Gifted & Talented Program
Spring, 2003**

School Your GT Student Attends HCM S Current Grade Level of the Student 7

Please complete this survey and return it to the school office or mail it to Gloria Thomas, GT Program Director, Eanes ISD, 601 Camp Craft Road, Austin, TX. 78746 by May 23.

1. What has been the most positive aspect of the GT Program for your son or daughter this year?

My son is highly gifted - an IQ of 150. Many people think this makes life easy. In fact, it makes it very hard. My son has few friends and has great difficulty relating to other people. He ~~is~~ is usually excluded from social functions. GT gives him some outlet where he can find other people like him. The few friends he has have been found in GT. The teachers challenge him and lead discussions that go beyond the text book. ~~as~~ If it were not for GT, we would leave the district.

2. Suggestions to enhance your daughter/son's GT experience in the future.

Would love to see more challenge in math and science. Currently GT seems to be weighted to LA.



Please return by Friday, May 23.

Attention: Gloria Thomas

From: [REDACTED]

**Parent Survey of Eanes ISD
Gifted & Talented Program
Spring, 2003**

School Your GT Student Attends HAMS Current Grade Level of the Student 8

Please complete this survey and return it to the school office or mail it to Gloria Thomas,
GT Program Director, Eanes ISD, 601 Camp Craft Road, Austin, TX. 78746 by May 23.

1. What has been the most positive aspect of the GT Program for your son or daughter this year?

GT kids think and react differently from other children. They benefit greatly from learning from one another, from others that understand them and how they think. Their GT instructors know better than other teachers how to guide their energies and ideas. My son has enjoyed Mr. Bushman's class more than any other he's ever had. He can be himself, he is accepted by others and appreciated where other children see him as "weird".

2. Suggestions to enhance your daughter/son's GT experience in the future.

Keep up the opportunities for these children to be together with other GT kids. An all GT class is very important (especially in H.S. where the peer pressures increase) they have different interests than other groups of kids. They need to be stimulated differently and feel free to express themselves where they will not be teased or condemned for thinking differently.

Please return by Friday, May 23.



Teacher Survey of Eanes ISD
Gifted & Talented Program
Spring, 2003

School HCMS

Current Teaching Assignment Electives

Please complete this survey and return it to the school office or mail it to Gloria Thomas, GT Program Director, Eanes ISD, 601 Camp Craft Road, Austin, TX. 78746 by May 16.

1. What do you see as the most positive aspect of the GT Program at your school?

It has components which serve social, emotional & academic needs as well as providing some additional outlets for creativity

2. Suggestions that would improve the GT Program for the overall good of the GT students.

Expand variety of GT options to students. Enhance learning experience of all students by facilitating differentiation in all classes. Provide options that meet needs of students based on their area of giftedness. Include more faculty in GT ~~and~~ include GT staff in more ~~an~~ planning, staffing, ARDS, LSTs, team meeting etc of gifted students (both identified and not).

Please return by Friday, May 16.



Teacher Survey of Eanes ISD
Gifted & Talented Program
Spring, 2003

School ACMA Current Teaching Assignment SBU / Sp Ed.

Please complete this survey and return it to the school office or mail it to Gloria Thomas,
GT Program Director, Eanes ISD, 601 Camp Craft Road, Austin, TX. 78746 by **May 16.**

1. What do you see as the most positive aspect of the GT Program at your school?

*Please refer to
attached*

2. Suggestions that would improve the GT Program for the overall good of the GT students.

*Please refer
to attached*

Please return by Friday, May 16.

✓
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1. From my own perspective, I have found the G/T here at HCMS to be unlike any other I have known in the past. Because I have students who are classified "Special Education," this is a program that is not usually open to these kinds of students. This year, the G/T program with the "open arms" of Mr. Bushman and Ms. McNeeley has allowed several of my students to participate in various activities to include chess, and the Spring Exhibition project. This program has allowed my students to flourish in ways that are not normal to a standard classroom setting. Their self-esteem, socialization, and creativity have benefited from such kindness. I feel very fortunate to have had the opportunity to know that there is flexibility in the thinking of our two G/T teachers knowing that, at times, other students besides those considered "gifted" can also participate and benefit.
2. Because my students have had such a wonderfully positive experience with the G/T program, I have no suggestions that would add to the program.

Student Survey of Eanes ISD
Gifted & Talented Program
Spring, 2003

School You Attend WVMS

Current Grade Level 8

Please complete this survey and return it to the school office or mail it to Gloria Thomas,
GT Program Director, Eanes ISD, 601 Camp Craft Road, Austin, TX. 78746 by May 23.

1. What has been the most positive aspect of the GT Program this year?

The most positive aspect of GT this year has been the opportunity to take a break once a week from the everyday, ho-hum, run of the mill routine ~~to~~ to experience GT. We learn new and exciting words ~~and~~ and be stimulated by mind ~~relax~~ and deep quotes, as well as the wonderful projects we get to do. I've never learned so much about ~~stuff~~ ^{what matters}

2. Suggestions to enhance your GT experience in the future.

I think that we should meet more to get more out of the experience



Please return by Friday, May 23.



94

**Parent Survey of Eanes ISD
Gifted & Talented Program
Spring, 2003**

School Your GT Student Attends WRMS Current Grade Level of the Student 6

Please complete this survey and return it to the school office or mail it to Gloria Thomas,
GT Program Director, Eanes ISD, 601 Camp Craft Road, Austin, TX. 78746 by **May 23**.

1. What has been the most positive aspect of the GT Program for your son or daughter this year?

Monday is his favorite day of the week because that is when he goes to GT. He often has trouble getting along in his honors classes, because he is trying to fit in. In GT, however, he thrives. It is place where he feels validated and can work hard and be creative in that "safe place."

2. Suggestions to enhance your daughter/son's GT experience in the future.

Carol Reese is amazing and wonderful with those kids. I fully support her ideas and follow directions that she recommends. She knows exactly what my son needs in her class.
(My suggestion is to listen to what Carol says the kids need.)

Please return by Friday, May 23.

Thanks! ✓
We LOVE
G.T. !!

By this we will
try to see if
in still can get

Parent Survey of Eanes ISD Gifted & Talented Program Spring, 2003

School Your GT Student Attends WR Current Grade Level of the Student 6

Please complete this survey and return it to the school office or mail it to Gloria Thomas,
GT Program Director, Eanes ISD, 601 Camp Craft Road, Austin, TX. 78746 by May 23.

1. What has been the most positive aspect of the GT Program for your son or daughter this year?

- MS. REESE
- ENOUGH ^{INTELLECTUAL + CREATIVE} STIMULATION AND FREEDOM TO PURSUE HER INDIVIDUAL PATH OF STUDY. SHE IS QUITE SELF-MOTIVATED
- SHE HAS A PLACE (SPACE + PEOPLE) WHERE SHE FEELS ACCEPTED + SEEN ^{AND WAS UNDER-STIMULATED IN GENERAL IN 6TH GRADE}
- CLASS SIZE IS EXCELLENT (19)
- SHE WAS REPRIMANDED BY HER (ADV.) MATH TEACHER FOR READING A BOOK AFTER SHE FINISHED ALL HER WORK (!) MS. REESE ~~MONITORED THE SITUATION~~ ^{MONITORED THE SITUATION}

2. Suggestions to enhance your daughter/son's GT experience in the future.

- I KNOW SHE WANTS MORE TIME IN GT CLASS!

Please return by Friday, May 23.

Teacher Survey of Eanes ISD
Gifted & Talented Program
Spring, 2003

School WRMS Current Teaching Assignment Math

Please complete this survey and return it to the school office or mail it to Gloria Thomas,
GT Program Director, Eanes ISD, 601 Camp Craft Road, Austin, TX. 78746 by May 16.

1. What do you see as the most positive aspect of the GT Program at your school?

It challenges the students.

2. Suggestions that would improve the GT Program for the overall good of the GT students.

*stop taking the students out of
Class & have them take it as an elective*

Please return by Friday, May 16.



Teacher Survey of Eanes ISD
Gifted & Talented Program
Spring, 2003

School WRMS

Current Teaching Assignment THEATRE

Please complete this survey and return it to the school office or mail it to Gloria Thomas,
GT Program Director, Eanes ISD, 601 Camp Craft Road, Austin, TX. 78746 by May 16.

1. What do you see as the most positive aspect of the GT Program at your school?

Student participation in the program produces great results both in the classroom and outside the classroom. The experiences gained are invaluable to the development of the whole child as they transition into adulthood.

2. Suggestions that would improve the GT Program for the overall good of the GT students.

More support from the gen. ed staff to incorporate the "gifts" of these students into their classroom.

Please return by Friday, May 16.



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Teacher Survey of Eanes ISD
Gifted & Talented Program
Spring, 2003

School WRMS

Current Teaching Assignment Art 6, 7 & 8

Please complete this survey and return it to the school office or mail it to Gloria Thomas, GT Program Director, Eanes ISD, 601 Camp Craft Road, Austin, TX. 78746 by May 16.

1. What do you see as the most positive aspect of the GT Program at your school?

It challenges kids who need to be challenged. It fosters creativity.

2. Suggestions that would improve the GT Program for the overall good of the GT students.

Check on students grades. Anyone who has grade problems should have to bring their grades up before having time taken out of their day.

Please return by Friday, May 16.



Teacher Survey of Eanes ISD
Gifted & Talented Program
Spring, 2003

School WRMS

Current Teaching Assignment SS. - 6th

Please complete this survey and return it to the school office or mail it to Gloria Thomas, GT Program Director, Eanes ISD, 601 Camp Craft Road, Austin, TX. 78746 by May 16.

1. What do you see as the most positive aspect of the GT Program at your school?

Allows students to explore curriculum beyond what is possible in a traditional classroom setting. Students get to research areas of interest and learn about topics that are not covered in classroom curriculum.

2. Suggestions that would improve the GT Program for the overall good of the GT students.

To keep the program, especially 6th, as it is. G.T. seems to be ~~planned~~ going in the direction of A.P. or honors class. Although, it may be the trend - this is not an appropriate way to truly meet the needs of our gifted population.

Please return by Friday, May 16.

✓
100

Student Survey of Eanes ISD
Gifted & Talented Program
Spring, 2003

School You Attend WHS

Current Grade Level 9th

Please complete this survey and return it to the school office or mail it to Gloria Thomas, GT Program Director, Eanes ISD, 601 Camp Craft Road, Austin, TX. 78746 by May 23.

1. What has been the most positive aspect of the GT Program this year?

I Don't believe there ~~was~~ could have been a positive because I feel there wasn't a "GT" Program. I believe the most the program has accomplished for the GT students this year was providing a free lunch. I strongly suggest that the budget is used for something better than pizza.

2. Suggestions to enhance your GT experience in the future.

The creation of entirely all GT classes would be a very large positive, in my eyes. Seeing what Pre-AP English with (estimating) 2 GT students, including myself, I ~~believe~~ believe more knowledge would be acquired if we had more GT students on all for the reason of not having to spend months on an idea that would take the average GT student 4 days to comprehend. If creating all GT classes is a problem I believe that we should encourage more social activities, although, I don't suggest that these social activities be "talk" groups or support times.

3. Did you attend the group sessions for GT students held by the counselors at the Ninth Grade Center? If so, were they beneficial to you?

Although I filled out a survey at the beginning of the year on what groups I would like to attend I was regrettably not invited to attend any. The comments my ~~GT~~ GT friends brought back to me were utterly appalling. They saw these groups as a chance to get out of class, and many committed prank calls to

Please return by Friday, May 23.

exotic "helplines". Thus my overall opinion about the support group sessions (and the present-day standing GT "program" is ashamed and I strongly encourage new movements to change the way it is set up now, and make it more about us.

**Student Survey of Eanes ISD
Gifted & Talented Program
Spring, 2003**

School You Attend WHS

Current Grade Level 10th

Please complete this survey and return it to the school office or mail it to Gloria Thomas, GT Program Director, Eanes ISD, 601 Camp Craft Road, Austin, TX. 78746 by May 23.

1. What has been the most positive aspect of the GT Program this year?

The atmosphere of classes w/strictly GT students cannot be broken down into a mere one positive attribute. Anything from elaborate class discussions to creative freedom on project assignments could be ranked as "the most positive." To me, the feeling that I can share my ideas on a topic and my peers will understand my thought process and be able to challenge me intellectually is the most rewarding. I think the true question is "are there any negative aspects to the GT program?" -- my answer, although biased, would be only the disappointment at its mortality.

2. Suggestions to enhance your GT experience in the future.

TO HAVE ONE!

Please return by Friday, May 23.

**Student Survey of Eanes ISD
Gifted & Talented Program
Spring, 2003**

School You Attend WITS

Current Grade Level 10th & 12th

Please complete this survey and return it to the school office or mail it to Gloria Thomas, GT Program Director, Eanes ISD, 601 Camp Craft Road, Austin, TX. 78746 by **May 23**.

1. What has been the most positive aspect of the GT Program this year?

Associating with students with similar learning techniques and scholastic attitudes.

2. Suggestions to enhance your GT experience in the future.

Better training to make a teacher "6/7" qualified

Please return by Friday, May 23.



Student Survey of Eanes ISD
Gifted & Talented Program
Spring, 2003

School You Attend WHS

Current Grade Level 11

Please complete this survey and return it to the school office or mail it to Gloria Thomas,
GT Program Director, Eanes ISD, 601 Camp Craft Road, Austin, TX. 78746 by May 23.

1. What has been the most positive aspect of the GT Program this year?

WHAT GT PROGRAM? AFTER THE FIASCO
LAST YEAR W/ "REWORKING" (!!!???) THE GT
PROGRAM — I DONT SEE A GT PROGRAM!!
LUCKILY MY CHILD WAS A JUNIOR THIS YEAR &
WAS ABLE TO COMPLETE MANY OF HER CLASSES
IN A GT ENVIRONMENT. BEFORE EANES
EFFECTIVELY CUTTED THE GT PROGRAM.

2. Suggestions to enhance your GT experience in the future.

FOR PARENTS OF GT STUDENTS & GT
STUDENT TO LOWER THEIR
EXPECTATIONS — IT WAS A
VERY clear message RE:
GT THAT THE BOARD & PRINCIPAL
SENT LAST YEAR. ✓

Please return by Friday, May 23.

AS YOU CAN PROBABLY TELL — IT REALLY IRRITATES
ME TO BE ASKED FOR "POSITIVE" FEEDBACK ABOUT
A SYSTEM THAT, ALTHOUGH NOT PERFECT, DID WORK
WELL FOR GT STUDENTS. PLEASE NOTE THE PAST TENSE
105

**Student Survey of Eanes ISD
Gifted & Talented Program
Spring, 2003**

School You Attend WHS

Current Grade Level 12

Please complete this survey and return it to the school office or mail it to Gloria Thomas, GT Program Director, Eanes ISD, 601 Camp Craft Road, Austin, TX. 78746 by May 23.

1. What has been the most positive aspect of the GT Program this year?

There have been no positive aspects to my 12th grade GT career, chiefly because there is no GT program at the 12th grade. I find this quite troubling, since from what I understand, state law mandates that such a program be available.

If you consider "clustering" to be the answer to your woes, I regret to inform you that it does not and will not work for at least two reasons: first, the current faculty is not willing or equipped to teach GT, so simply placing GT students together and forcing them to conform to non-GT learning strategies is like expecting a brook trout to survive in a salt-water estuary; second, there is currently no practical way to ensure that GT students are placed in classes together. The counselors are unequipped to deal with GT scheduling due to limitations of the automated scheduling software, specifically the lack of any GT identifier in the software, and they certainly won't process GT requests by hand. Any GT student groupings are purely the result of coincidence.

2. Suggestions to enhance your GT experience in the future.

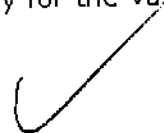
Forget clustering. Take Dr. Veach's advice and implement a GT program at the high school similar to that available in the middle schools. Do not simply conscript random teachers for any program you decide to implement. I still remember the first words Mr. Sean Dennis, teacher of my PreAP-GT Chemistry class, spoke upon entering the classroom for the first day of school: "I hate GT." For some reason, my PreAP-GT teachers were with few exceptions either unwilling or unable to modify the curriculum or restructure the class for GT-style education. Since -GT classes will be phased out next year, I doubt this will be a problem for much longer.

Don't let them take away elementary school GT, since almost all of your GT students are identified in elementary school. I can remember perhaps two students completing the GT tests in middle school and none in high school. If they take away elementary school GT, you won't have a program in 10 years or less.

You should personally see to it that the state-bound DI teams are recognized on the announcements at their schools. I find it insulting that our team is routinely overlooked, especially in light of the fact that the District Executive accepted an award in our honor at this year's DI Regional awards ceremony, and that Westlake will be hosting the Capitol Region Destination Imagination competition next year.

Finally, give Carol Reese a pay raise: she is the only teacher I know willing to be associated with GT and she goes above and beyond the minimum required to keep her job on a daily basis, which is significantly more than I can say for the vast majority of district employees I've worked with, ever.

Please return by Friday, May 23.



**Student Survey of Eanes ISD
Gifted & Talented Program
Spring, 2003**

School You Attend WHS

Current Grade Level 12

Please complete this survey and return it to the school office or mail it to Gloria Thomas, GT Program Director, Eanes ISD, 601 Camp Craft Road, Austin, TX. 78746 by **May 23**.

1. What has been the most positive aspect of the GT Program this year?

What GT program? No, seriously. If I've been in a GT program this past year, you might as well save yourself time and money and not bothered at all because I sure didn't notice. Last year, I would have been hard pressed to say what the "best thing" was. Now... truth be told, I'm not even sure which classes had this so-called GT program in place.

2. Suggestions to enhance your GT experience in the future.

I'm going to college; I don't have the time or energy to make suggestions when the school has ~~shut~~ over the last year they aren't going to listen anyway. Make it ~~the way~~ it was before last year - when there were projects and discussions and peers I felt comfortable talking to. Otherwise, it doesn't really affect me - not your budget problems or legal problems or whatever. I don't care. Forgive me if I sound angry, because I am. The GT program meant so much to so many people and it died for my senior year. Call me childish or selfish, but when I think about it, I get upset.

Please return by Friday, May 23.



**Parent Survey of Eanes ISD
Gifted & Talented Program
Spring, 2003**

School Your GT Student Attends Ubstake Current Grade Level of the Student 10th
H.S.

Please complete this survey and return it to the school office or mail it to Gloria Thomas,
GT Program Director, Eanes ISD, 601 Camp Craft Road, Austin, TX. 78746 by **May 23.**

1. What has been the most positive aspect of the GT Program for your son or daughter this year?

The GT program at the High School is a huge disappointment! Students were promised that they would be clustered together. My daughter has a few classes with fellow GT students. She enjoys these classes - however the teacher is a huge disappointment - because they are not trained in the GT area. ~~that~~ There are a few classes where my daughter has no one in the class that is GT. She is very bored by the discussion level and frustrated by the students' lack of interest in English - She had a great class last year because of the combination of GT teacher + students - It really makes a difference!

2. Suggestions to enhance your daughter/son's GT experience in the future.

- Please cluster the students -
- Create a space where GT students can go for independent projects -
- I know in this time of budget cuts many things must go - But I have been frustrated by the enthusiasm to maintain a high quality sports program at the expense of a "few" GT + academic programs - The academics are the reason people come to Eanes - I feel as though the academics will suffer greatly if \$ is not distributed carefully!

Please return by **Friday, May 23.**

Parent Survey of Eanes ISD
Gifted & Talented Program
Spring, 2003

School Your Child Attends WHS

Current Grade Level of Your Child 9th

Please complete this survey and return it to the school office or mail it to Gloria Thomas,
GT Program Director, Eanes ISD, 601 Camp Craft Road, Austin, TX. 78746 by May 23.

1. What has been the most positive aspect of the GT Program for your son or daughter this year?

There has been no GT program this year. Though Kirk signed up for all GT classes, he found most of the teachers indifferent if not downright hostile to GT. One of his teachers told the class she didn't believe in special activities for GT students. She said they needed to learn to get along

- ~~2. Suggestions to enhance your daughter/son's GT experience in the future.~~

in the real world like everyone else. She told them they wouldn't be treated any differently in college so they might as well get used to it. This from a "GT" teacher. The only difference Kirk noticed was more projects which took lots of time, but had minimal educational value. As far as we are concerned the GT program at WHS is non-existent and

- ~~3. Did your son/daughter benefit from the group sessions that counselors held with GT students? Please explain.~~

should be ended. Kirk signed up for no "GT" classes for next year. He did not attend any of the lunch time sessions because he preferred spending that time with his friends.

Please return by Friday, May 23.

Parent Survey of Eanes ISD
Gifted & Talented Program
Spring, 2003

School Your Child Attends WHS Current Grade Level of Your Child 9

Please complete this survey and return it to the school office or mail it to Gloria Thomas, GT Program Director, Eanes ISD, 601 Camp Craft Road, Austin, TX. 78746 by **May 23**.

1. What has been the most positive aspect of the GT Program for your son or daughter this year?

NONE

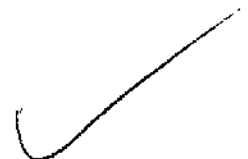
2. Suggestions to enhance your daughter/son's GT experience in the future.

CREATE A MEANINGFUL GT PROGRAM FOR HIGH SCHOOL. IT DOES NOT CURRENTLY EXIST.

3. Did you son/daughter benefit from the group sessions that counselors held with GT students? Please explain.

N/A.

Please return by Friday, May 23.



Parent Survey of Eanes ISD
Gifted & Talented Program
Spring, 2003

School Your Child Attends WHS

Current Grade Level of Your Child 9

Please complete this survey and return it to the school office or mail it to Gloria Thomas, GT Program Director, Eanes ISD, 601 Camp Craft Road, Austin, TX. 78746 by **May 23**.

1. What has been the most positive aspect of the GT Program for your son or daughter this year?

What GT program? There doesn't seem to be one!

2. Suggestions to enhance your daughter/son's GT experience in the future.

Have a real program that encourages and benefits the GT kids.

3. Did your son/daughter benefit from the group sessions that counselors held with GT students? Please explain.

My daughter said that she never heard about them. Poor communication.

Please return by Friday, May 23.

Parent Survey of Eanes ISD
Gifted & Talented Program
Spring, 2003

School Your Child Attends WHS

Current Grade Level of Your Child 9

Please complete this survey and return it to the school office or mail it to Gloria Thomas,
GT Program Director, Eanes ISD, 601 Camp Craft Road, Austin, TX. 78746 by **May 23**.

1. What has been the most positive aspect of the GT Program for your son or daughter this year?

The small group sessions. See # 3.

2. Suggestions to enhance your daughter/son's GT experience in the future.

To say that the GT program at the high school is minimal is to overstate the case. She received GT enrichment only in English, and then only on assignments & not on an ongoing, in-class basis. Even a short pull-out for GT activities on top of the counselor groups would be preferable. We are really disappointed in the program as it sits.

3. Did your son/daughter benefit from the group sessions that counselors held with GT students? Please explain.

Yes. Jane really enjoyed the break; the ability to have free-ranging discussions w/ kids she might not normally see.

Please return by Friday, May 23.



Parents
Student Survey of Eanes ISD
Gifted & Talented Program
Spring, 2003

High School

School You Attend Ninth

Current Grade Level 10th - 03 - 04
9th - 02 - 03

Please complete this survey and return it to the school office or mail it to Gloria Thomas,
GT Program Director, Eanes ISD, 601 Camp Craft Road, Austin, TX. 78746 by May 23.

1. What has been the most positive aspect of the GT Program this year?

What high school GT program?

The move from a GT-specific track to clustering was an adroit ~~way~~ tactic to end the high school program in a way, somewhat palatable to most GT parents,

2. Suggestions to enhance your GT experience in the future.

Less bureaucratic mazes.
A retreat where students can socialize.
An awareness of affective needs.
Duct tape for the mouths of parents interested solely in bragging rights.

3. Did you attend the group sessions for GT students held by the counselors at the Ninth Grade Center? If so, were they beneficial to you?

No. Explanation: disillusionment.

Please return by Friday, May 23.