

<b>Educational Programs GT</b>	<b>1 Unacceptable</b>	<b>2 Acceptable</b>	<b>3 Recognized</b>	<b>4 Exemplary</b>	<b>Data Required</b>
<b>Teacher Training, Professional Development</b>	Some teachers that teach PreAP/AP classes, Discovery classes or some K-2 teachers have not received 30 hours of GT training or have not maintained an annual 6 hour update.	All teachers that teach PreAP/ AP classes, Discovery classes and all K-2 teachers have received 30 hours of GT training and maintain a 6 hour update. Teachers are made aware of staff development offerings that address the needs of GT learners. The campus or district regularly makes staff development available at no or minimal cost that is geared specifically toward the needs of GT learners.	All teachers that teach PreAP/ AP classes, Discovery classes and all K-2 teachers have received 30 hours of GT training and maintain a 6 hour update. The campus or district regularly makes staff development available at no or minimal cost that is geared specifically toward the needs of GT learners.	All campus teachers who work with GT students at any time have received 30 hours of GT training and maintain a 6 hour update. Teacher groups at the district or campus level collaborate to develop and offer their own staff development that is geared specifically toward the needs of GT learners.	Teacher GT certification records. GT staff development course offering records.
<b>Master Scheduling and Service Design</b>	Opportunities for GT learners to be grouped homogeneously with their GT peers are infrequent or unavailable.	GT learners are provided regular opportunities to be homogeneously grouped with their GT peers in an academic setting.	GT learners are provided weekly or daily opportunities to be homogeneously grouped with their GT peers in a manner that ensures equity of opportunity from campus to campus. This can be accomplished through clustering, offering GT specific sections of core content classes ,or offering elective or pull out classes specifically for GT learners .	GT learners are provided weekly or daily opportunities to be homogeneously grouped with their GT peers in a manner that ensures equity of opportunity from campus to campus. AND The campus makes efforts to encourage GT learners to enroll in GT specific courses in a manner that results in participation by all or almost all GT learners.	Campus master schedules, Schedules of GT identified students, Course Enrollments of GT identified students, Roster of all GT identified students
<b>TEA Rating for GT (self-assessment) DISTRICT ONLY</b>	The district receives an average rating on the state plan that is below the “in compliance” rating.	The district receives an average rating of “in compliance” using the state plan rating matrix.	The district receives an average rating of “recommended” using the state plan rating matrix.	The district receives an average rating of “exemplary” using the state plan rating matrix.	Texas state plan matrix

<p><b>Enrichment Opportunities</b></p>	<p>The district or campus provides no opportunities for enrichment to GT learners or the district or campus experiences very low student participation by GT learners in enrichment offerings</p>	<p>Out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible. There is some participation by GT learners in these opportunities.</p>	<p>Options that meet the needs of gifted/talented students are available on a regular basis outside the regular school day. There is participation by GT learners in these opportunities.</p>	<p>A variety of options that meet the needs of gifted/talented students are available on a continuous basis outside the regular school day. There is high participation by GT learners in these opportunities.</p>	<p>List of campus clubs, campus field trips, campus competitions, campus extracurricular programs, and summer programs with student participation records. OR Principal or GT teacher attestation.</p>
<p><b>Supportive Policies</b></p>	<p>Written policies on student identification for gifted/talented services are approved by the district board of trustees are incomplete or unavailable. Policies related to the identification and support of gifted learners are not reflected in the campus handbook or on the campus website.</p>	<p>Written policies on student identification for gifted/talented services are approved by the district board of trustees and disseminated to all parents. Provisions to improve services to gifted/talented students are included in district and campus improvement plans (TEC §§11.251-11.253). The campus handbook contains information on the identification of gifted learners. This information is in alignment with district policy.</p>	<p>Written policies on student identification for gifted/talented services are approved by the district board of trustees and disseminated to all parents. These policies adequately address transfer students, furloughs, the exit process, appeals, and dual credit/distance learning opportunities. The campus handbook contains information on district and campus policies related to the identification and support of gifted learners. This information is in alignment with district policy.</p>	<p>Board-approved policies are reviewed at least once every three years and modified as needed. Equitable access to gifted/talented services for transfer students is provided through board-approved policy that is developed in consideration of current best-practice recommendations. The campus handbook contains information on district and campus policies related to the identification and support of gifted learners. This information is in alignment with district policy. The campus website contains information on district and campus policies related to the identification and support of gifted learners. This information is in alignment with district policy. For middle school and high school – include the campus course guide as well.</p>	<p>District policy book, Campus Handbook, Campus course guide</p>

<p><b>Community Involvement</b></p>	<p>No efforts to obtain community participation, involvement, or input are evident.</p>	<p>Options exist for parents to provide input on GT services and identification to the district, campus or teacher</p>	<p>Support for mentorship and independent study programs in the district is solicited. Community resources are solicited to support the GT program (LTEF grant, etc.). Options exist for parents to provide input on GT services and identification to the district, campus or teacher.</p>	<p>At the district level, support and assistance is provided to the district in gifted/talented service planning and improvement by a parent/community advisory committee. At the High School level, liaisons with business and community organizations are established, and the use of community resources is evident in the service options available for gifted/talented students. At all levels, community resources are solicited and received to support the GT program (LTEF grant, etc.)</p>	<p>Campus communications, community volunteer records, community visit records, program event records</p> <p>OR Principal or GT teacher attestation</p>
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<p><b>Communication &amp; Parent Involvement</b></p>	<p>Information on identification for GT services and an overview of the GT program is unavailable to parents or difficult to obtain.</p>	<p>Information on identification for GT services and an overview of the GT program is communicated to parents. An array of learning opportunities is provided for gifted/talented students in grades K - 12, and parents are informed of all gifted/talented services and opportunities (19 TAC §89.3).</p>	<p>Information on identification for GT services, the testing window, an overview of the GT program, and opportunities for parent volunteers/involvement are communicated to parents. Information is posted to the district or campus website and made available under the “for Parents &amp; Students section.” Information concerning special opportunities (contests, summer camps, community programs, volunteer opportunities, etc.) is available and disseminated to parents and community members. Products and achievements of gifted/talented students are shared with the community. Options exist for parents to provide input on GT services.</p>	<p>Orientation and periodic updates are provided for parents of students identified for and provided gifted/talented services. Support and assistance is provided to the district in gifted/talented service planning and improvement by a parent/community advisory committee. Parents and students are informed of the both the testing window and the specific date of their assessment.</p>	<p>Web site postings, parent letters, e-mail communications, etc.</p> <p>Parent communications, parent volunteer records, parent visit records, program event records</p>
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<p><b>Equity in Identification</b></p>	<p>Assessment opportunities for gifted/talented identification are not made available to students at least once per school year.</p> <p>Less than three (3) criteria are used for assessment.</p>	<p>Assessment opportunities for gifted/talented identification are made available to students at least once per school year. Data collected from multiple sources for each area of giftedness served by the district are included in the assessment process for gifted/talented services. A minimum of three (3) criteria are used for assessment. Final determination of students' need for gifted/talented services 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/talented students and who have met and reviewed the individual student data. Student assessment and services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students.</p>	<p>Families and staff are informed of student assessment results and placement decisions as well as given opportunities to schedule conferences to discuss assessment data. Assessment opportunities for gifted/talented identification are made available to students at least once a year at the elementary grades and once a semester at the secondary level. In grades 2 – 12, qualitative and quantitative data are collected through three (3) or more measures and used to determine whether or not a student needs gifted/talented services. The selection committee is formed of a majority of members who have completed thirty (30) hours of training as delineated in 19 TAC §89.2(1). A balanced examination of all assessment data collected through the district's gifted/talented</p>	<p>An awareness session providing an overview of the assessment procedures and services for gifted/talented students is offered for families by the district and/or campus prior to the nomination/referral period. All communications and family meetings are offered in a language families can understand or a translator or interpreter is provided. The selection committee is formed of a majority of members who have completed thirty (30) hours of training and are current with the six-hour training update as required by 19 TAC §89.2(2). Additional data beyond that collected through the district's standard gifted/talented assessment process are considered, as needed, by the selection committee in making identification decisions in order to make the most</p>	<p>GT Handbook, Campus Assessment Records</p>
<p><b>Support for Underrepresented Groups</b></p>	<p>Alternate assessments for GT services are not available to students whose primary language is not English.</p>	<p>Students are assessed in languages they understand or with nonverbal assessments. Access to assessment and, if needed, gifted/talented services is available to all populations of the district (19 TAC §89.1(3)).</p>	<p>Over the past two (2) years, the population of the gifted/talented services program has become more closely reflective of the population of the total district.</p>	<p>The population of the gifted/talented services program has become closely reflective of the population of the total district.</p>	<p>District demographic information. Demographic information for district and campus GT identified students</p>

<p><b>Curriculum Design and Implementation</b></p>	<p>Services for GT students provide limited or no opportunities for student product development. Campus services for GT students are not in alignment with the district GT curriculum.</p>	<p>Identified gifted/talented students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Student services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students. A continuum of learning experiences is provided that leads to the development of advanced-level products and/or performances such as those provided through the Texas Performance Standards Project</p>	<p>Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research. A continuum of learning experiences is provided that result in the development of sophisticated products and/or performances that are targeted to an audience inside or outside the classroom, is available through gifted/talented curricula. Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills. Curriculum for gifted/talented students is modified based on annual evaluations.</p>	<p>Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas, arts, leadership, and creativity. Acceleration options are actively facilitated by district administrators, counselors, and teachers. Curriculum options in intellectual, creative and/or artistic areas; leadership; and specific academic fields are provided for gifted/talented students. The opportunity for students who have been served in a gifted program for one or more years to develop sophisticated products and/or performances assessed by external evaluators who are knowledgeable in the field that is the focus of the product is available through gifted/talented curricula. The</p>	<p>Campus teacher walk through records in Eduphoria, GT curriculum</p> <p>Principal attestation</p> <p>GT teacher attestation</p>
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<p><b>Equity of Service and Course Offerings</b></p>	<p>Elementary GT learners in grades K-2 are not provided regular services or support from their classroom teacher or the campus GT teacher.</p> <p>Elementary GT learners in grades 3-5 are not provided regular GT services.</p> <p>Middle School GT learners are not provided regular GT services or are not provided multiple options to receive services.</p> <p>High School GT learners are not provided regular GT services or are not provided multiple options to receive services.</p>	<p>Elementary GT learners in grades K-2 are provided regular services and support from their classroom GT trained teacher.</p> <p>Elementary GT learners in grades 3-5 are provided regular, GT services through the GT Discovery Program.</p> <p>Middle School GT learners are offered GT services through the GT Discovery elective course.</p> <p>Middle school GT learners are offered GT services through PreAP course offerings. Some GT identified students are enrolled in one or more of these courses.</p> <p>High school GT learners are offered GT services through GT English classes. High school GT learners are offered GT services through a robust selection of PreAP and AP classes in all four content</p>	<p>Elementary GT learners in grades K-2 are provided regular services and support from their classroom GT trained teacher. Elementary GT learners in grades 3-5 are provided regular, GT services through the GT Discovery Program.</p> <p>Middle School GT learners are offered GT services through the GT Discovery elective course. Middle school GT learners are offered GT services through PreAP course offerings. A majority of GT identified students are enrolled in one or more of these courses</p> <p>High school GT learners are offered GT services through GT English classes. High school GT learners are offered GT services through a robust selection of PreAP and AP classes in all four content areas. A majority of GT</p>	<p>Elementary GT learners in grades K-2 are provided regular services and support from their classroom GT trained teacher in cooperation with the campus GT teacher. Elementary GT learners in grades 3-5 are provided regular, daily GT services through the GT Discovery Program.</p> <p>Middle School GT learners are offered GT services through the GT Discovery elective course. A majority of GT identified students are enrolled in this course. Middle school GT learners are offered GT services through PreAP course offerings in all four content areas. A majority of GT identified students are enrolled in one or more of these courses</p> <p>High school GT learners are offered GT services through GT English</p>	<p>Campus master schedule, course guide , student course enrollment records</p>
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