



Lago Vista ISD G/T Program Review

The *Texas State Plan for the Education of Gifted/Talented Students* (State Plan) forms the basis of gifted/talented (G/T) services and accountability. The plan offers an outline for services without prohibitive regulation. LVISD will conduct an annual program review using the document provided to districts in the State Plan. The purpose of this program review is to ensure that we are in compliance with guidelines and to provide us with information that will help us improve services for G/T students. Completion of this review is also one of the Community Based Accountability Measures determined by the District Education Improvement Committee.

In Compliance	Notes
Section 1: Student Assessment	
1.1C Written policies on student identification for gifted/talented services are approved by the district board of trustees and disseminated to all parents (19 TAC §89.1).	In compliance. Written policies are approved by the board and available through board policy search online. Also, a G/T handbook is published. This document outlines policies and is also available online.
1.1.1E Board-approved policies are reviewed at least once every three years and modified as needed.	Exemplary. Board-approved policies are reviewed annually by the Gifted and Talented Parent Advisory Committee (G/TPAC) and recommendations for modifications are considered as needed.
1.2C Provisions regarding transfer students, furloughs, reassessment, exiting of students from program services, and appeals of district decisions regarding program placement are included in board-approved policy (19 TAC §89.1(5)).	In compliance.
1.2E 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.	Exemplary. Comparable data from sending school is considered for decision making related to the identification of transfer students. The selection committee considers student need in making decisions through an ongoing process that is not limited by an assessment calendar.
1.3.1C Provisions for ongoing identification of students who perform or show potential for performing at remarkably high levels of accomplishment in each area of giftedness served by the district are included in board-approved policy (19 TAC §89.1) 1.3.2C Assessment opportunities for gifted/talented identification are made available to students at least once per school year.	Recommended. Assessment opportunities for gifted/talented identification are made available to students once a semester in grades 1-12.

1.4C Students in grades K-12 shall be assessed and, if identified, provided gifted/talented services (19 TAC §89.1(2)).	In compliance.
1.5.1C Data collected from multiple sources for each area of giftedness served by the district are included in the assessment process for gifted/talented services.	In compliance. Students are identified using both qualitative and quantitative data.
1.5.2C Students are assessed in languages they understand or with nonverbal assessments. 1.5.3C 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. 1.5.4C In grades 1-12, qualitative and quantitative data are collected through three (3) or more measures and used to determine whether or not a student's needs gifted/talented services. 1.5.5C If services are available in leadership, artistic areas, and creativity, a minimum of three (3) criteria are used for assessment.	Recommended. All kindergarten students are automatically considered for gifted/talented and other advanced level services.
1.6C Access to assessment and, if needed, gifted/talented services is available to all populations of the district (19 TAC §89.1(3)).	In compliance. Access to assessment and identification are available to all students. Although significant gains have been made, LVISD recognizes that the District continues to be slightly under-identified in ESL, twice-exceptional students, non-White, and economically disadvantaged or at-risk populations. To address this, identification processes will focus on nonverbal cognitive data, as well as qualitative measures.
1.7C 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 (19 TAC §89.1(4)).	Exemplary. 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 appropriate placement.
Section 2: Service Design	
2.1C 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. Services are available during the day as well as the entire school year. Parents are informed of these options (19 TAC §89.3(3)).	In compliance. Learning opportunities occur in the classroom with appropriately trained teachers, through school-day enrichment opportunities and field trips.

2.2C Gifted/talented students are ensured 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 as a direct result of gifted/talented service options.	In compliance.
2.3C Out-of-school options relevant to the students' area of strength are provided by school districts whenever possible (19 TAC §89.3(3)).	In compliance. Options that meet the needs of gifted/talented students are occasionally available outside the regular school day.
2.4C 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 opportunities (TEC §56.203).	Exemplary. Acceleration options (dual credit/concurrent enrollment) are actively facilitated by district administrators, counselors, and teachers.
2.4E Acceleration options are actively facilitated by district administrators, counselors, and teachers.	Exemplary. Acceleration options through AP, dual credit, and Credit by Examination are actively facilitated for students.
2.5C No more than 45% of state funds allocated for gifted/talented education is spend on indirect costs as defined in the Financial Accounting and Reporting Module. At least 55% of the funds allocated to G/T is spent on assessment and services for gifted students (19 TAC §105.11)	Recommended. Local funding for gifted/talented education programs is used to supplement state funding.
2.6C Student assessment and services are in compliance with the <i>Texas State Plan for the Education of Gifted/Talented Students</i> (19 TAC §89.5).	In compliance.
2.7E A person or persons with a gifted/talented endorsement, supplementary certification, or advanced degree in gifted/talented education are assigned to coordinate the district's K-12 gifted/talented education services.	Exemplary. The District's K-12 gifted/talented education services are coordinated by a person or persons with a gifted/talented endorsement and supplementary certification in gifted/talented education.
Section 3: Curriculum & Instruction	
3.1C An array of appropriately challenging learning experiences in each of the four (4) foundation curricular areas is provided for gifted/talented students in grades K-12, and parents are informed of the opportunities (19 TAC §89.3).	Recommended. Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research. A comprehensive manual or program guide is provided describing all programs and services for gifted/talented students in grades K-12.

3.2C 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 (TPSP) (19 TAC §89.3(2)).	Recommended. Participation in the Texas Performance Standards Project (TPSP) and other experiences that result in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom are available through gifted/talented curricula.
3.2E 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.	Exemplary. High school students have the opportunity to develop sophisticated products and/or performances that are assessed by external evaluators who are knowledgeable in the field through the Gifted and Talented Independent Study Mentorship (G/TISM) course.
3.3C Opportunities are provided to accelerate in areas of student strengths (19 TAC §89.3(4)).	In compliance.
3.4C Provisions to improve services to gifted/talented students are included in district and campus improvement plans (TEC §§11.251-11.253).	In compliance.
3.6R Student progress/performance in response to gifted/talented services is periodically assessed and results are communicated to parents or guardians.	Recommended. Student progress/performance in response to gifted/talented services is periodically assessed and results are communicated to parents and guardians in grades K-8 through the 9 Weeks G/T Progress Report.
Section 4: Professional Development	
4.1.1C A minimum of thirty (30) clock hours of professional development that includes nature and needs of gifted/talented students, identification and assessment of gifted/talented students' needs, and curriculum and instruction for gifted/talented students is required for teachers who provide instruction and services that are a part of the district's defined gifted/talented services. Teachers are required to have completed the thirty (30) hours of professional development prior to their assignment to the district's gifted/talented services (19 TAC §89.2(1)).	In compliance.
4.1.2C A minimum of thirty (30) clock hours of professional development that includes nature and needs of gifted/talented students, identification and assessment of gifted/talented students' needs, and curriculum and instruction for gifted/talented students is required for teachers who provide instruction and services that	

are a part of the district's defined gifted/talented services. Teachers are required to have completed the thirty (30) hours of professional development prior to their assignment to the district's gifted/talented services (19 TAC §89.2(1)).	
4.1.2R Release time is provided for teachers and administrators to visit campuses or districts that have model services for gifted/talented students.	Recommended.
4.2C Teachers who provide instruction and services that are a part of the district's defined gifted/talented services receive a minimum of six (6) hours annually of professional development in gifted/talented education that is related to state teacher education standards (19 TAC §89.2(3) and TAC §233.1).	In compliance.
4.3C Administrators and counselors who have authority for service decisions are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students and service options for gifted/talented students (19 TAC §89.2(4)).	In compliance.
4.4C Evaluation of professional development activities for gifted/talented education is ongoing and related to state teacher education standards, and the results of the evaluation are used in making decisions regarding future staff development plans (19 TAC §89.5 and TAC §233.1).	In compliance.
4.4R Opportunities for professional development in the area of gifted/talented education are provided on a regular basis, and information on them is disseminated to professionals in the district.	Recommended.
4.4.2E Gifted/talented services staff are involved in planning and conducting the district's gifted/talented training.	Exemplary.

Section 5: Family/Community Involvement	
5.1C Written policies are developed on gifted/talented student identification, approved by the local board of trustees and disseminated to parents (19 TAC §89.1).	In compliance.
5.1.1R Input from family and community representatives on gifted/talented identification and assessment procedures is invited annually.	Recommended. Input is solicited annually through the Gifted and Talented Parent Advisory Committee (G/TPAC).
5.1.2E The opportunity to participate in a parent association for the gifted/talented is provided to parents.	Recommended. Parents receive information regarding the parent membership option for the Texas Association for the Gifted and Talented (TAGT) through the annual Fall Meeting, as well as through the spring and fall newsletters.
5.2C 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).	Recommended. Products and achievements of gifted/talented students are shared with the community through the Spring G/T Showcase.
5.2.1R Orientation and periodic updates are provided for parents of students identified for and provided gifted/talented services.	Recommended. Families are invited to an annual Fall meeting to discuss and receive updates about the G/T program. A newsletter with additional updates is provided each semester.
5.2.2R Support and assistance is provided to the district in gifted/talented service planning and improvement by a parent/community advisory committee.	Recommended. The District has an established Gifted and Talented Parent Advisory Committee (G/TPAC) to assist the improvement planning related to the gifted and talented program.
5.2.3R Products and achievements of gifted/talented students are shared with the community.	Recommended. Products and achievements of gifted/talented students are shared with the community through the Spring G/T Showcase.
5.3C The effectiveness of gifted/talented services is evaluated annually, and the data is used to modify and update district and campus improvement plans. Parents are included in the evaluation process (TEC §§11.251-11.253).	In compliance. Evaluation of services and suggestions for the District Improvement Plan and the HB 5 Community Based Accountability Measures were conducted with parents on DEIC through the G/T Parent Advisory.