



**Gifted and Talented (GT) Program Evaluation
San Elizario ISD
2025-2026**

State Goal for Gifted Services

Students who participate in services designed for gifted/talented students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted/talented students will have produced products and performances of professional quality as part of their program services.

Fidelity of Services

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

Accountability	Exemplary	District Evaluation
1.1 Student assessment and services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5).		San Elizario ISD follows student assessment processes and services as outlined in the student assessment section (2) of the Texas State Plan for the Education of Gifted/Talented Students. <i>District Evaluation for 2025-2026: Accountability</i>
1.2. Gifted/talented education policies and procedures are reviewed and recommendations for improvements are made by an advisory group of community members, parents of gifted/talented students, school staff, and gifted/talented education staff, who meet regularly for that purpose.		There are GT Coordinators at every campus. GT Coordinators meet monthly to discuss GT policies and procedures. GT Coordinators are also trained annually during the required "GT Coordinator Annual Training," which took place on August 22, 2025. Parents and community members are addressed during the GT awareness sessions which are available in English and Spanish. These are placed on our SEISD website and via the Smore newsletter. Parents and community members are invited to provide feedback during the awareness process. <i>District Evaluation for 2025-2026: Accountability</i>
1.4 To the extent that state funding is provided for gifted/talented student education, local funding for gifted/talented education programs is used to supplement the state funding.		The finance department provides funding for the GT program as per a formula determined by Ms. Perez, CFO. Each campus Principal is responsible for overseeing their GT budget and following any Finance Department policies related to spending deadlines. <i>District Evaluation for 2025-2026: Accountability</i>

Accountability	Exemplary	District Evaluation
1.5 Annual evaluation activities are conducted for the purpose of continued service development.	1.5.1 Ongoing formative and summative evaluation strategies, based on quantitative and qualitative data, are reviewed by the school board and used for substantive program improvement and development.	The district performs evaluation activities annually for determination of depth and breadth of GT services. We have not presented annual evaluations to the Board. <i>District Evaluation for 2025-2026: Accountability</i>
1.6 Long-range evaluation of services is based on evidence obtained through gifted/ talented-appropriate performance measures such as those provided through the Texas Performance Standards Project (TPSP).		San Elizario ISD's primary curriculum for GT students comes from the Texas Performance Standards Projects. This is provided during the weekly pullout in grades 1-6 and during the advisory period in grades 7-8. Evidence consists of products produced by the students related to these projects. Their products are used to improve the project design for the following year. <i>District Evaluation for 2025-2026: Accountability</i>
1.7 The development and delivery of curriculum for gifted/talented students is monitored regularly by trained administrators.		All campus Principals and Assistant Principals are trained in the required GT 30 hours of core instruction. These campus administrators oversee the campus GT program. <i>District Evaluation for 2025-2026: Accountability</i>
1.8 District guidelines for evaluation of resources used to serve gifted/talented students are established and used in selecting materials that are appropriate for differentiated learning.		During the initial selection of adopted resources in the core content areas (RLA, math, science, and social studies), committees must evaluate whether these resources provide differentiated instruction activities and guidance. There is a rubric that is followed to make this determination. <i>District Evaluation for 2025-2026: Accountability</i>

Accountability	Exemplary	District Evaluation
1.9 Curriculum for gifted/talented students is modified based on annual evaluations.	1.9.1 Gifted/talented curriculum is designed and evaluated through collaboration by specialists in content areas, special populations, instructional techniques, and gifted/talented education.	Our GT curriculum is based on the Texas Performance Standards Projects. GT Coordinators are trained annually, and this curriculum is evaluated and reviewed. Changes are made based on feedback from the prior year, in which the GT Coordinators noted items that needed to be changed or modified. We do not collaborate with specialists. <i>District Evaluation for 2025-2026: Accountability</i>
1.10 Develop a comprehensive manual or program guide describing all gifted/ talented programs, services, assessments, and communication, which is accessible to parents, community and students and includes district G/T contact information.	1.10.1 Develop a comprehensive manual or program guide describing all gifted/talented programs, services, assessments, and communication which is accessible to parents, community and students including district G/T contact information that is reported to the state.	SEISD has a comprehensive program guide for GT in the form of a Smore newsletter. This newsletter is on our website year-round, and contains descriptions of assessment, curriculum, nomination processes, family/community events, and training. We do not report this to the state. <i>District Evaluation for 2025-2026: Accountability</i>
1.11 For any standard of service for which the district is out of compliance, develop a written plan specifying actions and timelines for achieving compliance.		We identify areas out of compliance as part of our annual program evaluation. These areas are addressed during the annual GT Coordinator training in the form of the “Timelines” document and embedded within the GT Coordinator’s training presentation and associated materials. <i>District Evaluation for 2025-2026: Accountability</i>
1.12 Funds used for programs and services must be determined effective and consistent with the standards set forth in this document.		The district guides the Principals in GT spending by asking them to set aside monies in training and testing, amounts determined by current fiscal year spending. This occurs annually during the budget development process and is shared with Principals via email. Principals are reminded to examine current fiscal year spending to guide their GT budgets for the upcoming year. Campus GT Coordinators are asked to meet with Principals regularly to discuss expenditure requests. All expenditures are approved by the Finance Department. <i>District Evaluation for 2025-2026: Accountability</i>

Accountability	Exemplary	District Evaluation
	1.13.1 Release time and/or extended contracts are provided to enable teachers at all levels to form horizontal and vertical teams that coordinate gifted/talented services in the district.	SEISD does not provide release time nor extended contracts for this purpose. <i>District Evaluation for 2025-2026: N/A since there is no "Accountability" descriptor.</i>

Student Assessment

Gifted/talented identification procedures and progress monitoring allow students to demonstrate and develop their diverse talents and abilities.

Accountability	Exemplary	District Evaluation
2.1 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).	2.1.1 Board-approved policies are reviewed at least once every three years and modified as needed.	Written policies are found in EHBB—Special Programs: Gifted and Talented Students. These policies are reviewed and updated when G/T policy from TASB is reviewed and updated. They are not updated on a 3-year schedule. TASB updates these policies when TEA adopts revisions to the Texas State Plan for the Education of G/T Students. Parents may view these policies online at www.seisd.net or on the GT page under Planning and Instruction. <i>District Evaluation for 2025-2026: Accountability</i>
2.2 Referral procedures 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 to the extent possible.		Referral procedures take place during the nomination and screening processes in August/September. All information sent home is shared in English and Spanish. Information is found on our website and in the Smore newsletter. <i>District Evaluation for 2025-2026: Accountability</i>

Accountability	Exemplary	District Evaluation
2.3 Referral forms for assessment of gifted/ talented students are provided to families in a language and form that the families understand, or a translator or interpreter is provided to the extent possible.	2.3.1 Referral forms for assessment of gifted/ talented students are provided to families in language and form that the families understand, or a translator or interpreter is provided.	Referral forms for assessment of gifted and talented students are made available on our district website and embedded within the Smore newsletter. All information sent home is shared in English and Spanish. We do not automatically provide a translator or interpreter. <i>District Evaluation for 2025-2026: Accountability</i>
2.4 Families and staff are informed of individual student assessment results and placement decisions as well as given opportunities to schedule conferences to discuss assessment data.		Families and staff are informed of assessment results and placement decisions when determinations are made in the spring semester. Letters are sent home in English and Spanish. Teachers who nominated a student are informed of the results. These letters detail the appeals process and invite them to ask any clarifying questions. <i>District Evaluation for 2025-2026: Accountability</i>
2.5 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 referral period.		The GT awareness session in English and Spanish is produced annually as a YouTube video. This is made available on our website and in the Smore newsletter. Each campus also sends a QR code home to parents via a flyer or Class Dojo message, which directs them to our website and Smore newsletter. <i>District Evaluation for 2025-2026: Accountability</i>

Accountability	Exemplary	District Evaluation
2.6 All family meetings are offered in a language families can understand or a translator or interpreter is provided to the extent possible.		Any family meeting related to GT is provided in English with Spanish translation. <i>District Evaluation for 2025-2026: Accountability</i>
2.7 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)).		Policies for transfer students, furloughs, and exits as well as appeals are written in district policy EHBB. <i>District Evaluation for 2025-2026: Accountability</i>
2.8 Policy ensuring that transfer students are properly assessed and appropriately placed following notification of enrollment in the district is included in board-approved policy. Transfers from campus to campus within the district are also addressed in board-approved policy.	2.8.1 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.	There is a policy EHBB Local which details provisions for transfer students, both interdistrict and intradistrict. <i>District Evaluation for 2025-2026: Accountability</i>
2.9 When a gifted/talented student transfers to another district either in or out of Texas, that district is provided with the student's assessment data by the sending district.		These records are procured by T-REX. If a student is coded as GT but no records exist, the Registrar contacts the sending district for records. Students will not be coded GT without records that verify the student meets SEISD GT criteria. <i>District Evaluation for 2025-2026: Accountability</i>
2.10 Policy is adopted allowing student furlough (the opportunity 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.		Policies for furloughs are found in EHBB Local and follow 2.10 mandates. <i>District Evaluation for 2025-2026: Accountability</i>

Accountability	Exemplary	District Evaluation
2.11 Policy related to reassessment of gifted/ talented students is based on performance in response to gifted/talented services and if reassessment occurs at all, it is no more than once in elementary grades, once in middle school grades, and once in high school.		Policies for reassessment are found in EHBB Local and follow 2.11 mandates. <i>District Evaluation for 2025-2026: Accountability</i>
2.12 Policy related to exiting of students from gifted/talented services is based on multiple criteria including student performance in response to services. Exiting of a student is finalized by committee decision after consultation with parents and student regarding the student's educational needs.	2.12.1 Policy related to exiting of students from gifted/talented services is based on multiple criteria including student performance in response to services. Interventions are provided prior to committee decision. Exiting of a student is finalized by committee decision after consultation with parents and student regarding the student's educational needs.	Exit Provisions policies are found in EHBB Local and are followed. Local policy does not mandate interventions prior to exiting. Exit policy follows 2.12 mandates. <i>District Evaluation for 2025-2026: Accountability</i>
2.13 Policy related to appeals allows parents, students, and educators to appeal placement decisions in a timely manner and to present new data, if appropriate.		Appeal policies are outlined in EHBB Local and follow 2.13. <i>District Evaluation for 2025-2026: Accountability</i>
2.14 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)).	2.14.1 The identification process for gifted/ talented services is ongoing, and assessment of students occurs at any time the need arises.	EHBB Local outlines identification policies, which adhere to 2.14. SEISD provides nomination and testing processes annually. <i>District Evaluation for 2025-2026: Accountability</i>
2.15 Assessment opportunities for gifted/talented identification are made available to students at least once per school year.	2.15.1 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.	Assessment opportunities for gifted/talented identification are made available to students at least once per school year. <i>District Evaluation for 2025-2026: Accountability</i>
2.16 Students in grades K–12 shall be assessed and, if identified, provided gifted/talented services (TEC §29.122 and 19 TAC §89.1(3)).	2.16.1 Students in grades K–12 are assessed and, if identified, served in all areas of giftedness included in TEC §29.121.	Identified GT students are served in the 4 core content areas which are the areas that are tested. <i>District Evaluation for 2025-2026: Accountability</i>

Accountability	Exemplary	District Evaluation
2.17 Data collected from multiple sources for each area of giftedness served by the district are included in the assessment process for gifted/talented services (19 TAC §89.1(2)). The assessment process allows for student exceptionalities to the extent possible.		SEISD assesses potential GT students using multiple measures. We use a creativity instrument, a math/science achievement test, and a nonverbal assessment. We also use work samples. Parents and teachers contribute observational information as well. In total, we have 10-11 measures that are examined for nominees prior to selection. <i>District Evaluation for 2025-2026: Accountability</i>
2.18 Based on a review of information gathered during the assessment process, students whose data reflect that gifted/talented services will be the most effective way to meet their identified educational needs are recommended by the selection committee for gifted/talented services.		Based on a review of information gathered during the assessment process, students whose data reflect that gifted/talented services will be the most effective way to meet their identified educational needs are recommended by the selection committee for gifted/talented services. <i>District Evaluation for 2025-2026: Accountability</i>
2.19 Students are assessed in languages they understand or with nonverbal assessments.		Students are assessed in English or Spanish as per identified need. We also use a nonverbal assessment (CogAT) and Naglieri Nonverbal Ability Test (NNAT3). <i>District Evaluation for 2025-2026: Accountability</i>
2.20 All kindergarten students are automatically considered for gifted/talented and other advanced level services.		All kindergarten students are screened for gifted and talented potential annually. Students who meet the criteria outlined on the screener are automatically tested with parent permission. <i>District Evaluation for 2025-2026: Accountability</i>
2.21 At the kindergarten level, as many criteria as possible, and at least three (3), are used to assess		At the kindergarten level, we use 10 criteria to determine gifted and talented identification.

students who perform at or show the potential of accomplishment relative to age peers.		<i>District Evaluation for 2025-2026: Accountability</i>
Accountability	Exemplary	District Evaluation
2.22 In grades 1–12, qualitative and quantitative data are collected through three (3) or more measures and used to determine whether a student needs gifted/talented services.		We use 11 criteria in grades 1-12 to determine gifted and talented identification. These criteria are both qualitative and quantitative. <i>District Evaluation for 2025-2026: Accountability</i>
2.23 If services are available in leadership, artistic, and creativity areas, a minimum of three (3) criteria are used for assessment.		We do not provide gifted services to serve artistic, creative, and leadership abilities. <i>District Evaluation for 2025-2026: N/A due to unavailability of services</i>
2.24 Access to assessment and, if needed, gifted/talented services is available to all populations of the district (19 TAC §89.1(3)).		All students are considered during the nomination process for testing and potential identification. Additionally, all second-grade students are universally screened to ensure that students who may require further evaluation are identified. <i>District Evaluation for 2025-2026: Accountability</i>
2.25 The population of the gifted/talented services program is closely reflective of the population of the total district and/or campus.		Our population in SEISD is over 99% Hispanic. Our Gifted and talented population is over 99% Hispanic. <i>District Evaluation for 2025-2026: Accountability</i>

2.26 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)).		All GT Committees include 3 or more members who have been trained in the GT 30 core hours with annual 6-hour updates. They meet annually to review all nominee information. <i>District Evaluation for 2025-2026: Accountability</i>
Accountability	Exemplary	District Evaluation
2.27 The selection committee is formed of members who have completed training as required by 19 TAC §89.2.	2.27.1 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(2-3).	All GT Committees include 3 or more members who have been trained in the GT 30 core hours with annual 6-hour updates. <i>District Evaluation for 2025-2026: Accountability</i>
2.28 A balanced examination of all assessment data collected through the district's gifted/ talented assessment process is conducted and used by the selection committee in making identification decisions.	2.28.1 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.	We use 10-11 determination criteria from a variety of areas, including both qualitative and quantitative measures. <i>District Evaluation for 2025-2026: Accountability</i>
2.29 Student progress/performance in response to gifted/talented services is periodically assessed using standards in the areas served and identified in the written plan. Results are communicated to parents or guardians.		We do progress checks on our GT students' progress every 9-weeks, looking for possible struggles in both academics and with mental health concerns. Academics concerns are determined by grading policies and assessment results. If there are any concerns noted, they are communicated to parents. <i>District Evaluation for 2025-2026: Accountability</i>

Service Design

A flexible system of viable service options provides a research-based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforce the strengths and interests of gifted/talented students.

Accountability	Exemplary	District Notes
3.1 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 school day as well as the entire school year. Parents are informed of these options (19 TAC §89.3(3)).	3.1.1 Specialists and advocates for gifted/ talented students are consulted in the development of program policies and options.	SEISD primarily uses the Texas Performance Standards Projects for pullout (K-6) and advisory (7-8) instruction. These projects are interdisciplinary and encompass math, science, RLA, and social studies. The remaining classes offer differentiated instruction throughout the school day and during the entire school year. We do not consult specialists. Parents are informed of these options as part of our program information which is in the Smore newsletter. <i>District Evaluation for 2025-2026: Accountability</i>
3.2 Information concerning special opportunities (i.e. contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) is available and disseminated to parents and community members.		Campus GT Coordinators send information about special opportunities home. Anything that goes home is sent in English and Spanish. <i>District Evaluation for 2025-2026: Accountability</i>
3.3 Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas.	3.3.1 Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas: arts, leadership, creativity, and career & technical education.	SEISD primarily uses the Texas Performance Standards Projects for pullout (K-6) and advisory (7-8) instruction. These projects are interdisciplinary and encompass math, science, RLA, and social studies. TPSP projects are comprehensive, structured, sequenced, and appropriately challenging. <i>District Evaluation for 2025-2026: Accountability</i>

Accountability	Exemplary	District Notes
3.4 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 (19 TAC §89.3(1)).		Gifted/talented students are provided 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. This is shared with GT Coordinators as part of their initial training. <i>District Evaluation for 2025-2026: Accountability</i>
3.5 Flexible grouping patterns and independent investigations are provided throughout the program design/services.		Flexible grouping patterns and independent investigations are provided throughout the program design/services. This is shared with GT Coordinators as part of their initial training. <i>District Evaluation for 2025-2026: Accountability</i>
3.6 Out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible (19 TAC §89.3(3)).	3.6.1 Options that meet the needs of gifted/talented students are available on a continuous basis outside the regular school day.	We provide some options with GT Family Events occurring outside of the school day. <i>District Evaluation for 2025-2026: Accountability</i>
3.7 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).		EHDC Local Policy outlines credit by examination policies without prior instruction. Early graduation policy is outlined in EIF-Academic Achievement: Graduation Local Policy. <i>District Evaluation for 2025-2026: Accountability</i>
3.8 Acceleration and flexible pacing are employed, allowing students to learn at the pace and level appropriate for their abilities and skills, and are actively facilitated by district administrators, counselors, and teachers.		Flexible pacing is encouraged as part of basic differentiated instruction pedagogy. All teachers have been trained on differentiated instruction as part of their initial 30 hours of GT training. Acceleration is also part of differentiated instruction. Each teacher makes these determinations based on GT student need. <i>District Evaluation for 2025-2026: Accountability</i>

Accountability	Exemplary	District Notes
3.9 Local board policies are developed that enable students to participate in dual/concurrent enrollment, distance learning opportunities, and accelerated summer programs if available.		EHDE (Legal) outlines distance learning policy. EHDD (Legal) outlines Dual Credit policy. <i>District Evaluation for 2025-2026: Accountability</i>
3.10 A person who has thirty (30) hours of professional learning in gifted/talented education and annual six (6) hour professional learning updates as required in 19 TAC §89.2(1) is assigned to coordinate district level services for gifted/talented students in grades K–12.	3.10.1. A person or persons with a gifted/ talented endorsement, supplementary certification, or advanced degree in gifted/talented education is assigned to coordinate the district’s K–12 gifted/ talented education services.	In 2025-2026, Leticia de Santos led the district-level GT program. Ms. de Santos possesses 30 hours of GT training, is current with 6-hour updates. <i>District Evaluation for 2024-2025: Accountability</i>
3.11 Develop and implement services to address the social and emotional needs of gifted/ talented students and their impact on student learning.		All district instructional staff, administrators, and counselors are trained in the initial GT 30 hours, which includes a Social/Emotional course that must be taken. Any student that is in need of social/emotional help is referred to the campus counselor and parents are notified. <i>District Evaluation for 2025-2026: Accountability</i>
	3.12.1 Gifted/Talented Education Plans for identified students detail the individual gifted/talented needs and services.	All teachers may access the cumulative folder which contain GT testing information. We do not have individual IEP’s for GT students as this is not required by Texas. <i>District Evaluation for 2025-2026: N/A due to no criteria in the “Accountability” column.</i>

Curriculum and Instruction

Districts meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.

Accountability	Exemplary	District Notes
4.1 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).	4.1.1 Curriculum options in intellectual, creative and/or artistic areas; leadership; and specific academic fields are provided for gifted/talented students.	SEISD primarily uses the Texas Performance Standards Projects for pullout (K-6) and advisory (7-8) instruction. These projects are interdisciplinary and encompass math, science, RLA, and social studies. The remaining classes offer differentiated instruction throughout the school day and during the entire school year. Parents are informed of these options as part of our program information which is in the Smore newsletter. <i>District Evaluation for 2025-2026: Accountability</i>
4.2 Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research.		SEISD uses the “Genius Hour” learning approach, which helps students both determine and begin to pursue their individual area of interest. This is seen in the first TPSP project entitled “Pursuit of Passion.” The GT pullout and advisory periods both have GT students doing guided and independent research, culminating in projects that are presented. <i>District Evaluation for 2025-2026: Accountability</i>
4.3 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)).	4.3.1 Students who have been served in a gifted program for one or more years are provided the opportunity, through gifted/talented curricula, to develop sophisticated products and/ or performances assessed by external evaluators who are knowledgeable in the field that is the focus of the product.	SEISD primarily uses the Texas Performance Standards Projects for pullout (K-6) and advisory (7-8) instruction. These projects are interdisciplinary and encompass math, science, RLA, and social studies. The remaining classes offer differentiated instruction throughout the school day and during the entire school year. <i>District Evaluation for 2025-2026: Accountability</i>

Accountability	Exemplary	District Notes
4.4 Participation in the Texas Performance Standards Project (TPSP), or other experiences that result in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom, is available through gifted/talented curricula.		SEISD primarily uses the Texas Performance Standards Projects for pullout (K-6) and advisory (7-8) instruction. These projects are interdisciplinary and encompass math, science, RLA, and social studies. This comprises the mainstay of our GT curriculum. Projects are presented at the end of the school year. <i>District Evaluation for 2025-2026: Accountability</i>
4.5 Opportunities are provided to accelerate in areas of student strengths (19 TAC §89.3(4)).		These opportunities are driven by each child's teacher. Should a GT student demonstrate the ability to accelerate in a particular subject area, teachers may do so as part of differentiated instruction. All teachers have been trained in differentiation. <i>District Evaluation for 2025-2026: Accountability</i>
4.6 Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills.		Flexible pacing is taught as a basic part of differentiated instruction. All teachers have been trained in flexible pacing and this technique is employed at teacher discretion. <i>District Evaluation for 2025-2026: Accountability</i>
4.7 Scheduling modifications are implemented in order to meet the identified needs of individual students.		Scheduling modification is taught as a basic part of differentiated instruction. All teachers have been trained in modified scheduling and this technique is employed at teacher discretion. <i>District Evaluation for 2025-2026: Accountability</i>
Accountability	Exemplary	District Notes

4.8 Provisions to improve services to gifted/talented students are included in district and campus improvement plans (TEC §§11.251-11.253).	4.8.1 Resources and release time for staff are provided for curriculum development for gifted/talented services.	Each campus improvement plan, as well as the district improvement plan, specifically reference gifted and talented education. These plans focus on teacher training, student identification and testing, and service design. <i>District Evaluation for 2025-2026: Accountability</i>
4.9 Educators adapt and/or modify the core or standard curriculum to meet the needs of gifted/talented students and those with special needs such as twice-exceptional, highly gifted, and English learners.		Adapting or modifying the core curriculum is the definition of differentiated instruction. All teachers have been fully trained. Teachers of students with special needs follow the student's IEP. Teachers of English learners will employ strategies to make content comprehensible so students can develop academic language. <i>District Evaluation for 2025-2026: Accountability</i>
	4.10.1 Release time and/or extended contracts are provided to enable teachers at all levels to form vertical teams that coordinate gifted/talented services in the district.	SEISD does not provide release time for vertical teaming. <i>District Evaluation for 2025-2026: N/A</i>

Professional Learning

All personnel involved in the planning, creation, delivery and administration of services to gifted/talented students possess the knowledge required to develop and provide differentiated programs and services.

Accountability	Exemplary	District Notes
5.1 A minimum of thirty (30) clock hours of professional learning that includes nature and needs of gifted/talented students, identification and assessment of gifted/ talented students, 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 learning prior to their assignment to the district's gifted/talented services (19 TAC §89.2(1)).		A minimum of thirty (30) clock hours of professional learning that includes nature and needs of gifted/talented students, identification and assessment of gifted/ talented students, 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. SEISD requires that ALL teachers, counselors, administrators, and certified librarians are fully GT trained. We do not have EXCLUSIVE GT classes or course sections, so we do not have to provide this training prior to teacher assignment. <i>District Evaluation for 2025-2026: Accountability</i>
5.2 Teachers without required training who are assigned to provide instruction and services that are part of the district's defined gifted/ talented services are required to complete the thirty (30) hour training within one semester (19 TAC §89.2(2)).		Teachers without required training who are assigned to provide instruction and services that are part of the district's defined gifted/ talented services are required to complete the thirty (30) hour training within one semester. All SEISD teachers who are newly hired must complete their training, or produce proof of prior training, by the end of the fall semester. <i>District Evaluation for 2025-2026: Accountability</i>

Accountability	Exemplary	District Notes
5.3 Teachers are encouraged to obtain additional professional learning in their teaching discipline and/or in gifted/talented education.	5.3.1 District support in the form of release time or tuition assistance is available for graduate studies in gifted/ talented education for teachers who provide services to gifted/talented students. 5.3.2 Teachers are encouraged to pursue advanced degrees in their teaching discipline and/or in gifted/talented education. 5.3.3 Release time is provided for teachers and administrators to visit campuses or districts that have model services for gifted/talented students.	Teachers are encouraged to obtain additional professional learning and do so on an ongoing basis via professional development opportunities. Due to the Teacher Incentive Allotment, teachers are also encouraged to research master teacher certification. <i>District Evaluation for 2025-2026: Accountability</i>
5.4 A written plan for professional learning in the area of gifted/talented education that is based on identified needs is implemented and updated annually.		Each year, a decision is reached at the district level regarding the GT 6-hour update that will be provided the following year. This is chosen due to identified need. For instance, if social/emotional concerns are emergent during a school year, then the GT update the following year might be focused on this topic for the following year. This is written into the campus and district improvement plans and in the annual professional development schedule. <i>District Evaluation for 2025-2026: Accountability</i>
5.5 Opportunities for professional learning in the area of gifted/talented education are provided on a regular basis, and information on them is disseminated to professionals in the district.	5.5.1 Mentors and others who offer specialized instruction for gifted/ talented students are provided training or resources to increase their understanding of the nature and needs of these students and the district goals for the students, including the state goal for gifted/ talented students.	Opportunities for professional learning in the area of gifted/talented education is provided during the annual GT 6-hour update, and in the GT 30-hour core coursework provided for new teachers. Information on both is disseminated via email to all professionals in the district. <i>District Evaluation for 2025-2026: Accountability</i>

Accountability	Exemplary	District Notes
5.6 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 gifted/talented education standards (19 TAC §89.2(3) and TAC §233.1).	5.6.1 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 based on evaluation of G/T services. 5.6.2 All staff receive an orientation to the district's gifted/talented identification processes and gifted/talented services provided by the district or campus, along with training on the nature and needs of the gifted/ talented.	All SEISD teachers, regardless of assignment, receive a GT 6-hour annual update that is aligned to state teacher GT education standards. This is usually centered on differentiated instruction or nature and needs of gifted learners. <i>District Evaluation for 2025-2026: Accountability</i>
5.7 Annually, each teacher new to the district receives an orientation to the district's gifted/ talented identification processes and the district's services for gifted/talented students.		Every teacher receives an orientation to SEISD's GT identification processes via the GT Awareness video in the fall semester. This video also includes GT service design information. <i>District Evaluation for 2025-2026: Accountability</i>
5.8 Teachers as well as administrators who have supervisory duties 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)).	5.8.1 Administrators who have authority for gifted/talented service decisions receive a minimum of six (6) hours annually of professional development in gifted/talented education.	All administrators and teachers receive an annual GT 6-hour update that is focused on nature and needs or service options that centers on differentiated instruction. <i>District Evaluation for 2025-2026: Accountability</i>
5.9 Counselors who work with gifted/talented students are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/ talented students, service options for gifted/ talented students, and social emotional learning (19 TAC §89.2(4)).	5.9.1 Counselors who work with gifted/ talented students receive a minimum of six (6) hours annually of professional development in gifted/ talented education.	All Counselors receive an annual GT 6-hour update that is focused on nature and needs or service options that centers on differentiated instruction. Annual 6-hour updates also include social/emotional aspects. Our courses are usually self-chosen mini modules in which the educator can choose specific courses. <i>District Evaluation for 2025-2026: Accountability</i>

Accountability	Exemplary	District Notes
5.10 Local district boards of trustees are trained to ensure program accountability based on the Texas State Plan for the Education of Gifted/ Talented Students (19 TAC §89.5).	5.10.1 Local district boards of trustees are encouraged to pursue professional development on the Texas State Plan for the Education of Gifted/Talented Students.	SEISD has thus far not provided Board training on gifted and talented education. <i>District Evaluation for 2025-2026: NEED TO ADDRESS</i>
5.11 Evaluation of professional learning activities for gifted/talented education is ongoing and related to state teacher gifted/talented 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).	5.11.1 A long-range plan for professional development that culminates in graduate studies in gifted/talented education, supplemental gifted/talented certification, advanced degrees in gifted/talented education, and/or their teaching discipline is pursued by a majority of the teachers who provide advanced-level and/or gifted/talented services.	GT Coordinators are trained annually during the early fall semester. During this training, we evaluate our professional learning activities and discuss possibilities for the 6-hour annual GT update. <i>District Evaluation for 2025-2026: Accountability</i>

Family/Community Involvement

The district involves family and community members in services designed for gifted/talented students throughout the school year.

Accountability	Exemplary	District Notes
6.1 Written policies are developed on gifted/ talented student identification, approved by the local board of trustees and disseminated to parents (19 TAC §89.1).		The Board of Trustees has approved all Gifted and Talented policies for SEISD. Parents may view local GT policies online at www.seisd.net . <i>District Evaluation for 2025-2026: Accountability</i>
6.2 Input from family and community representatives on gifted/talented identification and assessment procedures is invited annually.		Parents are invited to provide feedback on gifted and talented identification and assessment procedures as part of the KOI observation inventory, that is part of our process. <i>District Evaluation for 2025-2026: Accountability</i>

Accountability	Exemplary	District Notes
6.3 Information is shared or meetings are held annually requesting parent and community recommendations regarding students who may need gifted/talented services.		Parents and community members receive information annually via all-call, website postings, and the Smore newsletter. Campuses also send information home via flyers or Class Dojo. <i>District Evaluation for 2025-2026: Accountability</i>
6.4 The opportunity to participate in a parent association and/or gifted/talented advocacy groups is provided to parents and community members.	6.4.1 Support and assistance is provided to the district in gifted/talented service planning and improvement by a parent/community advisory committee.	Parents and community members are invited to participate in GT Family Events on a monthly basis at rotating campuses. <i>District Evaluation for 2025-2026: Accountability</i>
6.5 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).		Parents are made aware of GT learning opportunities via the GT awareness videos and the Smore newsletter. These sources of information detail our program offerings, which encompass an array of learning experiences. <i>District Evaluation for 2025-2026: Accountability</i>
6.6 Products and achievements of gifted/talented students are shared with the community.		Each campus (K-8) hosts an event GT family night throughout the school year. <i>District Evaluation for 2025-2026: AREAS TO ADDRESS- Campuses have not yet hosted an end of the school year event to share GT projects with the families and the community.</i>
6.7 Orientation and periodic updates are provided for parents of students who are identified as gifted/talented and provided gifted/talented services.		The Smore newsletter serves as an orientation to the GT program in SEISD. This is shared with current GT families as well as prospective GT families. <i>District Evaluation for 2025-2026: Accountability</i>

Accountability	Exemplary	District Notes
6.8 The effectiveness of gifted/talented services is evaluated annually, shared with the board of trustees, and the data is used to modify and update district and campus improvement plans. Parents are included in the evaluation process, and the outcomes and findings of the evaluation are shared with parents (TEC §§11.251–11.253).		A program evaluation is compiled annually by the district coordinator. This has not been shared with the Board of Trustees previously. The data, however, is used to drive changes to improvement plans. Parents are also not included in the evaluation process. <i>District Evaluation for 2025-2026: AREAS TO ADDRESS—Parent involvement in evaluation, Board presentation of program evaluation.</i>
	6.9.1 Community volunteers are organized and provided an orientation about working with gifted/talented students.	<i>District Evaluation for 2024-2025: N/A; there is no Accountability” criterion for this area.</i>
	6.10.1 Liaisons with business and community organizations are established, and the use of community resources (retired community members, foundations, universities, etc.) is evident in the service options available for gifted/ talented students.	<i>District Evaluation for 2025-2026: N/A; there is no Accountability” criterion for this area.</i>
	6.11.1 Professional development opportunities are offered by the gifted/talented coordinator in collaboration with the parent advisory committee to staff, parents, and community members.	<i>District Evaluation for 2025-2026: N/A; there is no Accountability” criterion for this area.</i>
	6.12.1 Presentations are given to community groups and organizations to solicit their involvement in services for gifted/talented students.	<i>District Evaluation for 2025-2026: N/A; there is no Accountability” criterion for this area.</i>
	6.13.1 A data bank of resources is compiled for use by gifted/talented students, their teachers, and their parents.	<i>District Evaluation for 2025-2026: N/A; there is no Accountability” criterion for this area.</i>

	6.14.1 Support for mentorship and independent study programs in the district is solicited by the parent/ community advisory committee.	<i>District Evaluation for 2025-2026: N/A; there is no Accountability” criterion for this area.</i>
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Final Findings of 2024-2025 Gifted and Talented Program Evaluation

Areas to Address:

5.10 Professional Learning—Train the Board of Trustees on the Texas State Plan for the Education of Gifted/Talented Students in 20226-2027.

6.6-Family/Community Involvement-Have campuses host an end of the school year event to share GT projects with the families and the community.

6.8 Family/Community Involvement—Involve parents in the annual GT Program Evaluation and provide findings to the Board of Trustees in 2026-2027.