

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
<p><b>2.1A</b> 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 available during the school day as well as the entire school year. Parents are informed of these options. (19 TAC §89.3(3))</p>	<p><b>2.1.1R</b> Information concerning special opportunities (contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) is available and disseminated to parents and community members.</p> <p><b>2.1.2R</b> Specialists and advocates for gifted students are consulted in the development of program policies and options.</p>	<p><b>2.1.1E</b> Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) core academic areas: arts, leadership, and creativity.</p>
<p><b>2.2A</b> 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))</p>	<p><b>2.2R</b> Flexible grouping patterns and independent investigations are employed in the four (4) core academic areas.</p>	
<p><b>2.3A</b> School districts, when possible, shall provide out-of-school options relevant to the student's area of strength. (19 TAC §89.3(3))</p>	<p><b>2.3R</b> Options that meet the needs of advanced learners are available on a continuous basis outside the regular school day.</p>	
<p><b>2.4A</b> 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).</p>	<p><b>2.4.1R</b> Flexible pacing is employed, allowing students to learn at the pace and level appropriate for their abilities and skills.</p> <p><b>2.4.2R</b> Local board policies are developed that enable students to participate in dual/concurrent enrollment, correspondence courses, accelerated summer programs, and the Distinguished Achievement Program.</p>	<p><b>2.4E</b> District administrators, counselors, and teachers actively facilitate accelerated options.</p>
<p><b>2.5A</b> 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 the Financial Accounting and Reporting Module (Financial Accountability Resource Guide). 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))</p>	<p><b>2.5R</b> Local funding for gifted/talented education programs is used to enhance the state funding formula.</p>	<p><b>2.5E</b> Additional funding from business partnerships, scholarships, parent group fund raisers, etc. is used to enhance the state funding.</p>

Services for gifted/talented students are assessed through the Texas Education Agency's District Effectiveness and Compliance system and do not affect district's accountability ranking.

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<p><b>2.6A</b> 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)</p>	<p><b>2.6.1R</b> Annual evaluation activities are conducted for the purpose of continued program and development</p> <p><b>2.6.2R</b> 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</p>	<p><b>2.6.1E</b> 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</p>
	<p><b>2.7R</b> 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.</p>	<p><b>2.7E</b> 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.</p>

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