



## Information Item

**Date:** February 9, 2026

**Division:** Learning & Teaching

**Subject:** Gifted & Talented Program Update

### Background Information:

- An annual update is provided to the Board of Trustees each year to share progress related to G/T Services and department goals for continuous improvement.
- The G/T Services department continues to focus on the following:
  - Quality Curriculum Development
  - Equitable Identification
  - Professional Learning
  - Family & Community Engagement
- Elementary continues to administer universal assessments to cast a wider net of students showing potential for G/T services.
  - All grade 2 students continue to take the three Naglieri General Ability Tests (Verbal, Nonverbal, Quantitative) during the fall semester. Results are used to determine those students who meet criteria for additional evaluations related to gifted/talented (G/T) services.
  - For the 25-26 school year, all grade 4 students will take all portions of the Naglieri General Ability Tests like in grade 2. Previously, grade 4 students only took the single Naglieri Nonverbal Ability Test.
  - The test items consist of questions presented using diagrams, numbers, and pictures so that there is minimal reliance on academic skills and ensures that the test items can be solved regardless of the language used by the student.
  - The need for a student to answer questions verbally or in a written format is eliminated by using a visual multiple-choice response format.
- To meet state requirements, a school district may not limit the number of students identified as gifted/talented or served under the district's program for gifted/talented students.

### Administrative Consideration:

- Currently, 5,286 students receive G/T services in LISD.
- Elementary Curriculum
  - A new curriculum was developed during the 24-25 school year for use with 2nd-5th grade students during pull-out instructional time. This is the G/T service delivery where gifted students receive specialized instruction and enrichment from the campus G/T Facilitator. Feedback was gathered from implementation last year which has resulted in revisions for this school year.

- During the 24-5 school year we began development of new push-in lessons for grades K-2. Work continues this school year. These lessons are delivered by the campus G/T Facilitator in all general education classrooms on a rotating basis throughout the school year and are designed to expose all students to more critical and creative thinking.
- Secondary Curriculum
  - At the secondary level, the Learning Enrichment Academic Program (LEAP) curriculum continues to be developed to ensure alignment with the Texas State Plan for gifted students. The new curriculum incorporates elements from the Texas Performance Based Projects grounded in independent research, cross-curricular investigation opportunities to pursue areas of interest, and advanced-level performance tasks, which are all accountability measures mentioned in the state plan.
  - The department continues to prioritize, examine and improve identification practices that will increase representation of all district GT students. Targeted professional learning, increased staff and parent communication, use of additional assessments, improved watch list monitoring, and expansion of the screener have yielded positive growth in identification.
  - LISD staff participated in approximately 6,467 hours of professional development related to G/T services and instructional practices from Summer to Fall 2025. One hundred forty-two LISD staff members have also met TEA G/T foundational training requirements since Summer 2025. This increased training bolsters instruction for gifted learners. Professional learning also strengthens the knowledge of gifted characteristics that teachers use when referring students for gifted services.
  - Online parent resources have yielded increased interaction with the community. These resources inform parents of the signs of giftedness, explain the referral and transfer processes, and identify elements of the elementary and secondary service models.