

Texas Association for the Gifted and Talented
Legislative Policy Statement
Approved by the Executive Board January 8, 2009

Strengthening Assessment and Accountability for Gifted/Talented Students

TAGT recommends that the Texas Legislature adopt a growth model approach to accountability ensuring equitable access and opportunity for all students **and** when reviewing and proposing relevant legislation and policies for recognized special populations that the Texas Legislature include the state mandated and nationally recognized special population of Gifted /Talented in all state and local accountability indices with the performance of G/T students reported with equal impact on district accountability as that of other special populations. These indices include but are not be limited to state reporting systems such as PEIMS, AEIS, Performance Based Monitoring Accountability, and Gold Performance Awards.

Within the recommended equitable growth model accountability,

Pursuant to Texas Education Code, Chapter 29, Subchapter 3 § 29.123 and Texas Administrative Code, Title 19, Part II, Chapter 89, Subchapter A, **TAGT recommends** that local Boards of Education submit an annual affidavit to TEA assuring review and evaluation of compliance with accountability standards defined in *The Texas State Plan for the Education of the Gifted/Talented*.

Well-prepared, Successful Educational Workforce

TAGT recommends that the Texas Legislature recognize and support requirements for well-prepared, successful educators from diverse backgrounds who exhibit solid grounding in Gifted/Talented pedagogy that centers on research based standards.

Within the recommended educational requirements,

- ◆ Pursuant to the Higher Ed Act, Public Law 110-315, **TAGT recommends** that these teachers be able to use strategies that focus on the identification of G/T students' specific learning needs and differentiation to meet those needs.
- ◆ Pursuant to Public Law 110-315, IDEA Act 2004, **TAGT recommends** that teachers be able to identify and serve gifted students with disabilities, e.g., twice exceptional.

