

House Bill 1302/1303 Recommendations

The Texas Association for the Gifted & Talented, Gifted Education Family Network, and our expert member communities provided input on the updates to the indicators for HB1302/1302 presented below for consideration.

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Bill Text	Recommendation	Rationale
<p><u>(i) in grade seven or eight, complete a pre-advanced placement course or pre-international baccalaureate course;</u></p>	<p>(i) in grade seven or eight, complete an advanced level course as designated by the district (e.g. pre-advanced placement course, pre-international baccalaureate course, Honors)</p>	<p>As of 2019 College Board now charges for use of “Pre-Advanced Placement” course names resulting in most LEAs using labels such as “honors.”</p>
<p><u>(ii) have been promoted to higher grade levels than the grade levels to which the students would ordinarily be assigned;</u></p> <p><u>(iii) are identified as gifted and talented and have been promoted to higher grade levels than the grade levels to which the students would ordinarily be assigned;</u></p>	<p>(ii) have been promoted to higher grade levels and/or higher individual core subject levels than those to which the students would ordinarily be assigned through credit by examination, acceleration with instruction, or other locally-approved methods;</p> <p>(iii) in grades K-12, are identified as gifted and talented and have been promoted to higher grade levels and/or higher individual core subject levels than those to which the students would ordinarily be assigned through credit by examination, acceleration with instruction, or other locally-approved methods;</p>	<p>The Texas Administrative Code Title 19, Part II, Chapter 89. Specifically allows students grades K-12 to be accelerated in their area(s) of strength, in addition to full grade levels. For example, a student may be accelerated in math only.</p> <p>Single subject promotion directly supports students with disabilities, English learners, and other typically underserved populations.</p> <p>Acceleration supported by instruction bridges equity gaps to students who face barriers to participation in credit by exam.</p>

<p><u>(iv) have received credit by examination;</u> <u>(v) are identified as gifted and talented and have received credit by examination; and</u></p>	<p>(iv) have received credit by examination for purposes of original credit; (v) are identified as gifted and talented and have received credit by examination for purposes of original credit</p>	<p>There are different passing standards for credit by exam for original credit versus as verification of credit when you have already taken the course or received instruction. For verification (already received instruction or taken course) the passing rate is 70%, for original credit, the passing rate is 80%.</p>
<p><u>vi) complete not less than 10 project-based learning projects during a school year;</u></p>	<p>vi) complete not less than 4 project-based learning or problem-based learning projects during a school year and incorporated into the instructional school day;</p>	<p>When implemented rigorously, project-/problem-based learning projects are long-term opportunities. More than four would dilute the quality and place focus on quantity.</p> <p>Problem-based learning projects focus on critical thinking and global citizenship, increasing rigor and complexity, and are often embraced by districts as equal to or an alternative to project-based learning.</p> <p>We recommend that TEA issue ruling on definition of project-/problem-based learning opportunities to ensure quality and rigor are present.</p>