

LEGISLATIVE BUDGET BOARD

School Performance Review: Programs for Gifted and Talented Students

PREPARED BY LEGISLATIVE BUDGET BOARD STAFF

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JUNE 2025

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SCHOOL PERFORMANCE REVIEW: PROGRAMS FOR GIFTED AND TALENTED STUDENTS

The Texas Education Code, Section 29.121, defines a gifted and talented (GT) student as a youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. The statute definition clarifies the following qualities of a GT student:

- exhibits high performance capability in an intellectual, creative, or artistic area;
- possesses an unusual capacity for leadership; or
- excels in a specific academic field.

House Bill 1050, Seventieth Legislature, Regular Session, 1987, required school districts to identify and serve GT students at every grade level. Since then, school districts across Texas have identified and served millions of GT students. During school year 2022–23, districts identified 453,689 students as GT, representing 8.2 percent of all students in the state.

Figure 1 shows the number of Texas students identified as GT from school years 2013–14 to 2022–23. During this period, the number of GT students identified has increased by 15.8 percent, while the statewide student enrollment has increased by 7.4 percent.

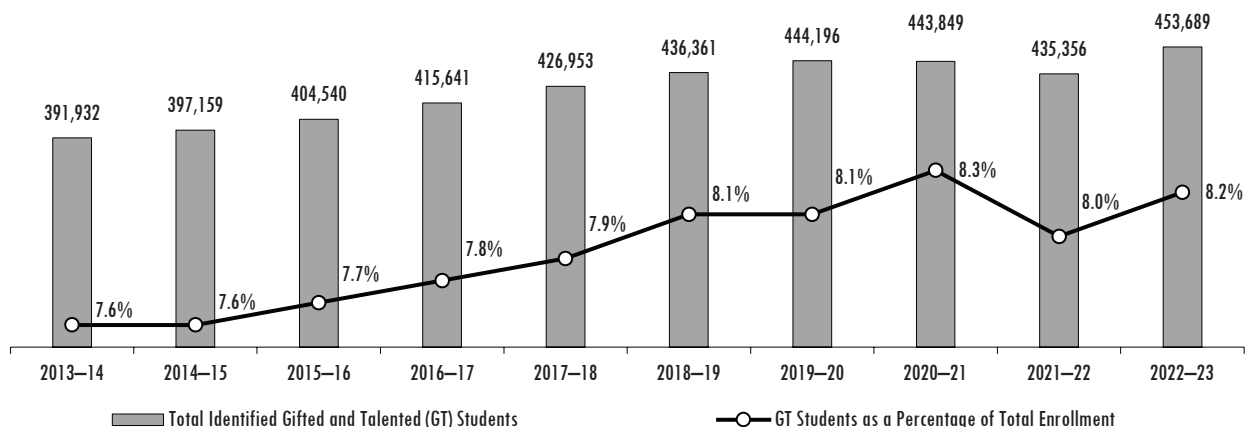
The Legislature authorized the State Board of Education (SBOE) to establish criteria for districts to

identify and serve GT students. The SBOE grants school districts broad authority to develop and implement GT programs in accordance with the provisions of the Texas Administrative Code, Title 19, Part 2, Chapter 89, Subchapter A, and the Texas State Plan for the Education of Gifted/Talented Students. These provisions specify standards for the following functions:

- student identification policies and procedures;
- professional learning requirements for GT teachers, administrators, and counselors;
- learning opportunities for GT students;
- funding policies and procedures; and
- accountability and evaluation requirements.

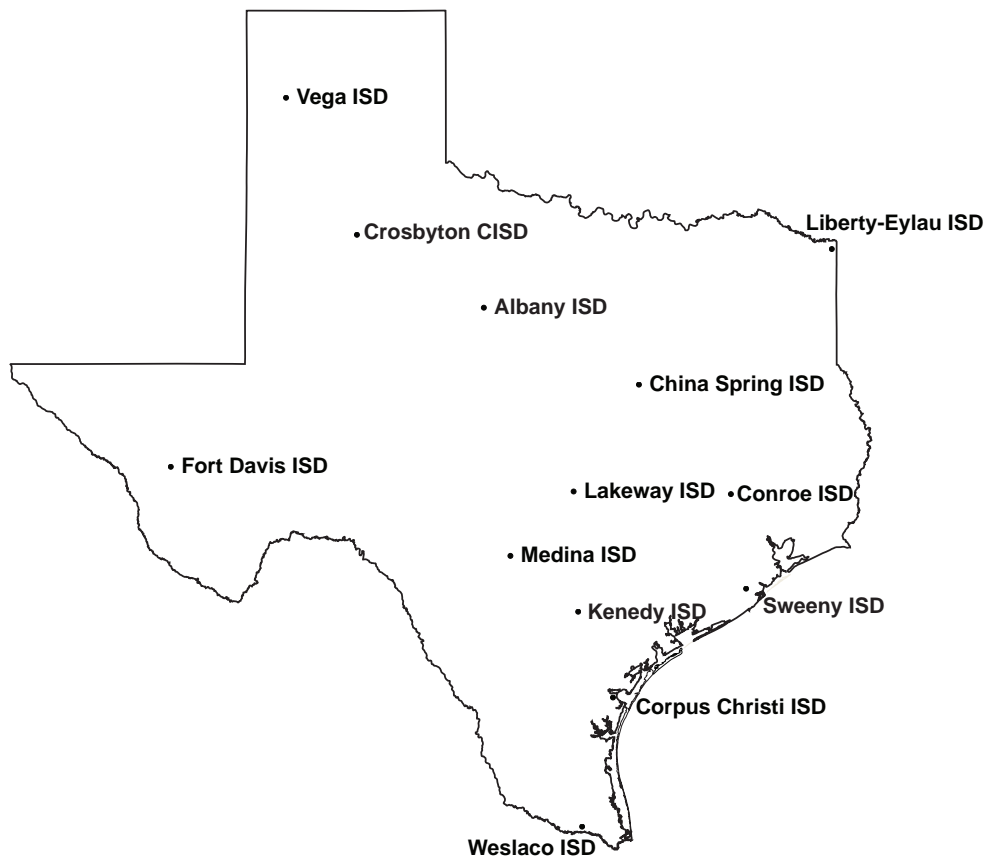
The Sixty-sixth Legislature, 1979, first allocated financial resources for GT education programs from the Foundation School Program Fund. Each year, local educational agencies (LEA), which consist of school districts and charter schools that provide services to GT students, receive a GT allotment based on the number of students served in their GT programs. As of fiscal year 2025, an LEA's GT allotment is equal to the state-provided basic allotment multiplied by 0.07 for each GT student, up to 5.0 percent of the LEA's total student population.

FIGURE 1
GIFTED AND TALENTED STUDENTS IDENTIFIED IN TEXAS SCHOOL DISTRICTS
SCHOOL YEARS 2013–14 TO 2022–23



SOURCE: Texas Education Agency, Texas Academic Performance Report, school years 2013–14 to 2022–23.

FIGURE 2
GIFTED AND TALENTED PROGRAMS AT REVIEWED TEXAS SCHOOL DISTRICTS, APRIL 2023



NOTE: ISD=Independent School District; CISD=Consolidated Independent School District.
 SOURCE: Legislative Budget Board School Performance Review Team, April 2023.

The Legislature has appropriated \$100.0 million annually for GT funding since restoring the GT allotment during fiscal year 2022. During school year 2022–23, the total statewide GT allotment for all schools was \$99.3 million. See **Appendix A** for more information regarding GT funding in Texas public education.

METHODOLOGY

During March and April 2023, the Legislative Budget Board's School Performance Review Team conducted a statewide review of GT programs in Texas. The review team analyzed publicly available data to identify statewide trends in GT program implementation and funding. In collaboration with the Texas Education Agency (TEA), the review team conducted a statewide survey to gather insights into GT practices and perceptions, which received more than 600 responses from district and campus leaders, GT coordinators, educators, and parents.

Additionally, the review team interviewed representatives from 14 school districts regarding the structure, funding, and implementation of their GT programs. To ensure a representative selection of districts across the state, the review team chose districts that varied in student enrollment size, demographic composition, geographic location, and levels of property wealth. The districts interviewed included Albany Independent School District (ISD), Celeste ISD, China Spring ISD, Conroe ISD, Corpus Christi ISD, Crosbyton Consolidated ISD, Fort Davis ISD, Kenedy ISD, Lake Travis ISD, Liberty-Eylau ISD, Medina ISD, Sweeny ISD, Vega ISD, and Weslaco ISD. **Figure 2** shows the locations of each district in Texas.

PROGRAM IMPLEMENTATION

The Texas Education Code, Section 29.123, requires the State Board of Education (SBOE) to develop and periodically update a state plan to guide school districts in

providing educational programs for GT students. Initially approved by SBOE in 1990 and revised in 2019 and 2024, the Texas State Plan for the Education of Gifted/Talented Students outlines requirements and recognizes exemplary practices for GT services. The State Plan identifies six aspects of GT service and establishes a set of accountability and exemplary standards for GT programs for each aspect. Accountability standards represent actions required by state law and SBOE rule. Exemplary standards include best practices for districts and educators striving for excellence in serving their GT students.

The review team's analysis compared each district's GT services to the standards outlined in the State Plan, and the team presents these findings as categorized by the following six aspects in the plan:

- Fidelity of Services;
- Student Identification;
- Service Design;
- Curriculum and Instruction;
- Professional Learning; and
- Family and Community Involvement.

The following sections summarize the findings from the GT programs of the 14 interviewed districts and the results of the statewide GT survey. The scope of the survey was limited compared to the examination of the interviewed districts and, therefore, some sections do not contain survey results.

FIDELITY OF SERVICES

The Fidelity of Services section of the State Plan includes the standards that pertain to the district's GT monitoring and compliance processes.

ADVISORY GROUPS

According to Accountability Standard 1.2, school districts must establish an advisory group consisting of community stakeholders, parents of GT students, and GT instructional and school staff. The purpose of the advisory group is to review GT policies and procedures regularly and offer recommendations for improvement. These policies and procedures include student identification, assessment, furloughs, exit provisions, appeals, and reassessment.

During interviews, four of the reviewed districts reported that they had not established GT advisory groups. Among

the 10 districts that had established advisory groups, seven reported that parents or community stakeholders were not included. Some staff reported that they had invited parents and the community to join the advisory group but had not been successful in recruiting these stakeholders. Staff from other districts reported that they were unaware of the requirement to include these stakeholders. The absence of parents and other stakeholders in the advisory groups may limit community feedback and engagement in the GT program.

EVALUATIONS

Accountability Standards 1.5 and 6.8 direct districts to perform annual GT program evaluations and include parents in the evaluation process. In addition, SBOE rule requires districts to ensure that assessments and services for GT students comply with standards in the State Plan. SBOE's rules adopted in September 2024 require the following actions:

- a school district must certify annually to the Commissioner of Education that its program for GT students is consistent with the State Plan, pursuant to the Texas Administrative Code, Title 19, Section 89.5(2)); and
- the district's board of trustees must measure annually the district's performance in providing GT services that align with the State Plan, pursuant to the Texas Administrative Code, Title 19, Section 89.5(3).

Five of the 14 interviewed districts reported they do not evaluate their GT programs annually. Among the nine districts that conduct annual evaluations, seven reported including parents in the process. During interviews, district staff reported that parent involvement in the evaluation process typically consisted of districts surveying parents at the end of the school year and assessing parents' feedback as part of the evaluation process. Four interviewed districts also received feedback regarding their GT programs through parent meetings or from parents serving on their GT advisory groups.

Regular evaluations can help assess the effectiveness of GT programs in meeting the students' needs and delivering positive outcomes.

GIFTED AND TALENTED PROGRAM MANUALS

Accountability Standard 1.10 of the State Plan mandates that districts develop a comprehensive manual or program

guide detailing all GT programs, services, assessments, and communication processes. This manual must be accessible to parents, community stakeholders, and students. Among the 14 reviewed districts, 13 had developed program manuals that detailed the district's GT services, policies, and procedures. However, five of those 13 districts did not make the manuals available to the public.

STUDENT IDENTIFICATION

The Student Identification section of the State Plan outlines requirements for identifying GT students and monitoring their progress.

All reviewed districts reported beginning their GT identification processes with referral periods during which teachers, parents, staff, and students can nominate students for GT assessment. Accountability Standard 2.3 requires the referral forms to be provided in the language that the family understands. Twelve of the 14 reviewed district reported meeting this standard.

UNIVERSAL KINDERGARTEN CONSIDERATION

Although referrals are crucial to the GT identification process, research indicates that relying solely on referrals may limit some students' access to GT services. For instance, the study *Discretion and Disproportionality: Explaining the Underrepresentation of High-Achieving Students of Color in Gifted Programs*, 2016, found that reliance on teacher referrals may disadvantage students of color disproportionately. To address this issue, Accountability Standard 2.20 directs school districts to consider all kindergartners for GT services automatically. TEA guidance specifies that kindergartners should be evaluated for GT potential and, if indicated, referred for identification procedures. The consideration process is distinct from the identification process. Districts can assess kindergartners' GT potential through teacher observations, a universal screening tool, or a portfolio of work.

Among the 14 reviewed districts, 10 reported that they consider all kindergarten students for GT services. Some of these districts fully assess all kindergartners in their district, and others initially provide GT instruction to all kindergarten students during the fall semester and identify through teacher observations which kindergartners to assess formally for the GT program during the spring semester. Additionally, two interviewed districts universally screened students in both kindergarten and grade two. However, one district that did not consider kindergartners automatically

instead universally screened all students in grade two for GT potential.

SERVICE DESIGN

The Service Design component of the State Plan directs school districts to develop and implement an adaptable system of research-based service options to meet GT students' needs and support their strengths and interests. These options include acceleration opportunities at all grade levels; a range of learning experiences; and comprehensive, structured, sequenced, and appropriately challenging services in the four foundational curricular areas. **Figure 3** shows the GT service model options, as defined by TEA, and the percentage of interviewed districts and districts statewide that implement each option.

ACCELERATION

Accountability Standards 3.8 and 4.5, and the Texas Administrative Code, Title 19, Chapter 89, Subchapter A, Section 89.3(4), require districts to facilitate acceleration opportunities in areas of strength for GT students in kindergarten to grade 12.

TEA defines acceleration as a GT service option that matches the level, complexity, and pace of the district's curriculum with the student's readiness and motivation. Examples of acceleration include early grade promotion, early entrance into kindergarten, dual-credit courses, Advanced Placement (AP) and International Baccalaureate (IB) programs, and subject-based acceleration opportunities (e.g., when a student in grade five is enrolled in a middle school mathematics course). SBOE rule also requires districts to provide GT students opportunities to accelerate in areas of strength, which often may be a specific academic subject.

Figure 4 shows the percentage of campuses providing acceleration opportunities, as reported by statewide survey respondents and interviewed districts.

As shown in **Figure 4**, high schools were most likely to provide acceleration opportunities primarily because they offer AP, IB and dual-credit courses. During interviews, many GT coordinators reported that acceleration opportunities were available at the elementary school level; however, they did not provide examples of true acceleration. For example, many reviewed districts cited credit-by-examination (CBE) as the acceleration opportunity provided to their elementary GT students. CBEs are assessments that enable students to receive credit for a course or to accelerate

FIGURE 3
IMPLEMENTATION OF GIFTED AND TALENTED PROGRAM SERVICE MODELS IN TEXAS PUBLIC SCHOOLS
DECEMBER 2023

MODEL	PRACTICE	INTERVIEWED DISTRICTS (1)			STATEWIDE DISTRICTS AVERAGE (1)
		ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL	
Full-time inclusion	The GT teacher (2) provides differentiated instruction in classes with peers not identified as GT	71.4%	57.1%	100.0%	34.6%
Pull-out	The GT teacher provides part-time services outside of the student's regular classroom	35.7%	28.6%	14.3%	44.9%
Push-in	A visiting GT teacher provides occasional services in the regular classroom	0.0%	0.0%	0.0%	14.5%
Full-time gifted only	The GT teacher provides instruction in classes with peers who all are identified as GT	0.0%	7.1%	7.1%	5.3%
Special day-school	Instruction is provided at an administratively separate school specifically to serve GT students	7.1%	0.0%	0.0%	0.6%

NOTES:

- (1) Data for elementary, middle, and high schools represent all the service models used on the campus. Some districts use multiple service models within the same grade or campus. Statewide data represent all service models used at all campuses in the district.
- (2) A teacher for Gifted and Talented (GT) students has received the professional training hours pursuant to the Texas Administrative Code, Title 19, §89.2.

SOURCES: Legislative Budget Board School Performance Review Team, April 2023; Texas Education Agency, Texas Student Data Standards Code Tables, 2023, and GT Implementation Series, December 2023.

a grade level. The reviewed districts offered CBE only to elementary students for full-grade acceleration and did not provide CBE acceleration in specific subjects. This assessment can be an aspect of the district's acceleration options; however, it is not sufficient to meet the State Plan's requirement that districts offer acceleration for GT students in "areas of strength."

Of all the standards detailed in the State Plan, the reviewed and surveyed districts were least likely to meet the acceleration standards. The review team identified several factors contributing to the ineffective provision of acceleration opportunities for GT students, including a lack of understanding among staff regarding the state's definition of acceleration. For example, when the review team asked staff about acceleration opportunities for GT students, many GT coordinators instead discussed examples of GT students' projects or performances, which are forms of enrichment.

FIGURE 4
TEXAS SCHOOL DISTRICT CAMPUSES PROVIDING ACCELERATION OPPORTUNITIES TO GIFTED AND TALENTED STUDENTS
MAY 2023

GRADES	INTERVIEWED DISTRICTS	SURVEYED DISTRICTS
Elementary School: kindergarten to grade five	21.4%	57.2%
Middle School: grades six to eight	57.1%	64.5%
High School: grades nine to 12	100.0%	82.6%

NOTE: Reviewed districts that offered acceleration opportunities only for select grades were not counted as offering acceleration opportunities. Acceleration opportunities must be available to GT students in all grade levels for that grade level to be counted as providing acceleration.

SOURCE: Legislative Budget Board School Performance Review Team, April 2023, and Gifted and Talented Survey, May 2023.

FIGURE 5
PROFESSIONAL TRAINING FOR GIFTED AND TALENTED PROGRAM STAFF AT REVIEWED DISTRICTS
APRIL 2023

POSITION	REQUIREMENT	INTERVIEWED DISTRICTS REPORTING COMPLIANCE
Teachers	A minimum of 30.0 hours of professional development that includes the nature and needs of Gifted and Talented (GT) students, identification and assessment of GT students, and curriculum and instruction for GT students. (Texas State Plan for the Education of Gifted/Talented Students, Accountability Standard 5.1)	12
Counselors	A minimum of 6.0 hours of professional development that includes the nature and needs of GT students, service options for GT students, and social-emotional learning. (Accountability Standard 5.9)	12
Administrators	A minimum of 6.0 hours of professional development that includes the nature and needs of GT students and service options for GT students. (Accountability Standard 5.8)	13

SOURCE: Legislative Budget Board School Performance Review Team, April 2023.

Acceleration focuses on progressing students into a higher grade level; enrichment focuses on enhancing the depth or complexity of students’ knowledge or understanding.

CURRICULUM AND INSTRUCTION

The Curriculum and Instruction component of the State Plan directs school districts to modify the depth, complexity, and pacing of the curriculum and instruction to meet the needs of GT students.

DISTRICT AND CAMPUS IMPROVEMENT PLANS

Accountability Standard 4.8 of the State Plan requires that districts include provisions to improve services to GT students in their district and campus improvement plans. Pursuant to the Texas Education Code, Sections 11.252 and 11.253, each district must develop a district improvement plan (DIP) and campus improvement plans (CIP) annually. These plans are intended to enhance student performance through the development and monitoring of measurable goals, objectives, and strategies.

Four of the 14 interviewed districts addressed GT student services in their DIP or CIPs.

PROFESSIONAL LEARNING

The Professional Learning section of the State Plan requires all staff involved in the planning, development, delivery, and administration of services to GT students to possess the knowledge required to develop and provide differentiated programs and services. To assist districts in meeting these requirements, SBOE rules and the State Plan prescribe minimum training hours for GT teachers, administrators, and counselors.

Figure 5 shows the training requirements for GT staff and the number of interviewed districts that met these requirements.

Eleven of the reviewed districts reported meeting all GT training requirements for teachers, administrators, and counselors. Four of the reviewed districts exceeded the GT training requirements for teachers, including two that require all teachers to receive 30.0 hours of GT training, regardless of their instructional assignments. One district requires all foundation curriculum teachers to receive GT training, and another district requires all elementary school and middle school teachers to receive GT training.

FAMILY AND COMMUNITY INVOLVEMENT

The Family and Community Involvement section directs districts to involve families and communities in GT student services throughout the school year.

Accountability Standard 6.6 of the State Plan requires that districts share GT students’ products and achievements with the community.

Among the 14 districts interviewed, they reported the following activities:

- six districts hosted a GT showcase, open house, or similar event to highlight student achievements; and
- two of the districts that did not share student products or achievements reported that their district previously had provided such opportunities but discontinued them at the onset of the COVID-19 pandemic.

DISTRICT-IDENTIFIED CHALLENGES

Staff from the interviewed and surveyed districts identified several challenges in providing effective GT services. The most common issues staff reported included staffing, time constraints, instructional concerns, and professional learning.

STAFFING

The most common challenge reported by reviewed districts and survey respondents was inadequate staffing. Many respondents reported that they do not have enough GT staff at the campus or district levels to operate their GT programs effectively. Respondents also reported that too few or no dedicated staff are assigned to coordinate and oversee their GT programs. Some said that other positions that already have many other job duties are assigned these responsibilities, which limits the time they can devote to directing the GT program.

Staff also expressed concerns regarding the high rates of turnover among GT staff and the lack of available GT teachers. Staffing challenges include difficulty recruiting teachers who have the required GT training and retaining teachers who have received such training.

TIME CONSTRAINTS

District staff reported that time constraints hinder districts from meeting GT students' curriculum and instructional needs. For example, survey respondents expressed concern about finding adequate time to schedule pull-out classes (see definition in **Figure 3**) or to complete GT projects. Respondents reported that, in addition to providing GT services, school districts and staff were responsible for serving large and diverse student populations, providing instruction in all required Texas Essential Knowledge and Skills (TEKS), and preparing students for state assessments, among other duties. When priorities compete or conflict, high-achieving students often receive less of the district's time or attention.

INSTRUCTIONAL CONCERNS

Districts also discussed several challenges specific to instruction, such as difficulties developing lesson plans and assignments for GT students. A common concern is the direct impact of limited funding on GT services overall, including curriculum and instruction.

Survey respondents also expressed concern regarding differentiation, an instructional approach in which teachers adapt content or teaching methods to meet the diverse learning needs of students, including GT students. District

staff reported various concerns related to differentiation, including its time-intensive nature, implementation challenges, the potential for overwhelming teachers, and concern regarding whether teachers implement differentiation effectively. The full-inclusion model relies heavily on differentiation; the pull-out and push-in models incorporate it to varying extents. As shown in **Figure 3**, differentiated instruction is a critical program element, with full-inclusion, pull-out, and push-in instruction accounting for a combined 94.0 percent of GT service model options in Texas schools. These findings raise concerns about whether GT students across the state are receiving appropriate instruction.

PROFESSIONAL LEARNING

In addition to concerns related to instruction, survey respondents consistently expressed concerns regarding professional learning requirements. Even in districts that surpass professional learning requirements, staff acknowledged several challenges, including the difficulty in meeting GT training requirements. Staff reported that GT teachers often have several concurrent professional learning demands, which limits the time they can allocate for GT training. Additionally, some staff reported difficulty in finding appropriate professional development that meets their GT students' needs, such as training on differentiated instruction and the effective identification and assessment of GT students.

APPENDIX A – GIFTED AND TALENTED PROGRAM FUNDING

Texas public schools receive funding from a combination of local school district property taxes, state funds, and federal funds. Most funding comes from local school district property taxes and state funding. In school year 2022–23, funding from the two main sources consisted of 28.7 billion in local property taxes or 50.8 percent of total funds and 23.1 billion in state funding or 40.9 percent of total funds. Each school district is statutorily entitled to a certain amount of state funding to provide a basic level of education for each student. This amount, known as the basic allotment, was \$6,160 per Texas student for school year 2022–23. The basic allotment is the basis for statutory formulas that calculate other allotment amounts provided for school districts based on their student and district characteristics. One of these additional state-funded allotments is provided for the education of gifted and talented (GT) students.

Each year, local educational agencies (LEA), which consist of school districts and charter schools that provide services to GT students, must certify to the Commissioner of Education that they are complying with the Texas Education Code, Chapter 29, Subchapter D, which includes adopting processes for identifying and serving GT students. In return, pursuant to the Texas Education Code, Section 48.109, each LEA is entitled to an annual, weighted GT student allotment. LEAs are required to use local funds in addition to their GT allotments to fund GT services.

Beginning in fiscal year 1995, LEAs received a separate GT allotment that was equal to the basic allotment multiplied by 0.12 for every student identified as GT, with a limit of 5.0 percent of the LEA's total student population. Texas Education Agency (TEA) guidance required districts to use the allotment to support GT services, including indirect costs related to GT such as administrative, facility, or maintenance expenses. House Bill 3, Eighty-sixth Legislature, 2019, made substantive changes to the GT funding structure, eliminated the separate GT allotment, and reallocated GT funds into the basic allotment. LEAs still were required to provide GT services for students and to report GT expenditures, but receiving funds through the basic allotment eliminated the state spending requirement. House Bill 1525, Eighty-seventh Legislature, Regular Session, 2021, reinstated the separate GT allotment.

As of fiscal year 2025, an LEA's GT allotment is equal to the basic allotment multiplied by 0.07 for every GT student, up to 5.0 percent of the LEA's total student population in average daily attendance. The entire allotment, and all expenditures designated for GT, must be spent on direct costs of providing GT services, such as assessing students for the program and providing instructional services that exceed the basic educational program. By contrast, the previous GT allotment was available to support indirect costs such as administrative, facility, or maintenance expenses. The Legislature has appropriated \$100.0 million annually for GT funding since reinstating the GT allotment in fiscal year 2022.

Figure A–1 shows total GT allotment data for school districts statewide from school years 2012–13 to 2022–23.

Before the State Board of Education revised its rule, which took effect September 1, 2024, school districts were required to supplement GT allotment funds with state funds or local funds. During school year 2022–23, 14.3 percent of districts did not expend their GT allotments fully. Notably, 43.0 percent of districts spent more than twice their GT allotments that year to identify and serve GT students.

Figure A–2 shows total GT expenditures, the median percentage of total expenditures allocated to GT programs, and the median GT expenditures per student for all districts in Texas from school years 2012–13 to 2021–22.

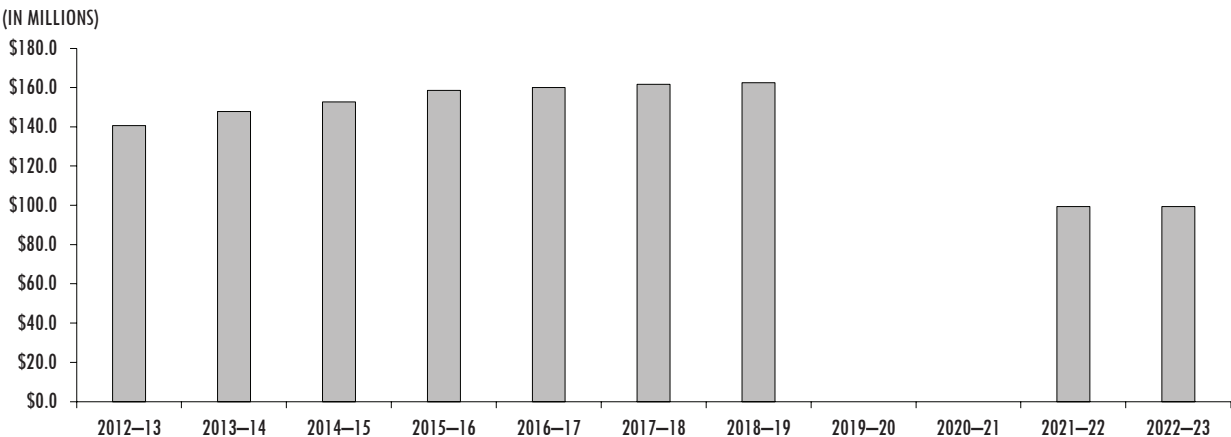
As shown in **Figure A–2**, total GT expenditures increased by 1.1 percent from school years 2012–13 to 2021–22; however, the median percentage of total expenditures districts allocated to GT decreased from 0.31 percent in 2012–13 to 0.21 percent in 2021–22. This discrepancy is due to an increase in total district expenditures by 104.7 percent during this period, while total GT expenditures remained relatively stable. The median GT expenditures per student decreased by 6.5 percent during that period, from \$31 in school year 2012–13 to \$29 in school year 2021–22.

The data show that GT expenditures during this period varied by district type. TEA categorizes Texas public school districts by community types based on factors such as enrollment size and growth, economic status, and proximity to urban areas. District categories range from Major Urban to Rural.

FIGURE A-1
STATEWIDE GIFTED AND TALENTED ALLOTMENT, SCHOOL YEARS 2012-13 TO 2022-23

House Bill 3, Eighty-sixth Legislature, 2019, consolidated state funding for Gifted and Talented (GT) programs through the GT allotment with the basic allotment. Therefore, GT allotment data is not available for school years 2019-20 and 2020-21.

Since fiscal year 2022, the Legislature has appropriated \$100.0 million annually to fund the GT allotment.



SOURCE: Texas Education Agency, Summary of Finances Report, school years 2012-13 to 2022-23.

FIGURE A-2
TEXAS SCHOOL DISTRICTS' OPERATING EXPENDITURES FOR GIFTED AND TALENTED PROGRAMS
SCHOOL YEARS 2012-13 TO 2021-22

YEAR	TOTAL GT EXPENDITURES IN ALL FUNDS (IN MILLIONS)	MEDIAN PERCENTAGE OF TOTAL EXPENDITURES ALLOCATED TO GT (1)	MEDIAN GT EXPENDITURES PER STUDENT (1)
2012-13	\$391.4	0.31%	\$31
2013-14	\$394.6	0.31%	\$30
2014-15	\$398.1	0.30%	\$31
2015-16	\$412.8	0.30%	\$32
2016-17	\$403.2	0.29%	\$29
2017-18	\$396.9	0.28%	\$30
2018-19	\$416.5	0.27%	\$30
2019-20	\$408.0	0.24%	\$28
2020-21	\$407.9	0.22%	\$27
2021-22	\$395.6	0.21%	\$29

NOTE: (1) The median spending represents the expenditure of the district ranked in the middle of the distribution group from largest to smallest, regardless of its student population. Data shown does not include charter schools.

SOURCES: Legislative Budget Board School Performance Review Team; Texas Education Agency, Public Education Information Management System, and Texas Academic Performance Reports, school years 2012-13 to 2021-22.

Figure A-3 shows GT expenditure data for each of the district types.

Despite being the most common district type in Texas, rural districts serve 3.7 percent of students. Slightly more than half of Texas students attend a Major Suburban or Other Central City Suburban district. During school year 2021-22, Major Suburban districts reported the highest

median GT expenditures per student and the largest median percentage of GT expenditures compared to other district types. The median GT expenditure per student in Rural districts was less than half that of the Major Suburban districts' expenditure.

FIGURE A-3
TEXAS SCHOOL DISTRICTS' EXPENDITURES FOR GIFTED AND TALENTED PROGRAMS BY DISTRICT TYPE
SCHOOL YEAR 2021-22

TYPE	PERCENTAGE OF DISTRICTS	PERCENTAGE OF STUDENT POPULATION	MEDIAN GT EXPENDITURES PER STUDENT (1)	MEDIAN PERCENTAGE OF TOTAL EXPENDITURES ALLOCATED TO GT PROGRAMS (1)
Major Suburban	7.3%	32.7%	\$50	0.44%
Other Central City Suburban	14.6%	17.5%	\$48	0.42%
Major Urban	1.1%	17.5%	\$40	0.31%
Other Central City	3.1%	15.9%	\$35	0.30%
Independent Town	5.3%	4.6%	\$33	0.28%
Nonmetropolitan Fast-growing	2.5%	0.9%	\$32	0.27%
Nonmetropolitan Stable	19.3%	7.0%	\$30	0.24%
Rural	46.0%	3.7%	\$22	0.15%
Statewide			\$29	0.21%

NOTES:

(1) Median represents expenditures for the Gifted and Talented (GT) program at the district ranked in the middle of the distribution group from largest to smallest, regardless of student population.

(2) Data shown does not include charter schools.

SOURCE: Texas Education Agency, Division of Research and Analysis, District Type 2021-22.

