

**THE STATE OF GIFTED EDUCATION IN TEXAS**

A Research Study Conducted by  
The Research Division of the Texas Association for the Gifted and Talented

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## EXECUTIVE SUMMARY

Gifted education in Texas emerged over thirty years ago, with the passage of legislation in 1977 that addressed the specific needs of gifted students. Since that time, gifted education in the state continued to grow and develop, building on a foundation established by leadership from the Texas Education Agency and the Texas Association for the Gifted and Talented (TAGT), as well as many committed educators.

Two years later, the Texas Legislature allocated funds on a competitive basis for school districts that were willing to provide this optional service. In 1988, the Legislature mandated that all school districts must identify and serve gifted students at all grade levels. Shortly thereafter, funds for gifted education were made available on a formula basis to all school districts in Texas.

Significant progress has been made in serving gifted and talented students. The adoption of the Texas State Plan for the Education of Gifted/Talented Students in 1990 and the completion of the Texas Performance Standards Project for Gifted/Talented Students in 1999 have all been major historical initiatives in gifted education, not only at the state level, but nationally as well.

The purpose of the current study, undertaken by the Research Division of TAGT, was to determine the status of gifted education in public school districts in Texas in 2007. This study grew out of a desire to answer these key questions: What is the history of gifted education in Texas? What is the current status of gifted education in Texas? The study also addressed specific questions based on the *Texas State Plan for the Education of Gifted/Talented Students (Texas State Plan)*.

To date, only one study was found that addressed this same research topic, and it was conducted five years prior to when the current study was begun. The study, *The State of Gifted Education in Texas in the 21<sup>st</sup> Century*, was conducted by Stacey Easterly (2000) and directed by Dr. Beverly Irby from Sam Houston State University.

Little data has been collected on how school districts attempt to meet the requirements of the *Texas State Plan*. Since the discontinuation of District Effectiveness and Compliance monitoring in 2004, there has not been a systematic way to gather information on a statewide basis regarding identification practices, services provided, or curricular models in use. These data are necessary to determine the specific needs of districts currently providing educational programs for gifted Texas children. Knowing these needs, TAGT may be able to better plan activities and to develop recommendations for improving gifted programming, refining training, and certifying of personnel teaching and supervising gifted students.

The major components of the survey addressed: demographic information; student assessment; program design; curriculum and instruction; professional development; and family-community involvement.

Most items were paired with the district's size using the University Interscholastic League (UIL) size classification system (1A, 2A, 3A, 4A or 5A), typically used in Texas to designate the size of the district. Chi Square and Cramer's V statistics were calculated to measure the degree to which a relationship existed between district size and specific item responses, when district size was part of the item.

### **DEMOGRAPHIC INFORMATION**

A total of 324 people responded to this survey, which represents about 31% of the 1,034 regular public school districts in Texas. Even though the survey was sent to a district contact, only 40% of the people completing this survey were central office administrators. The other 60% of the respondents reported having a variety of positions, including campus personnel, such as teachers, principals, instructional specialists.

All twenty Educational Service Center (ESC) regions were represented in the survey. Most respondents were from ESCs 4, 7, 10, 13, and 16, with 20 or more districts participating from each of these regions. There was a wide distribution of participants across district sizes and types, with over half the participants coming from 1A and 2A size districts and most of the districts rural.

### **STUDENT ASSESSMENT**

The districts that responded reported being in compliance with many of the *Texas State Plan* requirements regarding Student Assessment. All districts responding to the survey screen or take nominations for their GT programs at least once a year. Districts also report using multiple measures in the identification of gifted and talented students. In elementary grades, for example, assessments in order of frequency included: Teacher Checklists (most reported), Aptitude/Intelligence Tests, Parent Checklists, Achievement Tests, Creativity Tests, Self Nomination, Products, Portfolios, Grades, Interviews, Other, and Peer Checklist (least reported). Teacher Checklists, Aptitude/Intelligence Tests, Parent Checklists, and Achievement Tests were the most commonly reported measures at every grade level grouping. Likewise the procedures for using these assessments to select and place students in gifted programs also varied. Districts used different approaches for describing assessment information for the district selection committees. The majority of the districts of all sizes tended to use a matrix approach. Other presentations of the information in order of reporting included: case study, cut off scores, profile, and district line.

There are some areas in which districts' responses raise a concern with compliance. These were in regard to furlough, reassessment, exit, transfer, and appeals policies and the use of assessments in students' home languages or nonverbal assessments. A very small number of respondents indicated a lack of the policies or lack of knowledge of the policies. Also, a few districts report lack of compliance with the requirement to assess students in their home languages or with nonverbal measures.

The lack of language accessible testing is a concern and may contribute to the perpetuation of under-representation of some groups. It appears that larger districts (4A and 5A) more often use assessments in the students' native/home language than do smaller 1A, 2A, and 3A districts, and the larger the district the more often they use nonverbal assessments than do smaller 1A, 2A, and 3A districts.

### **PROGRAM DESIGN**

Regarding Program Design, the *Texas State Plan* requires districts to provide a range of program options for students in the core academic areas, to facilitate GT students working in a variety of settings, and to provide out-of-school options when possible. It seems that districts are mostly in compliance with these regulations. Districts cumulatively reported a wide range of service options. The survey did not assess whether districts offer students choices in services or if all GT students are provided services in the same settings. Across the state, GT students are provided services in many different ways.

The most popular programming options reported by 1A school districts were Differentiation in General Education, Pull-out Services, and Dual and/or Concurrent Enrollment. For 2A districts, Advanced Placement was the most frequently used programming option followed by Dual and/or Concurrent Enrollment, Differentiation in General Education, and Pull-out Services. Districts classified as 3A mirrored 2A districts with the exception of including Pre-AP in their most frequently used programming.

For 4A and 5A school districts, the responses indicate that programming offerings are more varied. The top options reported were: Advanced Placement, Dual and/or Concurrent Enrollment, Pull-out Services, Differentiation in AP, Pre-AP, Credit by Exam, Acceleration, Classes for the GT in one/more core areas, and Cluster Grouping (5A).

Overall, the most popular seems to be Advanced Placement, Pre-Advanced Placement, and Dual Enrollment classes. Typically, these are open to all students. Therefore, it appears that most GT students are served within classes offered as part of what is ordinarily provided to students.

The majority of districts responding indicate that GT students have the opportunity to work independently, with other GT students, and with non-identified students. The setting with the least number of responses was to work independently. It appears that most districts are in compliance with Section 2.2A of the *Texas State Plan*.

Districts have room for improvement in providing out-of-school options. The majority of districts do not offer any out-of-school options. This is likely due to the inclusion of the wording "when possible" in the regulation. Summer programs seem to be the most popular among those who do offer something, and larger districts report offering out-of-school options more often than smaller districts.

## CURRICULUM AND INSTRUCTION

There is a wide variety in what curriculum is provided to ensure that gifted and talented students are engaged in appropriate learning experiences. Sixty of 280 respondents reported using parallel curriculum. Forty-eight of the 280 districts used the school-wide enrichment model. The larger the district the more they tended to use the school-wide enrichment model compared to the smaller districts' use. Districts are more likely to "occasionally" use pre-/post- assessment to determine the pace for GT students. However, the smaller the district the less likely they were to use pre- and post-assessment.

As with the curriculum offerings, there is also great variety in how the implementation is measured. Over half the respondents include walk-throughs as one of their accountability measures to ascertain that GT students are learning at advanced levels. Over eighty-five percent of the districts used lesson plans and less than half of the 280 districts reported using Professional Development and Appraisal Systems (PDAS) as an accountability measure. Approximately one fourth of the 280 districts reported using GT Report Cards. 4A and 5A districts were more likely to use GT Report Cards as an accountability measure than were 1A, 2A, or 3A school districts. Approximately one-third of the districts reported the use of portfolios as an accountability measure.

The majority of districts do not participate in the Texas Performance Standards program. Participation is not specified in the *Texas State Plan*; however, the program was designed to help districts assess compliance with the regulation that GT students be able to develop advanced-level products and/or performances. The lack of participation is a concern. Also of concern are the district responses regarding the inclusion of gifted education in district and campus improvement plans. According to the *Texas State Plan*, provisions to improve GT services must be included. The majority of districts do not indicate that this is always the case, indicating that a number of districts are out of compliance with this regulation.

## PROFESSIONAL DEVELOPMENT

Per the *Texas State Plan*, teachers of the gifted are required to complete thirty (30) clock hours of professional development in gifted education. Each year they teach gifted students after completing this initial training, the teachers must complete an additional six hours of professional development. Across all sizes of districts, respondents reported that 81-100% of their classroom teachers who teach gifted students are required to have completed 30 clock hours of professional development. This is approximately 70% of the total number of respondents in the study. Seventy percent of the districts reported that 81-100% of their teachers who teach GT students have completed update training. Fourteen percent reported that 61-80% had completed this training. These responses indicate that across the state there are teachers responsible for meeting the special educational needs of gifted students who do not

have the training to do so. There are also teachers who have not done their annual six hour update training as required.

A little over half reported their administrators and counselors were required to do six hours of professional development in gifted education. Forty percent of the 280 respondents reported that at least six hours of professional development is required for all administrators. Only 14% indicated that one administrator per building must take at least six hours of professional development in GT education. This means that a large number of districts are out of compliance with the regulation requiring administrators and counselors to complete the training.

Professional development was reported to be provided by district personnel by 146 (57%) of the 280 respondents. Professional development was reported to be provided by regional service center by 252 (90%) of the 280 respondents. There is a significant relationship between district size and professional development provided by district personnel. Professional development was reported to be provided web-based courses by 48 (17%) of the 280 respondents. The larger the district the more likely a district was to use out-of-district consultants for their professional development.

### **FAMILY-COMMUNITY INVOLVEMENT**

Under the Family-Community Involvement section of the *Texas State Plan*, districts responses indicate compliance with the regulation regarding disseminating information to parents. The regulations include ensuring parents are aware of the identification policies and learning opportunities for gifted students. Ninety-three percent reported disseminating information to parents of elementary grade children.

Almost half of the districts are not in compliance with the regulation that requires annual evaluation of GT programs. This lack of evaluation may be related to the lack of external accountability for GT programs. One hundred sixty (57%) of 280 districts reported evaluating the GT programs annually. Ninety-seven (35%) of the 280 districts reported evaluating the GT programs every two to five years, and twenty-three (8%) of the 280 districts reported not evaluating the GT programs at all.

### **GOING BEYOND ACCEPTABLE**

The results of the survey indicate that a number of districts are working towards meeting the criteria for a Recognized GT program, going beyond what is required at the Acceptable level. A large number of districts involve the family and community at this higher level by sharing products and achievements, giving community presentations, providing parent orientations, and conducting annual meetings to inform parents about the program. One hundred seventy-three of the 280 districts reported providing parent orientation. Thirty-three percent of the 280 districts provide annual updates to parents. Sixty-five percent of the districts share products and achievements at a campus-wide open house. Thirty-three percent of the 280 districts have a data bank of community

resources available to teachers, with larger school districts, 4A and 5A, being more likely of having these resources than 1A, 2A, or 3A districts.

Most districts reported the people responsible for coordinating their districts' GT programs had completed 30 hours of professional development, and in some larger districts they also met higher requirements. Unfortunately, the majority of these coordinators are responsible for other non-GT duties in their districts. Over 50% of the 1A, 2A, 3A, and 4A school district agreed that their GT Administrators were also responsible for their ESL/Bilingual programs. A little less than half of districts have GT coordinators that are responsible for testing, also. GT coordinators from smaller districts are more likely to be responsible for testing. A little less than half of the people responding to this question indicated their GT Coordinator was responsible for Title Programs. GT Coordinators from smaller districts are more likely to be responsible for Title Programs.

Very few districts report educators who hold the Gifted and Talented Supplemental Certification. Two hundred thirty-five (84%) of the 280 participants in the study replied that 20% or less of the teachers in their districts have the Gifted and Talented Supplemental Certificate. Two hundred seventy-one of the 280 respondents indicated that they do not require the Gifted and Talented Supplemental Certification for all classroom teachers in the school.

Only 49 of the 280 districts reported having a local parent association for the gifted and talented. Of the districts who reported having a local parent association, 18 reported that their parent association is a TAGT affiliate; 32 reported having events for families of the GT students; 19 indicated they have a newsletter; and 15 reported having a website with 63% reported having no website.

## CONCLUSIONS

It appears that the state of gifted education in Texas is mixed. Under each section of the *Texas State Plan for the Education of Gifted/Talented Students*, districts are meeting some of the minimum requirements. Specific to Student Assessment, districts are using multiple measures and screening at least once a year. Districts report meeting the Program Design criteria by offering a wide range of program options and ensuring students work independently, with other GT students, and with non-GT students. Almost all districts report requiring teachers of the gifted to complete the mandated 30 clock hours of training which falls under Professional Development. And regarding Family-Community Development, districts are disseminating identification information to parents and informing them of learning opportunity for their children.

Under each section of the *Texas State Plan*, there also are requirements that are not being met. While the percentage is small, there are districts that are not assessing students using nonverbal measures or in their home languages. A small number of responses indicated there were no policies, or a lack of knowledge of policies that pertain to furlough, reassessment, exit, transfer and appeals. The reports regarding lack



of identification related policies, or knowledge of them, do not meet the minimum criteria for Student Assessment. While the Program Design requirements designate offering out-of-school options “when possible”, a majority of districts should be implementing them. It is also unclear how districts are ensuring that their gifted programs lead to the development of advanced-level products and performances as required under Curriculum and Instruction. The lack of participation in the Texas Performance Standards program indicates this may be an area that needs improvement. Another area of improvement is compliance for Professional Development and training for teachers, administrators and counselors. Finally, many districts are not conducting annual evaluations of their GT programs as required under the Family-Community Involvement section.

Districts that strive to meet the criteria for Recognized and Exemplary should be applauded for their efforts to meet the needs of their gifted and talented students. Districts who are not meeting the Acceptable criteria need support and direction. Districts need to be held accountable for meeting the standards set by the state and outlined in the *Texas State Plan*. Based on the varied responses, it is clear that local accountability alone is not enough to ensure that all gifted and talented students in Texas are receiving the basic programs and services needed to meet their varied special educational needs.

## **INTRODUCTION**

### **TAGT RESEARCH DIVISION INITIATIVE**

This report is the culmination of a two-year statewide study to determine the *State of Gifted Education in Texas*. The purpose of the study was to determine the status of gifted education in public school districts in Texas in 2007.

In November, 2005, members of the Research Division of the Texas Association for the Gifted and Talented (TAGT) discussed the need to conduct research as part of the Research Division's mission to *support gifted and talented research as a means for advancing identification and services for gifted children, guiding parents of gifted learners, and training teachers of gifted students*. After considering several options, Division members determined that there was a need for current information regarding how districts were following the guidelines established in *The Texas State Plan for the Education of Gifted/Talented Students*. In essence, at what levels are districts in compliance with regulations established for gifted and talented programs. This study was aligned with the Research Division goal to *encourage, evaluate, and disseminate current research in the field of gifted education*.

Research Division members participated in specific steps in the research process.

The fifteen steps follow:

1. Selected area regarding gifted education to be addressed.
2. Develop questions for each area.
3. Conduct content validity studies of questions through multiple reviews by Research Division membership.
4. Select the format of the survey.
5. Select the delivery method for distribution of the survey.
6. Develop the online survey.
7. Review and edit multiple drafts of the online survey.
8. Determine, as a division, when and how to distribute the survey, including what population should be surveyed.
9. Submit the human subjects review board application.
10. Design a consent form for participants.
11. Distribute and collect surveys.
12. Conduct an initial analysis of data.
13. Review and further analyze the data.
14. Prepare a report.
15. Distribute the report to the TAGT Executive Board.

### **PURPOSE OF THE STUDY**

The purpose of the study was to determine the status of gifted education in public school districts in Texas in 2007. These data were needed to determine the specific needs of districts currently providing educational programs for gifted Texas children. Knowing these needs, TAGT may be able to better plan activities and to develop recommendations for improving gifted programming, refining training, and certifying of personnel teaching and supervising gifted students.

To date, only one study was found that addressed this same research topic, and it was conducted five years prior to when the current study was begun. The study, *The State of Gifted Education in Texas in the 21<sup>st</sup> Century*, was conducted by Stacey Easterly (2000) and directed by Dr. Beverly Irby from Sam Houston State University.

## **REVIEW OF THE LITERATURE**

### **TEXAS GIFTED AND TALENTED HISTORY AND TEXAS STATE PLAN**

While the history of Gifted and Talented (GT) programs in the state of Texas is relatively young, its ambitions are mature and continually developing. TEA's Advanced Academics site says "In 1977 the Texas Legislature passed its first legislation concerning the education of gifted students. In 1979, state funds for providing services to gifted children were made available, but providing such services was optional for school districts. In 1987, The Texas Legislature mandated that all school districts must identify and serve gifted students at all grade levels. In 1990, The Texas State Plan for the Education of Gifted/Talented Students was adopted, and in 1999 the Texas Performance Standards Project for Gifted/Talented Students was created" (<http://www.tea.state.tx.us/gted/GifTal.html>).

The guiding document for gifted education in Texas is *The Texas State Plan for the Education of Gifted/Talented Students*, which was originally adopted by the Texas State Board of Education in 1990, modified in 1996, and revised in 2000. This is the current plan which now serves as the basis of fulfilling the Chapter 29 requirement of the Texas Education Code governing gifted education. This document also helps to ensure that gifted students receive the service to which they are entitled. It also creates new options in the curriculum to provide opportunity at very high levels of student performance (foreword).

### **TEC CHAPTER 29 MANDATES**

The Texas Education Code (TEC), defines a gifted student in the following manner: "a child or 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 and who: (1) exhibits high performance capability in an intellectual, creative, or artistic area; (2) possesses an unusual capacity for leadership; or (3) excels in a specific academic field" (29.121). The definition used by the State of Texas is adapted from the definition used in the federal legislation for gifted education referred to as *The Jacob Javits Gifted and Talented Students Education Act (Javits Act)*, which was originally passed by Congress in 1988 as part of the Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind. The Javits Act defined gifted students as those students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities.

The National Association for Gifted Children points out that the Javits Act is the only federal program that is there to meet the needs of gifted and talented students; however, it does not provide local program funding. Instead, the NAGC says, "The purpose of the Act is to orchestrate a coordinated program of scientifically based research, demonstration projects, innovative strategies, and similar activities that build

and enhance the ability of elementary and secondary schools to meet the special educational needs of gifted and talented students” (Javits). Locally, Chapter 29 of the TEC further mandates that “using criteria established by the State Board of Education, each school district shall adopt a process for identifying and serving gifted and talented students in the district and shall establish a program for those students in each grade level. A district may establish a shared services arrangement program with one or more other districts” (§29.122).

Finally, Chapter 29 states that the State Board of Education will develop and periodically update a state plan “to guide school districts in establishing and improving programs for identified students. The regional education service centers may assist districts in implementing the state plan. In addition to obtaining assistance from a regional education service center, a district may obtain other assistance in implementing the plan. The plan shall be used for accountability purposes to measure the performance of districts in providing services to students identified as gifted and talented” (29.123 ). With these definitions in mind, the *Texas State Plan* evolved into a guiding document in Texas gifted education.

### **TAC CHAPTER 89 MANDATES**

The *Texas State Plan* is what now serves as a resource, guide and tool for school districts to, ideally, serve its students at optimal levels. It sets forth three levels of gifted education, which are Acceptable, Recognized and Exemplary; each level has accompanying criteria to measure its achievement. The Acceptable levels are five topics, with various areas within each, of “program performance,” which a district must possess in order to be in minimum compliance with the accountability system in the state of Texas; however, the plan further delineates that some districts will go beyond these minimum levels and work within their communities to provide more exceptional services to gifted students (*Texas State Plan*, overview).

Under the banner of Acceptable in the *Texas State Plan*, the criteria are, mostly, pulled from the Texas Administrative Code (TAC), Chapter 89, which sets the adaptation for the special population of gifted and talented students within the state. Chapter 89 mandates that a district must follow certain criteria of student assessment (89.1), professional development (89.2), student services (89.3), fiscal responsibility (89.4) and program accountability (89.5).

### **TEXAS STATE PLAN**

Following these sections of Texas Education Code and Texas Administrative Code, the *Texas State Plan* has taken its cues and outlined specific measures for districts. Under its first section, Student Assessment, the *Texas State Plan* follows its TAC 89.1 counterpart closely. It states that “instruments and procedures used to assess students for program services measure diverse abilities and intelligences and provide

students an opportunity to demonstrate their talents and strengths. (3). The plan is then broken into sections indicating minimal levels of acceptance for Acceptable, Recognized and Exemplary compliance. The key elements of the Acceptable Level of the State Plan are as follows:

- Identification & Assessment - Assessment of students for gifted and talented programs will include both quantitative and qualitative information from multiple sources.
- Program Design - Gifted students are to work together with other gifted students, work with other students, and work independently during the school day and throughout the year.
- Curriculum and Instruction - Districts are to provide an array of learning opportunities for gifted students, establish a continuum of learning experiences, and opportunities to accelerate in areas of strength.
- Professional Development - Teachers, administrators, and counselors who work with gifted students or have authority for making program decisions will have training in understanding the nature of giftedness and the needs of gifted students.
- Family-Community Involvement - School districts will provide an array of learning opportunities for gifted students and inform the parents of the program choices available to their gifted child.  
(<http://www.tea.state.tx.us/gted/GTStatePlanEnglishAug05.pdf>)

Section one, Student Assessment, includes such requirements as written policies in student identification for gifted and talented programs (1.1A), as well as written policies on furloughs, exits, transfers and appeals within gifted and talented programs (1.2A). To augment the Acceptable to the Recognized level, the plan indicates additional measures in similar categories. For example, the identification process must then be provided to families in their own languages or with an interpreter to assist (1.1R) to meet the Recognized level in the same category. To become Exemplary in the same area, the district would have to additionally provide a separate session prior to the nomination to inform families of the procedures in place for nomination and identification (1.2R). In each section, the Acceptable standard will have additional steps to heighten it to Recognized and on to Exemplary, and as far as the district chooses to go in the process will determine the level it reaches, although, again, the Acceptable level is mandated by state law and must be followed to be in compliance.

In Section II, Program Design, the state plan says this: “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” (5). In application, the Acceptable standard is straightforward, indicating that local districts must develop polices “that are consistent with State Board of Education rules on credit by examination (19 TAC §74.24) and Early High School Graduation” (2.4A, 5).

However, the standard is raised from Recognized to offer “flexible pacing . . . , allowing students to learn at the pace and level appropriate for their abilities and skills.” It adds a second standard for Recognized which states that “local board policies are developed that enable students to participate in dual/concurrent enrollment, correspondence courses, accelerated summer programs, and the Distinguished Achievement Program” (2.4.1R-2.4.2R, 5). Further, in order for a district to achieve Exemplary status, it must show that all “administrators, counselors, and teachers actively facilitate accelerated options” (2.4E, 5). Program Design adds several other areas which are to, likewise and equally, be addressed.

The third section of the state plan addresses Curriculum and Instruction and states that “Curriculum and instruction meet the needs of gifted students by modifying the depth, complexity, and pacing of the general school program” (7). In order for a district to meet Acceptable standards it must, for example, follow the TAC standard that school districts “assure an array of appropriately challenging learning experiences for gifted/ talented students in grades 1 through 12 that emphasize content from the four (4) core academic areas and shall inform parents of the opportunities” (7). However, to advance to the Recognized level, three more areas are required, which include components of independent research (3.1.1R), a manual describing all GT services K-12 (3.1.2R), and career assessment and training opportunities (3.1.3R). Still beyond this, to achieve Exemplary status, a district must show that “curriculum for gifted/talented students provides options in intellectual, creative or artistic areas; leadership; and specific academic fields” (3.1E).

Fourth, the state plan supports the need for a Professional Development aspect of GT education. This section says that “all personnel involved in the planning, development, and delivery of services to gifted students have knowledge to enable them to offer appropriate options and curricula for gifted/talented students” (8). Initially, requirements follow state guidelines, again, with basic requirements, such as the required 6 hour update for all teachers serving GT students. But to move from that to Recognized status, the district must demonstrate it gives an orientation to all staff on the district’s GT services, as well as training in nature and needs of GT students (4.2.1R) and an orientation to all new teachers to the district on the GT program within the district (4.2.2R). Many other Professional Development indicators are included therein.

Finally, the plan looks outward in its Family-Community Involvement guidelines and says that “the district regularly encourages community and family participation in services designed for gifted/talented students” (9). One basic example is the state mandate in place that districts must develop a local GT policy that is approved by the board of trustees and made known to parents. To achieve a Recognized level, then, a district must also seek input from family and community representatives on the assessment procedures prior to submission to the local board of trustees (5.1.1R). It must also hold meetings annually at the district or campus level or provide information to request input nominating for program services (5.1.2R). Moving beyond this to Exemplary status adds two more areas of this one component alone. Now the school district or campus must provide annual information as well as holding annual meetings

requesting parent and community nominations for program services (5.1.1E). Also, parents must be given opportunities to participate in a parent association for the gifted and talented students (5.1.1E). The three sections of this outwardly focused standard are important to the state's definition of both a minimally functioning and successful gifted and talented program.

### **DEC COMPLIANCE MEASURES**

The State Plan provided guidelines to school districts, showing them what was needed to have in place to be providing appropriate, even excellent, gifted education to students. Following this idea, Texas initially required mandatory compliance through onsite visits and review of evidence showing districts were following the Texas State Plan. When compliance visits started in the late 1990s, they were conducted by a team of people who were well versed in the area and showed an understanding of gifted education. These compliance teams from across the state would visit districts for several days, examining documents, conducting local interviews and, ultimately, writing a report that went to the local board of trustees. Some ways in which these were monitored were quite specific and defined. Each had the TAC-specific requirement cited, followed by the sources of documentation the district had to provide for compliance, specifics of what the teams should look for in the school setting, followed by various notes which would define areas (“multiple means more than three”) or delineate grade-specific requirements from the general statements. DEC visits sought out each area and followed the rigid guidelines to determine if a district was in compliance or not. The accountability of the districts was inherent in the required documentation and programs needed to provide evidence to the TEA examiners. When funding for on-site compliance visits was cut, district compliance measurement went to a paper compliance method. Under this design districts still had to follow procedures and submit a written report to TEA demonstrating compliance in gifted education. However, as funding cuts grew, compliance monitoring ceased and what has come to be in recent years involves little direct accountability. Districts are now locally governed and simply conduct an annual evaluation as specified in the State Plan.

Despite the breakdown in compliance monitoring, the standards for compliance have remained in existence through the *Texas State Plan*, as reflected in *The District Effectiveness and Compliance* (DEC) indicator manual. This manual was published annually and included guidelines for many special programs, including Bilingual/ESL, CATE, dyslexia, Federal Programs, Optional Extended Year programs, Prekindergarten Notification, and State Compensatory Education. Right in the middle of these are the compliance areas for twenty areas of a gifted program which, if followed correctly, would show evidence of serving gifted students effectively.

Although these are not proactively enforced anymore, they are telling in the expectations of gifted education programs. Now, without enforced compliance, Texas school districts rely on two main areas for its GT program quality. First, the quality of leadership of the gifted and talented education program within the district, and, second,



the level of understanding of the board of trustees for passing policies related to the health of a gifted education program. Hence, it has become the job of the school district (or campus) director of the GT program to educate the board directly so there is more understanding where policies can be passed that support the *Texas State Plan* at any of its levels, but especially at the minimal state-required level. These factors are, essentially, what make or break a positive gifted and talented education program in today's Texas school districts. The *Texas State Plan* exists to guide districts, but they are relatively free to follow it to the levels they deem applicable.

**TEACHERS OF THE GIFTED**  
**GIFTED EDUCATION STANDARDS**

The state of Texas also possesses a set of specific standards for teachers of the gifted and talented. These seven standards are as follows:

- **Standard I.** The teacher of gifted and talented students understands and applies knowledge of the historical, legal, and conceptual foundations of gifted education.
- **Standard II.** The teacher of gifted and talented students has comprehensive knowledge of the cognitive, social, and emotional characteristics and needs of these students.
- **Standard III.** The teacher of gifted and talented students understands and applies knowledge of assessment issues relevant to gifted and talented students, including identification, diagnosis, and evaluation.
- **Standard IV.** The teacher of gifted and talented students understands and applies knowledge of systematic program and curriculum design.
- **Standard V.** The teacher of gifted and talented students creates a learning environment that reflects research-supported instructional practices.
- **Standard VI.** The teacher of gifted and talented students collaborates and communicates with students and parents/guardians; colleagues and administrators; professionals in business, industry, and universities; and the public to support the education of gifted and talented students.
- **Standard VII.** The teacher of gifted and talented students fulfills professional roles and responsibilities and understands legal and ethical issues relevant to the education of these students. (Gifted and Talented Standards)

Each of these standards has its own section on knowledge and practice, which educators are to use to ensure they are following the theory in actual practice. The standards provide the basis for the recently developed supplemental certification test for educators of the gifted.

**EDUCATOR CERTIFICATION FOR GT**

Before September 2000, teachers in GT programs took courses in university programs to receive a GT Endorsement and, thus, learned much of the requirements included in the standards in their graduate classes, but this, too, has evolved over the years, and now there is a GT Supplemental Test which the State Board for Educator Certification describes as “a *supplemental* certification for those providing services to gifted and talented students in Texas” (TEA Advanced Academics). It is possible for a person who is eligible to take a TExES or ExCET test to sign up and take the GT

supplemental test with no university coursework, unlike in the past, and upon passing with a minimum score, earning the GT supplement even before any GT training is earned. However the state does still require 30 hours of training for educators providing services to GT students. Citing TAC 89.2, the Texas Education Agency reiterates the 30 hour requirement to teachers, which includes the core classes in nature and needs, assessing student needs, and curriculum and instruction for gifted students. This same mandate requires that teachers serving GT students without the 30 hours will have one semester to obtain such training. It stipulates that all GT trained teachers continue to receive annual 6 hour updates, and notes that all administrators and counselors with authority to make gifted and talented education program decisions, likewise, have 6 hours of professional development that also includes the nature and needs of GT students and programs option (TAC 89.2).

### **OTHER CONSIDERATIONS**

#### **SB 518**

While some areas of servicing GT seem to have declined in requirements, one has expanded. In 2001, Senate Bill 518 expanded its counselor requirements from pertaining only to schools receiving Compensatory Education funding to all public schools in Texas and declared that counselors are required to serve their gifted populations (section 3). This bill “require[s] the counselor to participate in planning, implementing, and evaluating a comprehensive developmental guidance program to serve all students and to address the special needs of students who are gifted and talented, with emphasis on identifying and serving gifted and talented students who are educationally disadvantaged” (Section 33.006(b) , SB 518) beginning with the 2001-2002 school year

### **FINANCIAL CONSIDERATIONS**

While it may seem that gifted education support is declining, funding still exists for programs, as is outlined in Texas Education Code in Section 42, Subchapter C. Special Allotments. This section states that the district will receive funding for each identified student in a program serving gifted students. (42.156 (a), TEC). It further states that these funds must be used in providing programs for gifted students, and includes International Baccalaureate and Advanced Placement in this funding allotment (b). While it does stipulate that no more than five percent of a district's funding is eligible from this section of special allotments (c), it does certainly still provide funding for these programs. Finally, this section grants the State Board of Education up to \$500,000 beyond the allocated funds to each district for programs which include *MATHCOUNTS*, *Future Problem Solving*, *Odyssey of the Mind*, and *Academic Decathlon*, with the stipulation that the funds are used to train the educators and provide the services of these programs (f). The qualification is deemed worthy if the program is

found to be “effective and consistent with the state plan for gifted and talented education” (f).

### **SUMMARY**

Texas has provided guidelines and goals for its gifted education programs and funding, which have been hindered by various budget cuts and changes in policy. However, Texas continues to fund and support gifted education at some levels and the *Texas State Plan* remains in effect as the leading guideline of what is to occur in Texas school districts.

## **METHODOLOGY**

### **DEVELOPMENT OF SURVEY INSTRUMENT**

A survey was developed to determine how districts identify and serve gifted students. Research Division members first researched, discussed, and agreed upon which areas of gifted education programming to survey. It was decided that the survey should follow the organization of *The Texas State Plan for the Education of Gifted/Talented Students*. Therefore, the following areas were selected: demographic information, student assessment, program design, curriculum and instruction, professional development, and family-community involvement.

Survey questions were developed, debated, and revised by members of the Research Division over the course of a year. All members involved in the process of developing and reviewing the questions shared a high level of expertise in the field of gifted education. The committee members who reviewed the survey for content validity were all experienced at both designing survey instruments and at evaluating programs.

The survey included questions regarding the assessments districts use to identify, select, and retain gifted students. In addition, district contacts were asked to report the program options, curriculum choices and instructional strategies they use in their districts for children in kindergarten through high school. The training and certification of personnel teaching and supervising gifted students, including the professional development provided and required by the district, were also included on the survey. District contacts were asked to provide information regarding how family and community members are involved in the gifted education programs in their schools.

The survey instrument was built using mrInterview, a web-based survey tool. A copy of the survey questions can be found in Appendix A of this study. It was estimated that the survey would take about 15 to 20 minutes to complete. Survey respondents were assured that the results from the surveys would be reported in aggregate form only and that they would be shared with the Texas Association for the Gifted & Talented (TAGT) and disseminated to the general public through TAGT's journal, website and during the annual TAGT conference.

### **PARTICIPANTS**

The decision to contact each district in the State was hindered by the fact that there was no comprehensive database with the names and/or email addresses of district gifted education coordinators. This information was obtained by dividing Texas into the 20 regional education service center areas with assigned Research Division members generating lists of district contacts. This was completed by exploring district websites, accessing local organizational information and calling districts directly. The survey was distributed via email to each district's contact using mrInterview.

Participation in the study was voluntary. Respondents were requested to report information about the current status of the gifted and talented program in their districts and were not asked to evaluate these programs.

### **DATA COLLECTION**

The survey was distributed using mrInterview, which also facilitated data collection. The survey included demographic data on districts by regional education center, size, and rural-urban classification as well as positions of personnel completing the survey. Demographic data were recorded by position of person completing the survey, regional education service center, district size and type, and ethnicities. There were 324 total respondents with 44 missing data; therefore, the total usable data set was 280. The 280 districts in this study represented every region and size.

### **ANALYSIS AND PRESENTATION OF DATA**

Each item is reported descriptively. District size for comparison was selected for analysis over ESC regions due to several cells having fewer than five respondents. Significant or non-significant relationships by district size as measured by a Chi Square with Cramer's V, a test of the strength of the relationship, on each item are reported.

## **RESULTS**

### **DEMOGRAPHIC DATA**

#### **POSITION OF PERSON COMPLETING THE SURVEY**

While the initial contact intent was to have the district gifted coordinator complete the survey, it was obvious from the respondents' data that people from all different levels in the districts ultimately completed the survey for the district. Even though the survey was sent to a district contact, only forty percent of the people completing this survey were central office administrators. A total of 324 persons from school districts across Texas completed the Gifted and Talented Survey, 2007. Of these, 44 (13.6%) persons failed to respond to the position held and thus these were considered missing data with respect to this item. The person most often completing this survey was a central office administrator (n=130; 40%). This was followed by 67 or 20% teachers of gifted and talented (GT Teachers) completing the survey. Thirty-five (10.8%) specialists for gifted and talented (GT Specialists) and 31 (9.6%) campus administrators completed the survey. Fifty-five (17%) individuals indicated "other" on the survey for their position. Among those 55 persons, they indicated they held positions of District GT Coordinator (35), Counselor (11), Teacher (9), and Superintendent (1).

#### **REGIONAL EDUCATION SERVICE CENTERS**

There are 20 Regional Education Service Centers (ESC) in Texas. All Educational Service Center (ESC) regions were represented by respondents to the survey. The regions that had the largest representation with regard to the survey included Region 4 (Houston), Region 10 (Dallas), Region 13 (Austin), Region 16 (Amarillo), and Region 7 (Kilgore). Table 1 indicates those ESCs, 4, 7, 10, 13, and 16 had 20 or more districts within each ESC participating. Those ESCs that included 10 to 19 districts responding were 2, 6, 9, 12, 14, 15, 17, and 20. Those ESCs with less than 10 districts participating in the survey were 1, 3, 5, 8, 11, 18, and 19.

*Table 1*  
*Regional Education Service Centers: Number of Districts Responding*

<i>Regional Education Service Center</i>	<i>Number of Districts</i>
1	8
2	14
3	9
4	22
5	7
6	19
7	20
8	4
9	14
10	29
11	6
12	15
13	23
14	16
15	12
16	20
17	16
18	8
19	2
20	16

#### **SIZE AND TYPE OF DISTRICT**

Districts in Texas are classified by letter based on varying sizes according to the University Interscholastic League. The main reason for this classification is to ensure that school competition is fair based on similar size talent pools and resources. The classifications are popularly known as, respectively, 1A, 2A, 3A, 4A, and 5A with 1A being the smallest districts and 5A being the largest.

Eighty-four district personnel (30%) responded that they were 1A school districts, 59 (21.1%) in 2A districts, 54 (19.3%) in 3A districts, 41 (14.6%) in 4A districts, and 42 (15%) in 5A districts.

Districts were also classified as urban, suburban, or rural. Most (over half) of the districts were what the districts identified as rural. While there is some discourse on different ways to define rural, suburban and urban, it should be noted that these classifications are based on both size and distance or nearness to a metropolitan area. The respondents stated that their districts were 28 (8%) urban, 55 (17%) suburban, and 197 (60.8%) rural.



## ETHNICITY REPORTED BY DISTRICTS

Various demographic information regarding students enrolled in gifted programs was requested. This included the ethnic breakdown of the district as compared to the ethnic breakdown of students in the GT program; economically disadvantaged; English as a second language and English language learners; bilingual learners; and special education. Respondents were also asked to report the number of students enrolled in gifted programs at each grade level grouping, including elementary, middle school, high school, and whole district. Because survey respondents were allowed to skip this item, there is missing data for more than half of the surveys. Districts that did respond did not do so consistently for all of the items. Therefore, the data are unreliable and not included in this report.

## DATA ANALYSIS BY ITEM

Each of the following questions or items is reported descriptively. Additionally, significant or non-significant relationships by district size as measured by a Chi Square with Cramer's V, a test of the strength of the relationship, on each item are reported. District size for comparison was selected for analysis over ESC regions due to several cells having fewer than five respondents.

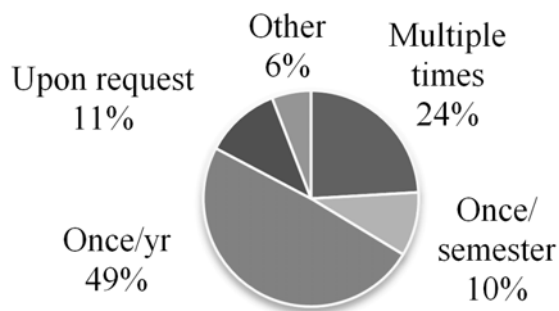
## STUDENT ASSESSMENT

### Item #1. How often are students nominated and/or screened for the GT Program?

Of the 324 responses, 78 districts nominate or screen multiple times throughout the year, 31 once a semester, 159 once a year, 37 upon request, and 19 at other times. Those responding with "other" included such responses as when students are new to the district, when new or transferred, and at the end of grade reporting periods. Figure 1 illustrates these responses by percentages. It appears that the larger the district the more often students are nominated or screened for the gifted program and visa versa.

*Figure 1.*

*Students nominated and/or screened for GT program*



**Item #2. At what grade levels do you use a talent pool?**

Approximately 30% of the respondents reported using a talent pool for selecting/nominating students. Of the 30%, the talent pool was used at the following grade levels: Pre-kindergarten (4.3%), Kindergarten (26.9%), First Grade (19.8%), Second Grade (17.6%).

Approximately 70% reported using no talent pool at all. The Chi Square test reveals there is no significant relationship between district size and talent pool at specific grade levels. In fact, 204 of the responding 280 districts reported they did not use a talent pool.

**Item #3. What assessments are used in your school district's identification procedures?***Elementary grade levels*

Table 2 reports the assessments used in elementary schools by districts responding in the order of frequency of use. The most popular measure used in the identification of children in elementary grade levels is the Teacher Checklist. Over 70% of the respondents reported using: Teacher Checklists, Aptitude/Intelligence Tests, Parent Checklists, and Achievement Tests. The least used assessment is peer checklists.

*Table 2*  
*Assessments Used in Elementary Schools*

<i>Assessment</i>	<i>Frequency</i>
Teacher Checklist	266
Aptitude/Intelligence	265
Parent Checklist	228
Achievement Tests	220
Creativity	145
Self Nomination	124
Product	113
Portfolio	110
Grades	82
Interview	68
Other	33
Peer Checklist	20

The Chi Square test reveals there is no significant relationship between district size and assessment in identification using products, interviews, peer checklists, teacher checklists, achievement tests, aptitude/intelligence tests, creativity tests, and grades. However, a significant relationship was determined between district size and use of portfolios in identification ( $\chi^2(4, N = 280) = 28.45, p = .000$ ), although Cramer's V (.319) indicates a weak relationship between the variables. It appears that the larger districts (3A, 4A, and 5A) use the portfolio more often than do 1A and 2A districts in identification of gifted students. Another significant relationship was determined between district size and self-nomination in identification ( $\chi^2(4, N = 280) = 19.39, p = .001$ ), although Cramer's V (.263) indicates a weak relationship between the variables. It appears that the larger districts (4A and 5A) allow for self-nomination at higher rates than do 1A, 2A, and 3A districts in identification of gifted students.

#### *Middle school grade levels*

Table 3 reports the assessments used in middle schools by districts responding in the order of frequency of use. The most popular forms of identification of children in middle grade levels are both the Teacher Checklist and the Aptitude/Intelligence Test. Over 70% of the respondents reported using: Teacher Checklists, Aptitude/Intelligence Tests, Parent Checklists, and Achievement Tests. The least used assessment is peer checklists.

*Table 3*  
*Assessments Used in Middle Schools*

<i>Assessment</i>	<i>Frequency</i>
Aptitude/Intelligence	256
Teacher Checklist	253
Achievement Tests	212
Parent Checklist	202
Self Nomination	148
Creativity	132
Product	103
Grades	96
Portfolio	86
Interview	71
Other	31
Peer Checklist	19

The Chi Square test reveals there is no significant relationship between district size and assessment in identification in the middle school grade levels using products, portfolios, parent checklists, peer checklists, teacher checklists, achievement tests, aptitude/intelligence tests, creativity tests, and grades. However, a significant relationship was determined between district size and use of self-nomination in identification ( $\chi^2(4, N = 280) = 43.46, p = .000$ ), although Cramer's V (.351) indicates a weak relationship between the variables. It appears that the larger districts (3A, 4A, and 5A) use self-nomination at the middle school grade levels more often than do 1A and 2A districts in identification of gifted students.

#### *High School grade levels*

Table 4 reports the assessments used in high schools by districts responding in the order of frequency of use. The most popular forms of identification of children in high school grade levels are both the Teacher Checklist and the Aptitude/Intelligence Test. Over 70% of the respondents reported using: Teacher Checklists, Aptitude/Intelligence Tests, and Achievement Tests. The least used assessment is peer checklists.

*Table 4*  
*Assessments Used in High Schools*

<i>Assessment</i>	<i>Frequency</i>
Teacher Checklist	246
Aptitude/Intelligence	241
Achievement Tests	202
Parent Checklist	186
Self Nomination	157
Creativity	125
Grades	98
Product	94
Portfolio	85
Interview	71
Other	32
Peer Checklist	21

The Chi Square test reveals there is no significant relationship between district size and assessment in identification in the high school grade levels using interview, products, portfolios, parent checklists, peer checklists, teacher checklists, achievement tests, aptitude/intelligence tests, creativity tests, and grades.

However, a significant relationship was determined between district size and use of self-nomination in identification ( $\chi^2(4, N = 280) = 35.43, p = .000$ ), although Cramer's V (.346) indicates a weak relationship between the variables. It appears that the larger districts (3A, 4A, and 5A) use self-nomination at the high school grade levels more often than do 1A and 2A districts in identification of gifted students.

It appears from the data that districts identified the same four assessments as their most frequent means for identifying students across all three grade level ranges--elementary, middle, and high school levels. Over half of the districts reported using self-nomination for identification/selection of students for their programs across all three grade level ranges. Creativity was used by almost half of the districts across all grade levels.

**Item #4. Which of these approaches best describe how the assessment information is summarized for the committee?**

The survey contained five approaches for describing assessment information for the district selection committees. These included: (a) case study, (b) cut-off scores, (c) matrix ratings, (d) district line, and (e) profile. Case study is used when each student's qualitative and quantitative assessments are reviewed individually. Cut-off scores are used when the district identifies a specific score above which the students must perform. Matrix ratings are used when the district assigns point values for test score ranges—for example, the 99<sup>th</sup>ile on a test may receive a “5.” The district adds these points together

for an overall point score. The district line is used when the district identifies a percentage of its students who may enter the gifted program each year. Profiles are used when the district identifies the same cut-off score for all of the assessments, for example, the top 5%. If a student performs at or above the cut-off score on a certain number of assessments, he or she is in the program.

The Chi Square test reveals there is no significant relationship between district size and approaches summarized for the committee. The district line approach was the least used form of sharing information across all size districts. The majority of the districts of all sizes tended to use a matrix approach, followed by case study, then cut off scores, then profile.

**Item #5. Which of these assessments appear to be the most effective in identifying students from underrepresented groups?**

Table 5 reports the assessments believed to be most effective in identifying students from underrepresented groups. While the districts use Teacher Checklists, Aptitude/Intelligence Tests, Parent Checklists, and Achievement Tests most frequently, there appears to be a gap between what they are using and what they believe to be most effective in identifying underrepresented groups. For example, while 265 districts reported using Aptitude/Intelligence Tests at the elementary level, only 172 reported this to be one of the most effective means for identifying underrepresented groups. No assessment was selected as being most effective in identifying underrepresented groups by more than 60% of the districts.

*Table 5*

*Assessments Believed to be Most Effective in Identifying Underrepresented Groups*

<i>Assessment</i>	<i>Frequency</i>
Aptitude/Intelligence	172
Teacher Checklist	140
Creativity	107
Portfolio	93
Achievement Tests	84
Product	84
Interview	69
Parent Checklist	53
Grades	29
Other	24
Self Nomination	20
Peer Checklist	7

The Chi Square test reveals there is no significant relationship between district size and the most effective assessments in identifying students from underrepresented groups (products, interview, portfolio, parent checklist, peer checklist, teacher checklist,

self-nomination, achievement tests, aptitude/intelligence tests, creativity tests, and grades). The districts reported a lack of effectiveness of each of the assessments in identifying students from underrepresented groups with the exception of an equivalent reporting of teacher checklists as effective. Additionally, the districts reported a belief that aptitude/intelligence tests were effective in identifying underrepresented groups. Districts reported other alternative means of effective identification of such groups of students.

**Item #6. How do you screen and assess students who speak a different language?**

Districts selected from the following screening and assessments for students who speak a different language: (a) assessments in the student's home language, (b) translations of assessments in the student's home language, (c) nonverbal assessments, (d) same assessment for students no matter language background, and (e) employment of a translator for administration of the tests. The range of use of these types of assessments was 177 to 30. One hundred seventy-seven use nonverbal assessments, followed by 115 who use assessments in the student's home language. Only 30 reported using the same assessment regardless of the student's language background.

The Chi Square test reveals there is a significant relationship between district size and screening and assessment of students who speak a language other than English in their native language ( $\chi^2(4, N = 280) = 37.15, p = .000$ ), although Cramer's V (.364) indicates a weak relationship between the variables. It appears that the larger the district the more often they use assessments in the students' native/home language than do smaller 1A, 2A, and 3A districts.

Additionally, the Chi Square test reveals there is a significant relationship between district size and screening and assessment of students who speak a language other than English using nonverbal assessments ( $\chi^2(4, N = 280) = 23.606, p = .000$ ), although Cramer's V (.290) indicates a weak relationship between the variables. It appears that larger districts (4A and 5A) more often use nonverbal assessments than do smaller 1A, 2A, and 3A districts.

No relationships were determined to exist between size of district and screening and assessment of students who speak a language other than English on translation of the assessments in the student's home language and the use of a translator.

**Item #7. Does your school district use the following policies during a school year?**

Districts were asked to select from five policies with a response of yes, no, or don't know. The policies for selection included: (a) furloughs from the program, (b) reassessments to continue in the program, (c) exiting from the program, (d) transfer from another district, and (e) appeals regarding placement. Of the 280 valid responses, 244 reported 'yes' to having furlough policies, while 17 reported 'no' and 19 reported 'don't know'. One hundred seventy-two reported not having a policy regarding

reassessments, with 99 having a policy, and nine not knowing. Two hundred forty-seven of the 280 districts reported having exiting policies. Two hundred fifty-five of the districts have transfer policies. Two hundred fourteen districts reported having a policy relating to appeals regarding placement. No relationships were determined to exist between size of district and policies related to exiting the program, transfers, and reassessments.

**Item #8. Does your school district evaluate the effectiveness of your identification procedure?**

Two hundred twenty-five of the 280 districts responding indicated that they evaluated the effectiveness of their identification procedures.

The Chi Square test reveals there is no significant relationship between district size and evaluation of the identification procedure since the majority of the districts indicated that they do evaluate the effectiveness of their identification procedure. Some cause for concern might exist due to the fact that 20% of the districts reported they do not evaluate their identification procedures at all.

**Item #9. Have any of these following groups initiated an evaluation of your school district's assessment procedures?**

Districts were asked whether an evaluation of their assessment procedures had been initiated by any of the following: Texas Education Agency, Office of Civil Rights, School Board, Parent Group, and Administrators in the District. A sixth choice (no one has requested an evaluation) was also provided. Table 6 depicts the frequency of specific group-initiated evaluations of districts' assessment procedures. Over half of the districts responding to this question reported that no one has initiated an evaluation of their assessment procedures. In those districts in which evaluations were initiated, the group that requested an evaluation most frequently was administrators in the district.

*Table 6*

*Group-initiated Evaluations of Districts' Assessment Procedures*

<i>Group</i>	<i>Frequency</i>
No one	178
Administrators in District	84
Texas Education Agency	24
School Board	22
Parent Group	10
Office of Civil Rights	4

The Chi Square test reveals there is no significant relationship between district size and group initiation of assessment procedures related to the groups of Texas



Education Agency, Office of Civil Rights, School Board, and Administrators in the District. It appears that the majority of districts of all sizes are reporting parent groups and the Office of Civil Rights have not initiated evaluations frequently.

## **PROGRAM DESIGN**

### **Item #10. GT students in my district are served through: (several options were given from which to select)**

Students were reported to be served in the GT program through the programs identified in Table 7. In general, more districts are using Advanced Placement and Dual/Concurrent Enrollment programming options than any other option from the data reported; however, districts varied. These two programming options are most prevalent at the secondary levels.

The most popular programming options reported by 1A school districts were Differentiation in General Education, Pull-out Services, and Dual and/or Concurrent Enrollment.

For 2A districts, Advanced Placement was the most frequently used programming option followed by Dual and/or Concurrent Enrollment, Differentiation in General Education, and Pull-out Services.

3A districts mirrored 2A districts with the exception of including Pre-AP in their most frequently used programming.

For 4A and 5A school districts, the responses indicate that programming offerings are more varied. The top options reported were: Advanced Placement, Dual and/or Concurrent Enrollment, Pull-out Services, Differentiation in AP, Pre-AP, Credit by Exam, Acceleration, Classes for the GT in one/more core areas, and Cluster Grouping (5A),—all of which were within an eight-point spread.

*Table 7*  
*Program Options for GT Students by District Size*

	1A	2A	3A	4A	5A	Total
Advanced Placement	36	46	43	40	37	202
Dual Enrollment/Concurrent Enrollment	49	40	38	35	33	195
Differentiation in General Ed	51	36	39	28	29	183
Pull-out Services	50	37	35	31	30	183
Acceleration	37	23	27	28	36	151
Pre-AP	21	28	36	31	32	148
Differentiation in AP Classes for the GT in one/more core areas	15	26	33	34	32	140
Differentiation in Pre-AP	15	27	31	30	34	137
Credit by Exam	15	26	33	32	30	136
Cluster Grouping	25	27	19	32	32	135
Honors	21	21	27	29	32	130
Independent Study	19	22	28	10	13	92
Compacting	21	14	11	15	20	81
International Baccalaureate (IB)	5	3	12	15	23	58
Magnet Schools/Specialized Schools	0	1	1	5	10	17
Other	0	0	0	4	10	14
IB Primary Years	5	2	0	5	1	13
IB Middle Years	0	1	0	0	7	8
	0	0	0	1	5	6

The Chi Square test reveals there is a significant relationship between district size and type of service students receive as Acceleration ( $\chi^2(4, N = 280) = 29.42, p = .000$ ), although Cramer's V (.324) indicates a weak relationship between the variables. It appears that larger districts (4A and 5A) are more likely to serve students using acceleration than are smaller 1A, 2A, and 3A districts.

The Chi Square test reveals there is a significant relationship between district size and type of service students receive as Advanced Placement (AP) ( $\chi^2(4, N = 280) = 56.84, p = .000$ ), with a Cramer's V (.451) indicates a moderate relationship between the variables. It appears that 2A, 3A, 4A, and 5A districts are more likely to serve students in AP than are 1A districts.

The Chi Square test reveals there is a significant relationship between district size and type of service students receive as GT in the core subject areas ( $\chi^2(4, N = 280) = 61.12, p = .000$ ), with a Cramer's V (.467) indicates a moderate relationship between the variables. It appears that 3A, 4A, and 5A districts are more likely to serve students in classes for the GT in core subject areas than are 1 and 2A districts.

The Chi Square test reveals there is a significant relationship between district size and type of service students receive as cluster grouping ( $\chi^2(4, N = 280) = 43.26, p = .000$ ), with a Cramer's V (.393) indicates a weak relationship between the variables. It appears that 3A, 4A, and 5A districts are more likely to serve students in cluster groupings than are 1A and 2A districts.

The Chi Square test reveals there is a significant relationship between district size and type of service students receive as compacting ( $\chi^2(4, N = 280) = 55.93, p = .000$ ), with a Cramer's V (.447) indicates a moderate relationship between the variables. It appears that smaller districts of 1A and 2A size are more likely to serve students with compacting than are 3A, 4A, and 5A districts.

The Chi Square test reveals there is a significant relationship between district size and type of service students receive as credit by exam ( $\chi^2(4, N = 280) = 43.05, p = .000$ ), with a Cramer's V (.392) indicates a weak relationship between the variables. It appears that 4A and 5A districts are more likely to serve students by credit by exam than are 1A, 2A, and 3A districts.

The Chi Square test reveals there is a significant relationship between district size and type of service students receive under independent study ( $\chi^2(4, N = 280) = 11.64, p = .02$ ), with a Cramer's V (.204) indicates a weak relationship between the variables. It appears that 4A and 5A districts are more likely to serve students through independent study than are 1A, 2A, and 3A districts.

**Item #11. Students have the opportunity to work during the school day, week, or year within the following grouping arrangements: independently, with other gifted and talented students, with other students not identified as gifted and talented, and other.**

Two hundred twenty-seven of the 280 districts provide their students the opportunity to work independently. Two hundred sixty-four of the 280 districts provide opportunities for their gifted students to work with other identified gifted and talented students. Two hundred fifty-four of the 280 districts provide opportunities for their gifted students to work with other non-identified gifted and talented students.

The Chi Square test reveals there is no significant relationship between district size and grouping arrangements for independent work, for gifted and talented students working with non-identified students.

**Item #12. My district allows GT students to learn at the pace and level appropriate for their ability and skills through: correspondence courses, credit by exam, distinguish achievement program, dual/concurrent enrollment, early high school graduation, pre-post assessment, independent studies, other, and none.**

Of the 280 respondents, 71 reported using correspondence courses as a way of pacing students through the program; however, there was no significant relationship between size of the district and frequency of use of this option. Over 61% of the respondents reported using credit by exam as a pacing option. Fifty-one percent of the respondents used distinguished achievement programming for pacing.

The Chi Square test reveals there is a significant relationship between district size and credit by exam ( $\chi^2(4, N = 280) = 40.551, p = .000$ ), although Cramer's V (.381) indicates a weak relationship between the variables. It appears that 4A and 5A districts are more likely to use this option than are 1A, 2A, or 3A districts.

The Chi Square test reveals there is a significant relationship between district size and a distinguished achievement program ( $\chi^2(4, N = 280) = 40.866, p = .000$ ), with a Cramer's V (.382) indicates a weak relationship between the variables. The data indicate that 3A, 4A, and 5A districts are more likely to pace students using distinguished achievement program options than are 1A and 2A districts.

The Chi Square test reveals there is a significant relationship between district size and dual/concurrent enrollment ( $\chi^2(4, N = 280) = 15.964, p = .003$ ), with a Cramer's V (.239) indicates a weak relationship between the variables. It appears that 2A and 3A districts are more likely to use dual/concurrent enrollment than are 1A, 4A, and 5A districts.

The Chi Square test reveals there is a significant relationship between district size and early graduation ( $\chi^2(4, N = 280) = 32.634, p = .000$ ), with a Cramer's V (.341) indicates a weak relationship between the variables. The larger districts tend to use this early graduation option more than do the smaller districts.

The Chi Square test reveals there is a significant relationship between district size and pre-post assessments ( $\chi^2(4, N = 280) = 11.555, p = .021$ ), with a Cramer's V (.203) indicates a weak relationship between the variables. The larger districts tend to use this pre-post assessments option more than do the smaller districts.

The Chi Square test reveals there is a significant relationship between district size and independent study ( $\chi^2(4, N = 280) = 13.937, p = .008$ ), with a Cramer's V (.223) indicates a weak relationship between the variables. The larger districts tend to use this independent study option more than do the smaller districts. While *other* and *none* were options there was no significant data to report with respect to these responses.

**Item #13. My district provides out-of-school opportunities for GT students through: after school programs, before school programs, mentorships, service learning opportunities, summer programs, other, and none.**

Less than half the respondents reported having after school programs. Only 24 districts out of 280 (9%) reported utilizing before school programs with GT students. Eighty percent (80%) of the schools reported not using mentorships and service learning with GT students. Sixty-eight percent of the school districts did not report having summer programs.

The Chi Square test reveals there is a significant relationship between district size and after school programs ( $\chi^2(4, N = 280) = 34.064, p = .000$ ), although Cramer's V (.349) indicates a weak relationship between the variables. It appears that 4A and 5A districts are more likely to use after school programs than are 1A, 2A, or 3A districts.

The Chi Square test reveals there is a significant relationship between district size and mentorships ( $\chi^2(4, N = 280) = 13.213, p = .01$ ), with a Cramer's V (.217) indicates a weak relationship between the variables. It appears that 4A and 5A districts are more likely to use mentorships than are 1A, 2A, and 3A districts.

The Chi Square test reveals there is a significant relationship between district size and summer programs ( $\chi^2(4, N = 280) = 20.528, p = .000$ ), with a Cramer's V (.271) indicates a weak relationship between the variables. The larger districts tend to provide summer programs more than do smaller districts. While *other* and *none* were options there was no significant data to report with respect to these responses.

**Item #14. The coordination of the GT program in your district is the responsibility of: central office administrator responsible only for the GT program, central office administrator responsible for the GT program and other programs, GT representative at each educational level, elementary, middle, and high school, GT representative at two educational levels, GT representative at one educational level, GT representative at each school, counselor, and other.**

More 4A and 5A school districts reported having a GT Only Central Office Administrator than did 1A, 2A, or 3A. All size districts reported a higher frequency on the response of Central Office Administrator responsible for GT programs and other programs than any other responsible position (110, 39%). The two least popular responsible positions reported by all districts were GT Representative at only one educational level and GT Representative at each school.

**Item #15 and #16. What staff is available to assist the Central Office Administrator with the GT Program?**

These two items were identical on the survey. Choices provided were Clerk/Aide, GT Coordinator, GT Director, GT Facilitator, Teachers, Secretary, Other, and None. Due to the duplication of these two items the data collected is invalid.

**Item #17. What other programs is this administrator responsible for?  
 Choices: Advanced Studies, Curriculum & Instruction, ESL/Bilingual,  
 Instructional Technology, Special Education, Testing, Title Programs, Duke Talent  
 Search, AVID, PSAT/SAT/AP Potential, and other.**

Only 110 districts responded to this question. It is assumed these are the same districts that responded to Item #14. Seventy (64%) of the 110 respondents responding to this question reported that the GT Administrator had to be responsible for Curriculum and Instruction also. Only 20 (18%) of the 110 people responding to this question reported their administrator being in charge of Instructional Technology as well as GT Programs with smaller districts reporting such dual responsibilities. Only 22 (20%) of the 110 people responding to this question reported their administrator being in charge of Special Education programs as well as GT Programs with smaller districts reporting such dual responsibilities. Less than 20% of the 110 people responding to each of the questions regarding *Duke Talent Search, AVID, PSAT/SAT/AP Potential, and Other* included these options as other responsibilities of the GT Administrator.

The Chi Square test reveals there is a significant relationship between district size and Advanced Studies responsibilities ( $\chi^2(4, N = 280) = 17.738, p = .001$ ), although Cramer's V (.402) indicates a moderate relationship between the variables. It appears that 4A and 5A districts are more likely they are to have someone more likely to have someone who is responsible for the GT Program to also be responsible for Advanced Studies programs than are 1A, 2A, or 3A districts.

The Chi Square test reveals there is a significant relationship between district size and ESL/Bilingual program responsibilities ( $\chi^2(4, N = 280) = 17.935, p = .001$ ), with a Cramer's V (.404) indicates a moderate relationship between the variables. Over 50% of the 1A, 2A, 3A, and 4A school districts responding to this item agreed that their GT Administrators also were responsible for ESL/Bilingual programs; it was less likely that 5A districts have to have administrators who also oversee ESL/Bilingual programs.

The Chi Square test reveals there is a significant relationship between district size and Testing ( $\chi^2(4, N = 280) = 20.551, p = .000$ ), with a Cramer's V (.432) indicates a moderate relationship between the variables. A little less than half of the people responding to this question indicated their GT Coordinator was responsible for testing. GT Coordinators from smaller districts are more likely to be responsible for testing.

The Chi Square test reveals there is a significant relationship between district size and Title Programs ( $\chi^2(4, N = 280) = 16.213, p = .003$ ), with a Cramer's V (.384) indicates a weak relationship between the variables. A little less than half of the people responding to this question indicated their GT Coordinator was responsible for Title Programs. GT Coordinators from smaller districts are more likely to be responsible for Title Programs.

**Item #18. What staff is available to assist this GT representative with the administration of the GT Program?**

Between 5 and 16% of the 95 total number responded with Clerk or Secretary respectively.

**Item #19. What staff is available to assist the counselor with the administration of the GT Program?**

Only 21 of the 280 districts responded to this question.

**Item #20. The individual(s) in charge of the GT Program has the following training in gifted/talented education: 30 hours of training as required in 19 TAC 89.2(1); graduate level coursework but no certificate; Gifted and Talented Supplemental Certificate; Masters or Ph.D. in Gifted Education, and Other.**

Two hundred thirty-three of the 280 districts responding reported that the 30 hours of training is required. It appears that the smaller the school district the more likely that the 30 hour training was required of the person in charge.

Fifty-two (19%) of the 280 districts reported that the individual in charge was required to have graduate level coursework but no certificate in gifted education.

Fifty-four (19%) of the 280 reported that the individual in charge was required to have a Gifted and Talented Supplemental Certificate. Larger districts (4A and 5A) reported requiring a certificate for the individual in charge of the program than did smaller 1A, 2A, or 3A districts.

Twenty-two (8%) of the 280 school districts require the individual in charge of the GT program to hold a Masters or Ph.D. in Gifted Education. Though, not significant, the larger the district the more they tended to require the Masters or Ph.D. for their program coordinators.

Although Item #20 for “other” was reported as significant, of the 43 responses, over 80% reflected the coordinator’s current credentials, not necessarily the requirements of the district; for example, “presenting at many workshops in the region;” “masters in English literature,” and “masters and doctorate in education.”

The Chi Square test reveals there is a significant relationship between district size and individuals required to have 30-hour training ( $\chi^2(4, N = 280) = 11.143, p = .003$ ), with a Cramer’s V (.199) indicates a weak relationship between the variables. The smaller the district the more they tended to require the 30 hour training.

The Chi Square test reveals there is a significant relationship between district size and individuals required to have a Gifted and Talented Supplemental Certificate ( $\chi^2(4, N = 280) = 11.047, p = .026$ ), with a Cramer’s V (.199) indicates a weak

relationship between the variables. The larger the district the more they tended to require the Supplemental Certificate.

## **CURRICULUM AND INSTRUCTION**

**Item #21. Curricular models used for GT students in your district include: units (e.g. Javits or locally developed), matrices, parallel curriculum, College of William and Mary, school-wide enrichment model, and other.**

One hundred eighty-six of 280 respondents indicated the use of units. Thirty-seven reported using matrices. Sixty of 280 respondents reported using parallel curriculum. Twelve of the 280 respondents reported using the College of William and Mary curriculum model. Forty-eight of the 280 districts used the school-wide enrichment model. Forty-nine of the 280 districts indicated the use of other. They indicated they employed the following typical models: differentiated curriculum, acceleration, pre-AP and AP, depth and complexity lessons, pull-out, group study and travel, NAGC parallel curriculum, Renzulli Curriculum, develop our own, and Roger Taylor.

The Chi Square test reveals there is a significant relationship between district size and used of the school-wide enrichment model ( $\chi^2(4, N = 280) = 12.770, p = .012$ ), with a Cramer's V (.214) indicates a weak relationship between the variables. The larger the district the more they tended to use this model compared to the smaller districts' use.

**Item #22. To what extent is pre-/post- assessment used to determine the pace for GT students in your district? Respondents were asked to rate their use on a five point scale including: always, very frequently, occasionally, rarely, and very rarely.**

The response given most often to this question was "occasionally." Most of the participants reported "occasionally" or "rarely" using pre- and post- assessments to which 167 of the 280 participants responded. Though significant, the  $X^2$  statistic is not accurate due to the low cell counts. However, a qualitative analysis indicates the smaller the district the less likely they were to use pre- and post-assessment.

**Item #23. GT students have access to computer/technology on a daily basis.**

**Respondents were asked to report use by the following: always, very frequently, occasionally, rarely, and very rarely.**

Two hundred forty-one (86%) of the 280 districts reported students having daily access to computers or technology "always".



**Item #24. The Texas Performance Standards Program is a part of the GT program in your district at the following levels: fourth grade, eighth grade, exit, integrated at all levels, not at any grade, or don't know.**

4A and 5A districts are more likely to include the Texas Performance Standards Program in fourth grade. Sixty-four of the 280 districts responded positively that the Texas Performance Standards Program was a part of the GT fourth grade program.

The Chi Square test reveals there is a significant relationship between district size and use of the fourth grade Texas Performance Standards Program ( $\chi^2(4, N = 280) = 12.024, p = .017$ ), with a Cramer's V (.207) indicates a weak relationship between the variables. The larger the district the more they tended to employ the Texas Performance Standards Program at the fourth grade level compared to the smaller districts' use.

Consistent with the fourth grade data, 4A and 5A districts are more likely to implement the Texas Performance Standards Program in eighth grade. It should be noted, however, that 239 of the 280 districts that responded indicated that they were not implementing the Texas Performance Standards Program as a part of the GT eighth grade program.

Approximately nine percent of the respondents reported implementing the Texas Performance Standards Program in high school.

Eighty-six percent of the districts responding are not integrating the Texas Performance Standards Program at all levels. Over one-third of the districts responded that they are not implementing the Texas Performance Standards Program at all.

The Chi Square test reveals there is a significant relationship between district size and the lack of knowledge of the Texas Performance Standards Program ( $\chi^2(4, N = 280) = 23.166, p = .000$ ), with a Cramer's V (.288) indicates a weak relationship between the variables. Small 1A, 2A, and 3A districts are less likely to know whether the Texas Performance Standards Program is part of their GT Program.

**Item #25. Accountability measures used in your district to ascertain that GT students are learning at advanced levels include: lesson plans, walk-throughs, PDAS, GT report cards, portfolios, other.**

Over 85% of the districts used lesson plans as an accountability measure to ascertain that GT students are learning at advanced levels. There is no significant difference in the size of the district and use of lesson plans.

Over 50% of the respondents include walk-throughs as one of their accountability measures to ascertain that GT students are learning at advanced levels. The Chi Square test reveals there is a significant relationship between district size and walk-throughs as an accountability measure ( $\chi^2(4, N = 280) = 10.302, p = .036$ ), with a Cramer's V (.192) indicates a weak relationship between the variables. 3A districts were least likely to use walk-throughs, while 4A school districts reported conducting walk-throughs more often.

One hundred eleven of the 280 districts reported using PDAS as an accountability measure to ascertain whether GT students are learning at advanced levels. The Chi Square test reveals there is a significant relationship between district size and PDAS as an accountability measure ( $\chi^2(4, N = 280) = 15.494, p = .004$ ), with a Cramer's V (.235) indicates a weak relationship between the variables. Small 1A districts were least likely to use PDAS as an accountability measure, while 4A school districts reported using PDAS more often to ascertain the advance learning levels of GT students.

Seventy-one of the 280 districts reported using GT Report Cards as an accountability measure to ascertain whether GT students are learning at advanced levels. The Chi Square test reveals there is a significant relationship between district size and GT Report Cards as an accountability measure ( $\chi^2(4, N = 280) = 25.704, p = .000$ ), with a Cramer's V (.303) indicates a weak relationship between the variables. 4A and 5A districts were more likely to use GT Report Cards as an accountability measure than were 1A, 2A, or 3A school districts.

No significant difference was noted in the use of portfolios to ascertain whether GT students are learning at advanced levels. Approximately one-third of the districts reported the use of portfolios as an accountability measure.

Fifty-seven of the 280 respondents listed other means of measuring whether GT students were learning at an advanced rate. Some of these included: academic competitions, AP/SAT/National Merit exam scores, observation notes, end-of-year reports, and projects.

**Item #26. Improvement plans include provision to improve/modify services for GT students in all content areas. Districts were asked to report the degree to which improvement plans included provisions to improve/modify services for GT students in all content areas. These included “always, almost always, considerably, occasionally, and seldom.”**

Of note, 100 of the 280 districts indicated that their campus plans always included a provision to improve/modify services for GT students in all content areas.

## PROFESSIONAL DEVELOPMENT

**Item #27. What percent of classroom teachers who teach gifted students have completed 30 clock hours of professional development in the area of GT education as required in the Texas State Plan for the Education of Gifted/Talented Students? The choices for responses were: none, 1-20%, 21-40%, 41-60%, 61-80%, 81-100%.**

Across all sizes of districts, respondents reported that 81-100% of their classroom teachers who teach gifted students have completed 30 clock hours of professional development. This is approximately 70% of the total number of respondents in the study.

**Item #28. What percent of classroom teachers who have completed the 30 hours of GT training have completed the 6 hours/year update training?**

Seventy percent of the districts reported that 81-100% of their teachers who teach GT students have completed update training. Fourteen percent reported that 61-80% had completed this training.

**Item #29. What percent of specialist who have the primary responsibility of teaching GT (pull-out teachers, facilitators, etc.) have completed 30 clock hours of professional development in the area of gifted education as required in the Texas State Plan for the Education of GT students?**

Eighty (29%) of the 280 respondents reported not using specialists in their districts. Of those who do use specialists, 174 (62%) of the 280, they reported that 81-100% of their specialists have completed the required 30 clock hours of professional development.

**Item #30. In our district the completion of 30 clock hours of professional development in the area of GT education is required?**

One hundred ninety-two (69%) of the 280 respondents reported “yes,” 30 hours is required.

**Item #31. This is required by the: school board, campus principals, central office administration, or other.**

Since 88 of the respondents replied “no” to having required 30 clock hours, only 192 people responded to this question regarding who requires the certification hours. Of those 192, the majority (59%) of the respondents identified the central office administration as the entity requiring the training. Approximately 20% responded saying the school board required the training. Approximately 14% reported the campus principals as requiring the training.

**Item #32. What percent of teachers in your district have the Gifted and Talented Supplemental Certificate?**

Two hundred thirty-five (84%) of the 280 participants in the study replied that 20% or less of their teachers in their district have the gifted and talented supplemental certificate.

**Item #33. My district requires the following teachers of GT students to acquire the Gifted and Talented Supplemental Certification: all classroom teachers in the school, all new classroom teachers of the gifted, all new specialists who have primary responsibility of teaching gifted students, all current classroom teachers of the gifted, all current gifted specialists, does not require teachers to acquire certification, does not require gifted specialists to acquire certification.**

Two hundred seventy-one of the 280 respondents indicated that they do not require the Gifted and Talented Supplemental Certification for all classroom teachers in the school.

Two hundred fifty-seven of the 280 respondents indicated that they do not require the Gifted and Talented Supplemental Certification for all new classroom teachers of the gifted in the school.

Two hundred fifty-two of the 280 respondents indicated that they do not require the Gifted and Talented Supplemental Certification for all new specialists who have the primary responsibility of teaching the gifted.

Two hundred fifty-five of the 280 respondents indicated that they do not require the Gifted and Talented Supplemental Certification for all current classroom teachers of the gifted.

Two hundred forty-seven of the 280 respondents indicated that they do not require the Gifted and Talented Supplemental Certification for all current specialists teaching the gifted.

Item #33 was asked in reverse for the last two possible responses. The question was written as a double negative which might account for the 182 of the 280 indicating “yes” their district does not require teachers to acquire certification. Additionally, 108 of the 280 indicated “yes” they do not require gifted specialists to acquire gifted certification. These responses, due to the double negative, may invalidate this entire item (#33).

**Item #34. Indicate who is required to have at least 6 hours of professional development in GT education: principals, counselors, one administrator per building, all administrators, including all principals, all counselors, and all central office administrators (e.g., superintendent, director of C&I) and other.**

One hundred sixty-two (59%) of the 280 respondents indicated that their principals are required to take at least 6 hours of professional development in GT education.

One hundred and forty-eight (53%) of the 280 respondents indicated that their counselors are required to take at least six hours of professional development in GT education.

Only 40 (14%) of the 280 respondents indicated that that one administrator per building must take at least six hours of professional development in GT education.

One hundred twelve (40%) of the 280 respondents reported that the 6 hours of professional development is required for all administrators. The Chi Square test reveals there is a significant relationship between district size and the 6-hour training requirement of all administrators ( $\chi^2(4, N = 280) = 10.980, p = .027$ ), with a Cramer's V (.198) indicates a weak relationship between the variables. Larger districts, 3A, 4A, and 5A, are more likely to require such training than smaller, 1A and 2A districts.

Most of the respondents that indicated "other" are from 1A and 2A school districts. The responses included a type of teacher (all core teachers, all secondary teachers, Pre-AP, AP teachers, all teachers district-wide). Several people responded that they were unsure or that they did not know if there were other people required to have the training. The Chi Square test reveals there is a significant relationship between district size and the 6-hour training requirement of "others" ( $\chi^2(4, N = 280) = 10.151, p = .038$ ), with a Cramer's V (.190) indicates a weak relationship between the variables.

**Item #35. What areas of GT professional development has your district offered? Choices were nature and needs, assessment, curriculum and instruction, program options, and other.**

Two hundred thirty (82%) of the 280 respondents reported offering professional development in nature and needs. While most of the respondents from 2A, 3A, 4A, and 5A schools required professional development related to nature and needs, 45% of the 1A districts did not. The Chi Square test reveals there is a significant relationship between district size and the professional development requirement in nature and needs ( $\chi^2(4, N = 280) = 15.022, p = .005$ ), with a Cramer's V (.232) indicates a weak relationship between the variables.

Two hundred nine (75%) of the 280 include professional development in assessment. While most of the respondents from 2A, 3A, 4A, and 5A schools required professional development related to assessment, 44% of the 1A districts did not. The Chi Square test reveals there is a significant relationship between district size and the professional development requirement in assessment ( $\chi^2(4, N = 280) = 26.154, p = .000$ ), with a Cramer's V (.306) indicates a weak relationship between the variables.

Two hundred forty-two (86%) of the 280 include professional development in curriculum and instruction. While most of the respondents from 2A, 3A, 4A, and 5A schools required professional development related to curriculum and instruction, 29% of the 1A districts did not. The Chi Square test reveals there is a significant relationship between district size and the professional development requirement in curriculum and instruction ( $\chi^2(4, N = 280) = 12.983, p = .011$ ), with a Cramer's V (.215) indicates a weak relationship between the variables.

One hundred fifty-eight (56%) of the 280 reported include professional development in program options. While most of the respondents from 3A, 4A, and 5A schools required professional development related to program options, approximately 60% of the 1A and 54% of the 2A districts did not. The Chi Square test reveals there is a significant relationship between district size and the professional development requirement in program options ( $\chi^2(4, N = 280) = 28.470, p = .000$ ), with a Cramer's V (.319) indicates a weak relationship between the variables.

Only 49 (18%) of the 280 districts offered professional development in other areas.

**Item #36. Professional development in GT education is provided by: in-district personnel, regional service center, out-of-district consultants, university course, web-based courses, other.**

Professional development was reported to be provided by district personnel by 146 (57%) of the 280 respondents. The Chi Square test reveals there is a significant relationship between district size and professional development provided by district personnel ( $\chi^2(4, N = 280) = 66.415, p = .000$ ), with a Cramer's V (.487) indicates a moderate relationship between the variables. Forty (95%) of the 42 respondents in 5A districts reported using district personnel; thirty-one (76%) of the 41 of 4A districts reported using district personnel; thirty (56%) of the 54 of the 3A districts reported using district personnel; twenty-two (37%) of the 59 in 2A districts reported using district personnel, and twenty-three (27%) of the 84 of the 1A districts reported using district personnel.

Professional development was reported to be provided by regional service center by 252 (90%) of the 280 respondents. Twenty-nine (70%) of the 42 respondents in 5A districts reported using regional service centers; thirty-eight (93%) of the 41 of the 4A districts reported using regional service centers; forty-eight (89%) of the 54 of the 3A districts reported using regional service centers; fifty-six (95%) of the 59 in 2A districts reported using regional service centers, and eighty-one (96%) of the 84 of the 1A districts reported using regional service centers.

Professional development was reported to be provided by out-of-district consultants by 126 (45%) of the 280 respondents. The larger the district the more likely a district was to use out-of-district consultants for their professional development. The Chi Square test reveals there is a significant relationship between district size and professional development provided by consultants ( $\chi^2(4, N = 280) = 50.325, p = .000$ ), with a Cramer's V (.424) indicates a moderate relationship between the variables. Thirty-four (81%) of the 42 respondents in 5A districts reported using consultants; twenty-six (63%) of the 41 of the 4A districts reported using consultants; twenty-seven (50%) of the 54 of the 3A districts reported using consultants; twenty-two (37%) of the 59 in 2A districts reported using consultants, and seventeen (20%) of the 84 of the 1A districts reported using consultants.

Professional development was reported to be provided through university courses by 38 (14%) of the 280 respondents. The larger the district the more likely a district was to use university courses for their professional development. The Chi Square test reveals there is a significant relationship between district size and professional development with university courses ( $\chi^2(4, N = 280) = 40.767, p = .000$ ), with a Cramer's V (.382) indicates a weak relationship between the variables.

Professional development was reported to be provided web-based courses by 48 (17%) of the 280 respondents. The larger the district the more likely a district was to use out-of-district consultants for their professional development. The Chi Square test reveals there is a significant relationship between district size and professional development provided via web-based courses ( $\chi^2(4, N = 280) = 25.728, p = .000$ ), with a Cramer's V (.303) indicates a weak relationship between the variables.

### **FAMILY-COMMUNITY INVOLVEMENT**

**Item #37. Does your district have written policies on student identification that are approved by the local board of trustees? (yes, no, don't know)**

Two hundred seventy (96%) of the 280 indicated "yes" there were written policies.

**Item #38. When developing assessment procedures the district includes input from: content specialists, community representatives, and/or teachers.**

Two hundred twenty (70%) of the 280 districts indicated that they use content specialists when developing assessment procedures.

One hundred twenty-nine (46%) indicated they used community representatives. The Chi Square test reveals there is a significant relationship between district size and the inclusion of community representatives when developing assessment procedures ( $\chi^2(4, N = 280) = 24.396, p = .002$ ), with a Cramer's V (.209) indicates a weak relationship between the variables. It is more likely that 4A and 5A districts will use community representatives when developing assessment procedures than will 1A, 2A, and 3A districts.

Two hundred fifty-four (91%) of the 280 districts indicated that they use teachers when developing assessment procedures.

**Item #39. Does the district have a local parent association for the gifted and talented?**

Only 49 (18%) of the 280 districts reported having a local parent association for the gifted and talented. Of those, 50% of the 5A districts have a parent association, 52% of the 4A have a parent association, 6% of the 3A districts have a parent association, 10% of the 2A districts have a parent association, and 6% of the 1A districts have a parent association. The Chi Square test reveals there is a significant relationship

between district size and having a parent association ( $\chi^2(4, N = 280) = 53.887, p = .000$ ), with a Cramer's V (.439) indicates a moderate relationship between the variables. Seven percent of the 1A, 2A, and 3A districts combined have parent associations, compared to 42% of the 4A and 5A districts combined.

**Item #40. Approximately how many members does the local parent association currently have?**

Of the districts who reported having a local parent association, 37 districts have 50 or fewer members; seven have between 51 and 100 members; five have between 101 and 300 members, and five districts have between 301 and 500 members.

**Item #41. Does the district's local parent association: belong to TAGT as an affiliate member, provide events for families of GT students, have a newsletter, and have a website?**

Of the districts who reported having a local parent association, 18 (35%) reported that their parent association is a TAGT affiliate; 32 (65%) reported having events for families of the GT students; 19 (39%) indicated they have a newsletter; and 15 (32%) reported having a website with 63% reporting no website.

**Item #42. Does the district provide orientation for parents of students identified and served in your GT program?**

One hundred seventy-three (62%) of the 280 districts reported providing parent orientation. The Chi Square test reveals there is a significant relationship between district size and having a parent orientations ( $\chi^2(4, N = 280) = 21.812, p = .000$ ), with a Cramer's V (.279) indicates a weak relationship between the variables. 3A, 4A, and 5A districts are more likely to have parent orientation than are 1A and 2A districts.

**Item #43. At which grade levels does the district disseminate information to parents about the array of learning opportunities for GT students: primary grades, elementary grades, middle/junior high school, high school?**

Two hundred thirty-one (83%) reported disseminating information to parents of primary grade children. The Chi Square test reveals there is a significant relationship between district size and dissemination efforts with primary grade children's parents ( $\chi^2(4, N = 280) = 9.604, p = .048$ ), with a Cramer's V (.185) indicates a weak relationship between the variables. Smaller districts, 1A and 2A, are less likely to disseminate information to parents of primary grade children than are 3A, 4A, and 5A.

Two hundred fifty-nine (93%) reported disseminating information to parents of elementary grade children. 84% of the 1A districts disseminate information to parents



of elementary grade children, while over 95% of the 2A, 3A., 4A, and 5A districts each disseminate information to such parents.

Two hundred twenty-eight (81%) reported disseminating information to parents of middle and junior high school students. The Chi Square test reveals there is a significant relationship between district size and dissemination efforts with middle and junior high grade student's parents ( $\chi^2(4, N = 280) = 29.272, p = .000$ ), with a Cramer's V (.323) indicates a weak relationship between the variables. 3A, 4A, and 5A districts are more likely to disseminate information to parents of middle and junior high school students than are 1A and 2A districts.

Two hundred five (73%) reported disseminating information to parents of high school students. The Chi Square test reveals there is a significant relationship between district size and dissemination efforts with high school student's parents ( $\chi^2(4, N = 280) = 13.452, p = .009$ ), with a Cramer's V (.219) indicates a weak relationship between the variables. The larger the district the more likely the district will disseminate information to parents of high school students.

**Item #44. How often does the district/campus provide periodic updates for parents of students being served in your GT program? (weekly, monthly, each grading period, once a semester, annually, we don't provide updates, other)**

Ninety-three (33%) of the 280 districts provide annual updates; 24% do not give updates at all; 18% give updates each grading period; 14% provide updates once a semester; 4% provide monthly updates, and less than 1% provide weekly updates.

**Item #45. How often does the district/campus hold parent and/or community meetings related to your GT program? (monthly, once a semester, annually, we don't hold meetings, other)**

One hundred sixteen (41%) of the 280 districts reported having community meetings annually, followed by 31% saying they do not hold them at all. Fourteen percent hold meetings once a semester, and four percent indicated they have monthly meetings.

**Item #46. Does the district have a parent/community advisory committee that provides support and assistance in GT program planning?**

One hundred ninety-two (69%) of the 280 districts reported not having support from a parent/community advisory committee. Of the 31% of the districts that do have advisory committees, 55% of the 5A districts, 56% of the 4A districts, 23% of the 3A, 24% of the 2A, and 19% of the 1A have parent/community advisory committees.

The Chi Square test reveals there is a significant relationship between district size and a district having a parent/community advisory committee ( $\chi^2(4, N = 280) =$

31.910,  $p = .000$ ), with a Cramer's V (.338) indicates a weak relationship between the variables. 4A and 5A school districts are more likely to have parent/community advisory committees than are 1A, 2A, and 3A districts.

**Item #47. Does the district share the products and achievements of your GT students with the community?**

Two hundred nine (75%) of the 280 districts indicate they share products and achievements of the GT students with the community. There is no significant difference between school district size and the sharing of products.

**Item #48. How does the district share the products and achievements (parent meetings, GT open house, campus-wide open house, exhibits in district/campus, exhibits in the community, community events, other)?**

Fifty-one percent of the districts share products and achievements at parent meetings. Seventy-one percent of the districts do not share products and achievements at a GT open house. The Chi Square test reveals there is a significant relationship between district size and whether products and achievements are shared at GT open houses ( $\chi^2(4, N = 280) = 20.448, p = .000$ ), with a Cramer's V (.313) indicates a weak relationship between the variables. 4A and 5A districts are more likely to share products and achievements at a GT open house, than are 1A, 2A, or 3A.

Sixty-five percent of the districts share products and achievements at a campus-wide open house.

Sixty-three percent of the districts share products and achievements through exhibits in district/campus.

Only 36% percent of the districts share products and achievements through exhibits in the community.

Only 25% percent of the districts share products and achievements through community events.

Only 16% percent of the districts offered alternative ways in which they share products and achievements of GT students.

**Item #49. Does the district have a data bank of community resources available to: GT students, teacher, parents)?**

Seventy-two (26%) of the 280 districts have a data bank of community resources available to GT students.

Ninety-three (33%) of the 280 districts have a data bank of community resources available to teachers, with larger school districts, 4A and 5A, being more likely of

having these resources than 1A, 2A, or 3A districts. The Chi Square test reveals there is a significant relationship between district size and data bank of community resources available to teachers ( $\chi^2(4, N = 280) = 20.174, p = .010$ ), with a Cramer's V (.190) indicates a weak relationship between the variables. Of interest, 28% of the district representatives responding to this survey indicate that they do not know if a data bank of community resources is available to teachers.

Seventy-three (26%) of the 280 districts reported having a data bank of community resources available to parents. The Chi Square test reveals there is a significant relationship between district size and data bank of community resources available to parents ( $\chi^2(4, N = 280) = 18.862, p = .016$ ), with a Cramer's V (.184) indicates a weak relationship between the variables. The larger the school district the more likely there is a data bank of community resources available for parents. Of interest, 31% of the district representatives responding to this survey indicate that they do not know if a data bank of community resources is available to parents.

**Item #50. Does the district give presentations to community organizations to encourage them to become involved in services for GT students?**

Twenty-two percent of the 280 respondents indicated they give presentations to community organizations to encourage involvement. The larger the school district the more likely the district personnel is to give presentations. The Chi Square test reveals there is a significant relationship between district size and presentations to community organizations to encourage support ( $\chi^2(4, N = 280) = 10.521, p = .033$ ), with a Cramer's V (.194) indicates a weak relationship between the variables.

**Item #51. Does the district have community volunteers who are given special orientation in working with GT students?**

While there are significant differences between the size of the school district and whether they give special orientation to community volunteers working with GT students, only 13% of the districts responded doing so.

**Item #52. Has the district established liaisons with business and community organizations?**

One hundred thirty-three (48%) of the districts have established liaisons with business and community organizations. The Chi Square test reveals there is a significant relationship between district size and the establishment of liaisons with business and community organizations ( $\chi^2(4, N = 280) = 9.564, p = .048$ ), with a Cramer's V (.185) indicates a weak relationship between the variables. 4A and 5A districts are more likely to have established liaisons with business and community organizations than are 1A, 2A, or 3A.

**Item #53. Does the district provide GT professional development opportunities to community member and parents?**

Only 31 (13%) of the 243 persons who responded from districts indicated they provide GT professional development opportunities to community members.

Ninety-four (37%) of the 251 respondents indicated they provide GT professional development opportunities to community members. The Chi Square test reveals there is a significant relationship between district size and the provide GT professional development opportunities to parents ( $\chi^2(4, N = 280) = 14.535, p = .006$ ), with a Cramer's V (.241) indicates a weak relationship between the variables. While only 37% provide professional development for parents, it is more likely that 4A and 5A districts are to do so.

**Item #54. How often does the district evaluate the GT program? (annually, every 2-5 years, the district does not evaluate the GT program)**

One hundred sixty (57%) of 280 districts reported evaluating the GT programs annually.

Ninety-seven (35%) of the 280 districts reported evaluating the GT programs every two to five years.

Twenty-three (8%) of the 280 districts reported not evaluating the GT programs at all.

**Item #55. How does the district evaluate the effectiveness of your GT program: analysis of students; grades, analysis of students' college entrance exams, analysis of students' course selections/choices (grades 5-12), compliance with legal requirements (training teachers, identification procedures, involvement parents), follow-up to graduates, questionnaires to parents, to students, to teachers, to administrators, to college representatives/recruiters/instructors, participation, and/or awards received in GT-related contests (local), participation, and/or awards received in GT-related contests (state); participation, and/or awards received in GT-related contests (national/international); participation in TAGT's (state or national)campus or retreats for gifted students.**

Table 8 displays data for 13 types of evaluation weighing the effectiveness of GT programs. Included in the table is the frequency of districts using each type, the percentage of the frequency, and whether or not the Chi Square indicated a significant difference in responses as they relate to district size.

The total number of respondents for this item was 260. One type of evaluation method, "participation, and/or awards received in GT-related contests and events (national/international)," was listed twice with different data reported for each listing; therefore, the data for this method are not valid and not included in the Table 8.

*Table 8*  
*Evaluation of the Effectiveness of GT Programs (260 Respondents)*

<i>Types of Evaluations</i>	<i>Frequency</i>	<i>%</i>	<i>Significance Related to District Size (yes/no)</i>
Analysis of students' grades	111	43	No
Analysis college entrance exams (AP, IB)	108	42	Yes
Analysis course choices (grades 5-12)	106	41	Yes
Compliance with legal req. (training , identification procedures, parents)	203	78	No
Follow-up on graduates	13	5	No
Questionnaires to parents	172	66	Yes
Questionnaires to students	145	56	Yes
Questionnaires to teachers	149	57	No
Questionnaires to administrators	86	33	Yes
Participation, awards received in GT-related contests (local)	87	34	Yes
Participation, awards received in GT-related contests (state)	70	27	Yes
Participation in TAGT's (other state, national) campus for gifted students.	28	11	No
Other	14	5	No

**Item #56. In what year did the district last evaluate the GT program?**

District personnel reported as a majority that they had their last evaluations ranging between 2005 to 2007.

*Table 9*  
*Last Year to Evaluate GT Program (198 respondents)*

<i>Year</i>	<i>Frequency</i>	<i>Percent</i>
1999	1	0.3
2000	2	0.6
2002	3	0.9
2003	12	3.7
2004	9	2.8
2005	28	8.6
2006	92	28.4
2007	51	15.7

**Item #57. Is the information from the program evaluation used to modify improvement plans?(district, campus yes, no, don't know)**

Two hundred fifteen (95%) of the 227 respondents indicated “yes” they use their program evaluation information to modify improvement plans at the district level. No significance was determined between district size and use of program evaluation for modifications of improvement plans at the district level.

Two hundred eight (96%) of 225 respondents indicated “yes” they use their program evaluation information to modify improvement plans at the campus level. No significance was determined between district size and use of program evaluation for modifications of improvement plans at the campus level.

## **SUMMARY AND CONCLUSIONS**

### **SUMMARY**

In this section, we describe in general terms a summary of each of the major components of the survey, including: demographic information, student assessment, program design, curriculum and instruction, professional development, and family-community involvement.

Most items were paired with the district's size using the University Interscholastic League (UIL) size classification system (1A, 2A, 3A, 4A or 5A), typically used in Texas to designate the size of the district. Chi Square and Cramer's V statistics were calculated to measure the degree to which a relationship existed between district size and specific item responses, when district size was part of the item.

### **DEMOGRAPHIC INFORMATION**

Even though the survey was sent to a district contact, only 40% of the people completing this survey were central office administrators. The other 60% of the respondents reported having a variety of positions, including campus personnel, such as teachers, principals, instructional specialists. All Educational Service Center (ESC) regions were represented in the survey. Most respondents were from ESCs 4, 7, 10, 13, and 16, with 20 or more districts within each ESC participating from these regions. There was a wide distribution of participants across district sizes and types, with over half the participants coming from 1A and 2A size districts and most of the districts rural.

### **STUDENT ASSESSMENT**

A variety of assessments were reported being used to identify children for gifted programs. In elementary grades, for example, assessments in order of frequency of use included: Teacher Checklists (used the most), Aptitude/Intelligence Tests, Parent Checklists, Achievement Tests, Creativity Tests, Self Nomination, Products, Portfolios, Grades, Interviews, Other, and Peer Checklist (used the least).

Likewise, the procedures for using these assessments for selecting and placing students in their gifted programs also varied. Districts used different approaches for describing assessment information for the district selection committees. The district line approach was the least used form of sharing information across all size districts. The majority of the districts of all sizes tended to use a matrix approach, followed by case study, then cut off scores, then profile. While the districts use Teacher Checklists, Aptitude/Intelligence Tests, Parent Checklists, and Achievement Tests most frequently, there appears to be a gap between what they are using and what they believe to be most effective in identifying underrepresented groups. For example, while 265 districts reported using Aptitude/Intelligence Tests at the elementary level, only 172 reported this to be one of the most effective means for identifying underrepresented groups. No

assessment was selected as being most effective in identifying underrepresented groups by more than 60% of the districts.

Regarding the identification of students who speak a language other than English, it appears that larger districts (4A and 5A) more often use assessments in the students' native/home language than do smaller 1A, 2A, and 3A districts. In addition, the larger the district the more often they use nonverbal assessments than do smaller 1A, 2A, and 3A districts. No relationships were determined to exist between size of district and policies related to exiting the program, transfers, and reassessments.

### PROGRAM DESIGN

The most popular programming options reported by 1A school districts were Differentiation in General Education, Pull-out Services, and Dual and/or Concurrent Enrollment. For 2A districts, Advanced Placement was the most frequently used programming option followed by Dual and/or Concurrent Enrollment, Differentiation in General Education, and Pull-out Services. Districts classified as 3A mirrored 2A districts with the exception of including Pre-AP in their most frequently used programming.

For 4A and 5A school districts, the responses indicate that programming offerings are more varied. The top options reported were: Advanced Placement, Dual and/or Concurrent Enrollment, Pull-out Services, Differentiation in AP, Pre-AP, Credit by Exam, Acceleration, Classes for the GT in one/more core areas, and Cluster Grouping (5A).

The following inferences can be drawn from the data regarding district size and program options:

- 2A, 3A, 4A, and 5A districts are more likely to serve students in *AP* than are 1A districts
- Larger districts (4A and 5A) are more likely to serve students using *acceleration* than are smaller 1A, 2A, and 3A districts
- 3A, 4A, and 5A districts are more likely to serve students in *cluster groupings* than are 1A and 2A districts
- Smaller 1A and 2A districts are more likely to serve students with *compacting* than are 3A, 4A, and 5A districts
- 4A and 5A districts are more likely to serve students by *credit by exam* than are 1A, 2A, and 3A districts
- 4A and 5A districts are more likely to serve students through *independent study* than are 1A, 2A, and 3A districts
- 3A, 4A, and 5A districts are more likely to pace students using *distinguished achievement* program options than are 1A and 2A districts
- 2A and 3A districts are more likely to use *dual/concurrent enrollment* than are 1A, 4A, and 5A districts



- Larger districts tend to use the *pre-post assessments* option more than smaller districts do

Respondents were asked to share which out-of-school opportunities are provided for GT students. Options included: after school programs, before school programs, mentorships, service learning opportunities, and summer programs. Less than half the respondents reported having after school programs. Sixty-eight percent of the school districts did not report having summer programs. It appears that 4A and 5A districts are more likely to use after school programs than are 1A, 2A, or 3A districts. It appears that 4A and 5A districts are more likely to use mentorships than are 1A, 2A, and 3A districts. The larger districts tend to provide summer programs more than do smaller districts.

Over 50% of the 1A, 2A, 3A, and 4A school district agreed that their GT Administrators were also responsible for their ESL/Bilingual programs. A little less than half of districts have GT coordinators that are responsible for testing, also. GT coordinators from smaller districts are more likely to be responsible for testing. A little less than half of the people responding to this question indicated their GT Coordinator was responsible for Title Programs. GT Coordinators from smaller districts are more likely to be responsible for Title Programs.

## **CURRICULUM AND INSTRUCTION**

Sixty of 280 respondents reported using parallel curriculum. Forty-eight of the 280 districts used the school-wide enrichment model. The larger the district the more they tended to use the school-wide enrichment model compared to the smaller districts' use. Districts are more likely to "occasionally" use pre-/post- assessment to determine the pace for GT students. However, the smaller the district the less likely they were to use pre- and post-assessment.

Two hundred forty-one (86%) of the 280 districts reported students "always" having daily access to computers or technology.

Over one-third of the districts responded that they are not implementing the Texas Performance Standards Program at all. There is a significant relationship between district size and the lack of knowledge of the Texas Performance Standards Program.

Over half the respondents include walk-throughs as one of their accountability measures to ascertain that GT students are learning at advanced levels. Over eighty-five percent of the districts used lesson plans and less than half of the 280 districts reported using PDAS as an accountability measure. Approximately one fourth of the 280 districts reported using GT Report Cards. 4A and 5A districts were more likely to use GT Report Cards as an accountability measure than were 1A, 2A, or 3A school districts. Approximately one-third of the districts reported the use of portfolios as an accountability measure

## **PROFESSIONAL DEVELOPMENT**

Two hundred thirty-three of the 280 districts responding reported that the 30 hours of training is required. It appears that the smaller the school district the more likely that the 30 hour training was required of the person in charge. The smaller the district the more they tended to require the 30 hour training. The larger the district the more they tended to require the Supplemental Certificate.

Across all sizes of districts, respondents reported that 81-100% of their classroom teachers who teach gifted students are required to have completed 30 clock hours of professional development. This is approximately 70% of the total number of respondents in the study. Seventy percent of the districts reported that 81-100% of their teachers who teach GT students have completed update training. Fourteen percent reported that 61-80% had completed this training. Two hundred thirty-five (84%) of the 280 participants in the study replied that 20% or less of their teachers in their district have the gifted and talented supplemental certificate.

Two hundred seventy-one of the 280 respondents indicated that they do not require the Gifted and Talented Supplemental Certification for all classroom teachers in the school. Forty percent of the 280 respondents reported that at least six hours of professional development is required for all administrators. Only 14% indicated that one administrator per building must take at least six hours of professional development in GT education.

While most of the respondents from 2A, 3A, 4A, and 5A schools required professional development related to nature and needs, 45% of the 1A districts did not. There is a significant relationship between district size and the professional development requirement in "nature and needs." Seventy-five percent of the 280 include professional development in "assessment;" however, 44% of the 1A districts did not. While most of the respondents from 3A, 4A, and 5A schools required professional development related to program options, approximately 60% of the 1A and 54% of the 2A districts did not.

Professional development was reported to be provided by district personnel by 146 (57%) of the 280 respondents. Professional development was reported to be provided by regional service center by 252 (90%) of the 280 respondents. There is a significant relationship between district size and professional development provided by district personnel. Professional development was reported to be provided web-based courses by 48 (17%) of the 280 respondents. The larger the district the more likely a district was to use out-of-district consultants for their professional development.

## **FAMILY-COMMUNITY INVOLVEMENT**

Only 46% of the respondents indicated they used community representatives when developing their assessment procedures. It is more likely that 4A and 5A districts

will use community representatives when developing assessment procedures than will 1A, 2A, and 3A districts. Ninety-one percent of the 280 districts indicated that they use teachers when developing assessment procedures.

Only 49 of the 280 districts reported having a local parent association for the gifted and talented. Of the districts who reported having a local parent association, 18 reported that their parent association is a TAGT affiliate; 32 reported having events for families of the GT students; 19 indicated they have a newsletter; and 15 reported having a website with 63% reported having no website.

One hundred seventy-three of the 280 districts reported providing parent orientation. Ninety-three percent reported disseminating information to parents of elementary grade children. Thirty-three percent of the 280 districts provide annual updates to parents. Sixty-five percent of the districts share products and achievements at a campus-wide open house. Thirty-three percent of the 280 districts have a data bank of community resources available to teachers, with larger school districts, 4A and 5A, being more likely of having these resources than 1A, 2A, or 3A districts. Of interest, 28% of the district representatives responding to this survey indicate that they do not know if a data bank of community resources is available to teachers.

One hundred sixty (57%) of 280 districts reported evaluating the GT programs annually. Ninety-seven (35%) of the 280 districts reported evaluating the GT programs every two to five years, and twenty-three (8%) of the 280 districts reported not evaluating the GT programs at all.

Districts were asked to weigh the effectiveness of 13 types of evaluation methods used in GT programs. The top four included: Compliance with legal requirements (training of teachers, students identification procedures, involvement of parents) (78%); Questionnaires to parents (66%); Questionnaires to students (56%); and Questionnaires to teachers (57%).

Ninety-five% of the 227 and 98% of the 225 respondents indicated that they use their program evaluation information to modify improvement plans at the district and campus levels, respectively.

## CONCLUSIONS

It appears that the state of gifted education in Texas is mixed. Under each section of the *Texas State Plan for the Education of Gifted/Talented Students*, districts are meeting some of the minimum requirements. Based on the survey responses, it appears that districts in Texas are in compliance with many of the *Texas State Plan* requirements regarding Student Assessment. All districts responding to the survey screen or take nominations for their GT programs at least once a year. Districts report using multiple measures in the identification of gifted and talented students; the most commonly used being tests, along with teacher and parent checklists. There are some areas in which districts' responses raise a concern with compliance. These were in

regard to furlough, reassessment, exit, transfer, and appeals policies and the use of assessments in students' home languages or nonverbal assessments. A very small number of respondents indicated a lack of the policies or lack of knowledge of the policies. Also, a few districts report lack of compliance with the requirement to assess students in their home languages or with nonverbal measures. The lack of language accessible testing is a concern and may contribute to the perpetuation of under-representation of some groups.

Regarding Program Design, the *Texas State Plan* requires districts to provide a range of program options for students in the core academic areas, to facilitate GT students working in a variety of settings, and to provide out-of-school options when possible. It seems that districts are mostly in compliance with these regulations. Districts cumulatively reported a wide range of service options. The survey did not assess whether districts offer students choices in services or if all GT students are provided services in the same settings. Across the state, GT students are provided services in many different ways. The most popular seems to be Advanced Placement, Pre-Advanced Placement, and Dual Enrollment classes. Typically, these are open to all students. Therefore, it appears that most GT students are served within classes offered as part of what is ordinarily provided to students.

The majority of districts responding indicate that GT students have the opportunity to work independently, with other GT students, and with non-identified students. The setting with the least number of responses was to work independently. It appears that most districts are in compliance with this regulation from the *Texas State Plan*.

Districts have room for improvement in providing out-of-school options. The majority of districts do not offer any out-of-school options. This is likely due to the inclusion of the wording "when possible" in the regulation. Summer programs seem to be the most popular among those who do offer something, and larger districts report offering out-of-school options more often than smaller districts.

There is a wide variety in what curriculum is provided to ensure that gifted and talented students are engaged in appropriate learning experiences. There is also great variety in how the implementation is measured. The most popular way it is monitored is through lesson plans and the second is through administrative walk-throughs. The majority of districts do not participate in the Texas Performance Standards program. Participation is not specified in the *Texas State Plan*; however, the program was designed to help districts assess compliance with the regulation that GT students be able to develop advanced-level products and/or performances. The lack of participation is a concern. Also of concern are the district responses regarding the inclusion of gifted education in district and campus improvement plans. According to the *Texas State Plan*, provisions to improve GT services must be included. The majority of districts do not indicate that this is always the case, indicating that a number of districts are out of compliance with this regulation.

Per the *Texas State Plan*, teachers of the gifted are required to complete thirty (30) clock hours of professional development in gifted education. Each year they teach gifted students after completing this initial training, the teachers must complete an additional six hours of professional development. Only 70% of the districts reported the majority of their teachers were in compliance with this regulation. That means that across the state there are teachers responsible for meeting the special educational needs of gifted students who do not have the training to do so. There are also teachers who have not done their annual update training as required. In addition, a little over half reported their administrators and counselors were required to do six hours of professional development in gifted education. This means that a large number of districts are out of compliance with the regulation requiring administrators and counselors to complete the training. Very few districts report educators who hold the Gifted and Talented Supplemental Certification.

Under the Family-Community Involvement section of the *Texas State Plan*, districts responses indicate compliance with the regulation regarding disseminating information to parents. The regulations include ensuring parents are aware of the identification policies and learning opportunities for gifted students. Almost half of the districts are not in compliance with the regulation that requires annual evaluation of GT programs. This lack of evaluation may be related to the lack of external accountability for GT programs.

The results of the survey indicate that a number of districts are working towards meeting the criteria for a Recognized GT program, going beyond what is required at the Acceptable level. A large number of districts involve the family and community at this higher level by sharing products and achievements, giving community presentations, providing parent orientations, and conducting annual meetings to inform parents about the program. Most districts reported the people responsible for coordinating their districts' GT programs had completed 30 hours of professional development, and in some larger districts they also met higher requirements. Unfortunately, the majority of these coordinators are responsible for other non-GT duties in their districts.

Districts striving to meet the criteria for Recognized and Exemplary should be applauded for their efforts to meet the needs of their gifted and talented students. Districts who are not meeting the Acceptable criteria need support and direction. Districts needs to be held accountable for meeting the standards set by the state and outlined in the *Texas State Plan*. Based on the varied responses, it is clear that local accountability alone is not enough to ensure that all gifted and talented students in Texas are receiving the basic programs and services needed to meet their varied special educational needs.

While this study has provided an overview of gifted education across the State of Texas, deeper examination is needed in several areas. Follow-up study needs to be done regarding the programming and curriculum used to serve GT students' needs. Studies specific to these areas should determine if students have a choice of services or if all gifted students are served in the same ways. Also, a deeper look should be taken

regarding the acceleration of students. There are many aspects to this approach to serving gifted students that fall under the broad term “acceleration.” This study also leads to questions regarding the seemingly low participation in the Texas Performance Standards program. It would be beneficial to determine the stumbling blocks to districts participating in this state-wide initiative.

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### **APPENDIX A**

**The purpose of this survey is to determine how gifted and talented programs in Texas school districts deliver services. The survey is organized around five major areas: assessment, program options, curriculum and instruction, professional development and family/community involvement. It should only take about 15 to 20 minutes to complete. The results will be reported in aggregate form only. They will be shared with the Texas Association for the Gifted & Talented (TAGT) and disseminated to the general public through TAGT's journal, website and during the annual TAGT conference.**

**Your participation in this research is strictly voluntary. Furthermore, your responses will be used for research purposes only and will be confidential; no effort will be made to track your responses and no records will be maintained on any person completing the survey. Your participation is valuable and important to TAGT in accomplishing the purposes of this study. Respondents are requested to report information about the current status of the gifted and talented program in their districts and are not asked to evaluate these programs; there is little or no risk to the respondents. By clicking next you are agreeing to participate in this study.**

**The following statements or questions ask you to describe how your school district assesses students for GT program services.**

**How often are students nominated and/or screened for the GT program?**

- Multiple times throughout the year
- Once a semester
- Once a year
- Upon request
- Other :



**At what grade levels do you use a talent pool (check all that apply)?**

- Prekindergarten
- Kindergarten
- First grade
- Second grade
- We don't use a talent pool

**What assessments are used in your school district's identification procedures? Please check all of those that apply at each of the different grade levels.**

	Interview	Products	Portfolio	Parent Checklist	Peer Checklist	Teacher Checklist	Self Nomination	Achievement Tests (e.g., California Achievement Test, Iowa Test of Basic Skills, TAKS, TOMAGS)	Aptitude/Intelligence Tests (e.g., Cognitive Abilities Test, Draw a Person, Naglieri, Otis Lennon Ability Test Raven Progressive Matrices, SAGES-2, SOI, TONI-3)	Creativity Tests (e.g., Torrance, Creativity Assessment Packet, GIFT, GIFFI)	Grades	Other
Elementary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Middle School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

**You have indicated that you use other assessments that were not listed. Please list them here.**

**Which of these approaches best describe how the assessment information is summarized for the committee?**

- Case study: Each student's qualitative and quantitative assessments are reviewed individually.
- Cut off scores: The district identifies a cut off score for each assessment. If the student meets the cut off score for a particular number of assessments, then the student is in the gifted and talented program.
- Matrix ratings: The district assigns point values for test score ranges (e.g., the 99th percentile on a test receives 5 points). The district adds these points together for an overall point score.
- District line: The district identifies a percentage of its students who may enter the gifted program each year. Cut off scores may vary each year based on student performance.
- Profile with a district cut off score. The district identifies the same cut off score for all of the assessments (e.g., the top 5%). If a student performs at or above the cut off score on a certain number of assessments, he or she is in the program.
- Other :

**Which of these assessments appear to be most effective in identifying students from underrepresented groups (check all that apply)?**

- Interview
- Products
- Portfolio
- Parent Checklist
- Peer Checklist
- Teacher Checklist
- Self Nomination
- Achievement Tests (e.g., California Achievement Test, Iowa Test of Basic Skills, TAKS, TOMAGS)
- Aptitude/Intelligence Tests (e.g., Cognitive Abilities Test, Draw a Person, Naglieri, Otis Lennon Ability Test Raven Progressive Matrices, SAGES-2, SOI, TONI-3)
- Creativity Tests (e.g., Torrance, Creativity Assessment Packet, GIFT, GIFFI)
- Grades
- Other :

**How do you screen and assess students who speak a different language (check all that apply)?**

- The district uses assessments in the student's home language.
- The district translates assessments into the student's home language.
- The district uses nonverbal assessments.
- The district uses the same assessments for all students regardless of language background.
- The district employs a translator in the student's language who administers the test.
- Other :

**Do you use the following policies used during a school year?**

	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
Furloughs from the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reassessments to continue in program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exiting from program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transfer from another district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appeals regarding placement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Does your school district evaluate the effectiveness of your identification procedure?**

- Yes
- No

**Have any of these groups initiated an evaluation of your school district's assessment procedure (check all that apply)?**

- Texas Education Agency
- Office of Civil Rights
- School Board
- Parent Group
- Administrators in the School District
- No one has requested an evaluation

**The following statements or questions ask you to describe how your school district provides program options to GT students.**

**GT students in my district are served through (check all that apply):**

- Acceleration
- AP
- Classes for the gifted in one or more of the four core areas
- Cluster Grouping
- Compacting
- Credit by Exam
- Differentiation in AP classes
- Differentiation in general education classrooms
- Differentiation in Pre-AP classes
- Dual Enrollment/Concurrent Enrollment
- Honors
- IB
- IB Middle Years Programme
- IB Primary Years Programme
- Independent Study
- Magnet Schools/Specialized Schools
- PreAP
- Pull-out services
- Other :

**Identified students have opportunities to work during the school day/week/year**

- Independently
- With other gifted and talented students
- With other students not identified as gifted and talented
- Other :

**My district allows GT students to learn at the pace and level appropriate for their abilities and skills through**

- Correspondence courses
- Credit by examination
- Distinguished achievement program
- Dual/concurrent enrollment
- Early high school graduation
- Pre/post assessment
- Independent studies
- Other :
- None

**My district provides out-of-school opportunities for GT students through:**

- After school programs (e.g., clubs)
- Before school programs
- Mentorships
- Service learning opportunities
- Summer programs
- Other :
- None

**Coordination of the GT program in your district is the responsibility of a:**

- Central office administrator responsible only for the GT program
- Central office administrator responsible for the GT program and other programs
- GT representative at each educational level (elementary, middle, high school)
- GT representative at two educational levels
- GT representative at one educational level
- GT representative at each school
- Counselor
- Other :

**What staff is available to assist this central office administrator with the administration of the GT program (check all that apply)?**

- Clerk/Aide
- GT Coordinator
- GT Director
- GT Facilitator
- Secretary
- Teacher Specialist
- Other :
- None

**What staff is available to assist this central office administrator with the administration of the GT program (check all that apply)?**

- Clerk/Aide
- GT Coordinator
- GT Director
- GT Facilitator
- Teacher(s)
- Secretary
- Other :
- None

**What other programs is this administrator responsible for (check all that apply)?**

- Advanced Studies
- Curriculum & Instruction
- ESL/Bilingual
- Instructional Technology
- Special Education
- Testing
- Title Programs
- Duke Talent Search
- AVID Program
- PSAT/SAT/AP Potential
- Other :

**What staff is available to assist this GT representative with the administration of the GT program (check all that apply)?**

- Clerk/Aide
- Secretary
- Other :
- None

**What staff is available to assist this counselor with the administration of the GT program (check all that apply)?**

- Clerk/Aide
- Secretary
- Teacher(s)
- Other :
- None

**The individual(s) in charge of the GT program has the following training in gifted/talented education.**

- Thirty hours of training as required in 19 TAC 89.2(1)
- Graduate level coursework, but no certificate
- Gifted and Talented Supplemental Certificate
- Masters or PhD in gifted education
- Other :

**The following statements or questions ask you to describe how your school district provides challenging learning experiences to GT students.**

**Curricular models used for GT students in your district include (check all that apply):**

- Units (e.g., Javits or locally developed)
- Matrices
- Parallel Curriculum
- College of William & Mary
- Schoolwide Enrichment Model
- Other :

**To what extent is pre/post-assessment used to determine the pace for GT students in your district?**

- Always
- Very frequently
- Occasionally
- Rarely
- Very rarely



**GT students have access to computers/technology on a daily basis.**

- Always
- Very frequently
- Occasionally
- Rarely
- Very rarely

**The Texas Performance Standards Program is a part of the GT program in your district at the following levels (check all that apply):**

- Fourth grade
- Eighth grade
- Exit
- Integrated at all levels
- Not at any grade
- Don't Know

**Accountability measures used in your district to ascertain that GT students are learning at advanced levels include (check all that apply):**

- Lesson plans
- Walk-throughs
- PDAS
- GT report cards
- Portfolios
- Other :

**Improvement plans include provisions to improve/modify services for GT students in all content areas.**

	<b>Always</b>	<b>Almost Always</b>	<b>Considerably</b>	<b>Occasionally</b>	<b>Seldom</b>
District	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**The following statements or questions ask you to describe how your district offers Professional Development opportunities for teachers, administrators, and others working in the GT Program.**

**What percent of classroom teachers who teach gifted students have completed thirty clock hours of professional development in the area of GT education as required in the Texas State Plan for the Education of Gifted/Talented Students?**

- None have 30 hours
- 1-20%
- 21-40%
- 41-60%
- 61-80%
- 81-100%

**What percent of the teachers in your district who have completed the 30 hours of GT training have completed the 6 hrs/year update training?**

- None have completed the update
- 1-20%
- 21-40%
- 41-60%
- 61-80%
- 81-100%

**What percent of specialists who have the primary responsibility of teaching GT students (pull-out teachers, facilitators, etc.) have completed thirty clock hours of professional development in the area of gifted education as required in the Texas State Plan for the Education of Gifted/Talented Students?**

- None have 30 hours
- 1-20%
- 21-40%
- 41-60%
- 61-80%
- 81-100%
- We do not use specialists in our district

**In our district the completion of thirty clock hours of professional development in the area of GT education is required.**

- Yes
- No

**This is required by the**

- School Board
- Campus Principals
- Central Office Administration
- Other :

**What percent of teachers in your district have the Gifted and Talented Supplemental Certificate?**

- None
- 1-20%
- 21-40%
- 41-60%
- 61-80%
- 81-100%

**My district requires the following teachers of GT students to acquire the Gifted and Talented Supplemental Certification (check all that apply).**

- All classroom teacher in the school.
- All new classroom teachers of the gifted.
- All new specialists who have the primary responsibility of teaching gifted students.
- All current classroom teachers of the gifted.
- All current gifted specialists.
- Does not require teachers to acquire the certification.
- Does not require gifted specialists to acquire the certification.

**Indicate who is required to have at least 6 hours of professional development in GT education.**

- principals
- counselors
- one administrator per building
- all administrators, including all principals, all counselors, and all central office administrators (e.g., superintendent, director of C&I)
- other :

**What area(s) of GT professional development has your district offered? (Check all that apply)**

- Nature and Needs
- Assessment
- Curriculum and Instruction
- Program Options
- Other :

**Professional development in GT education is provided by (check all that apply).**

- In district personnel
- Regional service center
- Out of district consultants
- University course
- Web-based courses
- other :

**The following statements or questions ask you to describe how your school district involves families and the community in the gifted program.**

**Does your district have written policies on student identification that are approved by the local board of trustees?**

- Yes
- No
- Don't Know

**When developing assessment procedures, the district includes input from**

	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
Content Specialists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Representatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Does the district have a local parent association for the gifted and talented?**

- Yes
- No

**Approximately how many members does the local parent association currently have?**  
(0 - 10000000)

**Does the district's local parent association**

	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
belong to TAGT as an affiliate member?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provide events for families of GT students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
have a newsletter?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
have a website?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Does the district provide orientation for parents of students identified and served in your GT program?**

- Yes  
 No

**At which grade levels does the district disseminate information to parents about the array of learning opportunities for GT students? Check all that apply.**

- Primary Grades  
 Elementary Grades  
 Middle/Jr. High School  
 High School

**How often does the district/campus provide periodic updates for parents of students being served in your GT program?**

- Weekly  
 Monthly  
 Each Grading Period  
 Once a semester  
 Annually  
 We don't provide updates  
 Other :

**How often does the district/campus hold parent and/or community meetings related to your GT program?**

- Monthly
- Once a semester
- Annually
- We don't hold meetings
- Other :

**Does the district have a parent/community advisory committee that provides support and assistance in GT program planning?**

- Yes
- No

**Does the district share the products and achievements of your GT students with the community?**

- Yes
- No

**How does the district share the products and achievements?**

- Parent Meetings
- GT Open House
- Campus-wide Open House
- Exhibits in District/Campus
- Exhibits in the Community
- Community Events
- other :

**Does the district have a data bank of community resources available to:**

	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
GT students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Does the district give presentations to community organizations to encourage them to become involved in services for GT students?**

- Yes  
 No

**Does the district have community volunteers who are given special orientation in working with GT students?**

- Yes  
 No

**Has the district established liaisons with business and community organizations?**

- Yes  
 No

**Does the district provide GT professional development opportunities to**

	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
community members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**How often does the district evaluate the GT program?**

- Annually  
 Every 2-5 years  
 The district does not evaluate the GT program



**How does the district evaluate the effectiveness of your GT program (check all that apply)?**

- Analysis of students' grades
- Analysis of students' college entrance exams (including AP, IB)
- Analysis of students' course selections/choices (Grades 5-12)
- Compliance with legal requirements (training of teachers, student identification procedures, involvement of parents,...)
- Follow-up questionnaires to graduates
- Questionnaires to parents
- Questionnaires to students
- Questionnaires to teachers
- Questionnaires to administrators
- Questionnaires to college representatives/recruiters/instructors
- Participation and/or awards received in GT-related contests and events (local)
- Participation and/or awards received in GT-related contests and events (state)
- Participation and/or awards received in GT-related contests and events (national/international)
- Participation and/or awards received in GT-related contests and events (national/international)
- Participation in TAGT's (or other state or national) camps or retreats for gifted students
- Other :

**In what year did the district last evaluate the GT program?**

(1945 - 2008)

**Is the information from the program evaluation used to modify improvement plans?**

	Yes	No	Don't Know
District	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
campus level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**This is the last section of the survey. The following questions or statements ask you to provide some demographic information about your district:**

**What is your position(s)?**

- GT Teacher
- GT Specialist
- Campus Administrator
- Central Office Administrator
- other :

**In which Regional Education Service Center is your district?**

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20

**What size is your district?**

- 1A
- 2A
- 3A
- 4A
- 5A

**Which of the following best describes your district?**

- urban
- suburban
- rural

**Please provide an estimated percent for each of the following groups.****District (0 - 100)****GT Identified (0 - 100)**

Native American

Asian

African American

Hispanic

Caucasian

Economically Disadvantaged (eligible for free/reduced lunch)

ESL/ELL

Bilingual

Special Education

Elementary

Middle School

High School

Overall

**Thank you for participating in our survey. We appreciate your assistance.**