

MEMORANDUM

March 5, 2021

TO: Board Members

FROM: Grenita Lathan, Ph.D.
Interim Superintendent of Schools

SUBJECT: **GIFTED AND TALENTED PROGRAM EVALUATION: 2019–2020**

CONTACT: Allison Matney, 713-556-6700

According to Section 29.123 of the Texas Education Code, the *Texas State Plan for the Education of Gifted/Talented Students (G/T)* forms the basis of program accountability for state-mandated services for G/T students. In accordance with the *Texas State Plan for the Education of Gifted/Talented Students (G/T)*, providing this evaluation to the Board of Education is a state requirement (TEC §11.251–11.253). In the Houston Independent School District, G/T students were served through one of two program designs: Board-approved Vanguard Magnet or Gifted and Talented Neighborhood. Attached is the evaluation report summarizing the effectiveness of the Gifted and Talented Program during the 2019–2020 school year.

The state plan outlines two different performance measures: Accountability and Exemplary. There are six components that are addressed in the plan: Fidelity of Services, Student Assessment, Service Design, Curriculum and Instruction, Professional Learning, and Family/Community Involvement. For the 2019–2020 school year, HISD developed 12 G/T Standards that aligned with the Texas State Plan. The evaluation report centered on measuring the effectiveness of the Gifted and Talented Program based on the state's six components. The Gifted and Talented program supports the district's strategic direction by having an effective teacher in every classroom and instruction that is personalized to meet the learning needs for each child.

Key findings include:

- In 2019–2020, a total of 32,412 students attending 262 elementary, middle, and high schools participated in the district's Gifted and Talented Program, reflecting 17.1 percent of the district K–12 population, a 0.4 percentage-point increase from 16.7 percent in 2018–2019.
- When comparing the demographic profile of those participating in the Gifted and Talented Program to the district's demographic profile, African American, Hispanic, and economically disadvantaged students were **underrepresented**, while White and Asian students were **overrepresented**.
- In 2020, IB exams were cancelled due to the spread of COVID-19. As a result, the IB awarded grades for this session based on coursework, predicted grades, and historic data. Six hundred HISD G/T students received results for a total of 1,743 International Baccalaureate (IB) examinations, where 68 percent scored a four or higher on a scale from one to seven. This reflects an increase in participation of 58 students from 2019, as well as an increase in the number of exams scoring four or higher.

- On the fall 2019 PSAT results for eleventh grade, 2,530, or 109.9 percent, of G/T students took the PSAT, and a total of 1,552, or 61.3 percent, met both College and Career Readiness (CCR) Benchmarks. Percentages of participation exceeded 100 percent due to self-reported data.
- For the Class of 2019, a total of 757 G/T students, or 35.9 percent, of the 2019 G/T graduating class took the ACT and 71.7 percent met the state's college ready criterion of 24 or higher (composite).
- For the Class of 2019, a total of 2,047 G/T students, or 97.2 percent, of the 2019 G/T graduating class took the SAT and 71.8 percent met the CCR Benchmarks for both Evidence-based Reading and Writing (ERW) (greater than or equal to 480) and math (greater than or equal to 530).
- The Gifted and Talented Department revised HISD Local Board Policy EHBB (Board Approved August 2020) to align with state expectations and House Bill 3.
- The *HISD G/T Program Manual* (Handbook) was created and aligned to the Texas State Plan and articulates how HISD implements state expectations.

Administrative Response

Gifted and Talented Department:

The Gifted and Talented (GT) Department will implement the following actions to support campuses and increase equity of and access to gifted and talent services based on the evaluation recommendations:

1. In effort to improve our data accuracy and automation of data to identify GT teachers, to monitor GT training and implement a PEIMS district identifier to delineate students served, we will continue to collaborate with PowerSchool/HISD Connect, Data Warehouse, and OneSource for the development of an automated and systemic approach.
2. To remain in compliance with the Texas Education Agency (TEA) and HISD Local Policy, the GT department will continue supporting campus leaders with pre-service and ongoing professional learning to ensure awareness and compliance with the Texas State Plan requirements and instructional supports. The GT Department has developed and provided trainings on toolkits and governing documents to support campus compliance with state and board expectations for programs and services.
 - a. The GT Department will continue the PEIMS District Identifier implemented in the Fall of 2019 for campus communication of service plan options from the five PEIMS Codes, as identified by the TEA for GT. This is monitored by the GT Department and communicated to the Department of Federal and State Compliance.
 - b. The GT Department will continue pre-service training on requirements for Program Intent Code 21 (PIC 21) funds and will support the Chief Financial Officer, when requested, with monitoring campus distributed funds.
 - c. The GT Department will continue certifying district alignment to the Texas State Plan through the Department of Federal and State Compliance.
3. To align the school guidelines and HISD board policy the GT Department submitted revisions to Local Board Policy EHBB to ensure alignment with the Texas State Plan (June of 2020). The HISD Board of Trustees reviewed the revisions and approved the updated policy August 19, 2020. The HISD GT Governing Documents (Program Manual (Handbook), Toolkits, and reference documents) were developed in alignment with the Texas State Plan and aligned with the HISD Local Board Policy.

4. To reflect administrative responsibilities for accountability for lesson design and delivery, the monitoring of state mandated professional development and instructional support, and GT students' scheduling in accordance with the Texas State Plan, the GT Department will communicate that best practice in HISD is for the GT Coordinator to be in an administrative role. For those campuses who do not have an administrator in that role, the GT department will continue to provide coaching and support.
5. To monitor the usage of the Texas Performance Standards Project (TPSP) tool, the GT Department will develop and monitor a centralized system to access information for TPSP participation. Currently, this information is maintained in the newly developed Gifted Education Plans (GEPs). Campuses also completed Service Plan Support documents in August 2020 to denote campus plans and necessary supports for TPSP. The GT Department will also develop a parent webinar for TPSP.
6. For more equitable programs for underserved groups, we will utilize the Scales for Identifying Gifted Students (SIGS). The GT department will also work with the Kinder High School for Performing and Visual Arts to develop an identification process for students gifted in the Arts. The GT department will continue to have parents opt-out of the program rather than opt-in and conduct parent meetings at schools with large, underrepresented populations. We will present at Parent University and continue to make parents aware through parent groups, such as Gifted and Talented Education Supporters (GATES).
7. In accordance with Texas Education Code § 11.251-11.253 of the Texas State Plan, and to improve services to Gifted and Talented students, all campus and district plans will include goals for the gifted and talented student population.
8. In accordance with Texas Education Code § 7.028 and to ensure that all district-level employees are in compliance with state-mandatory professional learning for GT; the GT Department will continue with August 2020 implementation of assigning and monitoring state-mandated professional learning via OneSource Learning Profiles. The GT Department created a Texas State Plan course in OneSource and will offer the course to HISD Board Trustees for the recommended pursuit of professional learning for GT.
9. To improve the efficient access and monitoring of Elementary and Secondary GT Training Administrator and Teacher Development Forms have been made available electronically via GT Department-created Google Drive since December 2019. An automated process will be researched for implementation in the collaboration (#1 above).
10. To monitor compliance, the GT Department established a Compliance Action Plan that is to be completed by campuses found to be out of compliance with the Texas State Plan. The action plans will be submitted to the GT Department and outline actions steps to be taken to achieve compliance. This information will be shared with SSOs and Area Superintendents for support with achieving compliance.

2019-2020 Administrative Response Summary

The Gifted and Talented Department continues to provide support to all campuses focused on supporting data quality as it relates to the following:

- G/T student identification
- Instructional development and delivery
- Mandatory teacher professional development
- Program service design

The Gifted and Talented Department provides ongoing PD On-demand and self-paced options for elementary and secondary G/T teachers, including, but not limited to:

- Professional Learning Community meetings
- One-to-one meetings
- Campus trainings
- Resources and Professional Learning to support:
 - o Depth and Complexity
 - o Instructional Differentiation
 - o Questioning Strategies
 - o Gifted Education Plans
 - o Differentiated products, processes, and pacing
 - o State Plan
 - o Identification of Giftedness
 - o Equity Analysis

The Gifted and Talented Department continues to provide professional development opportunities for G/T teachers and administrators through virtual courses via Microsoft Teams and in-person and has created 8 self-paced courses to meet campus instructional and compliance needs. To support parents of G/T students, the Gifted and Talented Education Supporters (GATES) was created and is inclusive of an Industry Mentor Program and parent education components. Parents empowerment and awareness has been offered through the following trainings:

- Parent Education Session
- GEP
- Renzulli Learning
- GT Programs and Services
- Identification Process
- Timeline Communications
- Updated Website Communication
- Partnered with the Office of School Choice to ensure an effective line of parent communication

The GT department completed a district-wide equity analysis that was shared across all tiers of district leadership to inform the district's identification equity discrepancies. In response to the findings, the GT department developed a three-year strategic plan, encompassing, but not limited to:

- Targeted objectives for professional learning
- Revised matrices (honoring and serving the gift)
- A research based recommendation scale
- A centralized system for identifying and serving gifts outside of academics

During the 2021-2022 school year, purposeful collaboration occurs between the Advanced Academics and the College Readiness Departments to implement the following protocols/processes:

- AP potential profiles will be analyzed, and cross referenced with non-GT students for determining potential giftedness

- College, Career, Military Readiness (CCMR) data will be evaluated for readiness indicators for GT students. The GT department will work with campus leadership to support GT students earning CCMR
- Established a monthly collaboration with the Office of Innovation & Post-Secondary Programming with a strategic focus on tracking students who are performing at EMERGE/Miles Ahead standards of readiness to create a potential GT cohort. This collaboration will be focused on increased identification of secondary GT students, as well as, the improved performance outcomes of GT students on AP and IB exams through Virtual Camps and Study Halls
- A professional development (video and guide) was facilitated for standard scheduling protocols for all GT students for principals and Tier II leaders
- Master Schedulers now have state approved GT courses for the scheduling of GT students

Should you have any further questions, please contact Allison Matney in Research and Accountability at 713-556-6700.



GL

Attachment

cc: Superintendent's Direct Reports
Tia Locke-Simmons
Maggie Gardea
Khalilah Campbell
Montra Rogers



RESEARCH

Educational Program Report

**GIFTED AND TALENTED PROGRAM
EVALUATION 2019-2020**



Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.



2021 BOARD OF EDUCATION

Patricia Allen, Ed.D.
President

Holly Maria Flynn Vilaseca
First Vice President

Judith Cruz
Second Vice President

Kathy Blueford-Daniels
Secretary

Daniela Hernandez
Assistant Secretary

Sue Deigaard
Myrna Guidry
Elizabeth Santos
Anne Sung

Grenita Lathan, Ph.D.
Interim Superintendent of Schools

Allison Matney, Ed.D.
Officer
Department of Research and Accountability

Laurie Zimmerman, Ph.D.
Sr. Research Specialist

Victoria Mosier
Research Specialist

Renmin Ye, Ed.D.
Applications Developer

Zack Bigner, Ed.D.
Research Manager

Houston Independent School District
Hattie Mae White Educational Support Center
4400 West 18th Street Houston, Texas 77092-8501

www.HoustonISD.org

It is the policy of the Houston Independent School District not to discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, sex, veteran status, political affiliation, sexual orientation, gender identity and/or gender expression in its educational or employment programs and activities.

GIFTED AND TALENTED PROGRAM EVALUATION 2019–2020

Executive Summary

Program Description

According to the Texas Education Code §29.121 and the Houston Independent School District (HISD) Board Policy, *gifted and talented students* means “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:

- Exhibits high performance capability in an intellectual, creative, or artistic area.
- Possesses an unusual capacity for leadership; or,
- Excels in a specific academic field (Houston Independent School District, 2019a, p. XXIV-1).”

The *Texas State Plan for the Education of Gifted/Talented Students* (herein referred to as the Texas State Plan) represents the accountability plan for measuring the performance of districts in providing state-mandated services to students identified as G/T (Texas Education Agency, 2019). The State Board of Education approved revisions in July 2019. The Texas State Plan establishes standards for accountability while recognizing exemplary actions. All districts are required to meet the accountability standards. In addition, the state plan serves as a guide for improving program services. To accomplish this, districts and campuses may review the exemplary measures to improve student services that are not mandated (Texas Education Agency, 2019).

The purpose of this evaluation is to comply with state mandates requiring school districts to evaluate the effectiveness of the Gifted and Talented Program annually (TEC §11.251–11.253). Consequently, this evaluation focused on the degree to which the Gifted and Talented Program operated in compliance with the policies and procedures developed by the legal and administrative authorities as well as the District’s 12 G/T Standards outlined in the Gifted and Talented School Guidelines (Houston Independent School District, 2019a) (**Table A–1**, p. 25). The newest G/T Standard was originally issued on January 14, 2016 centering on the Gifted Education Plan, consisting of a written statement of academic achievement, differentiation, and curricular modifications for the student. The twelve G/T Standards have been aligned to the six components in the Texas State Plan in Table A–1 (p. 25). Specific measures of compliance include the following six components of the Texas State Plan with the corresponding G/T Standard in parenthesis:

1. Fidelity of Services (align to HISD G/T Standards 1, 2, 6, 11, and 12)
2. Student Assessment (align to HISD G/T Standards 2, 3, 4, and 11)
3. Service Design (align to HISD G/T Standards 1, 6, 9, 11, and 12)
4. Curriculum & Instruction (align to HISD G/T Standards 5, 6, and 11)
5. Professional Learning (align to HISD G/T Standards 7, 8, and 11)
6. Family/Community Involvement (align to HISD G/T Standards 10 and 11)

Key Findings

- In 2019–2020, a total of 32,412 students attending 262 elementary, middle, and high schools participated in the district’s Gifted and Talented Program, reflecting 17.1 percent of the district K–12 population, a 0.4 percentage-point increase from 16.7 percent in 2018–2019.

- When comparing the demographic profile of those participating in the Gifted and Talented Program to the district's demographic profile, African American, Hispanic, economically disadvantaged and special education students were underrepresented, while White and Asian students were overrepresented.
- For 2020, a total of 11,816 Advanced Placement (AP) exams were taken by 5,358 G/T high school students and 61.3 percent of the scores were three or higher on a scale of one to five, an increase of 4.4 percentage points from 2019.
- In 2020, IB exams were cancelled due to the spread of COVID-19. As a result, the IB awarded grades for this session based on coursework, predicted grades, and historic data. Six hundred HISD G/T students received results for a total of 1,743 International Baccalaureate (IB) examinations, where 68 percent scored a four or higher on a scale from one to seven. This reflects an increase in participation of 58 students from 2019, as well as an increase in the number of exams scoring four or higher.
- On the fall 2019 PSAT results for eleventh grade, 2,153, or 93.5 percent, of G/T students took the PSAT, and a total of 1,378, or 64.0 percent, met both College and Career Readiness (CCR) Benchmarks.
- For the Class of 2019, a total of 757 G/T students, or 35.9 percent, of the 2019 G/T graduating class took the ACT and 71.7 percent met the state's college ready criterion of 24 or higher (composite).
- For the Class of 2019, a total of 2,047 G/T students, or 97.2 percent, of the 2019 G/T graduating class took the SAT and 71.8 percent met the CCR Benchmarks for both Evidence-based Reading and Writing (ERW) (greater than or equal to 480) and math (greater than or equal to 530).
- For the Class of 2019, a total of 1,711 G/T students went to college within one year of high school graduation (82 percent).
- To meet state mandates, a survey was administered during the 2019–2020 school year to parents of G/T students to collect information regarding the identification and assessment process. A total of 299 elementary parents provided feedback on the identification and assessment procedures for HISD out of 1,211 respondents, reflecting 24.7 percent of the total. The top category was *Nothing* (N=56) followed by *Lack of clear, effective, or timely communication* (N=48).
- A total of 235 out of 797 secondary parents (29.5 percent) provided feedback on the identification and assessment process of G/T students. The top category was *Nothing* (N=55) followed by *Identification Process* (N=48).

Recommendations

1. Although focus groups and meetings were held prior to the implementation of HISD Connect, it is not possible to identify G/T teachers, interface OneSource and HISD Connect to monitor and record G/T training, or identify how students are being served based on the PEIMS District identifier. With the new systems in place, these processes should be automated to ensure data accuracy, timeliness, and compliance with the mandates outlined in the Texas State Plan.

2. Continue providing professional development at principals' meetings annually to prepare campuses in implementing the Texas State Plan so that the district will not lose state funding. The new requirements include:
 - a. New Public Education Information Management System (PEIMS) District Identifier with five categories for October reporting period,
 - b. Program Intent Code (PIC) 21 for tracking G/T funds and reporting use of G/T funds, and
 - c. Certify the district has a G/T plan aligned with the State Plan.
3. Align the School Guidelines with Board Policy regarding the Gifted Education Plan so that all teachers of G/T students create a Gifted Education Plan.
4. Redesign the G/T Coordinator position to reflect administrative responsibilities so that G/T lesson plans can be submitted by G/T teachers to be evaluated and revised, teacher professional development can be tracked and planned, instructional support can be provided, and G/T students can be scheduled together in accordance with the Texas State Plan.
5. Since the Texas State Plan addresses Fidelity of Services using the Texas Performance Standards Project (TPSP), the district should monitor those students enrolling and completing the course as well as showcasing their advanced products. Consider using the TPSP experience as an additional strategy to identify underserved populations based on performance.
6. For a more equitable program for underrepresented groups, consider the following:
 - a. administering the full battery of the CogAT to obtain the CogAT Ability Profile for additional data to be included in the Gifted Education Plan,
 - b. administering the full battery of the Iowa/Logramos to align program services with assessments such as science and social studies,
 - c. incorporating published rating scales (e.g., *Hope Scale*, *Scales for Identifying Gifted Students (SIGS)*),
 - d. expanding program services and assessments (i.e., language development and artistic area),
 - e. having parents opt-out of the program rather than opt-into the program,
 - f. continue to conduct parent meetings at schools with large underserved populations to increase the level of awareness about the G/T program.
7. In accordance with TEC §§11.251–11.253 of the Texas State Plan, incorporate provisions to improve services to gifted/talented students as well as the results of this evaluation in the district and campus improvement plans.
8. Ensure that all employees who make district-level decisions regarding the Gifted and Talented Program meet the professional development standards outlined in the Texas State Plan. Since the board of trustees of a school district has the responsibility to ensure that the district or school complies with all applicable state educational programs (TEC §7.028), it is recommended that Board Members pursue professional development on the Texas State Plan.
9. The *Elementary and Secondary G/T Training Administrator and Teacher Development Forms* should be available electronically, so they could be accessed and monitored efficiently.
10. Ensure that a plan is in place to address areas that are out of compliance.

Introduction

In the Houston Independent School District (HISD), Gifted and Talented (G/T) students are served through one of two program designs: Board-approved Vanguard Magnet or Gifted and Talented Neighborhood. The Gifted and Talented program (K–12) is designed to:

- Provide an array of learning opportunities commensurate with the abilities of G/T students and emphasize content in the core academic areas, as well as the areas of creativity, the arts, and leadership,
- Provide a learning continuum that is differentiated in depth, complexity, and pacing in the four core areas (reading/language arts, mathematics, social studies, and science),
- Provide services during the school day as well as the entire school year, and
- Provide program options enabling G/T students to work together as a group, work with other students, and work independently during the school day.

The Vanguard Magnet program is provided only in Board-approved schools, and entry into Vanguard Magnet programs is competitive. Application and assessment timelines coincide with district and Magnet guidelines. A centralized admissions committee reviews all applications and notifies the parents of their child's placement recommendation. In 2019–2020, the program served students at the following locations:

- Jewel Askew (K–4), Edna Carrillo, Lorenzo De Zavala, Gary Herod, Oak Forest, River Oaks, Theodore Roosevelt, William Travis, and Windsor Village elementary schools,
- Frank Black, Luther Burbank, Alexander Hamilton, and Bob Lanier middle schools,
- Thomas Horace Rogers School (K–8), and
- Andrew Carnegie Vanguard High School.

The Gifted and Talented Neighborhood program (K–12) is designed to provide services for G/T students at their neighborhood schools or for non-zoned G/T students on a valid transfer (other than Vanguard Magnet transfers) that meet the criteria for identification established by district guidelines. All qualified students are served in their Gifted and Talented Neighborhood program because there are no program enrollment goals or qualification distinctions (tiers) in the admission process. A Campus-Based Admissions Committee reviews the applications and notifies the parents of their child's placement recommendation. All G/T students on the campus are served in G/T classes with appropriately trained/qualified teachers.

According to The Texas Education Agency (TEA), kindergarten students need to be assessed, and if identified, provided G/T services. For entering kindergarten students that were assessed for the Vanguard program, parents who chose to decline the Vanguard program and enrolled their child in a G/T Neighborhood program, kept their G/T identification status. To address the different needs of the participating schools, decisions regarding the instructional delivery model are made at the campus level (Houston Independent School District, 2019a).

Other Program/School Options

Other educational opportunities available to all students as well as those identified as G/T included:

- Montessori program Grades K–8,
- International Baccalaureate Primary Years Programme (IBPYP) Grades K–5,
- International Baccalaureate Middle Years Programme (IBMYP) Grades 6–10,
- Pre-International Baccalaureate (Pre-IB) Classes Grades 9–10,
- International Baccalaureate (IB) Degree Programme Grades 11–12,
- AP Spanish Language for Native Spanish Speakers Grade 8,
- Pre-Advanced Placement (Pre-AP) program Grades 6–10,

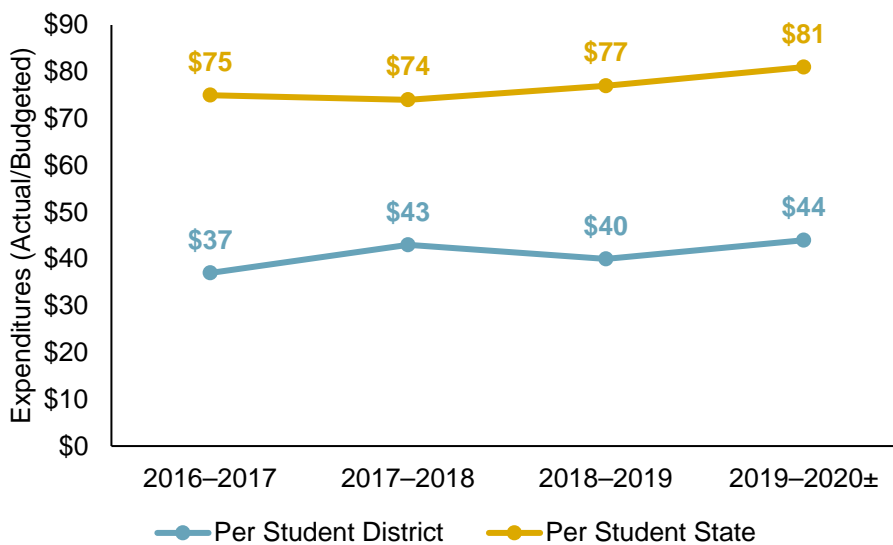
- College Board Advanced Placement (AP) program Grades 9–12,
- Dual Credit Grades 9–12, and
- Kinder High School for Performing and Visual Arts (Kinder HSPVA) Grades 9–12.

Budget

The amount budgeted for the G/T Program for 2019–2020 was approximately \$7,460,243 (Houston Independent School District, 2019c). Expenditures for the program were at the discretion of the schools. The budgeted amount included salaries (74.5 percent), supplies and materials (18.5 percent), contracted services (3.2 percent), and capital outlay (<1 percent).

Figure 1 compares district and state expenditures from 2016–2017 to 2019–2020 using the Texas Academic Performance Reporting System data. For 2019–2020, the expenditures reflect budgeted amounts rather than actual financial data. The program intent code identifies the cost of instruction and other services directed toward gifted and talented students. For 2019–2020, the budgeted amount for the district was \$9,137,895. Compared to actual expenses incurred in 2018–2019, the per student district and state allocations increased by \$4 from 2018–2019 to \$44 (10% increase) for the district and \$81 (5.2% increase) for the state.

Figure 1. Expenditures (Actual and Budgeted) by Program Intent Code 21, District and State



Sources: Texas Academic Performance Reporting System, various years

Note: ±For 2019–2020, the financial data reflects budgeted amounts rather than actual amounts for both state and district funds.

Methods

Data Collection and Analysis

Quantitative and qualitative data were collected from a variety of sources including student demographic databases, survey data, program documentation, professional development data files, and student performance data files. Basic descriptive statistics were employed to analyze the data. **Appendix B** (pp. 41–43) describes the methods used in detail.

Data Limitations

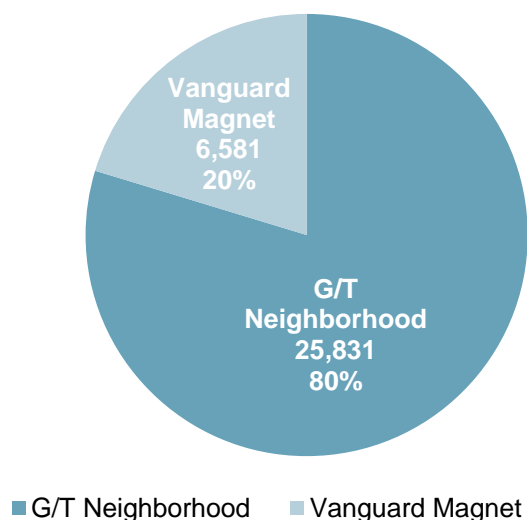
For a detailed description of the limitations in using OneSource, AP Exam data, survey data, and the Public Education Information System (PEIMS) data files, see Appendix B, pp. 42–43.

Results

What program options were provided to G/T students during the 2019–2020 school year, and how did implementation compare to the G/T Standards?

- In HISD, 32,412 G/T students were served through two different program designs, Vanguard Magnet or Gifted and Talented Neighborhood. Out of 277 schools serving K–12 in HISD, 262 campuses identified G/T students based on Fall PEIMS Snapshot data. Of the 262 campuses with G/T identified students, 247 campuses offered a Gifted and Talented Neighborhood program (K–12) and 15 campuses offered a Vanguard Magnet program (K–12).
- For 2019–2020, 25,831, or 80 percent, of G/T students participated in the Gifted and Talented Neighborhood program (K–12) compared to 6,581, or 20 percent, of G/T students who participated in the Vanguard Magnet program (**Figure 2**).

Figure 2. Number of G/T Students by Program Design, 2019–2020

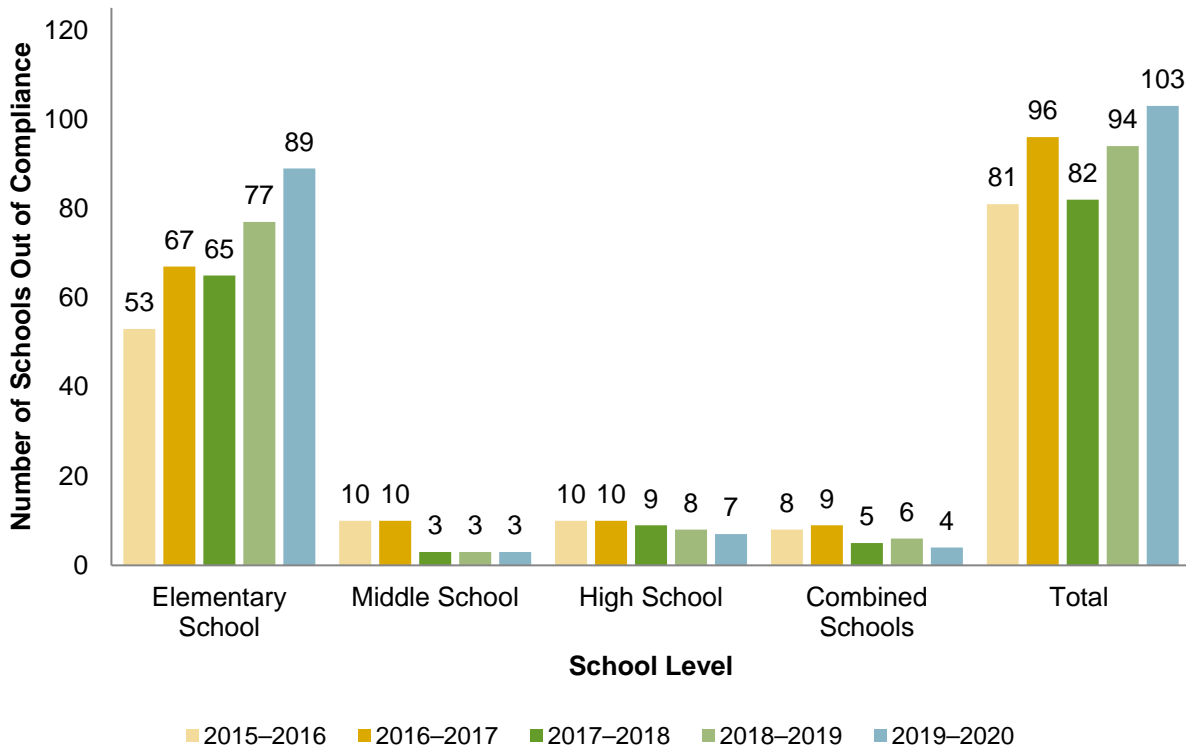


Source: Fall PEIMS Snapshot, 2019

- According to the Texas State Plan, G/T students served in the regular classroom need to work together as a group (minimum of 3) (Texas Education Agency, 2019). For 2019–2020, there were 103 campuses that identified fewer than three G/T students for at least one grade level. When comparing 2015–2016 to 2019–2020, there was an **increase** in the number of campuses that had fewer than three G/T students for at least one grade level from 81 to 103 (**Figure 3**, p. 7).
- In 2019–2020, there were 89 elementary schools, three middle schools, seven high schools, and four combined schools with fewer than three G/T students in one or more grade levels (Figure 3). A list of G/T enrollment by campus and by grade level, is provided in Appendix C, pp.44–49. From 2015–2016 to 2019–2020, there was an increase in the number of elementary schools, but a decrease in the

number of middle, high, and combined schools with one or more grade levels with fewer than three students.

Figure 3. Number of Schools with Fewer than 3 G/T Students Identified for at Least One Grade Level, 2015–2016 to 2019–2020



Sources: Fall PEIMS Snapshot, 2015 to 2019

Note: SOAR center is not included in the Academic Level counts.

For the 2019–2020 school year, the Texas Education Agency required districts to submit the Gifted and Talented Program Code in October 2019. There were five programs: pull-out, push-in, full-time gifted only, full-time inclusion, special day. In addition, campuses could also select *no program was available*. More than one option could be submitted. At the district-level, all five program types were selected, as well as *no program was available*. The Gifted and Talented Department collected the data by campus using a form. The results are summarized in **Table A–2** (p. 26).

- Eight campuses (2.6 percent) indicated they did not provide a program for gifted and talented students. Of the eight campuses, four selected this as their only program code. These campuses included two early childhood centers, one charter school, and one elementary school. The other four campuses indicated that other program codes were being implemented along with this program code (Table A2, p. 26).
- Twenty-six campuses (8.6 percent) indicated they used a pull-out program where a G/T student receives part-time services from a G/T trained teacher on a regular schedule in another classroom setting apart from their regular classroom.

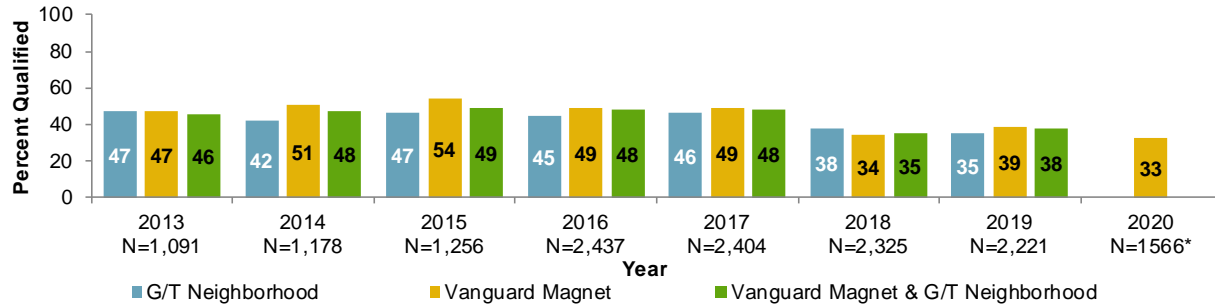
- Thirty campuses (9.9 percent) indicated they used a push-in model where services were provided by a G/T trained teacher while the G/T student was in the regular classroom.
- Forty-six campuses (15.2 percent) indicated they used a full-time gifted only model where services were provided by G/T trained teachers and all students in the classroom were identified as G/T.
- The highest number of campuses, 187 (61.9 percent), implemented a full-time inclusion model where G/T students receive a majority of their core subjects from a G/T trained teacher, but the classroom is composed of peers who are not identified as G/T.
- Five campuses (1.7 percent) indicated they used a special day school model where the school is administratively separate from regular schools and is organized to serve G/T students with G/T trained teachers (Table A–2, p. 26).

What evidence was there that the instruments and procedures for G/T identification met the standards in the Texas State Plan, and how will implementation of the G/T Standards continue to ensure equity of opportunity?

G/T Enrollment

- For the 2019–2020 school year, a total of 32,412 students were identified as G/T compared to the district enrollment of 193,720 (Grades K–12). In 2006–2007, a total of 24,376 students were identified as G/T compared to the district enrollment of 186,907. The G/T percentage for the district has **increased** from 13.0 percent in 2006–2007 to 16.7 percent in 2019–2020 (**Table A–3**, p. 27).
- The G/T percentages **increased** from 2006–2007 to 2019–2020 at all grade levels except grades 5 and 12, where G/T percentages declined by 1.0 percentage point for both grade levels (Table A–3, p. 27).
- The **increase** in the percentage of G/T kindergarten students for 2019–2020 reflects the implementation of a 4-year old assessment program for which entering kindergarten students from neighborhood schools were assessed in the spring of 2019. When these students enrolled in the district during the 2020–2021 school year, the students identified as G/T were coded on the PEIMS database for the fall and the schools received funding (Table A–3, p. 27).
- The COVID-19 pandemic negatively impacted entering 4-year old G/T Neighborhood testing in spring 2020 because very few students had been tested at the time the district moved to virtual operations. Moreover, testing for entering kindergarten Vanguard Magnet applicants started earlier (November versus January/February in prior years). In 2019–2020, the percentage of qualified 4-year old students identified from magnet schools **decreased** from 39 percent in 2019 to 33 percent in 2020 (**Appendix D**, pp. 50–51 and **Figure 4**, p. 9).

Figure 4. Percentage of Assessed 4-year Old Students Entering Kindergarten who Qualified for the Gifted and Talented Program, 2012–2013 to 2019–2020

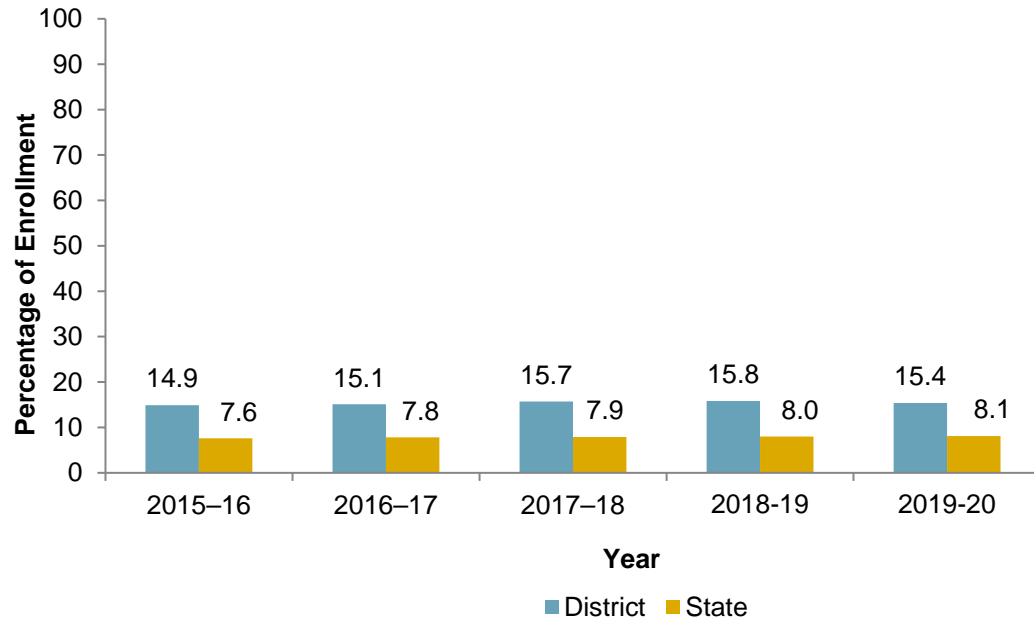


Sources: Magnet Applications Data file, 2019–2020; *Vanguard Program Evaluation Report, 2018–2019*

Note: The 2019 results for Longfellow ES were not included in the G/T Neighborhood totals because they were not available. Vanguard Magnet results include Qualified and Qualified Pending for 2020. G/T Neighborhood results were not available for 2020.

- The percentage of G/T students identified at the state level increased slightly from 7.6 percent in 2015–2016 to 8.1 percent in 2019–2020. Comparisons to the state include Early Childhood students in the enrollment counts. Therefore, the percentages are lower than those calculated using only kindergarten through grade 12 (Figure 5).
- The percentage of G/T students identified at the district level increased from 14.9 percent for 2015–2016 to 15.8 percent in 2018–2019. The G/T percentage for the district has consistently exceeded that of the state by more than 7 percentage points since 2015–2016 (Figure 5).

Figure 5. State and District Percentage of G/T Enrollment (Early Childhood included), 2015–2016 to 2019–2020

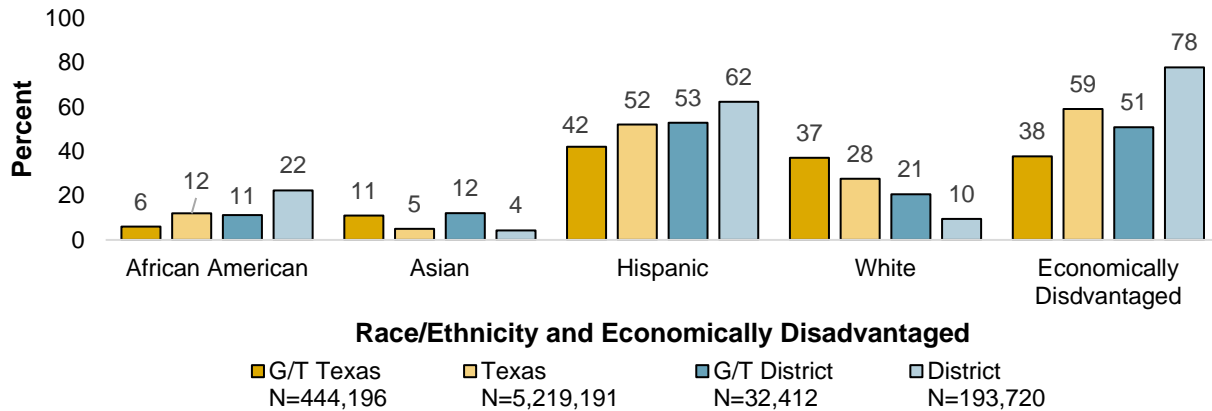


Sources: PEIMS Standard Reports: 2015–2016 to 2019–2020

- African American students comprised 22.3 percent of the total HISD population in grades K–12 in 2019–2020. These students represent 11.2 percent of the G/T population reflecting an **underrepresentation** of African American students by 11.1 percentage points (**Table A–4**, p. 28).
- Hispanic students comprised 62.3 percent of the total HISD population in grades K–12. These students represent 52.8 percent of the G/T population reflecting an **underrepresentation** of Hispanic students by 9.5 percentage points (Table A–4).
- While economically disadvantaged students comprised 77.8 percent of the total HISD population in grades K–12, these students represent 50.8 percent of the G/T population reflecting an **underrepresentation** of economically disadvantaged students by 27.0 percentage points (Table A–4).
- Since 2006–2007, underrepresentation has **decreased** for African American, Hispanic, male, and Special Education students by at least one percentage point (Table A–4).
- African American and Hispanic students apply for Vanguard Magnet schools at **disproportionately lower** rates than they are represented in the HISD kindergarten and entering sixth grade populations (**Table A–5**, p. 29).
- For kindergarten applicants, 39 percent of African American and 52 percent of Hispanic students who were identified as G/T during the universal assessment in 2019–2020, accepted and enrolled in an HISD school for the 2020–2021 school year. As of December 11, 2020, 100 percent of all students who accepted and enrolled in the district were identified as G/T in the Student Information System, with the exception of Hispanic Kindergarten students (93 percent) (**Table A–6**, p. 30).
- For sixth grade, 52 percent of African American and 56 percent of Hispanic students who were identified as G/T during the universal assessment in 2019–2020, accepted and enrolled in an HISD school for the 2020–2021 school year. As of December 11, 2020, 98 percent of African American, 97 percent of Asian, 98 percent of Hispanic, 100 percent of students who identified as two or more races, and 98 percent of White students who accepted and enrolled in the district were identified as G/T on the Student Information System (Table A–6).
- When comparing the racial/ethnic percentages of G/T students in the Vanguard Magnet program only with those districtwide, the data indicate that Hispanic and African American students are **underrepresented** in the program as a whole; whereas, White and Asian students are **overrepresented** (**Table A–7**, p. 31).
- When examining the racial/ethnic composition of G/T students by Vanguard Magnet school, the percentage of African American students ranged from 1.8 percent at DeZavala Elementary School to 43.5 percent at Windsor Village Elementary School. For Hispanic students, the percentages ranged from 13.4 percent at River Oaks Elementary School to 97.3 percent at DeZavala Elementary School. The percentage of White students ranged from 0.0 percent at Windsor Village Elementary School to 60.7 percent at Travis Elementary School, while the percentage of Asian students ranged from 0.0 percent at DeZavala Elementary School and Burbank Middle School to 52.5 percent at TH Rogers ES/MS (Table A–7).

- A total of 34.4 percent of the Vanguard Magnet students were economically disadvantaged, although this figure varied across campuses from a low of 5.6 percent at Travis Elementary School to a high of 97.1 percent at Burbank Middle School (Table A– 7).
- Comparison based on demographic characteristics of the G/T student population of the district to the state shows similar patterns of inequity for African American, Hispanic, and economically disadvantaged students for the 2019–2020 school year. There is an **overrepresentation** of Asian and White students and an **underrepresentation** of African American, Hispanic, and economically disadvantaged students for both the district and the state (**Figures 6A and 6B**).
- Compared to the state, HISD falls within 2 percentage points when comparing the differential for Asian and White students for 2019–2020; the district’s differential for Hispanic students matches that of the state, and the district’s differential for economically disadvantaged and African American students exceeds the state by 6 percentage points and 5 percentage points, respectively (Figure 6B).

Figure 6A. Demographic Characteristics Comparing Gifted and Talented to the K–12 Student Population of the District and the State, 2019–2020



Sources: Texas Education Agency (2019b), *Enrollment in Texas Public Schools, 2019–2020*; Fall PEIMS Snapshot, 2019

Figure 6B. Demographic Characteristics Comparing Differential of Underrepresented Groups, District and State, 2019–2020

	District Differential		Texas Differential	
African American	-11	-6	-11	-6
Asian	8	6	8	6
Hispanic	-10	-10	-10	-10
White	11	9	11	9
Economically Disadvantaged	-27	-21	-27	-21

Sources: Texas Education Agency (2019b), *Enrollment in Texas Public Schools, 2019–2020*; Fall PEIMS Snapshot, 2019

What evidence exists to document positive student performance trends for students participating in the gifted program?

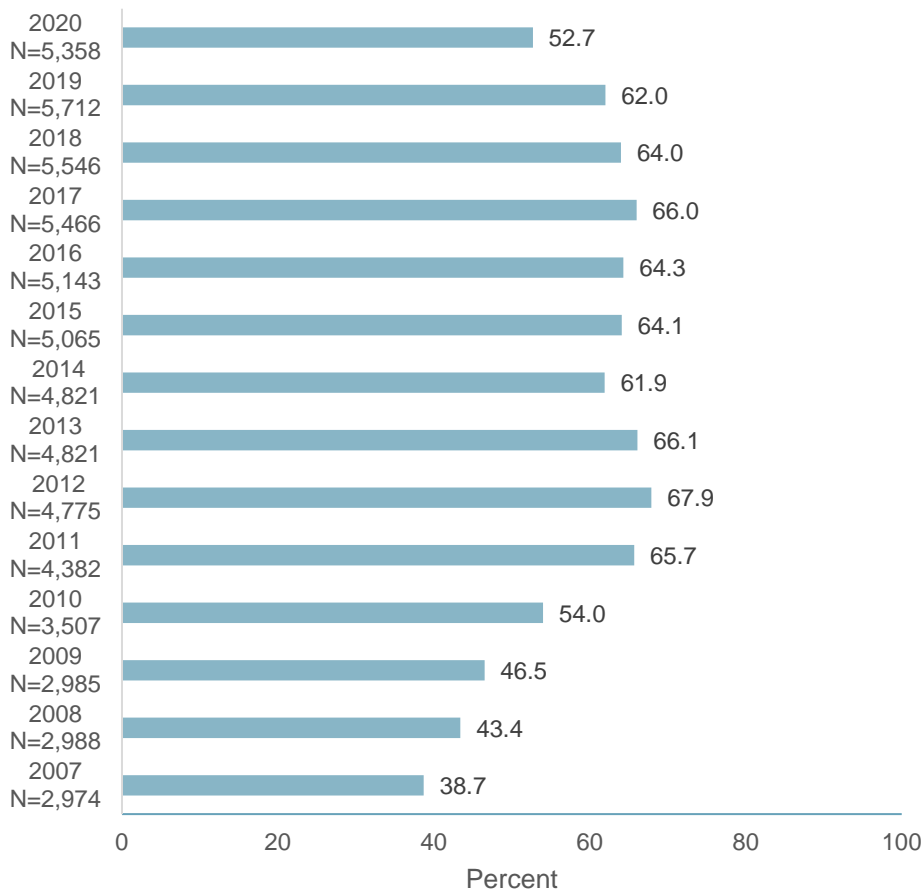
According to the Texas State Plan, evidence to support long-range evaluation of services can be measured through the Texas Performance Standards Project. Other long-term measures include G/T students earning AP Scholar Awards, AP Capstone Diploma, and AP Seminar and Research Certificates, IB Certificates,

and IB Diplomas. In addition, G/T students enrolling in a postsecondary institution is another long-term outcome.

Advanced Placement

- The number of G/T high school students taking AP tests increased by 80.2 percent from 2,974 in 2007 to 5,358 in 2020, and the percentage of G/T students taking AP tests increased by 14 percentage points from 38.7 percent in 2007 to 52.7 percent in 2020. The number of G/T students taking AP tests decreased by 6.2 percent from 2019 (**Appendices E–1 and E–2**, pp. 52–53 and **Figure 7**).

Figure 7. Number of G/T High School Students Taking AP Exams and Participation Rates, 2007 to 2020



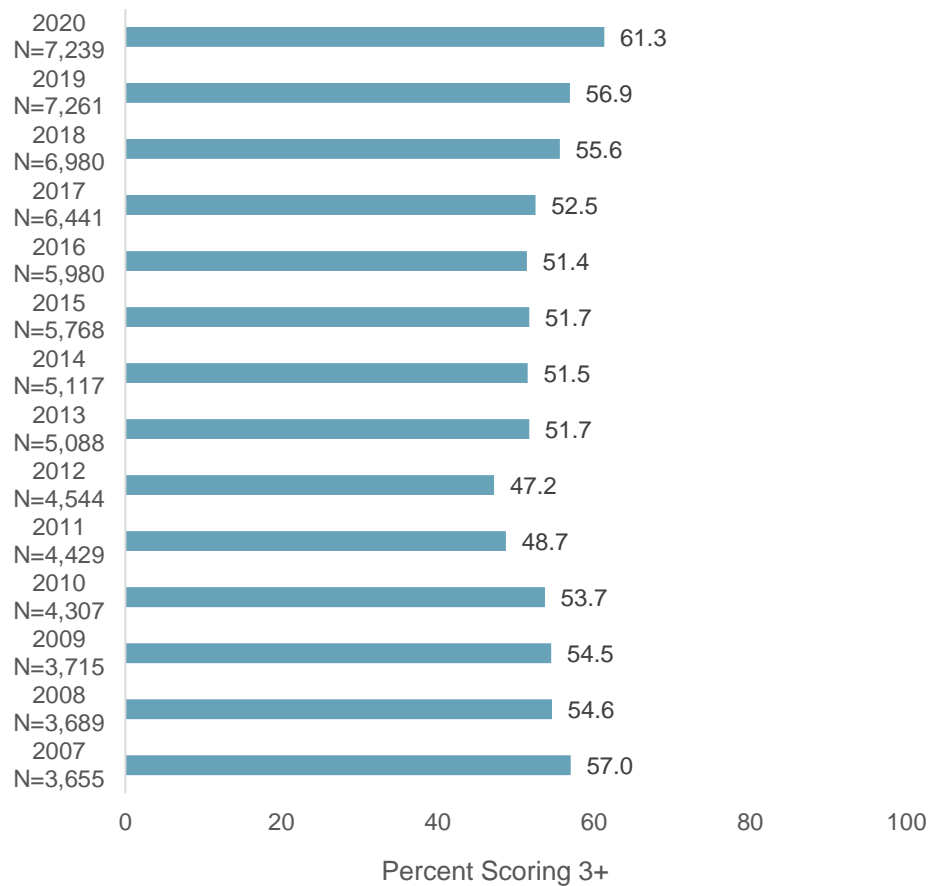
Sources: 2020 College Board AP data file; 8/7/2020; HISD Research and Accountability, *Vanguard Program Evaluation Report, 2018–2019*

Note: N=number of G/T students taking at least one AP test. G/T identification code was missing for 45 students. G/T enrollment rates reflect only enrollment for schools participating in AP testing. Due to COVID-19, 2020 AP Exam results are not comparable with previous years.

- The number of AP exams taken by G/T students increased from 6,416 exams in 2007 to 11,816 exams in 2020, and the percentage of AP exams scored three or higher increased from 57.0 percent in 2007 versus 61.3 percent in 2020 (**Appendices E–1 and E–2** and **Figure 8**, p. 13).

- When comparing AP results prior to the implementation of the HISD G/T Standards in 2007 to 2020, the participation rates have increased from 38.7 percent to 52.7 percent, and the AP exams scoring three or higher have also increased (57.0 percent in 2007 to 61.3 percent in 2020) (Appendices E–1 and E–2, pp. 52–53 and Figures 7 and 8).
- For 2020, a total of 11,816 Advanced Placement (AP) exams were taken by 5,358 G/T high school students and 61.3 percent of the scores were three or higher on a scale of one to five, an increase of 4.4 percentage points from 2019 (Appendix E–2 and Figures 7 and 8).

Figure 8. Number and Percentage of High School G/T AP Exams Scored 3 or Higher, 2007 to 2020



Sources: 2020 College Board AP data file, 8/7//2020; HISD Research and Accountability, *Vanguard Program Evaluation Report, 2018–2019*

Note: N=number of exams with a score of 3 or higher. Due to COVID-19, 2020 AP Exam results are not comparable with previous years.

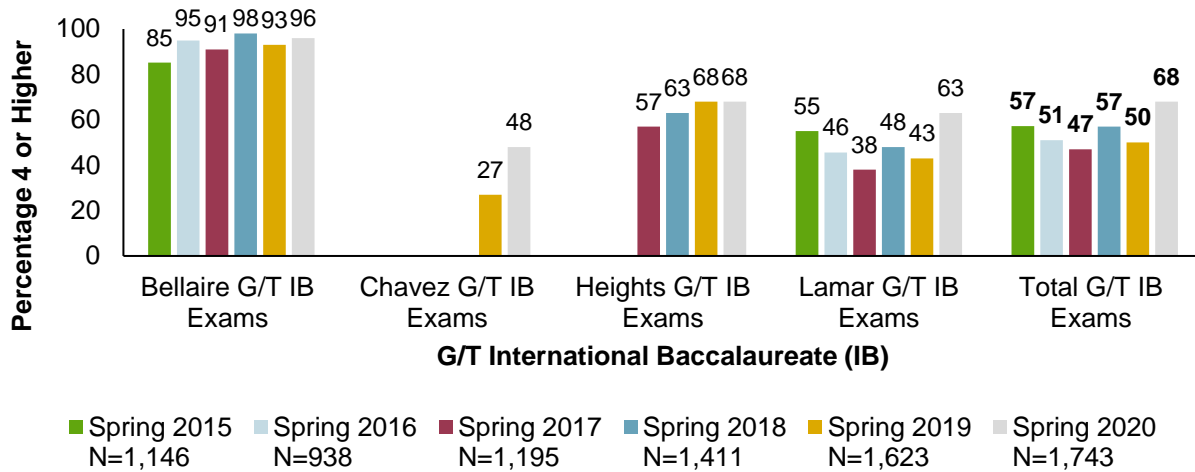
Table A–8 (p. 32) summarizes the number of G/T high school students who earned an AP Award, the type of award, along with a description of the criteria needed to earn each award for 2020. Students could earn more than one award, and the awards reflect cumulative testing results. In the 2020 school year 1,669 G/T students earned at least one AP Award and earned 1,983 awards in total. The highest number of students earned an AP Scholar Award (N=766). To earn this distinction, a student needed to receive scores of 3 or higher on three or more AP Exams. This was followed by 634 G/T students who earned the AP Scholar with Distinction and 269 G/T students who earned the AP Scholar with Honor. A total of 229 G/T students earned National AP Scholar Award. Seventy-two students earned the AP Capstone Diploma, eleven

students earned the AP Seminar and Research Certificate, and 2 students earned the AP International Diploma.

International Baccalaureate (IB)

- In 2020, IB exams were cancelled due to the spread of COVID-19. As a result, the IB awarded grades for this session based on coursework, predicted grades, and historic data. Six hundred HISD G/T students received results for a total of 1,743 International Baccalaureate (IB) examinations, where 68 percent scored a four or higher on a scale from one to seven. This reflects an **increase** in participation of 58 students from 2019, as well as an **increase** in the number of exams scoring four or higher (**Table A–9**, p. 33 and **Figure 9**).
- For 2020, 42 Bellaire, 1 Chavez, 4 Heights, and 66 Lamar high schools’ G/T students earned an IB diploma. The number of G/T students earning an IB diploma increased districtwide from 69 in 2019 to 113 in 2020. Chavez High School produced their first diplomates in 2019 (**Table A–10**, p. 34).
- For 2020, Lamar and Heights high schools offered students the opportunity to earn a Career-related Programme diploma (CP). The CP curriculum was designed for students interested in career-related education. Districtwide, out of 30 Candidates, 12 students completed the Career-related Programme in 2020 reflecting an **increase** from 2019. For G/T students in 2020, 5 out of 13 candidates completed the Career-related Programme (Table A–10).

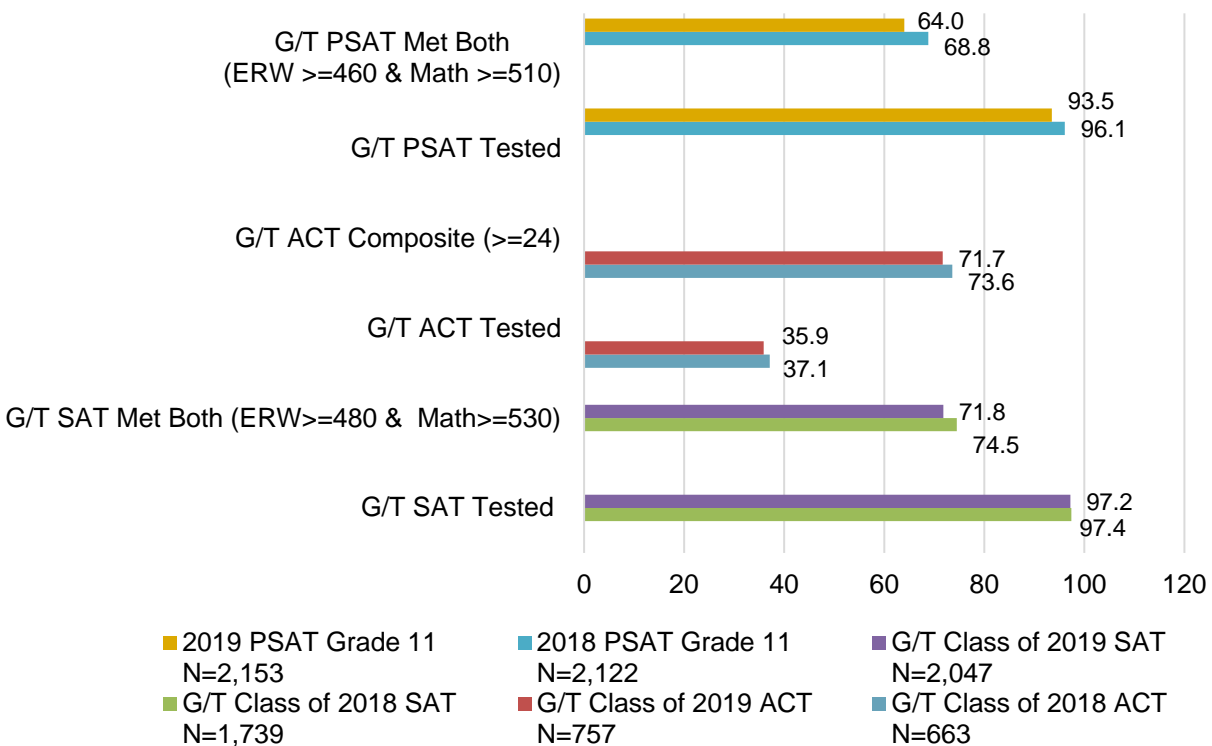
Figure 9. Percentage of IB Tests Taken by G/T Students Scored at 4 or Higher, Spring 2015–2020



Sources: International Baccalaureate Organization Candidate Results, 2020; Vanguard Program Evaluation Report, 2018–2019
 N=Number of Exams taken by G/T Students across all 3 schools. Chavez High School began IB testing in 2019.

PSAT, ACT, and SAT

- On the fall 2019 PSAT results for eleventh grade, 2,153, or 93.5 percent, of G/T students took the PSAT, and a total of 1,378, or 64.0 percent, met both College and Career Readiness (CCR) Benchmarks. (**Appendix F**, p. 54 and **Figure 10**, p. 15).

Figure 10. G/T Participation and Performance on the PSAT (Fall 2019), ACT, and SAT, 2018–2019

Sources: PSAT data file, 2019; ACT data file, 2018–2019; SAT data file 2018–2019; Graduation data file, 2018–2019; Chancery Demographics data files, 5/7/2018, 10-29-18; PEIMS Fall Snapshot, 2019

Notes: ERW=Evidence-based Reading and Writing

- Out of 34 campuses that tested five or more G/T eleventh grade students on the fall 2019 PSAT, eight campuses had at least 70 percent of their G/T eleventh grade students reach both ERW and mathematics CCR Benchmarks (Appendix F, p. 54).
- A total of 757 G/T students, or 35.9 percent, from the 2019 G/T graduating class took the ACT and 71.7 percent met the criterion established by the state of 24 or higher (composite average) (Appendix G–1, p. 55 and Figure 10).
- For the 2019 G/T graduating class, twelve of the 22 high schools with at least five testers had a mean composite score of 24 or higher on the ACT (Appendix G–1).
- A total of 2,047 G/T students, or 97.2 percent, from the 2019 G/T graduating class took the SAT and 71.8 met the CCR Benchmarks for both ERW (\geq 480) and Math (\geq 530) (Appendix G–2, p. 56 and Figure 10).
- Out of 38 campuses that tested five or more G/T students, fifteen high schools had at least 70 percent of their G/T students meet the CCR Benchmarks for both ERW and Math on the SAT (Appendix G–2).

Advanced Courses, Graduates, Gifted Educational Plan (GEP), Postsecondary Enrollment

- According to HISD Gifted and Talented Standard 7–District Recommended Curriculum and Instruction, an array of challenging learning experiences in each of the four foundation curricular areas should be provided. This was operationalized by looking at enrollment in International Baccalaureate Middle

Years Programme (IBMYP), Pre-Advanced Placement (Pre-AP), or Advanced Placement (AP) courses. When comparing 2007 to 2020, the percentage of G/T middle school students enrolled in at least one of these advanced classes **decreased** from 98.7 percent to 94.4 percent, but the actual number of G/T students taking advanced courses **increased** by 75.2 percent, from 5,285 to 9,257 (**Table A–11**, p. 34).

- For high school, to evaluate Gifted and Talented Standard 7, those students enrolled in at least one advanced class were considered. Advanced courses consisted of the following: Pre-AP/AP, Pre-IB/IB, Honors, and/or Dual Credit. When comparing 2007 to 2020, the percentage of G/T high school students enrolled in at least one advanced class **decreased** from 90.7 percent to 88.3 percent. However, the actual number of G/T students taking advanced courses **increased** by 29.0 percent (**Table A–12**, p. 35).
- Using a four-year longitudinal cohort methodology for the Class of 2019, 97.9 percent graduated, 0.3 percent continued in high school, 0.1 percent received the Texas Certificate of High School Equivalency, and 1.7 percent dropped out of school (**Table A–13**, p. 35). The percentage of G/T students that graduated decreased by 0.6 percentage point, and the percentage of G/T students that dropped out increased by 0.5 percentage point compared to the previous year.
- On January 14, 2016, the HISD Board originally approved the addition of the Gifted Education Plan (GEP) as a G/T Standard. For the 2019–2020 school year, GEPs were completed for 23,751 students or 73.3 percent of the district’s G/T students. A total of 2,895 student entries centered on leadership, 3,998 on creativity, 9,734 on reading/language arts, 8,901 on math, 6,628 on science, and 4,428 on social studies. Students may have had more than one area included on their GEP (**Table A–14**, p. 36).
- Postsecondary enrollment was analyzed for the Classes of 2017, 2018, and 2019. A total of 10,407 students from the Class of 2019 4-year cohort were matched to the National Student Clearinghouse (NSC) data file and of those 2,086 were identified as G/T. Of the 2,086 G/T students, 375 did not go to college, 280 went to a 2-year college, and 1,431 went to a 4-year college within one year of high school graduation for a total of 1,711 G/T students who went to college from the Class of 2019 (82 percent) (**Table A–15**, p. 36).
- A total of 10,260 students from the Class of 2018 4-year cohort were matched to the NSC data file and of those 1,758 were identified as G/T. Of the 1,758 G/T students, 275 did not go to college, 230 went to a 2-year college, and 1,253 went to a 4-year college within one year of high school graduation for a total of 1,483 G/T students who went to college from the Class of 2018 (84 percent) (Table A–15).
- A total of 9,661 students from the Class of 2017 4-year cohort were matched to the NSC data file and of those, 1,901 were identified as G/T. Of the 1,901 G/T students, 315 did not go to college, 268 went to a 2-year college, 1,317 went to a 4-year college, and 1 went to a “less than 2-year college” (trade school) within one year of high school graduation for a total of 1,586 who went to college from the Class of 2017 (83 percent) (Table A–15).

What evidence indicated that personnel involved in the Gifted and Talented Program met the standards of the Texas State Plan regarding professional learning and certification?

Professional Learning

There currently is not a centralized system in place that identifies G/T teachers. The campus G/T Coordinator must identify which staff members are providing instruction to G/T students, and, thus, must complete G/T training. For the 2019-2020 school year, the Gifted and Talented Department established a method for identifying and tracking G/T professional learning. Campus G/T Coordinators were required to track G/T training of teachers and administrators using an Excel spreadsheet and provide the evidence (i.e. certificate) that the training had been completed. These documents were uploaded onto HISD's Google Drive. The training was monitored by the Gifted and Talented Department. The original timeline for completing training and uploading the documents started in August 2019 and ended in February 2020. The deadline was extended to the end of the year due to COVID-19. Not all campuses completed the documentation for the 2019–2020 school year.

All G/T training provided by the district's G/T Department fulfills the state mandates. Teachers who provide instruction to G/T students are required to complete an initial 30 hours of training within one semester of their teaching assignment. This foundational training includes topics such as the nature and needs of G/T students and identification and assessment of G/T students. In subsequent years, teachers who provide instruction and services as part of the district's G/T program must receive a 6-hour annual update related to state teacher G/T education standards.

Advanced Placement (AP) and International Baccalaureate (IB) training fulfills state mandates for some required elements of the initial G/T training. A teacher completing the initial 30 hours of training can use 18 hours of AP or IB credit in addition to 12 hours of training related to other required topics. Any teacher may take AP or IB professional learning courses, not just teachers providing instruction to G/T students. Therefore, the AP and IB training will include teachers districtwide.

- For 2019–2020, a total of 5,407 educators (unduplicated) completed at least one G/T professional learning course (**Appendix H**, p. 57).
- For 2019–2020, 6,551, educators (duplicated) completed one or more of the 28 G/T professional learning opportunities offered (Appendix H). The 28 courses exclude the 7 courses for which educators would not receive G/T credit.
- For 2019–2020, a total of 5,284 educators completed six or more hours of G/T professional learning courses meeting the annual state mandate, and 1,270 educators completed 30 or more hours (Appendix H).
- For 2019–2020, a total of 713 educators (unduplicated) completed at least one AP or IB professional learning course (**Appendix I**, p. 58–59).
- For 2019–2020, a total of 1,696 educators (duplicated) completed at least one AP or IB professional learning course (Appendix I).
- For 2019–2020, a total of 420 educators completed six or more hours of AP or IB professional learning courses meeting the annual state mandate, and 37 educators completed 18 or more hours (Appendix I).

- Based on documentation provided by the Gifted and Talented Department, 2,466 or 69.2 percent of staff members were in compliance, 1,097 or 30.8 percent of staff members were out-of-compliance for a total of 3,563 G/T staff members with data reported.

To what extent did the district encourage community and family participation in services designed for G/T students?

- Due to the COVID-19 pandemic, the GT Expo was held virtually for the 2019–2020 school year. Moreover, this year G/T Expo winners were selected, and their winning videos were available to watch.
- For the Student Assessment Component on the Texas State Plan, the district conducts a universal assessment in kindergarten and fifth grade for students who are not identified as G/T and uses both quantitative and qualitative measures for identifying students; however, the district is not fully aligned with the program services offered and the assessments administered.

Parent Survey

According to the Texas State Plan, parent and community input is solicited annually regarding identification and assessment procedures. Elementary and secondary parent surveys were administered online to parents of G/T students. Specific items related to compliance are discussed below. Full survey results will be reported separately. On the elementary and secondary parent surveys, respondents were asked how satisfied they were with the level of input parents had in the G/T program on their campus.

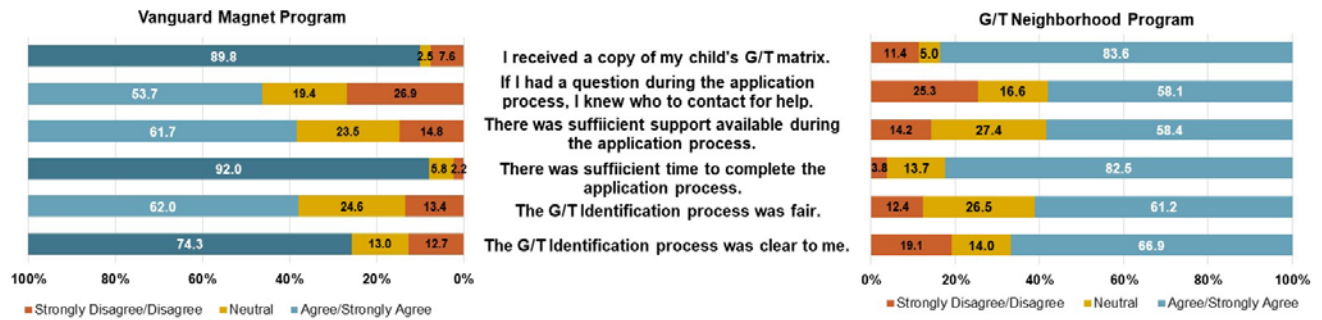
- Survey respondents with elementary students in the G/T Neighborhood program rated their level of input as a 3.7 and survey respondents of elementary students in the Vanguard Magnet program rated their level of input as a 5.8 on a scale of 1 (Not Satisfied) to 10 (Very Satisfied).
- Parents of secondary students in the G/T Neighborhood program rated their level of input as a 5.1 and parents of secondary students in the Vanguard Magnet program rated their level of input as a 5.7 on a scale of 1 (Not Satisfied) to 10 (Very Satisfied).

Rate your level of agreement with each statement regarding HISD's G/T identification process on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree).

Figure 11 (p. 19) shows the elementary parent ratings for the G/T Identification Process by program.

- The items scoring the highest level of agreement for the G/T Neighborhood Program and the Vanguard Magnet Program were *I received a copy of my child's G/T matrix* (83.6 percent and 89.8 percent) and *There was sufficient time to complete the application process* (82.5 percent and 92.0 percent).
- *If I had a question during the application process, I knew who to contact for help* was the statement that received the highest levels of disagreement for both program designs (Figure 11).

Figure 11. Percentage of Elementary Parent Respondents by G/T Identification Process Ratings and Program



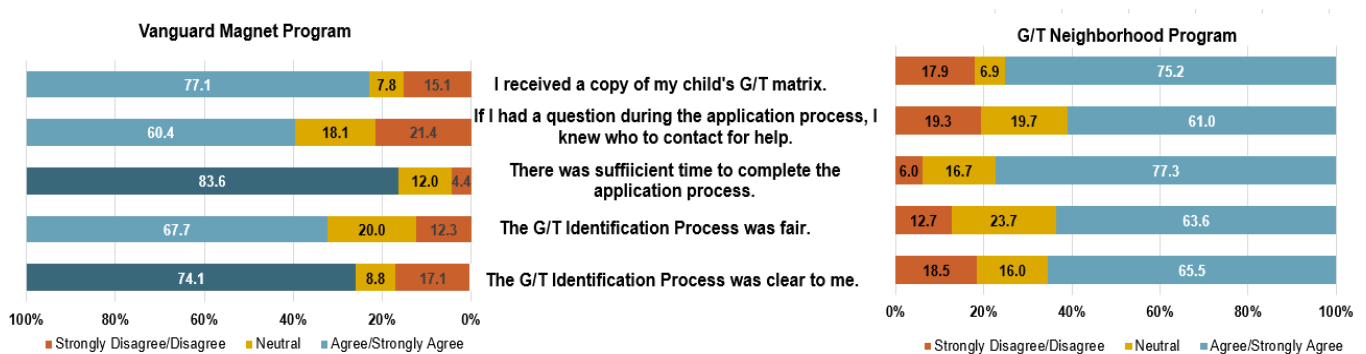
Source: SurveyMonkey, G/T Parent Data files, 3/14/2020

Note: For responses that are more than 5 percentage points different for the Agree/Strongly Agree rating, the bars are shaded darker for the category with the higher score.

Figure 12 shows the secondary parent ratings for the G/T Identification Process by program.

- The items scoring the highest level of agreement for the G/T Neighborhood Program and the Vanguard Magnet Program were: *There was sufficient time to complete the application process* (77.3 percent and 83.6) and *I received a copy of my child's G/T matrix* (75.2 percent and 77.1 percent) and *The G/T identification process was clear to me* (65.5 percent and 74.1 percent).
- *If I had a question during the application process, I knew who to contact for help* was the statement that received the highest levels of disagreement for both program designs.

Figure 12. Percentage of Secondary Parent Respondents by G/T Identification Process Ratings and Program



Source: SurveyMonkey, G/T Parent Data files, 3/14/2020

Note: For responses that are more than 5 percentage points different for the Agree/Strongly Agree rating, the bars are shaded darker for the category with the higher score.

Do you have any feedback on the identification and assessment procedures for HISD?

Table A–16 (pp. 37–38) summarizes the emergent categories for elementary parent feedback on the identification and assessment procedures for HISD. A total of 299 elementary parents provided at least one

response out of 1,211 respondents, reflecting 24.7 percent of the total. The top four categories that elementary parents provided feedback centered on the following:

- *Nothing* (N=56),
- *Lack of clear, effective, or timely communication* (N=48),
- *Services* (N=40), and
- *Issues* (N=37).

Table A–17 (pp. 39–40) summarizes the emergent categories for secondary parent feedback on identification and assessment procedures for HISD. A total of 235 secondary parents provided at least one response out of 797 secondary respondents, reflecting 29.5 percent of the total. The top four categories that secondary parents provided feedback centered on the following:

- *Nothing* (N=55),
- *Identification Process* (N=48)
- *Lack of clear, effective, or timely communication* (N=25)
- *Matrix* (N=25).

Fidelity of Services

Throughout the 2019–2020 school year, the Gifted and Talented Department created and revised multiple documents to support district and campus services for G/T students. Examples of these documents include (Tia LockeSimmons, personal communication, September 23, 2020):

- During the 2019–2020 school year, the Gifted and Talented Department created G/T governing documents to increase the level of awareness of all campuses and supporting departments of both district and state expectations. *The Campus Leadership Compliance Action Steps and Resources* document provides a one-page view of all action items, links, documents, surveys, and resources for G/T Coordinators and principals.
- The *HISD G/T Program Manual* (Handbook) was created and aligned to the Texas State Plan and articulates how HISD implements state expectations.
- The Gifted and Talented Department created a *State Plan Toolkit*, aligned to the Texas State Plan, that is color-coded to support quick reference of campus, district, and collaborative expectations.
- The Gifted and Talented Department revised HISD Local Board Policy EHBB (Board Approved August 2020) to align with state expectations and House Bill 3.
- The Gifted and Talented Department developed the *HISD Connect-GT Toolkit* to support the G/T Department’s trainer-of-trainer model and as a reference guide for campus leadership, teachers, and families.
- The Gifted and Talented Department created the *Top 10 Key Questions for Campus Leaders* to provide campus leadership with focus questions for G/T programs and services.

- To support equity in the identification of gifted learners, the G/T Department facilitated the *2019–2020 Identification Equity Analysis Report* and shared the results with various stakeholders. Moreover, the *G/T matrix* was revised to allow for G/T identification in ELA, Math, or both. This allows more students to be identified and served for their specific area of giftedness.
- The Gifted and Talented Department directly supported campuses by attending PLC meetings, Community of Practice (COP) events, coached G/T Coordinators on data analysis for progress monitoring, supported campus leadership with teacher feedback and classroom observations, supported individual campuses based on needs assessment, supported the development of the *Gifted Education Plan*, and created a *Service Option Plan* as a tool for each campus to articulate the campus leaders' vision/expectations for support for G/T.
- The Gifted and Talented Department compiled research-based strategies and practices to support campus PLCs and teaching coaching for instructional elevation and improved student performance outcomes through the development of the *HISD GT Instructional Strategies Reference Toolkit*.
- Campuses were supported by the Gifted and Talented Department by providing campuses with data to support progress monitoring, provided depth and complexity resources, partnered with Renzulli Learning and scripted the first-ever GT Expo which is now included in the international Renzulli Learning platform as an offering, facilitated a Virtual GT Expo, and provided Renzulli Learning access to ensure differentiation of content, process, and product for gifted learners.
- The Gifted and Talented Department created an Instructional Walkthrough document for G/T leaders to support focused G/T classroom observations.
- To support professional learning expectations and processes, the Gifted and Talented Department created a digital Professional Learning submission process to ensure a common location for HB3 required evidence of professional learning, provided Region IV Scholarships to G/T Teachers for summer professional learning, provided professional learning for HISD teachers, created a course entitled, *G/T Administrators Nature and Needs with Service Options + Social and Emotional Needs of G/T Students*—a 6-hour course to satisfy state mandates for Administrators, Counselors, and G/T Coordinators, created a 6-hour course entitled, *Differentiation for Gifted Learners*, to provide instructional support for G/T teachers, created an online course entitled, *You might have a G/T Student*, available to parents and required for all HISD teachers, and created an online course entitled, *Texas State Plan Orientation*, required for all new HISD teachers.
- To support parent engagement, the Gifted and Talented Department facilitated 6 G/T parent sessions throughout the year, facilitated Renzulli webinars and training for more than 1,100 parents, and established the Gifted and Talented Education Supports (GATES) which will serve as the G/T Parent Advisory Council.
- External to HISD, the Gifted and Talented Department has an appointment to the *Commissioner's Advisory Council for G/T*, selection as a state leader for G/T as a cohort member of the *Texas Association of Gifted and Talented—Emerging Leaders Program*, featured in one domestic and one international article for the HISD Virtual G/T Expo.

Discussion

With the implementation of the new Texas State Plan coupled with the challenges of the COVID-19 pandemic, the Gifted and Talented Department rose to overcome these challenges by creating governing documents, which included revising Local Board Policy aligned with state mandates and House Bill 3, creating a *2019–2020 Identification Equity Analysis Report*, supporting instruction, supporting professional learning, providing direct support to campuses, supporting parents, and representing HISD to external organizations. This was accomplished during the 2019–2020 school year.

Since the G/T Standards were implemented thirteen years ago, the implementation of the HISD Gifted and Talented Program has varied across the district from the program design, rigor, opportunities to work with G/T peers, strategies for serving G/T students, to curriculum and instruction, professional development, and communicating with parents about program implementation. The district conducts two universal assessments for students who are not already identified as G/T, one in kindergarten and one in fifth grade. This is a program strength as there are not gatekeepers for identification. Moreover, the district revised the G/T matrix to allow students to qualify for services based on ELA, Math, or both, permitting more students to qualify and be served for their specific area of giftedness.

Although program services offered are not fully aligned to the assessments, there is a plan in place to investigate creativity and leadership assessments during the 2022–2023 school year. With the revision in the G/T Matrix, students identified for ELA services will also be served in social studies, and students identified for math services will also be served in science.

For the 2021–2022 school year, the plan is to adopt a valid and reliable teacher rating scale that includes areas of giftedness beyond core content areas to allow for more equitable access to the G/T program. For example, the *Scales for Identifying Gifted Students* includes seven scales: 1) general intellectual ability; 2) language arts; 3) mathematics; 4) science 5) social studies; 6) creativity; and 7) leadership.

The district developed HISD's Vanguard G/T Standards in 2007 that were aligned to the Texas State Plan to ensure that highly able students were identified and served and to provide consistency regarding implementation across schools. These standards have been modified over the last thirteen years of implementation. With the creation of a new *Texas State Plan for the Education of Gifted and Talented Students*, the district needs to be proactive in ensuring that state standards are met or that a plan is in place with action steps on how to meet the new standards. Although a 3-year plan has been put into action, the level of district support falls short. For example, focus groups and meetings were held prior to the implementation of HISD Connect so that the needs of the department could be met, however, it is not possible to identify G/T teachers, interface OneSource and HISD Connect to monitor and record G/T training or identify how students are being served. With the new systems in place, this process should be automated to ensure data accuracy, timeliness, and compliance with the mandates outlined in the Texas State Plan

Student outcome measures by campus indicate that program implementation is inconsistent and the rigor of the program varies widely throughout the district. There are campuses that have not identified a critical mass of G/T students on their campus (i.e. less than three at a grade level), and some that schedule the G/T students so that they do not have an opportunity to work with their peers. At the secondary level, gifted and talented students are primarily served through taking Pre-AP/AP and Pre-IB/IB courses. Since the rigor of these courses varies across the district, a better monitoring system needs to be developed with formative

feedback on rigor, training, scheduling, and assessments available to campuses so that G/T students are being equitably served.

A plan to provide targeted professional learning was put in place during the 2019–2020 school year with the addition of four new courses: *G/T Administrators Nature and Needs with Service Options + Social and Emotional Needs of G/T students* (6-hour course), *Differentiation for Gifted Learners* (6-hour course), *You Might have a G/T Student* (online course available to parents and required for all HISD teachers), and *Texas State Plan Orientation* (online course required for all new to HISD teachers as mandated in the Texas State Plan). By taking these courses, especially *You Might have a G/T Student*, teachers will learn to identify the characteristics of typically underserved populations (Slocumb & Olenchak, 2006). The district should also consider administering the full-battery of the CogAT since each student receives a CogAT Ability Profile which provides instructional strategies for student success that can be part of a student's Personalized Gifted Education Plan.

Over the past five years, the percentage of students identified as G/T in HISD (14.9 percent in 2015–2016 to 15.4 in 2019–2020) and the state (7.6 percent in 2015–2016 to 8.1 percent in 2019–2020) have increased. District G/T percentages have exceeded state G/T percentages over the past five years, with the largest differential occurring for the following school years: 2017–2018 and 2018–2019 (7.8 percentage points). These data indicate that the district has an overrepresentation of students in the Gifted and Talented Program, especially when previously published state documentation established that districts should have between three and eight percent of the students identified as G/T (Texas Education Agency, 2002). Moreover, according to the National Association for Gifted Children (NAGC, n.d.), approximately six to ten percent of U.S. children in grades K–12 are gifted.

According to the Texas Education Agency's study, *Equity in Gifted Education*, (Slocumb & Olenchak, 2006, p. 8), "equity exists when the various population groups are reflected in the same proportions as they are represented in the larger population." Therefore, if 60 percent of the district's population is comprised of Hispanic students, then 60 percent of the identified G/T students should be Hispanic. Based upon this research, African American and Hispanic students are underrepresented and White and Asian students are overrepresented. If socioeconomic status is taken into account, all of the racial/ethnic groups that are disproportionately economically disadvantaged are underrepresented. However, since 2006–2007, underrepresentation has decreased for African American, Hispanic, male, bilingual, economically disadvantaged, and special education students. Moreover, the gap has narrowed for White students.

Program personnel should decide what G/T services need to be offered and select appropriate assessment instruments to identify those students. Consideration should be given to providing G/T students in poverty with language development services. One size does not fit all in terms of G/T services offered (Slocumb & Olenchak, 2006).

The Department of Research and Accountability has conducted an annual evaluation of the Gifted and Talented Program for the past sixteen years (Department of Research and Accountability, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019). Data collected from previous evaluations have been used at the administrative and campus levels.

The district continues to move in a positive direction with regard to Family-Community Involvement with the expansion of the Texas Performance Standards Project (TPSP), and the continuation of the G/T Expo. Moreover, the planned changes in the program regarding retaining the G/T designation in fifth grade, expanding content areas in which gifted students can receive support, and developing Personalized Gifted

Education Plans are promising steps. The Gifted and Talented Program provides the educational foundation for our future leaders. However, for the program to reach its full potential, state, district, and school-level support are essential. The commitment on the part of the district to support a program that challenges students reaffirms their strategic intent, which is to make HISD the educational system of choice.

References

- Department of Research and Accountability. (2002, 2003, 2004, and 2019). *Gifted and Talented Program Evaluation*. Houston, TX: HISD.
- Department of Research and Accountability. (2005). *An Evaluation of Programs Serving Gifted and Talented Students in HISD*. Houston, TX: HISD.
- Department of Research and Accountability. (2006, 2007, 2008, 2009, & 2010). *Gifted and Talented (G/T) Programs*. Houston, TX: HISD.
- Department of Research and Accountability. (2011, 2012, 2013, 2014, 2015, 2016, 2017, & 2018). *Vanguard Program: Findings Related to State Compliance*. Houston, TX: HISD.
- Houston Independent School District. (2019a). *School Guidelines, 2019–2020: Gifted and Talented, XXIV*. Houston, Texas: Printing Services.
- Houston Independent School District. (2019b). *District and School Profiles*. Houston, TX: HISD.
- Houston Independent School District (2019c). *2019–2020 Adopted Budget Book Financial Section, p.101*. Houston, TX: HISD.
- National Association for Gifted Children. (n.d.). Gifted Education in the U.S. Retrieved on November 9, 2015 from <https://www.nagc.org/resources-publications/resources/gifted-education-us>
- Slocumb, P. & Olenchak, F.R. (2006). Equity in Gifted Education A State Initiative. Retrieved on November 29, 2007 from <http://www.gtequity.org/>
- Texas Education Agency. (2002). *Program Analysis System and Special Education Data Analysis System: Methodology for Analyzing Data Elements, 2002–2003 School Year*. Austin: Texas.
- Texas Education Agency. (2019). *Texas State Plan for the Education of Gifted/Talented Students*. Retrieved on January 27, 2020 from https://tea.texas.gov/sites/default/files/GT_State_Plan_2019_1.pdf
- Texas Education Agency. (2014). 2013–2014 PEIMS Standard Reports, Student Program and Special Populations Reports. Retrieved on June 1, 2018 from <https://rptsvr1.tea.texas.gov/adhocrpt/adspr.html>
- Texas Education Agency. (2015). 2014–2015 PEIMS Standard Reports, Student Program and Special Populations Reports. Retrieved on June 1, 2018 from <https://rptsvr1.tea.texas.gov/adhocrpt/adspr.html>
- Texas Education Agency. (2016). 2015–2016 PEIMS Standard Reports, Student Program and Special Populations Reports. Retrieved on June 1, 2018 from <https://rptsvr1.tea.texas.gov/adhocrpt/adspr.html>
- Texas Education Agency. (2017). 2016–2017 PEIMS Standard Reports, Student Program and Special Populations Reports. Retrieved on June 1, 2018 from <https://rptsvr1.tea.texas.gov/adhocrpt/adspr.html>
- Texas Education Agency. (2018). 2017–2018 PEIMS Standard Reports, Student Program and Special Populations Reports. Retrieved on June 1, 2018 from <https://rptsvr1.tea.texas.gov/adhocrpt/adspr.html>
- Texas Education Agency. (2019a). 2018–2019 PEIMS Standard Reports. Student Program and Special Populations Reports. Retrieved on July 16, 2019 from <https://rptsvr1.tea.texas.gov/adhocrpt/adspr.html>
- Texas Education Agency. (2019b). *Enrollment in Texas Public Schools, 2019–2020* (August 2020). Retrieved on October 7, 2020 from <https://tea.texas.gov/reports-and-data/school-performance/accountability-research/enrollment-trends>

Appendix A

Table A–1. Alignment of HISD Gifted and Talented Standards to the Texas State Plan for the Education of Gifted/Talented Students and National Association for Gifted Children (NAGC)

Standard	Gifted and Talented School Guidelines 2019–2020 and HISD Gifted and Talented Standards Board Approved, March 2015	<i>The Texas State Plan for the Education of Gifted/Talented Students</i> April 2019
Standard 1	Service Design	Section 1. Fidelity of Services
Standard 2	Student Assessment	
Standard 6	Curriculum and Instruction	
Standard 11	Program Evaluation	
Standard 12	District Commitment and Support	
Standard 1	Service Design	Section 3: Service Design
Standard 2	Student Assessment	Section 2: Student Assessment
Standard 3	Identification of G/T Students	Section 2: Student Assessment
Standard 4	Admissions of G/T Students	Section 2: Student Assessment
Standard 5	Gifted Education Plan‡	Section 4: Curriculum and Instruction
Standard 6	Curriculum and Instruction	Section 3: Service Design Section 4: Curriculum and Instruction
Standard 7	Professional Development for Administrators and Gifted and Talented Coordinators	Section 5: Professional Learning
Standard 8	Professional Development for Teachers	Section 5: Professional Learning
Standard 9	Data Quality and Compliance	Section 3: Service Design
Standard 10	Family/Community Communication and Involvement	Section 6: Family/Community Involvement
Standard 11	Program Evaluation	Section 1: Fidelity of Services Section 2: Student Assessment Section 3: Service Design Section 4: Curriculum and Instruction Section 5: Professional Learning Section 6 Family/Community Involvement
Standard 12	District Commitment and Support	Section 3: Service Design

‡The Gifted Education Plan was first introduced and approved on January 14, 2016. It was most recently approved on August 19, 2020.

Appendix A (Continued)

Table A-2. District Summary of Gifted and Talented Program Code			
Code	Gifted/Talented Program Code	N	Percent
00	Does not provide a program for gifted and talented students.	8	2.6
01	Pull-out	26	8.6
02	Push-in	30	9.9
03	Full-time gifted only	46	15.2
04	Full-time inclusion	187	61.9
05	Special day school	5	1.7
	Total Responses	302	100.0
	Total Schools	234	

Source: Gifted and Talented Department

Note: This was collected as part of the district-level PEIMS process

Appendix A (Continued)

Table A–3. Comparison of G/T Student Population to the District Population, 2006–2007 and 2019–2020 (K–12)

	2006–2007			2019–2020			Change
	G/T N	District N	G/T Percentage†	G/T N	District N	G/T Percentage†	
Kindergarten	303	16,408	1.8	719	15,755	4.6	2.8
First	1,685	18,290	9.2	1,832	16,496	11.1	1.9
Second	2,122	16,431	12.9	2,201	16,260	13.5	0.6
Third	2,312	15,998	14.5	2,731	16,373	16.7	2.2
Fourth	2,398	15,859	15.1	2,574	16,776	15.3	0.2
Fifth	2,435	14,454	16.8	2,652	16,779	15.8	-1.0
Subtotal (K–5)	11,255	97,440	11.6	12,709	98,439	12.9	1.3
Sixth	1,671	14,118	11.8	3,256	13,591	24.0	12.2
Seventh	1,904	14,101	13.5	3,141	14,151	22.2	8.7
Eighth	1,796	13,552	13.3	3,179	13,676	23.2	9.9
Ninth	1,811	16,010	11.3	3,190	16,309	19.6	8.3
Tenth	2,118	12,159	17.4	2,552	13,548	18.8	1.4
Eleventh	2,026	10,192	19.9	2,302	12,581	18.3	-1.6
Twelfth	1,795	9,335	19.2	2,083	11,425	18.2	-1.0
Subtotal (6–12)	13,121	89,467	14.7	19,703	95,281	20.7	6.0
HISD Totals*	24,376	186,907	13.0	32,412	193,720	16.7	3.7
2018–2019 Total				33,068	193,365	17.1	4.1

Sources: Fall PEIMS Snapshot 2006–2007, 2018–2019 and 2019–2020

† Calculation based on G/T enrollment divided by District enrollment by grade level.

*Calculation based on GT enrollment for grades K–12 divided by District enrollment for grades K–12.

Appendix A (Continued)

Table A–4. Comparison of G/T Student Population Demographics to the District Population Demographics, 2006–2007 to 2019–2020, Grades K–12

	2006–2007					2019–2020					Gap Diff.
	G/T		District			G/T		District			
	N	%	N	%	Diff	N	%	N	%	Diff	
Race/Ethnicity											
African Am.	4,127	16.9	54,762	29.3	-12.4	3,618	11.2	43,281	22.3	-11.1	-
Amer. Indian	-	-	-	-	-	52	0.2	328	0.2	0.0	
Asian	2,502	10.3	6,096	3.3	7.0	3,909	12.1	8,276	4.3	7.8	
Hispanic	10,671	43.8	109,577	58.6	-14.8	17,125	52.8	120,733	62.3	-9.5	-
Native Am.	32	0.1	127	0.1	0.0	-	-	-	-	-	
Pac. Islander	-	-	-	-	-	27	0.1	114	0.1	0.0	
White	7,044	28.9	16,345	8.7	20.2	6,692	20.6	18,348	9.5	11.1	-
Two or More	-	-	-	-	-	989	3.1	2,640	1.4	1.7	
Gender											
Male	11,286	46.3	95,291	51.0	-4.7	15,388	47.5	98,120	50.7	-3.2	-
Female	13,090	53.7	91,616	49.0	4.7	17,024	52.5	95,600	49.3	3.2	-
Group											
Bilingual EL & Non EL	2,339	9.6	31,453	16.8	-7.2	3,235	10.0	31,507	16.3	-6.3	
Econ. Disadv.	12,182	50.0	143,737	76.9	-26.9	16,452	50.8	150,714	77.8	-27.0	
EL	2,642	10.8	47,770	25.6	-14.8	4,735	14.6	64,402	33.2	-18.6	+
ESL	201	0.8	13,665	7.3	-6.5	1,872	5.8	29,726	15.3	-9.5	+
Special Ed.	458	1.9	19,317	10.3	-8.4	364	1.1	15,886	8.2	-7.1	-
HISD Totals	24,376	100.0	186,907	100.0		32,412	100	193,720	100		

Sources: Fall PEIMS Snapshot, 2006–2007 and 2019–2020

Note: A "+" in the Gap Diff. column means that there was an increase, and a "-" means there was a decrease in the gap from 2006–2007 to 2019–2020.

Red shaded areas denote a decrease of at least 1 percentage point, and green shaded areas denote an increase of at least 1 percentage point, G/T Bilingual Non-EL students (N=735) participated in a dual language program.

Appendix A (Continued)

Table A–5. Comparison of Kindergarten and Sixth Grade Vanguard Magnet Applicant Population Demographics to the District Population Demographics by Enrollment, 2007–2008 (Baseline) and 2019–2020 (12 Years of Implementation)

Race/Ethnicity	Vanguard Applicants for 2007–2008		District Enrollment 2007–2008		Vanguard Applicants for 2020–2021		District Enrollment 2020–2021		2020–2021 Difference
	N	%	N	%	N	%	N	%	
Kindergarten									
African American or Black	171	15.7	4,070	25.1	204	11.7	3,050	21.9	-10.2
American Indian					13	0.7	20	0.1	0.6
Asian ^a	160	14.7	498	3.1	402	23.1	776	5.6	17.5
Hispanic	311	28.6	10,320	63.7	427	24.5	8,408	60.5	-36.0
Native American	2	0.2	19	0.1	-	-	-	-	N/A
Pacific Islander					0	0	8	<1	-0.1
White	435	40.0	1,282	7.9	566	32.5	1,397	10.0	22.5
Two or More Races	-	-	-	-	123	7.1	247	1.8	5.3
Missing	8	0.7	0	0.0	7	0.4	-	-	N/A
Total	1,087	100.0	16,189	100.0	1,742	100	13,906	100.0	
Sixth									
African American or Black	301	17.3	3,769	29.1	338	12.1	3,055	22.9	-10.8
American Indian	-	-	-	-	2	0.3	23	0.2	N/A
Asian ^a	208	12.0	413	3.2	308	13.6	554	4.1	9.5
Hispanic	790	45.5	7,747	59.8	1,222	51.3	8,127	60.8	-9.5
Native American	1	0.1	9	0.1	-	-	-	-	N/A
Pacific Islander					0	0.0	6	0.0	0.0
White	436	25.1	1,012	7.8	539	19.9	1,356	10.2	9.7
Two or More Races	-	-	-	-	99	2.8	238	1.8	1.0
Missing	2	0.1	-	-	1	-	-	-	N/A
Total	1,738	100.0	12,950	100.0	2,509	100.0	13,359	100.0	

Sources: Magnet Applicant Transfer System (MATS) 2006–2007 and Magnet Applications Data File, 9/22/2020, entering 2020–2021; Fall PEIMS Snapshot 2007 and Cognos Extract 12/11/2020

Note: Race/Ethnicity categories changed from 2007–2008 to 2015–2016 when federal race/ethnicity categories were used.

^a For 2007–2008, Asian and Pacific Islander were grouped together. Vanguard Applicants applying for the 2019–2020 school year include only those using the on-line system.

Appendix A (Continued)

Table A–6. Distribution of Kindergarten and Sixth Grade Vanguard Magnet Applicants, Qualified, Accepted, and Enrolled by Race/Ethnicity, 2020–2021

		Applicant N	Qualified N	Accepted N	Enrolled N	% Accepted and Enrolled	% Enrolled Identified as G/T
Kindergarten	African American	204	36	15	14	39%	100%
	American Indian	13	3	3	3	100%	100%
	Asian	402	175	94	76	43%	100%
	Hispanic	427	79	45	41	52%	93%
	Pacific Islander	0					N/A
	White	566	175	60	50	29%	100%
	Two or More Races	123	40	16	14	35%	100%
	Missing	7	1	0	0	0%	N/A
	Total	1,742	509	233	198	39%	100%
Sixth	African American	338	97	53	50	52%	98%
	American Indian	2	0	0	0	0%	0%
	Asian	308	155	97	89	57%	97%
	Hispanic	1,222	520	320	290	56%	98%
	Pacific Islander	0					N/A
	White	539	332	101	90	27%	98%
	Two or More Races	99	60	23	21	35%	100%
	Missing	1	1	0	0	0%	N/A
	Total	2,509	1,165	594	540	46%	100%

Sources: Magnet Department, Magnet Applications Data File Extract, 9/22/2020 and Cognos Extracts, 12/11/2020

Note: Applicants applying for the 2020–2021 school year include only those using the on-line system. Applicants reflect an unduplicated count of students.

Qualified applicants were identified as *Qualified*. Accepted applicants were (*System Offers the seat*), Accepted (*Accepted*), and Confirmed (*Yes*).

Percentages may not add up due to rounding.

Appendix A (Continued)

Table A–7. Demographic Characteristics for Vanguard Magnet Students by School, 2019–2020

School	N	Percentage							Econ. Disadv.
		African Am.	Am. Indian	Asian	Hisp.	Pacific Island.	White	Two or More	
Elementary									
Askew	203	18.2	1.0	28.6	20.2	0.0	27.6	4.4	28.6
Carrillo	148	2.0	0.0	0.7	93.9	0.0	3.4	0.0	77.0
De Zavala	111	1.8	0.0	0.0	97.3	0.0	0.9	0.0	78.4
Herod	292	17.5	0.0	13.7	31.5	0.0	32.2	5.1	21.6
Oak Forest	462	4.5	0.0	5.0	27.1	0.4	56.7	6.3	8.7
River Oaks	424	3.8	0.0	38.7	13.4	0.0	33.7	10.4	7.3
Roosevelt	106	11.3	0.9	2.8	81.1	0.0	2.8	0.9	61.3
Travis	377	5.3	0.3	3.7	21.0	0.0	60.7	9.0	5.6
Windsor Village	161	43.5	1.2	2.5	52.2	0.0	0.0	0.6	82.6
Middle									
Black	451	7.1	0.0	2.9	46.8	0.0	38.6	4.7	25.5
Burbank	524	2.1	0.4	0.0	96.8	0.0	0.8	0.0	97.1
Hamilton	575	4.2	0.2	0.9	92.3	0.2	1.9	0.3	78.8
Lanier	998	10.8	0.3	23.7	26.7	0.2	31.1	7.2	18.1
Combined									
Rogers, T.H.	895	10.7	0.2	52.5	14.3	0.1	16.2	5.9	15.4
High									
Carnegie	854	10.2	0.1	29.7	33.3	0.4	22.2	4.1	30.3
Vanguard Magnet Total	6,581	9.0	0.2	19.5	41.6	0.1	24.7	4.8	34.4
HISD K–12 Total	193,720	22.3	0.2	4.3	62.3	0.1	9.5	1.4	77.8

Source: Fall PEIMS Snapshot, 2019

Note: Some percentages may not add up to 100 due to rounding. Enrollment Counts (N) were extracted from the fall PEIMS snapshot using the G/T field indicator.

Appendix A (Continued)

AP Award Type	G/T N
AP Scholar —Granted to students who receive scores of 3 or higher on three or more AP Exams.	766
AP Scholar with Distinction —Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams.	634
AP Scholar with Honor —Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on five or more of these exams.	269
National AP Scholar —Granted to students in the United States who receive an average score of at least 4 on all AP Exams taken, and scores of 4 or higher on eight or more of these exams.	229
AP Capstone Diploma —Granted to students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing.	72
AP Seminar and Research Certificate —Granted to students who earn scores of 3 or higher in both AP Seminar and AP Research.	11
AP International Diploma —Granted to students who receive a 3 or higher on five or more exams. Exams taken multiple times only count once. The highest score will be used for award calculation. Students attending a school within the U.S. must indicate on their AP Exam answer sheet that their scores will be sent to a university outside the U.S. Exams must fulfill the following content areas: 1). Two AP Exams from two world languages and culture courses. The language must be different in each course; or 2). Two AP Exams from one world language and culture course and one English course.	2
G/T Students Earning an AP Award -duplicated	1,983
G/T Students Earning an AP Award -unduplicated	1,669

Sources: College Board AP data file, August 7, 2020; College Board. AP Scholar Award, retrieved from <https://apcentral.collegeboard.org/about-ap/awards/scholarawards>; AP International Diploma, College Board. AP Scholar Awards, retrieved from http://apcentral.collegeboard.com/apc/public/score_reports_data/awards/232781.html

Appendix A (Continued)

Table A–9. Districtwide and G/T IB Exam Participation and Performance, 2019 and 2020

<i>District</i>	# Tested		# of Exams		# of Exams Scoring 4–7		% of Exams Scoring 4–7	
	2019	2020	2019	2020	2019	2020	2019	2020
Bellaire	86	111	209	312	195	297	93.3	95.2
Chavez	161	145	424	411	106	184	25.0	44.8
Heights	91	141	253	308	157	210	61.4	68.2
Lamar	762	746	2,190	2,057	715	1,116	32.9	54.3
Total	1,100	1,143	3,076	3,088	1,173	1,807	38.2	58.5
G/T								
Bellaire	81	101	200	291	186	278	93.0	95.5
Chavez	49	47	145	158	39	76	26.9	48.1
Heights	57	78	169	174	115	118	68.0	67.8
Lamar	355	374	1,109	1,120	473	705	42.7	62.9
Total	542	600	1,623	1,743	813	1,177	50.1	67.5

Sources: International Baccalaureate Organization Candidate Results, 2020; PEIMS Fall Snapshot, 2019; *Vanguard Program Evaluation, 2018–2019*

Note: Scores of P-pending or N-no grade awarded were not included. G/T Status was missing from 2 students. Three tenth grade students were included in the totals, Bellaire HS (N=1), Lamar HS (N=2).

Appendix A (Continued)

Table A–10. Number of Districtwide and G/T IB Candidates, Diplomates, and Career-related Programme (CP) by School, 2019 and 2020

School	Candidates		Diplomates		Candidates		CP	
	2019	2020	2019	2020	2019	2020	2019	2020
District								
Bellaire	26	49	23	44	N/A	N/A	N/A	N/A
Chavez	30	39	6	8	N/A	N/A	N/A	N/A
Heights	45	23	19	11	N/A	21	N/A	12
Lamar	267	257	36	82	79	9	7	0
Total	368	329	84	145	79	30	7	12
G/T	2019	2020	2019	2020	2019	2020	2019	2020
Bellaire	25	47	22	42	N/A	N/A	N/A	N/A
Chavez	11	18	3	1	N/A	N/A	N/A	N/A
Heights	31	11	16	4	N/A	10	N/A	5
Lamar	163	161	28	66	8	3	1	*
Total	230	237	69	113	8	13	1	5

Sources: International Baccalaureate Organization Candidate Results, 2020; PEIMS Fall Snapshot, 2019; *Vanguard Program Evaluation, 2018–2019*

Note: Lamar offers a Career-related Programme (CP). Results pending and Candidate withdrawn were not included. G/T status was missing from 2 students. District Results for Chavez include one student earning a Bilingual Diploma

Table A–11. Number and Percent of G/T Middle School Students Enrolled in at Least One Pre-AP and/or IBMYP* Core Content Area Course, 2006–2007 and 2019–2020

	2006–2007 (Baseline)			2019–2020			
	# Taking 1 Core Course	Total G/T Students	% Taking 1 Core Course	# Taking 1 Core Course	Total G/T Students	% Taking 1 Core Course	Change
6	1,636	1,654	98.9	3,118	3,315	94.1	-4.8
7	1,879	1,903	98.7	3,018	3,193	94.5	-4.2
8	1,770	1,795	98.6	3,121	3,295	94.7	-3.9
Total	5,285	5,352	98.7	9,257	9,803	94.4	-4.3

Sources: Chancery Data Files, Combined Schools Grades, Middle School Grades, High School Grades, June 2006 and June 2020; Fall PEIMS Snapshot, 2006 and 2019

*IBMYP= International Baccalaureate Middle Years Programme

Appendix A (Continued)

Table A–12. Number and Percent of G/T High School Students Enrolled in at Least One Advanced Level Course, 2006–2007 and 2019–2020

	2006–2007 (Baseline)			2019–2020			
	# Taking 1 Advanced Course	Total G/T Students	% Taking 1 Advanced Course	# Taking 1 Advanced Course	Total G/T Students	% Taking 1 Advanced Course	Change
9	1,626	1,809	89.9	2,818	3,223	87.4	-2.5
10	1,915	2,117	90.5	2,322	2,574	90.2	-0.3
11	1,829	2,026	90.3	2,065	2,292	90.1	-0.2
12	1,653	1,793	92.2	1,852	2,167	85.5	-6.7
Total	7,023	7,745	90.7	8,492	9,057	88.3	-2.4

Sources: Chancery Data Files, Combined Schools Grades and High School Grades, June 2006; Fall PEIMS Snapshot, 2006 and 2019

Table A–13. Number and Percent of Four-Year Longitudinal Completion for G/T Cohort, Class of 2016–2019

	G/T Class	G/T Graduated		G/T Continued HS		G/T Received TxCHSE		G/T Dropped out	
		N	%	N	%	N	%	N	%
2019	2,140	2,094	97.9	7	0.3	2	0.1	37	1.7
2018	1,779	1,753	98.5	4	0.2	1	<0.1	21	1.2
2017	1,948	1,915	98.3	12	0.6	3	0.2	19	1.0
2016	1,787	1,758	98.4	5	0.3	7	0.4	17	1.0

Sources: 4-year longitudinal data file, 2015–2016, 2016–2017, 2017–2018, 2018–2019; ADA PEIMS Files, 2012–2013 (9–25–2013), 2013–2014 (3-2-2017), 2014–2015 (3–2–2017), 2015–2016, and 2016–2017; Chancery Student Demographics Files, 2014–2015 (5–27–15), 2015–2016 (6–28–16), 2016–2017 (5–31–17), 2017–2018 (5–21–2018), 2018–2019 (5-31-2019 and 03052020); Rec 400_Basic Attendance 2017–2018 (092518)

Note: Students missing a G/T code were not included in the analysis (N=1 for 2019, N=3 for 2016). TxCHSE=Texas Certificate of High School Equivalency. This includes any student who was **ever** identified as G/T during their high school tenure.

Appendix A (Continued)

	G/T Students N	G/T Students with a GEP		Leadership		Creativity		Reading/LA		Mathematics		Science		Social Studies	
		N	%	N	%	N	%	N	%	N	%	N	%		
2018–2019	33,068	18,132	54.8	1,772	5.4	2,551	14.0	5,871	32.4	5,248	28.9	3,635	20.0	2,997	16.5
2019–2020	32,412	23,751	73.3	2,895	8.9	3,998	12.3	9,734	30.0	8,901	27.5	6,628	20.4	4,428	13.7

Source: Chancery GEP Data file, provided by the Gifted and Talented Department; Chancery GEP Data File, 11/8/2019

Note: A completed Gifted Education Plan consisted of at least one entry during the 2019–2020 school year or the 2018–2019 school year.

		Non-G/T Students	G/T Students	Total
Class of 2019	Did not go to college	4,128	375	4,503
	2-year	2,166	280	2,446
	4-year	2,027	1,431	3,438
	2019 Total	8,321	2,086	10,407
Class of 2018	Did not go to college	4,136	275	4,411
	2-year	2,146	230	2,376
	4-year	2,220	1,253	3,473
	2018 Total	8,502	1,758	10,260
Class of 2017	Did not go to college	3,703	315	4,018
	2-year	2,073	268	2,341
	4-year	1,959	1,317	3,276
	Less than 2 Years	25	1	26
	2017 Total	7,760	1,901	9,661

Source: 4-year longitudinal data files, various years; NSC data files, 2017, 2018, 2019

Note: Students without a G/T code were excluded from the analysis. Students from the 4-year longitudinal data file that could not be matched to the NSC data file were not included in the analysis. An example of "Less than 2 years of college" would be a trade school.

Appendix A (Continued)

Table A–16. Number and Percentage of Elementary Parent Respondents by Response Category for Feedback on Identification and Assessment Procedures			
Response Category	N	% of Responses	% of Total
No/Nothing/NA	56	18.7	4.6
Lack of clear, effective, or timely communication: Identification process-when and how often and make it clearer Child's G/T Program Services-what are you providing for my child? Child's G/T progress-monthly communication about progress Gifted Education Plan-communicate what this is Testing Results-communicate them in a timely fashion Vanguard application process-make it transparent and clearer Explain sections of the matrix	48	16.1	4.0
Services: Provide services or better services Monitor schools to see what G/T services are being provided G/T and non-GT students are taught the same curriculum Differentiate work is not being provided Meeting to communicate services after identification Grouping G/T and non G/T together leads to no G/T services Provide better parent support on how parents can support their child	40	13.4	3.3
Issues (Mainly PreK Assessment Issues): Wait time for 4-year old testing was 1.5 or more hours Fewer testing sites and fewer testing dates Earlier testing dates-savvy parents signed up for later ones Outdated assessments-WWII uniform, metal wagon not plastic Waiting area was loud and chaotic Family waiting for 3 hours and didn't bring any food 4-year old was asked to walk off with a stranger Twice exceptional child not identified at first Not enough information on the changes, especially timeline Child did not understand the tester-negatively impacted her results	37	12.4	3.1
Cutoff/Matrix: Everyone qualifies-cutoff is too low/expectations become too high Change the weighting (verbal assessments, grades) Testing/scoring reflects wealth and family resources not gifted Update the matrix No obstacle points/ Include economically disadvantaged Asians Never received my child's matrix	26	8.7	2.1
Unreliable: PreK and K testing are too early and yield unreliable results Identifying 4-year old skews toward more resourced families Early testing example: Not qualified in Pre-K but very high in K Being identified as a 4-year old for your entire academic career Early testing example: K testing showed not G/T, but Grade 1 testing showed G/T The identification process should start later-grade 3 or grade 4	23	7.7	1.9

Source: SurveyMonkey, G/T Parent Data files, 3/14/2020

Appendix A (Continued)

Table A–16. Number and Percentage of Elementary Parent Respondents by Response Category for Feedback on Identification and Assessment Procedures

Response Category	N	% of Responses	% of Total
Inequity: Family resources impact testing results Families with fewer resources are at a disadvantage Families test prep children Provide test prep for lower socio-economic children Test all PreK to identify more low income children Pre-K testing is inequitable Treat low income Asian students equally as other minorities	22	7.4	1.8
Positive comments: Love the program! HISD has a more comprehensive approach to assessment HISD did a good job	12	4.0	1.0
Miscellaneous: Missed G/T being weighted in PUA The identification process was simple G/T receives funding	10	3.3	0.8
Lottery: Entrance into a Vanguard Magnet school is by chance There is no tiered acceptance policy anymore The Vanguard Magnet application process was not clear Need more Vanguard Magnet schools The cut score is too low	8	2.7	0.7
Obstacle points: Treat all races equally Treat lower socio-economic Asian students similarly to African American and Hispanic Weighting low socioeconomic status is unfair	7	2.3	0.6
Frequency: Test at least 4 times per year Include more testing dates for Vanguard Magnet testing Keep universal testing Provide summer testing for students new to the district	4	1.3	0.3
Teacher rating: The teacher rating rubric is unclear Provide more PD on twice exceptional children since teacher rating didn't recognize the issue The teachers must rate the students too early in the year	3	1.0	0.2
Reassess: Reassess children so that resources can be directed G/T students Reassess in grades 3 and 6	3	1.0	0.2
Total Responses	299		24.7
Total	1,211		

Source: SurveyMonkey, G/T Parent Data files, 3/14/2020

Appendix A (Continued)

Table A–17. Number and Percentage of Secondary Parent Responses by Response Category for Feedback on Identification and Assessment Procedures			
Response Category	N	% of Responses	% of Total
No/Nothing/N/A	55	23.4	6.9
Identification Process: Over Identifies Bigger testing window/Different times of year PD on G/T characteristics/ Twice Exceptional Teacher Rating Raise cut scores Unreliable	48	20.4	6.0
Lack of clear, effective, or timely communication: Identification process-when, how often & make it clearer with a timeline or flowchart Child's G/T Program Services-what are you providing for my child? Communicate the Gifted Education Plan to students and parents Vanguard Magnet application process-make it transparent and clearer Communicate G/T test results prior to Vanguard Magnet application due date Vanguard Magnet application process flow chart Communicate academic progress & updates More accountability for the G/T Program	25	10.6	3.1
Matrix: Everyone qualifies-cutoff is too low Obstacle Points Parent rating-weight and communication Qualifying Tiers	25	10.6	3.1
Services: No program or a limited program No rigor Group G/T by ability Share curriculum so parents can support learning goals & milestones No goals	19	8.1	2.4
Positive/Satisfied: Pleased with process thus far It's fine	17	7.2	2.1
Issues and Lottery: Entrance into a Vanguard Magnet school is by chance Re-instate Qualifying Tiers to add merit back into the process Tested from outside the district and not enough notice was provided Experienced technical difficulties logging into the site and downloading info 8.5 hours of testing in one day is an unreasonable expectation The testing was chaotic, rushed, and the testers needed more training Provide more Vanguard Magnet seats for quality programs	14	6.0	1.8

Source: SurveyMonkey, G/T Parent Data files, 3/14/2020

Appendix A (Continued)

Table A–17. Number and Percentage of Secondary Parent Responses by Response Category for Feedback on Identification and Assessment Procedures			
Response Category	N	% of Responses	% of Total
Reassess: Students should be reassessed especially since Pre-K and K testing is unreliable Students with a K matrix should be reassessed for high school Students identified in K did not pass the STAAR in grades 4 and 5 Reassess G/T status every 2-3 years Students change between ages 4 and 14	13	5.5	1.6
Miscellaneous: Clueless Generic feedback	12	5.1	1.5
Inequity: Family resources impact testing results Families with fewer resources are at a disadvantage Families test prep children Provide test prep for lower socio-economic children Pre-K testing is inequitable	7	3.0	0.9
Total Responses	235		29.5
Total	797		

Source: SurveyMonkey, G/T Parent Data files, 3/14/2020

Appendix B Methods

Data Collection

Student data were obtained using a variety of sources. For the current academic year, demographic and enrollment data for G/T students were extracted from the PEIMS and Chancery databases. Race was extracted from the fall PEIMS snapshot using the original PEIMS ethnicity discrete categories for comparability to previous years. The program description, entry procedures, and student eligibility criteria were extracted from the current HISD School Guidelines and the District and School Profiles (Houston Independent School District, 2019a and 2019b). Additional documentation including data for the Entering Kindergarten Assessment Program, PEIMS Coding, Professional Development Course listings, G/T Expo, and student performance data, was provided from the Director and specialists in the Gifted and Talented Department.

Information with respect to training in HISD was provided by the Department of Human Resources Information Systems (HRIS) from July 1, 2019 to June 30, 2020. The HRIS database had the capability to track employee professional development on the individual level, including attendance and completion for each training session. The Gifted and Talented Department provided a list of G/T courses.

The percentage of G/T students in the district and the state was extracted from the PEIMS Standard Reports, Student Program and Special Populations Reports from 2013–2014 to 2019–2020 (Texas Education Agency, 2020, 2019a, 2018, 2017, 2016, 2015, and 2014). Texas Enrollment was calculated from the *Enrollment in Texas Public Schools, 2019–2020 report* published by the Texas Education Agency (TEA) (Texas Education Agency, 2020b).

Academic Performance

Advanced Placement (AP) test performance data for 2020, along with demographic information supplied by the students, were reported to HISD for each participating campus by the College Board via an electronic data file on August 7, 2020. The file was provided with the G/T indicator. Students who were not matched were not included in the analysis (N=87).

Performance data of HISD students on IB examinations and diplomas awarded were obtained from International Baccalaureate (IB) score reports. Participation and performance were reported by district and school. For the district and individual schools, the number and percent of students scoring a four or better were reported.

PSAT performance data for 2019 and the Fall PEIMS Snapshot, 2019 with enrollment for eleventh grade students were extracted to analyze the number and percent of eleventh grade students who tested and met the college and career readiness benchmarks on the ERW (≥ 460) and mathematics (≥ 510) tests. The methodology for calculating the College and Career Readiness (CCR) Benchmarks was revised by the College Board in 2015. SAT and ACT data for 2018–2019 were extracted from student test files as well as 2018–2019 graduation data. The number and percent of G/T test-takers, and the number and percent of G/T students scoring a 1180 or higher on the total score or meeting both CCR benchmarks (ERW ≥ 480 and mathematics ≥ 530) on the SAT and/or a 24 or higher composite on the ACT or meeting the individual CCR benchmarks (English ≥ 18 , reading ≥ 22 , mathematics ≥ 22 , and/or science ≥ 23) and/or all four CCR benchmarks were analyzed to determine participation and performance.

Appendix B (Continued)

Survey Data

Survey items were developed from previously administered gifted and talented surveys and from input by stakeholders. Drafts of the surveys were reviewed by various stakeholders, and their comments were taken into account for the final versions. The surveys were then piloted, and the additional revisions were incorporated into the final surveys. Surveys were disseminated electronically to parents through HISD email. Academic Services memos were distributed with information on parent surveys (February 10, 2020). A total 1,211 elementary parents and 797 secondary parents responded to the surveys.

Data Analysis

Basic descriptive statistics were employed to analyze the data. For enrollment by grade level and campus, frequencies were calculated. For survey items, the responses for each category were tabulated and/or percentages calculated. Due to rounding, some totals may not equal 100 percent. HISD and state policy is not to report grouped scores for fewer than five students. The parent response rates were calculated by the total number of emails sent less any that were not delivered. A total of 14,659 parent surveys were disseminated and 2,008 were returned, yielding a response rate of 13.7 percent.

G/T participation rates in AP testing for each campus were calculated by dividing the number of G/T students tested by the G/T PEIMS enrollment for grades 9–12. AP/IB performance was calculated by dividing the number of G/T AP/IB test-takers scoring a three-four or higher by the total number of G/T AP/IB tests taken.

G/T PSAT participation rates for each campus were calculated by dividing the number of G/T students tested by the G/T PEIMS enrollment for grade 11. Performance on the PSAT was measured by dividing the number of G/T students meeting the CCR ERW and Mathematics Benchmarks (ERW ≥ 460 and Mathematics ≥ 510) by the total number of G/T students tested in grade 11.

SAT and/or ACT participation was analyzed by using an unduplicated count of G/T ACT and/or SAT test-takers and dividing by the G/T graduates for that year. SAT performance was measured using the College Board benchmarks. For the SAT, the number of students meeting the College and Career Benchmarks for both the Evidence-based Reading and Writing (≥ 480) and Mathematics (≥ 530) was divided by the total number of G/T students tested. For the ACT, the number of students meeting the composite score of 24 or higher was divided by the number of G/T students tested.

Due to the COVID-19 pandemic, the State of Texas Assessments of Academic Readiness (STAAR) Grades 3–8 and the State of Texas Assessments of Academic Readiness End-of-Course (EOC) Exams were canceled.

Four-year longitudinal completion rates were calculated using the 2015–2016, 2016–2017, 2017–2018, and 2018–2019 data files. The data files were then matched to Chancery demographic files and PEIMS files to include G/T status. Students without a G/T indicator were not included in the analysis. The denominator consisted of the following students: graduated, dropped out, received Texas Certificate of High School Equivalency, and continued in high school. Each category was divided by the denominator to calculate a rate.

Data Limitations

Using the PEIMS database presents an undercount of identified students because students identified after the PEIMS fall snapshot date will not be included. For example, HISD conducts a universal assessment for

identifying G/T students in kindergarten. Once identified, they must be served by March 1st. The results of the assessment falls after the PEIMS fall snapshot date. However, the identified students are coded as G/T using the Chancery Student Management System (SMS). It is important to use both PEIMS and Chancery to gain a holistic understanding of the G/T program.

Limitations exist since some professional development activities were not tracked by the district because campuses may have hired their own trainer, or teachers may have attended training at the AP Summer Institute at Rice University, and the training was not recorded by the district, resulting in an undercount.

The Parent Surveys were translated into Spanish. On the elementary parent survey, the item, *the identification process was clear to me* was not on the Spanish survey, impacting 70 respondents. Translation Services provided Spanish to English translations for the open-ended questions. Based on a discussion with the Magnet Coordinator, Travis Elementary Schools' questions were modified and students who did not respond to the original survey link were not included in the results. Parent response rates were low, precluding making any generalizations from the survey data.

The COVID-19 pandemic impacted the administration of the survey to all participants since schools and district offices closed on March 13, 2020, the final day the surveys were open. All surveys closed on Friday, March 13, 2020 at midnight.

At this time, G/T teachers cannot be identified on the Student Information System. Therefore, a response rate cannot be accurately calculated. According to the PEIMS Staff file, there were 11,840 teachers or substitute teachers in the district for the 2019–2020 school year, not all of which were G/T trained. A total of 1,111 respondents selected a campus and indicated grade level (s) taught.

On the Gifted and Talented PEIMS Coding-Program Code Spreadsheet, if duplicate data were submitted, the latest version was used in the analysis.

Vanguard Magnet enrollment counts for G/T students were extracted using the G/T field indicator on the PEIMS fall snapshot and may result in different enrollment counts from using the Magnet field in the Chancery data file.

Due to the COVID-19 pandemic in 2020, students took the AP Exams at home online. The testing format was modified eliminating multiple-choice items. Moreover, the AP exams were open book/open note. Students could use their own resources but could not provide or receive aid. Approximately two percent of district test-takers experienced submission errors or issues on exam day.

Entering Kindergarten testing for G/T Neighborhood students was negatively impacted by COVID-19 since testing did not take place after the district stopped face-to-face instruction in March.

To track postsecondary enrollment, two data files were used, The 4-year longitudinal cohort analysis and the National Student Clearinghouse data file. There were records on the four-year cohort analysis file that could not be found on the NSC file for 2017, 2018, and 2019. These G/T students were not included in the analysis, nor were students for which the G/T identification were blank.

Appendix C

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2019

School Name	G/T Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
Alcott ES	3				2		1							
Almeda ES	49		5	3	10	14	17							
Anderson ES	41		3	7	9	12	10							
Arabic Immersion	48	1	7	14	12	14								
Ashford ES	47	3	7	6	14	7	10							
Askew ES	203	17	33	40	32	40	41							
Atherton ES	17		3	3	6	4	1							
Barrick ES	34		4	3	9	9	9							
Bastian ES	21	2	5	3	7	2	2							
Bell ES	72	1	9	14	27	8	13							
Bellfort ECC	9	9												
Benavidez ES	21		3	6	5	3	4							
Benbrook ES	26		4	1	10	5	6							
Berry ES	46		3	3	16	14	10							
Blackshear ES	6			2	2	2								
Bonham ES	57		7	10	13	15	12							
Bonner ES	45		6	2	14	15	8							
Braeburn ES	22		1	2	3	5	11							
Briargrove ES	112	6	13	25	27	19	22							
Briscoe ES	34		5	6	8	6	9							
Brookline ES	62		3	10	17	21	11							
Browning ES	25		2		3	6	14							
Bruce ES	20			9	6	2	3							
Burbank ES	143		11	32	30	30	40							
Burnet ES	19			2	2	6	9							
Burrus ES	20		1	9	4	3	3							
Bush ES	322	16	54	54	55	81	62							
Cage ES	41		6	5	14	4	12							
Carrillo ES	148	23	14	18	31	30	32							
Codwell ES	10			5	2		3							
Condit ES	257	5	44	53	51	54	50							
Cook ES	7		1	2	1		3							
Coop ES	40		4	3	4	9	20							
Cornelius ES	87	2	10	16	20	22	17							
Crespo ES	86		11	18	29	17	11							
Crockett ES	91	3	14	21	17	24	12							
Cunningham ES	44		4	6	16	9	9							
Daily ES	90	5	20	17	16	19	13							
Davila ES	51	6	9	8	11	3	14							
De Chaumes ES	46		2	6	14	9	15							
DeAnda ES	57	1	7	8	10	19	12							
DeZavala ES	111	7	10	18	30	16	30							
Dogan ES	13			5	5	1	2							
Durham ES	80	5	14	16	14	18	13							
Durkee ES	29		3	2	8	7	9							
Eliot ES	65	7	10	6	8	17	17							

Source: Fall PEIMS Snapshot, 2019

Note: Red shading identifies less than 3 G/T students per grade level, and gray shading denotes no G/T Program.

Appendix C (Continued)

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2019

School Name	G/T Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
Elmore ES	11			2	4		5							
Elrod ES	30		3	7	6	8	6							
Emerson ES	62		2	6	19	19	16							
Energized ES	23	1		6	14	1	1							
Field ES	52		13	13	11	4	11							
Foerster ES	20	1	6	1	2	6	4							
Fondren ES	10		1	3	2	2	2							
Fonwood ECC														
Foster ES	7			1	2	2	2							
Franklin ES	24		8	4	3		9							
Frost ES	17		5	2	5	1	4							
Gallegos ES	50		6	6	10	18	10							
Garcia ES	27		4	8	7	1	7							
Garden Villas ES	30		2	5	6	9	8							
Golfcrest ES	32		4	7	11	4	6							
Gregg ES	13		2	3	2	1	5							
Grissom ES	30		4	2	12	7	5							
Gross ES	30		6	9	4	7	4							
Halpin ECC	4	4												
Harris JR ES	13		2	1		3	7							
Harris RP ES	9			3	4		2							
Hartsfield ES	4			1	1	2								
Harvard ES	225	16	39	40	45	42	43							
Helms ES	69	1	15	10	12	16	15							
Henderson JP ES	84	1	15	19	20	16	13							
Henderson NQ ES	4		1	1	1	1								
Herod ES	292	38	53	46	56	46	53							
Herrera ES	77	1	24	22	14	7	9							
Highland Heights ES	2				1		1							
Hilliard ES	8		2		2	2	2							
Hines-Caldwell ES	54		2	4	15	20	13							
Hobby ES	26	1	6	4	2	3	10							
Horn ES	371	17	50	60	83	78	83							
Isaacs ES	6			1	2		3							
Janowski ES	40		6	6	12	7	9							
Jefferson ES	15		1	3	5	2	4							
Kashmere Gardens ES	8		2	1	2	2	1							
Kelso ES	16		1	2	4	3	6							
Kennedy ES	32		3	2	13	7	7							
Ketelsen ES	91	12	13	12	17	14	23							
Kolter ES	209	12	32	37	36	53	39							
Lantrip ES	89	1	16	11	20	23	18							
Laurenzo ECC														
Law ES	28			3	5	12	8							

Source: Fall PEIMS Snapshot, 2019

Note: Red shading identifies less than 3 G/T students per grade level, and gray shading denotes no G/T Program.

Appendix C (Continued)

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2019

School Name	G/T Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
Lewis ES	86		16	23	28	9	10							
Lockhart ES	23	1	1	2	3	3	13							
Longfellow ES	84	6	11	20	18	16	13							
Looscan ES	15	1		6	2		6							
Love ES	40	2	5	9	12	5	7							
Lovett ES	250	16	42	41	52	46	53							
Lyons ES	123		12	19	26	34	32							
MacGregor ES	65		9	16	14	17	9							
Mading ES	7			2	3		2							
Marshall ES	39		12	14	12	1								
Martinez C ES	13	1		5	2	4	1							
Martinez R ES	43		4	2	9	10	18							
McGowen ES	29	2	5	9	4		9							
McNamara ES	56		15	11	15	8	7							
Memorial ES	35	2	4	7	3	8	11							
Milne ES	14			1	9	1	3							
Mistral ECC														
Mitchell ES	14		2	5	2	4	1							
MLK ECC														
Montgomery ES	24		2	5	5	6	6							
Moreno ES	43	1	3	4	10	14	11							
Neff ECC	30	13	17											
Neff ES	81			18	26	17	20							
Northline ES	23			4	5	6	8							
Oak Forest ES	462	46	58	94	89	86	89							
Oates ES	6			1	3	1	1							
Osborne ES	15		4	1	3	2	5							
Paige ES	3			1	2									
Park Place ES	140	7	22	17	28	37	29							
Parker ES	218	8	35	44	52	38	41							
Patterson ES	98		9	13	18	27	31							
Peck ES	42	1	9	8	7	9	8							
Petersen ES	38		4	5	11	6	12							
Piney Point ES	106		17	23	14	29	23							
Pleasantville ES	22			1	4	4	13							
Poe ES	193	2	32	31	34	47	47							
Port Houston ES	36		9	4	9	7	7							
Pugh ES	24		1	5	7	7	4							
Red ES	126	6	14	25	23	31	27							
Reynolds ES	10		3		1	2	4							
River Oaks ES	424	52	71	74	75	76	76							
Roberts ES	280	10	40	53	64	53	60							
Robinson ES	23	2	4	1	10	2	4							
Rodriguez ES	73		8	19	24	15	7							
Roosevelt ES	106	14	17	11	20	15	29							
Ross ES	6		1	2	1		2							

Source: Fall PEIMS Snapshot, 2019

Note: Red shading identifies less than 3 G/T students per grade level, and gray shading denotes no G/T Program.

Appendix C (Continued)

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2019

School Name	G/T Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
Rucker ES	6		1	1	3		1							
Sanchez ES	28		4	7	6	3	8							
Scarborough ES	34			3	8	12	11							
School at St. George ES	100	5	12	19	23	17	24							
Scroggins ES	35		2	3	14	7	9							
Seguin ES	26		1	2	7	9	7							
Shadowbriar ES	22		1	7	6	3	5							
Shadydale ES	50		6	7	14	13	10							
Shearn ES	19	1	2		4	8	4							
Sherman ES	22		1	4	6	3	8							
Sinclair ES	169	25	35	34	23	34	18							
Smith ES	38	1	1	2	13	11	10							
Southmayd ES	52		4	8	10	15	15							
Stevens ES	19		3	1	5	1	9							
Sutton ES	114		11	18	30	35	20							
Thompson ES	17		2	7	2	2	4							
Tijerina ES	14	4		3	3	2	2							
Tinsley ES	74		10	12	20	19	13							
Travis ES	377	54	50	74	79	62	58							
Twain ES	325	9	57	58	69	64	68							
Valley West ES	63	1	9	4	23	8	18							
Wainwright ES	15	2	2	2	5	1	3							
Walnut Bend ES	59		11	11	10	14	13							
Wesley ES	4		3			1								
West University ES	698	53	97	125	144	146	133							
Whidby ES	23		5	6	6	4	2							
White E ES	46		8	10	12	5	11							
White M ES	40	1	14	9	8	5	3							
Whittier ES	13		3	1		4	5							
Windsor Village ES	161	23	16	31	30	29	32							
Woodson	7		1	1	2	2	1							
Young ES	5				1	1	3							
Attucks MS	10							2	3	5				
Baylor College MS	229							90	47	92				
BCM Biotech Acad at Rusk	109							44	28	37				
Black MS	451							149	156	146				
Burbank MS	524							203	168	153				
Chrysalis MS	187							61	67	59				
Clifton MS	64							16	12	36				
Cullen MS	9							6	3					
Deady MS	126							43	40	43				
Edison MS	89							22	33	34				
Energized MS	47							22	10	15				
E-STEM Central MS	14							6	7	1				

Source: Fall PEIMS Snapshot, 2019

Note: Red shading identifies less than 3 G/T students per grade level, and gray shading denotes no G/T Program.

Appendix C (Continued)

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2019

School Name	G/T Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
E-STEM West MS	40							14	7	19				
Fleming MS	25							5	11	9				
Fondren MS	108							38	36	34				
Fonville MS	60							15	18	27				
Forest Brook MS	24							10	5	9				
Hamilton MS	575							182	190	203				
Hartman MS	198							53	66	79				
Henry MS	24							24						
High School Ahead Acad MS	4							3	1					
Hogg MS	356							135	123	98				
Holland MS	58							13	19	26				
Key MS	27							8	10	9				
Lanier MS	998							320	327	351				
Lawson MS	163							56	58	49				
Marshall MS	83							20	26	37				
McReynolds MS	65							14	29	22				
Meyerland MS	463							131	152	180				
Navarro MS	75							27	13	35				
Ortiz MS	166							46	68	52				
Pershing MS	581							226	203	152				
Pin Oak MS	797							287	255	255				
Revere MS	139							49	43	47				
Stevenson MS	469							145	165	159				
Sugar Grove MS	40							15	13	12				
Tanglewood MS	195							76	51	68				
Thomas MS	26							9	8	9				
Welch MS	45							12	20	13				
West Briar MS	314							109	109	96				
Williams MS	26							7	9	10				
Austin HS	169										43	33	44	49
Bellaire HS	1184										348	299	268	269
Carnegie HS	854										272	286	166	130
Challenge EC HS	171										59	41	40	31
Chavez HS	432										162	82	90	98
DeBakey HS	611										169	138	178	126
East EC HS	178										55	41	34	48
Eastwood Acad HS	191										70	37	49	35
Energy Inst HS	230										81	60	33	56
E-STEM Central HS	6										5		1	
E-STEM West HS	7										4	3		
Furr HS	76										37	29	4	6
HAIS HS	199										55	46	53	45
Heights HS	682										241	167	143	131
Houston MSTC HS	319										91	59	100	69
HSLJ	107										38	23	25	21
Jones HS	39										15	6	8	10

Source: Fall PEIMS Snapshot, 2019

Note: Red shading identifies less than 3 G/T students per grade level, and gray shading denotes no G/T Program.

Appendix C (Continued)

G/T ENROLLMENT BY CAMPUS AND GRADE LEVEL, FALL PEIMS SNAPSHOT, 2019

School Name	G/T Total	KG	1	2	3	4	5	6	7	8	9	10	11	12
Kashmere HS	25										9	10	3	3
Kinder HSPVA	794										217	199	193	185
Lamar HS	944										250	234	225	235
Madison HS	112										44	26	19	23
Middle College HS - Fraga	16										11	1	3	1
Middle College HS - Gulfton	9										3	2	3	1
Milby HS	337										102	112	120	3
Mount Carmel Acad HS	13										8	2	2	1
North Forest HS	15										6	5	2	2
North Houston EC HS	227										68	54	54	51
Northside HS	143										67	29	20	27
Scarborough HS	45										18	6	8	13
Sharpstown HS	76										18	30	18	10
South EC HS	77										28	19	10	20
Sterling HS	69										20	15	15	19
Waltrip HS	347										120	88	83	56
Washington HS	65										24	14	13	14
Westbury HS	196										61	61	41	33
Westside HS	720										218	188	158	156
Wheatley HS	23										9	4	5	5
Wisdom HS	52										14	12	11	15
Worthing HS	22										10	6	4	2
Yates HS	20										12	2	4	2
Briar Meadow	115	6	5	6	11	7	14	22	18	26				
Garden Oaks	218	10	35	21	25	32	34	24	20	17				
Gregory-Lincoln PK-8	95	6	13	9	3	15	8	18	11	12				
Inspired Acad	4							2	2					
Leland YMCPA	127							19	25	18	20	11	11	23
Long Acad	102							22	16	19	16	11	11	7
Mandarin Immersion Magnet	342	12	37	33	46	48	39	40	53	34				
Pilgrim Acad	112	1	3	8	22	10	15	18	15	20				
Reagan Ed Ctr PK-8	50		3	3	3	8	5	9	6	13				
Rice School PK-8	323	9	18	18	27	31	30	57	75	58				
Rogers T H	895	66	69	68	68	67	78	159	161	159				
Sharpstown Intl	312							69	72	58	39	30	18	26
SOAR Center	3			1	1				1					
TCAH	50				1	1	4	3	5	6	6	9	6	9
Wharton K-8	138	9	15	12	16	17	25	24	9	11				
Wilson Montessori	148	3	21	23	27	25	17	15	7	10				
YWCPA	184							42	36	34	27	22	6	17
Young Scholars	5		2							3				
Total G/T	32,412	719	1,837	2,211	2,746	2,594	2,677	3,286	3,176	3,219	3,235	2,552	2,302	2,083

Source: Fall PEIMS Snapshot, 2019

Note: Red shading identifies less than 3 G/T students per grade level, and gray shading denotes no G/T Program.

APPENDIX D(CONTINUED)

ENTERING KINDERGARTEN ASSESSMENT SUMMARY, 2007/ 2008–2020

	# Tested														# Qualified													
	2007/2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2007/2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020		
Kolter ES	-/9	24	26	31	45	36	35	36	12	-	-	-	-	-/7	17	17	22	25	20	19	17	6	-	-	-			
Lantrip ES	-/-	-	16	-	-	-	-	-	-	-	-	-	-	-/-	-	2	-	-	-	-	-	-	-	-	-			
Laurenzo ECC	-/20	75	-	-	59	-	-	-	-	-	-	-	-	-/12	12	-	-	15	-	-	-	-	-	-	-			
Law ES	4/4	-	-	-	20	27	26	32	35	27	-	-	-	**	-	-	-	12	18	12	19	9	8	-	-			
Lockhart ES	-/-	17	-	37	27	27	24	17	-	-	-	-	-	-/-	2	-	21	12	10	9	4	-	-	-	-			
Longfellow ES	-/-	-	-	-	-	-	35	17	31	34	-	-	-	-/-	-	-	-	-	-	14	9	10	12	-	**			
Love ES	-/-	-	14	5	6	15	14	13	9	10	8	8	-	-/-	-	1	4	3	5	4	4	2	5	0	2			
Lovett ES	-/15	53	42	42	41	57	33	30	38	43	36	34	-	-/6	22	17	15	16	20	15	12	16	14	10	9			
MacArthur ES	-/15	12	-	-	-	-	-	-	-	-	-	-	-	-/4	2	-	-	-	-	-	-	-	-	-	-			
MacGregor ES	21/26	24	-	-	-	-	-	-	-	-	-	-	-	0/4	3	-	-	-	-	-	-	-	-	-	-			
Martinez, R. ES	15/-	-	-	-	-	-	-	-	-	-	-	-	-	1/-	-	-	-	-	-	-	-	-	-	-	-			
McGowen ES	-/-	-	-	-	-	21	24	20	21	21	-	21	-	-/-	-	-	-	-	9	6	4	6	9	-	2			
Memorial ES	-/-	-	-	-	-	-	9	-	-	-	-	-	-	-/-	-	-	-	-	-	5	-	-	-	-	-			
Mistral ECC	-/65	46	14	17	43	-	-	-	-	-	-	-	-	-/-	9	4	6	7	-	-	-	-	-	-	-			
Mitchell ES	24/57	27	22	36	11	7	8	15	13	12	-	-	-	3/11	5	1	10	4	1	3	5	4	7	-	-			
Montgomery ES	5/-	-	-	-	-	-	-	-	-	-	-	-	-	-/-	-	-	-	-	-	2	-	-	-	-	-			
Neff ECC	-/-	-	-	-	-	-	33	-	27	30	45	35	-	-/-	-	-	-	-	-	13	-	18	15	18	12			
Neff ES	-/-	-	-	-	-	28	-	17	-	-	-	-	-	-/-	-	-	-	-	18	-	7	-	-	-	-			
Parker ES	-/-	-	-	-	-	23	9	10	12	16	16	12	-	-/-	-	-	-	-	9	4	5	6	7	8	1			
Park Place ES	-/-	-	-	-	-	-	18	17	22	10	24	13	-	-/-	-	-	-	-	-	14	13	12	7	5	-			
Pleasantville ES±	-/-	-	-	-	-	-	2	17	9	2	-	-	-	-/-	-	-	-	-	-	*	12	4	0	-	-			
Peck ES	-/-	-	23	28	-	-	-	-	-	-	-	-	-	-/-	-	1	6	-	-	-	-	-	-	-	-			
Poe ES	12/32	17	-	19	44	-	-	-	-	-	-	-	-	2/5	9	-	4	13	-	-	-	-	-	-	-			
Red ES	-/-	-	43	25	20	23	24	17	15	15	-	9	-	-/-	-	8	12	7	9	10	5	7	7	-	5			
Reynolds ES	-/-	3	-	-	-	-	-	-	-	-	-	-	-	-/-	1	-	-	-	-	-	-	-	-	-	-			
Rice School (K–8)	-/-	-	4	-	-	-	-	-	-	-	-	-	-	-/-	-	*	-	-	-	-	-	-	-	-	-			
Robinson ES	-/-	-	-	-	-	23	2	15	4	5	9	-	-	-/-	-	-	-	-	-	2	-	7	1	1	3			
Sherman ES	26/-	-	-	-	-	-	-	-	15	-	-	-	-	2/-	-	-	-	-	-	-	-	4	-	-	-			
Sinclair ES	-/-	4	23	-	-	3	4	13	15	25	38	39	-	-/-	*	8	-	-	*	*	4	10	12	28	24			
Smith ES	-/-	-	-	-	-	-	-	-	-	-	15	13	-	-/-	-	-	-	-	-	-	-	-	-	3	3			
St. George	-/-	-	-	-	-	-	-	-	-	36	31	22	-	-/-	-	-	-	-	-	-	-	-	33	4	3			
Stevens ES	-/-	-	-	-	-	-	-	12	-	-	-	-	-	-/-	-	-	-	-	-	-	7	-	-	-	-			
Thompson ES	26/-	-	-	-	-	-	-	-	-	-	-	-	-	10/-	-	-	-	-	-	-	-	-	-	-	-			
Tijerina ES	-/-	-	-	-	-	-	-	-	-	-	-	9	-	-/-	-	-	-	-	-	-	-	-	-	-	4			
Turner ES	-/-	13	-	-	-	-	-	-	-	-	-	-	-	-/-	1	-	-	-	-	-	-	-	-	-	-			
Wainwright ES	-/-	-	-	-	15	-	-	-	-	-	-	-	-	-/-	-	-	-	6	-	-	-	-	-	-	-			
Walnut Bend ES	16/15	17	16	22	31	25	49	35	24	29	-	-	-	2/4	4	9	11	14	16	13	12	13	6	-	-			
West University ES	106/140	125	146	150	150	155	128	141	138	143	122	138	-	28/49	49	71	66	56	74	64	69	60	61	34	45			
Whidby ES	-/-	15	-	-	-	-	-	-	-	-	-	-	-	-/-	3	-	-	-	-	-	-	-	-	-	-			
White ES	-/17	-	-	-	-	-	-	-	-	-	-	-	-	-/8	-	-	-	-	-	-	-	-	-	-	-			
Whittier ES	-/-	-	16	-	-	-	-	-	-	-	-	-	-	-/-	-	3	-	-	-	-	-	-	-	-	-			
Wilson ES	-/34	-	-	34	29	28	18	17	17	19	10	-	-	-/10	-	-	8	10	14	6	5	8	7	7	-			
G/T Neighborhood Total‡	373/748	682	860	901	945	872	766	761	789	695	571	570		92/201	203	303	364	364	375	331	354	358	319	215	199			
G/T Neighborhood‡ & Magnet Total	-/1,873	1,984	2,289	2,386	2,381	2,436	2,557	2,437	2,404	2,325	2,221	1,566		-/738	797	1,038	1,060	1,091	1,178	1,256	1,164	1,159	813	840	517			

Sources: Magnet Applications Data file, 2019–2020; *Vanguard Program Evaluation Report, 2018–2019*

*Results not reported for less than 5 students.

± Pleasantville Elementary School had been a Board-Approved Magnet School whose status changed to a Gifted and Talented Neighborhood Program in the spring of 2014.

**Longfellow’s results were not available for 2019.

Note: gray-shaded areas reflect that data are not available, whereas “-“reflects that no students were tested. Students with a blank matrix score were not included in the analysis. Magnet results include Qualified and Qualified Pending for 2020. G/T Neighborhood results are not reported for 2020.

Appendix E–1

G/T ADVANCED PLACEMENT EXAM RESULTS, 2007

School Name	G/T Participation Rate			G/T AP Exams at or Above Criterion		
	G/T 9-12 Enrollment	G/T Tested	Rate %	G/T Exams Taken	G/T Exams Scored 3 to 5	% Qualifying
Austin HS	185	76	41.1	121	12	9.9
Bellaire HS	1,113	704	63.3	2,111	1,811	85.8
Carnegie HS	349	132	37.8	254	158	62.2
Challenge HS	143	37	25.9	43	27	62.8
Chavez HS	247	157	63.6	330	67	20.3
DeBakey HSHP	277	161	58.1	389	306	78.7
Eastwood Academy	85	2	2.4	2	*	*
Furr HS	47	21	44.7	51	9	17.6
Heights HS	232	82	35.3	131	15	11.5
Houston MSTC HS	227	111	48.9	190	8	4.2
HSLJ	189	50	26.5	86	41	47.7
HSPVA	664	180	27.1	400	277	69.3
Jones HS	50	20	40.0	31	0	0.0
Jordan HS	52	7	13.5	14	1	7.1
Kashmere HS	15	4	26.7	5	*	*
Lamar HS	1,143	39	3.4	39	31	79.5
Madison HS	197	84	42.6	112	6	5.4
Milby HS	260	127	48.8	232	78	33.6
Northside HS	162	63	38.9	74	10	13.5
Scarborough HS	57	12	21.1	19	4	21.1
Sharpstown HS	72	26	36.1	53	5	9.4
Sterling HS	77	27	35.1	29	1	3.4
Waltrip HS	353	54	15.3	120	40	33.3
Washington HS	120	26	21.7	55	24	43.6
Westbury HS	139	57	41.0	113	23	20.4
Westside HS	943	599	63.5	1,205	684	56.8
Wheatley HS	79	27	34.2	46	1	2.2
Wisdom HS	88	43	48.9	96	13	13.5
Worthing HS	61	26	42.6	36	0	0.0
Yates HS	65	20	30.8	29	1	3.4
G/T High School Total	7,691	2,974	38.7	6,416	±	57.0
HISD High School Total	45,211	4,811	10.6	9,087	4,294	47.3

Sources: 2007 College Board Data file extracted 9/18/2007; Fall PEIMS Snapshot: 2006–2007 enrollment data and G/T status.

Note: Bellaire and Lamar also offer the International Baccalaureate program. G/T Identification code was missing for 51 students in 2007. HISD 9–12 and G/T enrollment reflects only enrollment for schools participating in AP testing. There were 59 G/T students from 9 campuses that did not participate in AP testing.

± Totals not reported because two schools tested less than five students.

*Scores not reported for less than 5 students.

Appendix E–2

G/T ADVANCED PLACEMENT EXAM RESULTS, 2020

School Name	G/T Participation			G/T AP Exams at or Above Criterion		
	G/T 9-12 Enrollment	G/T Tested	Rate %	G/T Exams Taken	G/T Exams Scored 3 to 5	% Qualifying
Austin HS	167	44	26.3	68	13	19.1
Bellaire HS	1,191	643	54.0	2134	1751	82.1
Carnegie HS	827	815	98.5	2286	1644	71.9
Challenge EC HS	168	146	86.9	299	142	47.5
Chavez HS	429	81	18.9	92	31	33.7
DeBakey HS	604	382	63.2	1024	874	85.4
East EC HS	177	105	59.3	138	55	39.9
Eastwood Acad HS	197	150	76.1	293	131	44.7
Energy Inst HS	230	111	48.3	306	176	57.5
E-STEM Southeast HS	8	10	125.0	12	1	8.3
E-STEM West HS±	8	1	12.5	1	*	*
Furr HS	78	32	41.0	38	12	31.6
HAIS HS	199	151	75.9	186	68	36.6
Heights HS	684	311	45.5	509	215	42.2
Houston MSTC HS	314	107	34.1	188	37	19.7
HSLJ	111	37	33.3	78	13	16.7
Jones HS	39	16	41.0	25	7	28.0
Kashmere HS	25	7	28.0	9	2	22.2
Kinder HSPVA	788	356	45.2	882	678	76.9
Lamar HS	943	442	46.9	510	210	41.2
Leland YMCPA	65	55	84.6	122	30	24.6
Long Acad	45	3	6.7	3	*	*
Madison HS	108	34	31.5	69	14	20.3
Middle College HS - Fraga	15	1	6.7	1	*	*
Milby HS	412	119	28.9	201	42	20.9
Mount Carmel Acad HS	12	7	58.3	7	4	57.1
North Forest HS	18	2	11.1	2	*	*
North Houston EC HS	225	154	68.4	343	146	42.6
Northside HS	139	62	44.6	105	19	18.1
Scarborough HS	47	12	25.5	13	2	15.4
Sharpstown HS	73	31	42.5	50	29	58.0
Sharpstown Intl	112	70	62.5	137	76	55.5
South EC HS	77	37	48.1	44	14	31.8
Sterling HS	71	22	31.0	29	4	13.8
TCAH	37	6	16.2	11	8	72.7
Waltrip HS	344	150	43.6	371	125	33.7
Washington HS	68	18	26.5	29	6	20.7
Westbury HS	204	99	48.5	193	64	33.2
Westside HS	713	433	60.7	814	537	66.0
Wheatley HS	23	1	4.3	1	*	*
Wisdom HS	56	23	41.1	55	16	29.1
Worthing HS	21	4	19.0	5	*	*
Yates HS	19	6	31.6	12	0	0.0
YWCPA	70	62	88.6	121	38	31.4
G/T High School Total	10,161	5,358	52.7	11,816	7,239	61.3
HISD High School Total	52,122	11,500	22.1	27,515	10,455	38.0

Sources: 2020 College Board Data file extracted 8/7/2020; Chancery extract, 05/8/2020—enrollment and G/T status.

Note: Bellaire, Heights, and Lamar also offer the International Baccalaureate program. HISD 9–12 and G/T enrollment reflects only enrollment for schools participating in AP testing. There were 45 students without a G/T code and were excluded from analysis.

*Scores not reported for less than 5 students; ±School is closed

Appendix F

G/T PSAT PARTICIPATION AND COLLEGE AND CAREER READINESS (CCR) PERFORMANCE, 11TH GRADE ONLY,
FALL 2019

School Name	G/T Enrollment (Grade 11)	# of G/T Tested (Grade 11)	% of G/T Tested	# Met Final CCR Benchmark ERW>=460	% Met Final CCR Benchmark ERW>=460	# Met Final CCR Benchmark Math>=510	% Met Final CCR Benchmark Math>=510	# Met Both Final CCR Benchmarks	% Met Both Final CCR Benchmarks	Mean Total
Austin HS	44	39	88.6	21	53.8	7	17.9	6	15.4	930
Bellaire HS	268	256	95.5	251	98.0	220	85.9	218	85.2	1257
Carnegie HS	166	163	98.2	163	100.0	157	96.3	157	96.3	1289
Challenge EC HS	40	40	100.0	38	95.0	28	70.0	28	70.0	1132
Chavez HS	90	80	88.9	68	85.0	45	56.3	45	56.3	1052
DeBaKey HS	178	176	98.9	176	100.0	172	97.7	172	97.7	1262
East EC HS	34	34	100.0	32	94.1	19	55.9	19	55.9	1089
Eastwood Acad HS	49	48	98.0	46	95.8	33	68.8	33	68.8	1105
Energy Inst HS	33	30	90.9	30	100.0	21	70.0	21	70.0	1167
E-STEM Central HS	1	1	100.0	*	*	*	*	*	*	*
Furr HS	4	3	75.0	*	*	*	*	*	*	*
H AIS HS	53	52	98.1	50	96.2	32	61.5	32	61.5	1095
Heights HS	143	138	96.5	125	90.6	65	47.1	63	45.7	1068
Houston MSTC HS	100	84	84.0	39	46.4	15	17.9	15	17.9	889
HSLJ	25	24	96.0	21	87.5	7	29.2	7	29.2	1009
Jones HS	8	8	100.0	8	100.0	2	25.0	2	25.0	979
Kashmere HS	3	3	100.0	3	*	*	*	*	*	*
Kinder HSPVA	193	186	96.4	183	98.4	127	68.3	127	68.3	1186
Lamar HS	225	214	95.1	201	93.9	152	71.0	151	70.6	1137
Leland YMCPA	11	11	100.0	11	100.0	6	54.5	6	54.5	1099
Long Acad	11	10	90.9	7	70.0	7	70.0	5	50.0	1107
Madison HS	19	15	78.9	12	80.0	3	20.0	3	20.0	939
Middle College HS - Fraga	3	1	33.3	*	*	*	*	*	*	*
Middle College HS - Gulfton	3	2	66.7	*	*	*	*	*	*	*
Milby HS	120	110	91.7	67	60.9	27	24.5	27	24.5	926
Mount Carmel Acad HS	2	1	50.0	1	*	*	*	*	*	*
North Forest HS	2	2	100.0	2	*	*	*	*	*	*
North Houston EC HS	54	54	100.0	49	90.7	37	68.5	37	68.5	1090
Northside HS	20	20	100.0	16	80.0	11	55.0	11	55.0	1013
Scarborough HS	8	8	100.0	7	87.5	2	25.0	2	25.0	1050
Sharpstown HS	18	11	61.1	5	45.5	2	18.2	2	18.2	930
Sharpstown Intl	18	0	0.0							
South EC HS	10	10	100.0	9	90.0	7	70.0	7	70.0	1081
Sterling HS	15	10	66.7	6	60.0	2	20.0	2	20.0	958
TCAH	6	2	33.3	2	*	*	*	*	*	*
Waltrip HS	83	75	90.4	57	76.0	33	44.0	31	41.3	1012
Washington HS	13	14	107.7	10	71.4	7	50.0	7	50.0	1019
Westbury HS	41	37	90.2	31	83.8	12	32.4	12	32.4	1026
Westside HS	158	151	95.6	146	96.7	116	76.8	116	76.8	1164
Wheatley HS	5	5	100.0	3	60.0	1	20.0	1	20.0	930
Wisdom HS	11	11	100.0	10	90.9	5	45.5	5	45.5	1016
Worthing HS	4	3	75.0	2	66.7	*	*	*	*	*
Yates HS	4	5	125.0	3	60.0	1	20.0	1	20.0	946
YWCPA	6	6	100.0	6	100.0	3	50.0	3	50.0	1130
G/T Grade 11 Total	2,302	2,153	93.5	1,921	89.2	1,564	72.6	1,378	64.0	1127
HISD Grade 11 Total	12,581	9,537	75.8	4,577	48.0	2,182	22.9	2,081	21.8	914

Source: Grade 11 benchmarks by demographic, 1/27/2020; College Board summary, 1/27/2020; College Board PSAT/NMSQT data file, 11/3/2019; PEIMS Fall Snapshot, 2019

Notes: *Fewer than 5 students tested

Appendix G–1

G/T ACT PARTICIPATION AND PERFORMANCE, GRADUATES ONLY, CLASS OF 2019

Sorted in Descending order on Mean Composite Score

School Name	# of G/T Grads Enrolled	# of G/T Tested	% of G/T Tested	G/T Mean Composite	# Met State Standard (>=24)	% Met English CR	% Met Math CR	% Met Reading CR	% Met Science CR	% Met All 4	
DeBaKey HS	143	59	41	31.4	58	100	100	95	97	93	
Carnegie HS	138	108	78	30.0	98	100	96	96	91	90	
Bellaire HS	217	112	52	29.3	101	99	90	95	87	82	
Kinder HSPVA	175	49	28	28.3	44	94	84	90	80	73	
Challenge EC HS	54	7	13	27.6	6	100	100	100	100	100	
Westside HS	166	81	49	27.0	60	94	88	88	73	67	
Lamar HS	224	104	46	26.5	75	95	77	87	70	62	
Leland YMCPA	17	5	29	26.0	3	100	80	60	40	40	
YWCPA	10	5	50	25.4	3	100	60	100	60	40	
Energy Inst HS	52	50	96	24.8	32	80	68	74	60	52	
Sharpstown Intl	33	12	36	24.3	7	92	50	67	67	50	
North Houston EC HS	66	12	18	24.0	6	75	67	75	58	50	
Heights HS	128	26	20	23.9	12	92	50	73	58	38	
East EC HS	63	11	17	23.9	5	91	82	73	45	45	
Chavez HS	93	11	12	23.4	7	91	45	82	73	45	
H AIS HS	45	43	96	21.5	12	77	49	51	33	19	
Austin HS	49	6	12	20.8	0	83	67	33	50	0	
HSLJ	20	8	40	20.6	3	63	25	50	25	25	
Waltrip HS	59	6	10	20.5	1	83	33	17	17	0	
Yates HS	7	5	71	20.4	1	80	60	40	20	20	
Milby HS	36	6	17	20.2	1	67	17	50	17	17	
Houston MSTC HS	68	7	10	19.9	1	43	29	43	29	0	
Furr HS	12	2	17	* *	* *	*	*	*	*	*	
Wisdom HS	10	1	10	* *	* *	*	*	*	*	*	
Wheatley HS	4	2	50	* *	* *	*	*	*	*	*	
Long Acad	11	2	18	* *	* *	*	*	*	*	*	
Madison HS	26	2	8	* *	* *	*	*	*	*	*	
North Forest HS	5	1	20	* *	* *	*	*	*	*	*	
TCAH	16	1	6	* *	* *	*	*	*	*	*	
Westbury HS	28	1	4	* *	* *	*	*	*	*	*	
Washington HS	9	1	11	* *	* *	*	*	*	*	*	
Scarborough HS	15	3	20	* *	* *	*	*	*	*	*	
Eastwood Acad HS	47	4	9	* *	* *	*	*	*	*	*	
Sharpstown HS	8	2	25	* *	* *	*	*	*	*	*	
Northside HS	20	1	5	* *	* *	*	*	*	*	*	
Worthing HS	4	1	25	* *	* *	*	*	*	*	*	
Sterling HS	6	0	0	--	--	--	--	--	--	--	
South EC HS	9	0	0	--	--	--	--	--	--	--	
Kashmere HS	1	0	0	--	--	--	--	--	--	--	
Jones HS	11	0	0	--	--	--	--	--	--	--	
E-STEM Central HS	2	0	0	--	--	--	--	--	--	--	
2019 G/T Total	2,107	757	35.9	26.9	543	71.7	92.6	78.2	82.7	71.7	63.8
2018 G/T Total	1,785	663	37.1	27.2	488	73.6	92.0	82.8	84.0	76.2	67.4

Sources: ACT data file, 2018–2019 Graduate File, 2018-2019

Note: A College Readiness (CR) benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses. ACT College Readiness Benchmarks are 18 in English, 22 in Math, 22 in Reading, and 23 in Science.

*Scores not reported for less than 5 students tested; --No data

Appendix G–2

G/T SAT PARTICIPATION AND COLLEGE BOARD PERFORMANCE, GRADUATES ONLY, CLASS OF 2019

Sorted on Mean Total Score in Descending Order

School Name	# of G/T Grads	# of G/T Tested	% of G/T Tested	Mean Total	# Met Both (ERW>=480) (Math >=530)	% Met Both	Met TAPR (Total ≥1180)	% Met TAPR
DeBakey HS	143	142	99.3	1414	142	99.3	139	97.2
Carnegie HS	138	140	101.4	1364	138	100.0	127	92.0
Bellaire HS	217	209	96.3	1316	183	84.3	160	73.7
Westside HS	166	165	99.4	1245	150	90.4	110	66.3
Kinder HSPVA	175	171	97.7	1244	131	74.9	110	62.9
TCAH	16	9	56.3	1221	7	43.8	6	37.5
Lamar HS	224	217	96.9	1210	176	78.6	130	58.0
South EC HS	9	9	100.0	1201	6	66.7	5	55.6
Energy Inst HS	52	51	98.1	1198	38	73.1	28	53.8
Challenge EC HS	54	54	100.0	1190	43	79.6	31	57.4
Sharpstown Intl	33	34	103.0	1185	30	90.9	17	51.5
Leland YMCPA	17	16	94.1	1163	12	70.6	6	35.3
HAIS HS	45	45	100.0	1140	32	71.1	16	35.6
YWCPA	10	10	100.0	1136	7	70.0	4	40.0
Eastwood Acad HS	47	47	100.0	1133	41	87.2	15	31.9
East EC HS	63	63	100.0	1133	48	76.2	20	31.7
Heights HS	128	125	97.7	1115	69	53.9	32	25.0
Wisdom HS	10	10	100.0	1115	6	60.0	3	30.0
North Houston EC HS	66	66	100.0	1110	45	68.2	15	22.7
Jones HS	11	11	100.0	1102	8	72.7	3	27.3
Sharpstown HS	8	7	87.5	1089	4	50.0	1	12.5
Washington HS	9	8	88.9	1084	4	44.4	1	11.1
Long Acad	11	10	90.9	1062	4	36.4	1	9.1
HSLJ	20	20	100.0	1059	5	25.0	3	15.0
Sterling HS	6	6	100.0	1058	4	66.7	1	16.7
Furr HS	12	11	91.7	1050	5	41.7	3	25.0
Chavez HS	93	89	95.7	1046	40	43.0	11	11.8
Westbury HS	28	27	96.4	1042	8	28.6	2	7.1
Waltrip HS	59	57	96.6	1037	23	39.0	6	10.2
Worthing HS	4	5	125.0	1034	2	50.0	1	25.0
Northside HS	20	20	100.0	1027	8	40.0	5	25.0
Milby HS	36	33	91.7	1020	11	30.6	6	16.7
Scarborough HS	15	15	100.0	1016	6	40.0	2	13.3
Yates HS	7	6	85.7	1003	3	42.9	1	14.3
Madison HS	26	25	96.2	1001	8	30.8	1	3.8
Austin HS	49	46	93.9	996	10	20.4	1	2.0
Houston MSTC HS	68	56	82.4	968	10	14.7	3	4.4
North Forest HS	5	5	100.0	960	1	20.0	0	0.0
Wheatley HS	4	4	100.0	*	*	*	*	*
E-STEM Central HS	2	2	100.0	*	*	*	*	*
Kashmere HS	1	1	100.0	*	*	*	*	*
2019 G/T Total	2,107	2,047	97.2	1192	1,469	71.8	1,026	50.1
2018 G/T Total	1,786	1,739	97.4	1213	1,295	74.5	1,141	65.6

Sources: SAT data file, 2018–2019; Graduation file, 2018–2019

Note: The criterion score as defined by the College Board (CB) is a score that is greater than or equal to a 480 on the ERW section and greater than or equal to a 530 on the math section

*Scores not reported for less than 5 students. - -No data

Appendix H

G/T PROFESSIONAL LEARNING, 2019–2020

Course Description	Credit Hours	N Completing
GT_ Texas Performance Standards Project K-12	6	21
GT_ 30 Hour Foundational Training PK-12	30	1,257
GT_ New GT Coordinator Matrix Training	3	46
GT_ Social Emotional Needs of GT Children	6	1,760
GT_ Differentiation for Gifted Learners	6	1,356
GT_ Job Alike 2019: GT Coordinators	3	158
GT_ G/T Coordinators Job Alike 2019 Make Up Day	3	61
GT_ Coordinator Open Lab	3	7
GT_ Teachers as Designers and Making Thinking Visible	6	45
GT_ Identifying Kinder HSPVA Class of 2024	6	23
GT_ Differentiation for GT in PBL	3	74
GT_ Using Kagan to Increase Engagement in the Classroom	6	49
GT_ Kagan Structures	6	120
GT_ Concept Based Planning and Teaching	6	75
GT_ Making Thinking Visible Part II	6	50
GT_ Offshore Energy Center's Earth Science	6	26
GT_ Gifted Education Plan Training	3	66
GT_ Entering Kinder Assessment Training	3	143
GT_ Making Depth and Complexity work for me	6	49
GT_ G/T Administrators Nature and Needs	6	313
GT_ On Track Data Dive 101	1	7
GT_ Models of Differentiated Instruction 6-12	6	18
GT_ Models of Differentiated Instruction K-5	6	10
GT_ GT Book Study: "Experience Onquiry"	6	1
GT_ You Might Have a G/T Student	2	13
GT_ Nature & Needs Service Options Online	6	151
GT_ IB ATL Final Assignment	1	44
GT_ Entering Kinder GT Testing Information Session	2	29
GT_ Online Course Open Lab	0	78
GT_ Engaging Gifted Students by Adding Depth and Complexity K-12	6	22
GT_ Models of Differentiated Instruction K-12	6	46
GT_ Creative and Critical Thinking K-12	6	132
GT_ Differentiation Foundation Book Study K-12 Online	6	22
GT_ Identification & Assessment for GT Students K-12 Online	6	458
GT_ 12 Hour K-12 Online	12	207
Duplicated OneSource Count		6,551
Unduplicated OneSource Count		5,407
Educators completing 6 or more hours		5,284
Educators completing 30 or more hours		1,270

Source: Gifted and Talented Department, Professional Learning Offerings; OneSource data file, 8/6/2020

Note: Charter School personnel are included in OneSource. Gray shaded areas do not count towards G/T credit hours.

Appendix I

ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE PROFESSIONAL LEARNING, 2019–2020

Course Description	Credit Hours	N Completing
AP_ Advanced Placement Coordinators 6-12	2	145
AP_ Advanced Placement Psychology District PLC	2	19
AP_ AP Research Advanced Scoring PD	6	3
AP_ Calculus PLC	2	84
AP_ Capstone Collaborative	6	10
AP_ Capstone District PLC	2	29
AP_ Capstone Scoring Training	6	16
AP_ Chemistry PLC	2	42
AP_ Environmental Science PLC	2	61
AP_ Facing History PD for AP World History Teachers	6	19
AP_ History Day Workshop	2	8
AP_ Job Alike 2019: Grade 9 - 12 Training for AP Teachers	6	166
AP_ K-12 Chinese Teacher PLC	2	32
AP_ Language and Composition PLC	2	54
AP_ Literature and Comp PLC	2	44
AP_ Macroeconomics PLC	2	40
AP_ Physics 1 PLC	2	46
AP_ Pre-AP English (High School)	6	10
AP_ Pre-AP English (Middle School)	6	2
AP_ Saturday Countdown Academy	4	63
AP_ Statistics PLC	2	49
AP_ United States History PLC	2	54
AP_ US Government PLC	2	42
AP_ Using Khan Academy to Enrich AP Instruction	1	35
AP_ World History PLC	2	95
AP_ Advanced Placement Basics	2	23
AP_ Biology PLC	2	53
AP_ Human Geography PLC	2	45
IB_ PYP (Primary Years Program) Fine Arts Meeting	2	11
IB_ An Introduction to Recognizing IB ATL Skills in Practice	2	38
IB_ Concept-based Teaching & Learning	6	54
IB_ DP/CP (Diploma Programme & Career-related Programme) Coordinator Meeting	2	25
IB_ K-12 IB Coordinators	2	34
IB_ MYP (Middle Years Programme) Coordinator Meeting	2	48
IB_ MYP Unit Planning	2	37
IB_ MYP Unit Planning Part 2	3	12
IB_ Primary Year Programme (PYP) Basics	6	45
IB_ PYP (Primary Years Programme) PE Meeting	2	22
IB_ PYP Coordinator Meeting	2.5	56

Source: Gifted and Talented Department, Professional Learning Offerings; OneSource data file, 8/6/2020

Note: Charter School personnel are included in OneSource.

Appendix I (Continued)

ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE PROFESSIONAL LEARNING, 2019–2020

Course Description	Credit Hours	N Completing
IB_MYP Unit Planning - Final Assignment	1	25
Duplicated OneSource Count		1,696
Unduplicated OneSource Count		713
Educators completing 6 or more hours		420
Educators completing 18 or more hours		37

Source: Gifted and Talented Department, Professional Learning Offerings; OneSource data file, 8/6/2020

Note: Charter School personnel are included in OneSource.